

(Institution's name)

**The Program on Bilingual
Education for Students in College**

June 2023

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EMI Enhancement Plan 2021-2026: Self-assessment tool

This document has been developed to help institutions and colleges assess the progress towards the implementation of their EMI Enhancement Plan, against the backdrop of the overarching targets and expectations set by the Taiwan Ministry of Education in the Programme on Bilingual Education for Students in College (BEST).

Section 1 of this document outlines the BEST Programme's targets and expectations, representing the overarching framework for the development and implementation of EMI Enhancement Plan 2021-26, and the underpinning definition of EMI.

Section 2 provides advice and guidance on best institutional practice for using this self-assessment tool as an instrument for critical self-reflection and improvement and asks funded institutions or colleges to describe the process through which they completed their self-assessment.

Section 3 asks funded institutions and colleges to provide a self-assessment of any change in institutional strategy with regard to EMI provision since the start of the implementation of their EMI Enhancement Plan and the extent to which they are meeting the working definition of EMI.

Section 4 asks funded institutions and colleges to provide a self-assessment of the progress in the implementation of the target for growth for students' English language proficiency and the expansion of EMI provision set in their Enhancement Plans.

Section 5 asks funded institutions and colleges to provide a self-assessment of the progress in the implementation of their Enhancement Plans with regard to the six key areas: Institutional Strategy and Management, Teaching and Learning, the Student Experience, Information to Students and the Public, Quality Assurance, and External Engagement.

Section 6 asks funded institutions and colleges to provide a report of the financial resources used to support the implementation of their Enhancement Plans against the budgetary expectations set out by the Ministry.

Section 1: BEST framework and EMI definition

1.1 The BEST Targets and Expectations

BEST targets and expectations were established in the EMI enhancement plan, which formed the basis of applications for funding. In each application, institutions were required to define a set of target and expectations based on the five areas below. As part of the self-assessment process, it is key that each institution revisits the targets and expectations set in their EMI enhancement plan. This section summarises the key areas and targets included in the EMI Enhancement plan and signposts the user to relevant sections of the EMI Enhancement Plan.

Strategy¹: Institutions should formulate bilingual programme talent cultivation goals which are aligned with the development stage and specific features of their institution. The strategies and measures supporting the institutional enhancement plans should be concrete, feasible, and clearly defined. Teachers and students should be consulted, as stakeholders, in the development of the action plan and implementation strategies.

Organization²: Institutions should establish a dedicated central unit with a clear mission to support the growth and enhancement of EMI across the institution. The unit should be adequately resourced and should cooperate with other existing English-teaching units or language centers

Teachers³: Institutions should provide full training and support for teachers to support effective EMI delivery.

Courses⁴: The percentage of EMI courses available to undergraduates and graduate students in relation to the total provision within the institution or college should be set to rise year by year.

Students⁵: Students are provided with all necessary language training and support to ensure they have the required capacity to successfully participate in EMI courses.

The percentage of domestic students at sophomore level who reach B2 level is set to rise year by year. At least 25% of the domestic student population at sophomore level is expected to reach B2 level at the end of the 2023-24 academic year, and at least 50% at the end of the 2029-30 academic year⁶.

¹ EMI Enhancement Plan – Sections 3.1 & 4.1

² EMI Enhancement Plan – Section 4.1

³ EMI Enhancement Plan – Section 4.2

⁴ EMI Enhancement Plan – Section 3.2

⁵ EMI Enhancement Plan – Section 4.3

⁶ EMI Enhancement Plan – Section 3.3

The number of sophomore and first-year Master’s students taking EMI courses should increase year by year and align with specific targets for the years 2024 and 2030. In 2024 at least 20% of all courses taken by 20% of the sophomores (admitted in the 2022-23 academic year) and 20% of the first-year master’s students (admitted in the 2023-24 academic year) are expected to be EMI courses. In 2030 at least 50% of all courses taken by 50% of the sophomores (admitted in the 2028-29 academic year) and 50% of the first-year master’s students (admitted in the 2029-39 academic year) are expected to be EMI courses⁷.

Institutions should set at their discretion, incremental targets for the percentage of EMI credits obtained by undergraduates upon graduation, based on the following ranking table⁸:

| | |
|----|--|
| E1 | Either up to 16 credits are earned from the EMI courses, or such credits earned account for at least 12.5% of the required graduation credits. |
| E2 | Either up to 32 credits are earned from the EMI courses, or such credits earned account for at least 25% of the required graduation credits. |
| E3 | Either up to 64 credits are earned from the EMI courses, or such credits earned account for at least 50% of the required graduation credits. |
| E4 | Either up to 98 credits are earned from the EMI courses, or such credits earned account for at least 75% of the required graduation credits. |
| E5 | Either up to 128 credits are earned from the EMI courses, or such credits earned account for 100% of the required graduation credits. |

Upon graduation students should be conferred a ‘Certificate Completion of EMI Courses’ certificate stating the E1-E5 ranking level.⁹

Sharing of resources: Funded institutions are expected to put in place measures and initiatives to share their EMI resources more widely across the sector. Institutions are expected to develop qualitative and quantitative indicators at their discretion with a view to incrementally improving the way they share resources year on year¹⁰.

Funded institutions are also expected to offer 5 online modular EMI courses per year to be made available across Taiwan¹¹.

Other considerations: Institutions are encouraged to outline additional qualitative and quantitative indicators at their discretion.

⁷ EMI Enhancement Plan – Sections 3.1 & 3.2

⁸ EMI Enhancement Plan – Sections 3.1 & 3.2

⁹ EMI Enhancement Plan – Sections 4.4

¹⁰ EMI Enhancement Plan – Sections 4.6

¹¹ EMI Enhancement Plan – Sections 4.6

1.2 Definition of EMI course

An EMI course of study is when an academic subject is taught through the medium of English. In this project:

- 1) The English courses in which the learning is focused on language rather than subject contents should not be considered as EMI courses. However, the importance of ESL, EAP, or ESP courses should be emphasised, and the contribution of English teachers should be considered essential for the successful provision of EMI courses. This means that the universities should give English courses and teachers a prominent role in their EMI-enhancement plans.
- 2) For EMI courses, the delivery of content, whole-class interaction, the learning materials, and the demonstration and assessment of learning outcomes (such as oral presentation, assignments, or tests) should be in English.
- 3) Other languages may be used in a principled and limited way in specific circumstances, for example, student-to-student and teacher-to-student interaction during pair work and group work may sometimes take place in languages other than English to aid mutual comprehension and idea generation. However, students should be asked to present their discussion outcomes in English and lecturers should ensure that at least 70% of class communication takes place in English. Good EMI course practice should encourage the students to engage in English speaking and writing as much as possible.

Section 2: Self-assessment – Advice and Guidance

2.1. How to use this self-assessment tool

The purpose of this document is to support institutions and colleges in reflecting critically and constructively on how well they are progressing in the implementation of the funded EMI Enhancement Plans.

A serious commitment to enhancement, in any aspect of education provision, must be underpinned by an institutional culture of continuous improvement and reflected in a collective effort to work towards set goals.

For this reason, it is recommended that the completion of this self-assessment tool is the result of collective evidence-based reflection and consultation across the institution or college with a view to establishing in the most accurate way possible the current state of progress in the implementation of the funded enhancement plan and elaborating in a constructive spirit on any eventual challenges encountered and lessons learned along the way.

This self-assessment document will inform the external evaluation by evaluators trained in the BEST standards framework and EMI best practice. This external evaluation will be evidence based, which means that the statements included in this self-assessment document will be checked by evaluators triangulating available evidence. This evidence might include documentation submitted by the institution or college being evaluated, meetings with key staff and stakeholders, including senior management, academic staff, administrative staff, and students, as well as class observation.

Please note, that there is no specific set of evidence that is recommended or expected to be received from institutions. The required evidence is anything that could demonstrate what they state in the self-assessment form with regard to having achieved progress in the implementation of their plans. The evaluation exercise is aimed at assessing progress against the institutions' own Enhancement Plans. It is for the institution to judge what is appropriate evidence that can back up their claim about progress to external evaluators.

2.2. Approach adopted to complete this self-assessment tool

Please describe the institutional process which has informed the completion of this self-assessment document, taking account of the advice offered above. This should include information about who or which department led the development of this self-assessment document, how the self-assessment was carried out, and the parties consulted to inform its development.

[Please insert your response here]

Section 3: Self-assessment - Institutional and Strategic context

3.1. Institution Information

| | | |
|-----|--|--|
| i. | Have you applied as an institution or college? | Institution <input type="checkbox"/> College <input type="checkbox"/> |
| ii. | Institution / College name | |

3.2. Overview of the institution (and college) for the year 2022-23

3.2.1 Number of students

| Across the whole institution | | | |
|------------------------------|-------------------|---|------------------------|
| Level | Domestic students | Students from China, Hong Kong, and Macau | International Students |
| Undergraduate | | | |
| Master's | | | |
| Doctoral | | | |

| Across the applying college (if applicable) | | | |
|---|-------------------|---|------------------------|
| Level | Domestic students | Students from China, Hong Kong, and Macau | International students |
| Undergraduate | | | |
| Master's | | | |
| Doctoral | | | |

3.2.2 Number of Faculty

| Across the whole institution | | |
|------------------------------|----------|---------------|
| | Domestic | International |
| Full-time | | |
| Part-time | | |

| Across the applying college (if applicable) | | |
|---|----------|---------------|
| | Domestic | International |
| Full-time | | |
| Part-time | | |

3.3. EMI strategy

3.3.1. Rationale

Please outline any eventual change(s) in the EMI strategy underpinning the implementation of your institution/college EMI Enhancement Plan. Please leave blank if no change has occurred.

[Please insert your response here]

3.3.2. Please outline any eventual change(s) in the broader institutional strategy and mission that might be of relevance to the implementation of the EMI Enhancement Plan. Please leave blank if no change has occurred.

[Please insert your response here]

3.3.3 Approach to EMI

Using the tables below please confirm the approach adopted to the use of English in the classroom, taking as reference the working definition of EMI according to which:

- For EMI courses, the delivery of content, whole-class interaction, the learning materials, and the demonstration and assessment of learning outcomes (such as oral presentation, assignments, or tests) should be in English.
- Other languages may be used in a principled and limited way in specific circumstances, for example, student-to-student and teacher-to-student interaction during pair work and group work may sometimes take place in languages other than English to aid mutual comprehension and idea generation. However, students should be asked to present their discussion outcomes in English and lecturers should ensure that at least 70% of class communication takes place in English.
- Good EMI course practice should encourage the students to engage in English speaking and writing as much as possible.

It is best practice for institutions and colleges to track EMI Teaching and Learning in the classroom through class observation. This should be regarded as an important aspect of the collective effort to enhance EMI provision across the institution or college.

No specific approach to class observation is prescribed. Institutions are autonomous in adopting the best approach to class observation that suit their context and enhancement plans. However, they should be able to demonstrate to external evaluators that their adopted approach is effective and reliable.

Please also note that there is no expectation that all classes are observed. A sampling approach can be adopted, for example observing a minimum of 10% of the EMI teachers currently delivering courses in different subjects is generally regarded as good practice. However, institutions might decide to adopt a different approach to sampling class observations that best suits their context and purposes, as long as they will be able to demonstrate its effectiveness and reliability to external evaluators.

Using the table below, please outline the percentage of EMI teachers observed, the percentage of EMI subjects observed, and the total number of classes observed over the course of the academic year. For the purpose of class observation “class” can be defined as a period of 50 minutes.

| % of EMI teachers observed | % of EMI subjects observed | Total number of EMI classes* observed |
|----------------------------|----------------------------|---------------------------------------|
| | | |

Alignment with working definition of EMI (see above)

| | Fully met | Substantially met | Partially met | Not met | Please explain the considerations underpinning your self-assessment |
|--|-----------|-------------------|---------------|---------|---|
| Classes meet the BEST project definition of EMI in teaching and learning | | | | | |

Interactivity is an important aspect in EMI pedagogy, in order to encourage the active use of English in the classroom as a key vehicle of learning. EMI lecturers should therefore always strive to adopt interactive approaches to teaching, which are suitable to the specific content of and context of their lecture. However, no single pedagogical approach is prescribed for every single class, and autonomy is left to lecturers in devising the best approach to each specific class, based on their best judgement.

In order to inform lecturers’ best judgement on the appropriate approach to take in each case, it is however essential to provide adequate pedagogical support to ensure that all lecturers are enabled to adopt suitable interactive strategies for different types of classes. Class observation from experts aimed at providing constructive feedback for improving approaching to EMI teaching can be a useful part of this pedagogical support, as well as playing a

monitoring role ensuring that good pedagogical practice is being implemented across the institution.

Using the table below, please report the average amount of time spent on different activities across all classes observed. See Appendix 1 for a Class Observation Form with additional guidance for observers on some of the considerations to keep in mind to inform their comments on the balance and quality of activities.

| Activity | | Average amount across all classes observed | Comment on the balance and quality of activities |
|--------------|---|--|--|
| 1 | Teacher talking time (information delivery) | ____% | |
| 2 | Teacher ↔ student(s) interaction | ____% | |
| 3 | Student ↔ student interaction | ____% | |
| 4 | Other (class admin, quiet time etc.) | ____% | |
| Total | | 100% | |

Using the table below, please indicate the percentage of English used for each activity across all classes observed.

| Activity | % of English used | | | |
|----------------------------------|-------------------|--------|--------|------|
| | 0-25% | 25-50% | 50-70% | >70% |
| Teacher talking time | | | | |
| Teacher ↔ student(s) interaction | | | | |
| Student ↔ student interaction | | | | |

Please note that lecturers could possibly self-assess aspects of their own teaching that are not of a qualitative nature and do not require external evaluative feedback, for example the percentage of time dedicated to information delivery and interactive classroom. This type of quantitative / descriptive evidence could be recorded through self-assessment. The advantage of this approach is to facilitate reporting for all EMI classes. However, measures need to be in place to be able to validate the self-reported information. This could be for example through an external check of a sample of classes to confirm the accuracy of lecturers' self-reporting, e.g. 10% of the EMI teachers currently delivering courses in different subjects

For aspects requiring a critical evaluation of EMI teaching, such as the quality of interaction, an external expert observation will always be required.

Section 4: Self-assessment: Plans for growth of EMI Provision

Please use the tables below to detail progress against your set targets for growth for EMI provision for year 2021/22 and 2022/23, and any eventual review of the set targets for the period 2022-26.

4.1. Percentage of EMI courses of overall provision by level of study¹²

Stated growth in the original Enhancement Plan

| Overall Provision | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 |
|---|-------|-------|-------|-------|-------|
| % of EMI courses offered at Undergraduate level | | | | | |
| % of EMI courses offered at Master's level | | | | | |
| % of EMI courses offered at Doctoral level | | | | | |

Achieved growth in 2021/22, 2022/23 and projected growth for 2022/26

| Overall Provision | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 |
|---|-------|-------|-------|-------|-------|
| % of EMI courses offered at Undergraduate level | | | | | |
| % of EMI courses offered at Master's level | | | | | |
| % of EMI courses offered at Doctoral level | | | | | |

In case of divergence between expected and achieved growth for 22/23 and expected projected growth for the period 2022-2026, please explain the motivations for these divergences.

[Please insert your response here]

¹² Please note that this section refers to the planned percentage of EMI courses to be offered at each study level in the following years. For example, at undergraduate level the answer would be based on this equation:

$$\% = \frac{\text{Planned number of EMI courses @ UG level} * 100}{\text{Planned total number of courses @ UG level}}$$

4.2. Percentage of students earning at least 20% of their credits from EMI courses.¹³

Stated growth in the original Enhancement Plan

| | % of domestic students | | | | | % of students from China, Hong Kong, and Macao (optional) | | | | |
|---|--|-------|-------|-------|-------|---|-------|-------|-------|-------|
| | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 |
| End of sophomore year ¹⁴ | | | | | | | | | | |
| End of 1 st year of Master's studies | | | | | | | | | | |
| | % of international students (optional) | | | | | | | | | |
| | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 | | | | | |
| End of sophomore year ¹⁵ | | | | | | | | | | |
| End of 1 st year of Master's studies | | | | | | | | | | |

¹³ Please note that this section refers to the planned percentage of students who earn 20% or more of their sophomore year and 1st year Master's credits from EMI courses. Please refer to the example equation below:

$$\% = \frac{\text{Planned number of students obtaining } \geq 20\% \text{ of sophomore year credits from EMI courses} * 100}{\text{Planned total number of students in sophomore year}}$$

¹⁴ Only includes credits earned during the sophomore year

¹⁵ Only includes credits earned during the sophomore year

Achieved growth for 2020/21, 2022/23 and projected growth for 2022/26

| | % of domestic students | | | | | % of students from China, Hong Kong, and Macao (optional) | | | | |
|---|--|-------|-------|-------|-------|---|-------|-------|-------|-------|
| | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 |
| End of sophomore year ¹⁶ | | | | | | | | | | |
| End of 1 st year of Master's studies | | | | | | | | | | |
| | % of international students (optional) | | | | | | | | | |
| | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 | | | | | |
| End of sophomore year ¹⁷ | | | | | | | | | | |
| End of 1 st year of Master's studies | | | | | | | | | | |

In case of divergence between expected and achieved growth for 22/23 and expected projected growth for the period 2022-2026, please explain the motivations

[Please insert your response here]

¹⁶ Only includes credits earned during the sophomore year

¹⁷ Only includes credits earned during the sophomore year

4.3 Language proficiency of students at the beginning of sophomore year¹⁸

Stated growth in original Enhancement Plan

| CEFR level | % of domestic students | | | | | % of students from China, Hong Kong, and Macao (optional) | | | | |
|-------------------------|--|-------|-------|-------|-------|---|-------|-------|-------|-------|
| | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 |
| CEFR B2 | | | | | | | | | | |
| CEFR C1 or above | | | | | | | | | | |
| CEFR level | % of international students (optional) | | | | | | | | | |
| | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 | | | | | |
| CEFR B2 | | | | | | | | | | |
| CEFR C1 or above | | | | | | | | | | |

Achieved growth for 2020/21 and projected growth

| CEFR level | % of domestic students | | | | | % of students from China, Hong Kong, and Macao (optional) | | | | |
|-------------------------|--|-------|-------|-------|-------|---|-------|-------|-------|-------|
| | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 |
| CEFR B2 | | | | | | | | | | |
| CEFR C1 or above | | | | | | | | | | |
| CEFR level | % of international students (optional) | | | | | | | | | |
| | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 | | | | | |
| CEFR B2 | | | | | | | | | | |
| CEFR C1 or above | | | | | | | | | | |

Please provide information on how your institution or college assesses language proficiency

[Please insert your response here]

¹⁸ Please note that this section refers to the planned percentage of students at the beginning of the sophomore year whose English language proficiency level meets B2 or C1 and above. Please refer to the example equation below:

$$\% = \frac{\text{Planned number of domestic students with B2 level English at the beginning of the sophomore year} * 100}{\text{Planned total number of domestic students enrolled at the beginning of the sophomore year}}$$

In case of divergence between expected and achieved growth for 22/23 and expected projected growth for the period 2023-2026, please explain the motivations.

[Please insert your response here]

Section 5: Self-Assessment: Plans for enhancing EMI provision

5.1 Institutional strategy and management

In this section you are asked to outline progress in how your institution or college is supporting the management and implementation of the EMI strategy for growth and enhancement at a strategic/organisational level.

5.1.1 Organisational structure

Please outline progress in the implementation of plans for establishing appropriate organisational structures to support the growth and enhancement of EMI at your institution or college, including any eventual challenges that you might have encountered in their implementation.

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs ¹⁹ | Progress |
|------------------------------|--------------------------|--------------------|----------|
| | | | |
| | | | |

Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan.

| New planned action(s) | Start date / Target date | KPIs | Progress |
|-----------------------|--------------------------|------|----------|
| | | | |
| | | | |

In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

¹⁹ Please note that KPIs refer to the KPIs included in your institution's Enhancement Plans. Where no KPIs were included this can be left empty or indicated as 'not applicable'. This is valid for all KPIs included in Section 5.

[Please insert your response here]

5.1.2 Resourcing

Please outline progress in the implementation of plans for resourcing the implementation of the EMI strategy at your institution or college, including any eventual challenges that you might have encountered in their implementation.

*Please include reference to the steps the institution has taken to establish a **central institutional unit** to support the growth and enhancement of EMI provision across the institution.*

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
|------------------------------|--------------------------|------|----------|
| | | | |
| | | | |

Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan

| New planned action(s) | Start date / Target date | KPIs | Progress |
|-----------------------|--------------------------|------|----------|
| | | | |
| | | | |

In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

[Please insert your response here]

5.1.3 Stakeholder engagement

Please outline progress in the implementation of plans for engaging with relevant internal and external stakeholders in developing, monitoring, and implementing your institution or college's EMI strategies and policies, including any eventual challenges that you might have encountered in their implementation.

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
|------------------------------|--------------------------|------|----------|
| | | | |
| | | | |

Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan.

| New planned action(s) | Start date / Target date | KPIs | Progress |
|-----------------------|--------------------------|------|----------|
| | | | |
| | | | |

In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

[Please insert your response here]

5.1.4 English language policies

Please outline progress in the implementation of plans for any English language policies your institution or college set out to implement, including any eventual challenges that you might have encountered in their implementation.

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
|------------------------------|--------------------------|------|----------|
| | | | |
| | | | |

Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan

| New planned action(s) | Start date / Target date | KPIs | Progress |
|-----------------------|--------------------------|------|----------|
| | | | |
| | | | |

In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

[Please insert your response here]

5.2 Teachers and teaching

In this section you are asked to outline progress in how your institution or college is supporting the growth and enhancement of EMI teaching and learning through the implementation of measures to support teaching staff recruitment, training, support and capacity development.

5.2.1 English language proficiency

Please outline progress in the implementation of plans for English language requirements for the recruitment of teachers and teaching assistants (TAs), including any eventual challenges that you might have encountered in their implementation.

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
|------------------------------|--------------------------|------|----------|
| | | | |
| | | | |

Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan

| New planned action(s) | Start date / Target date | KPIs | Progress |
|-----------------------|--------------------------|------|----------|
| | | | |
| | | | |

In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

[Please insert your response here]

5.2.2 Pedagogical proficiency

Please outline progress in the implementation of plans for pedagogical requirements your institution or college intended to put in place for the recruitment of EMI teachers. Evidence included in this section will vary according to the specifics of the individual institution enhancement plan. If a plan to externally recruit EMI teachers was cited, evidence could include the documentation on the recruitment process and policies. Alternatively, if a plan included EMI training and reallocation of internal staff, documentation around the training planned and reallocation policy could be used as evidence. Please also consider including any eventual challenges that you might have encountered in the implementation of this enhancement area.

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
|------------------------------|--------------------------|------|----------|
| | | | |
| | | | |

Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan

| New planned action(s) | Start date / Target date | KPIs | Progress |
|-----------------------|--------------------------|------|----------|
| | | | |
| | | | |

In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

[Please insert your response here]

5.2.3. Capacity development

Please outline progress in the implementation of plans for making support available to enhance the EMI capacity of teachers, including any eventual challenges that you might have encountered in their implementation.

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
|------------------------------|--------------------------|------|----------|
| | | | |
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Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan

| New planned action(s) | Start date / Target date | KPIs | Progress |
|-----------------------|--------------------------|------|----------|
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In case of divergence between planned actions and completed actions for 2022/23,, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

[Please insert your response here]

5.2.4. Teacher Support

Please outline progress in the implementation of plans for providing ongoing teaching support to EMI teachers (newly recruited and existing), including any eventual challenges that you might have encountered in their implementation.

*This should include progress towards the establishment of a **Community of Practice** set up to facilitate exchange ideas and skills between trained teachers and ensure best practice within the College or Institution.*

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
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Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan

| New planned action(s) | Start date / Target date | KPIs | Progress |
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In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable

[Please insert your response here]

5.3 Students and learning

In this section you are asked to outline progress in how your institution or college is supporting the growth and enhancement of EMI provision through the implementation of student admissions and support measures.

5.3.1 English language proficiency

Please outline progress in the implementation of plans for setting English language requirements for the recruitment of students at undergraduate and postgraduate level, including any eventual challenges that you might have encountered in their implementation.

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
|-------------------------------------|---------------------------------|-------------|-----------------|
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Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan

| New planned action(s) | Start date / Target date | KPIs | Progress |
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In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable

[Please insert your response here]

5.3.2 English language support

Please outline progress in the implementation of plans for making available English language support to students to facilitate their successful participation in EMI courses, including any eventual challenges that you might have encountered in their implementation.

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
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Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan

| New planned action(s) | Start date / Target date | KPIs | Progress |
|------------------------------|---------------------------------|-------------|-----------------|
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In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

[Please insert your response here]

5.3.3 International student experience

Please outline progress in the implementation of plans for putting in place measures to support the international student experience and to help the transition of international students to your institution and Taiwan, including any eventual challenges that you might have encountered in their implementation.

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
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Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan

| New planned action(s) | Start date / Target date | KPIs | Progress |
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In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

[Please insert your response here]

5.3.4 Student engagement

Please outline progress in the implementation of plans for putting in place measures to engage EMI students at institution, faculty, programme, course level with a view to enhancing their study experience, including any eventual challenges that you might have encountered in their implementation.

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
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Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan

| New planned action(s) | Start date / Target date | KPIs | Progress |
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In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable

[Please insert your response here]

5.4. Information to students and the public

In this section you are asked to outline progress in how your institutions or college is supporting the growth and enhancement of EMI provision through the implementation of measures regarding the provision of information to students and the public.

5.4.1 Information to prospective students

Please outline progress in the implementation of plans for providing easy to access information about EMI study opportunities, including any eventual challenges that you might have encountered in their implementation.

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
|------------------------------|--------------------------|------|----------|
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Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan

| New planned action(s) | Start date / Target date | KPIs | Progress |
|-----------------------|--------------------------|------|----------|
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In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

[Please insert your response here]

5.4.2 Information to current students

Please outline progress in the implementation of plans for providing current students with information about EMI study options, and English language resources and support available, including any eventual challenges that you might have encountered in their implementation.

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
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Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan

| New planned action(s) | Start date / Target date | KPIs | Progress |
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In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave it blank if not applicable.

[Please insert your response here]

5.4.3 Information upon graduation

Please outline progress in the implementation of plans for providing information to students upon graduation about their EMI studies, including any eventual challenges that you might have encountered in their implementation.

This should include a certificate or transcript certifying the completion of EMI Courses, including reference to the % of credits which have contributed to their qualification.

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
|------------------------------|--------------------------|------|----------|
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Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan

| New planned action(s) | Start date / Target date | KPIs | Progress |
|-----------------------|--------------------------|------|----------|
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In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable

[Please insert your response here]

5.5. Quality assurance

In this section you are asked to outline progress in how your institution or college is implementing measures to ensure that standards and quality of EMI courses meet national expectations for similar or comparable non-EMI courses, and to inform the continuous improvement of its EMI provision.

5.5.1 Course development and monitoring

Please outline progress in the implementation of plans for ensuring that standard processes for course development, approval, monitoring and review apply to EMI courses, including any eventual challenges that you might have encountered in their implementation.

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
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Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan

| New planned action(s) | Start date / Target date | KPIs | Progress |
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In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

| |
|---|
| <i>[Please insert your response here]</i> |
|---|

5.5.2 Assessment

Please outline progress in the implementation of plans for ensuring that learning outcomes of EMI provision are assessed at the same level of same or comparable non-EMI provision, including any eventual challenges that you might have encountered in their implementation.

| |
|---|
| <i>[Please insert your response here]</i> |
|---|

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
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Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan

| New planned action(s) | Start date / Target date | KPIs | Progress |
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In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

[Please insert your response here]

5.5.3 Student performance

Please outline progress in the implementation of plans for monitoring the outcomes of students on EMI provision and comparing them against the outcomes of students of same or comparable non-EMI programmes, including any eventual challenges that you might have encountered in their implementation.

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
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Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan

| New planned action(s) | Start date / Target date | KPIs | Progress |
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In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

[Please insert your response here]

5.5.4 Stakeholder engagement

Please outline progress in the implementation of plans to collect and respond to stakeholders' feedback, including teachers and students, as part of regular monitoring and enhancement processes, including any eventual challenges that you might have encountered in their implementation.

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
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Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan

| New planned action(s) | Start date / Target date | KPIs | Progress |
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In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

[Please insert your response here]

5.6. Other initiatives for enhancement

In this section you are asked to outline progress in the achievement of any other measures that your institutions or college has planned to put in place to support the growth and enhancement of its EMI provision, as well as the EMI capacity across the Taiwan sector more generally.

5.6.1 Sector-wide engagement

Please outline progress in the implementation of plans to share expertise, lessons learned, and good practice with other institutions to help support the growth and enhancement of EMI provision across Taiwan, including any eventual challenges that you might have encountered in their implementation.

*This should include your plans to deliver **5 online EMI courses** per year, which should be made accessible country wide.*

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
|------------------------------|--------------------------|------|----------|
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Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan.

| New planned action(s) | Start date / Target date | KPIs | Progress |
|-----------------------|--------------------------|------|----------|
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In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

[Please insert your response here]

5.6.2 International engagement

Please outline progress in the implementation of plans to pursue any international activities to develop your institution or college EMI capacity and/or as a result of your strengthened EMI capacity, including any eventual challenges that you might have encountered in their implementation.

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
|------------------------------|--------------------------|------|----------|
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Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan.

| New planned action(s) | Start date / Target date | KPIs | Progress |
|-----------------------|--------------------------|------|----------|
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In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

[Please insert your response here]

5.6.3. Engagement with industry / employers

Please outline progress in the implementation of plans to engage with industry and employers to support the development of EMI provision, improve the capacity of students to use English for employment purpose, and enhance the employability of EMI students, including any eventual challenges that you might have encountered in their implementation.

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
|------------------------------|--------------------------|------|----------|
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Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan.

| New planned action(s) | Start date / Target date | KPIs | Progress |
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In case of divergence between planned actions and completed actions for 2022/23, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

[Please insert your response here]

5.6.4 Any other measures

Please outline progress in the implementation of any other measures you set out to put in place to support your plans for EMI enhancement and growth, including any eventual challenges that you might have encountered in their implementation.

[Please insert your response here]

Please indicate whether the planned actions included in the enhancement plans have been achieved or are still in progress.

| Originally planned action(s) | Start date / Target date | KPIs | Progress |
|------------------------------|--------------------------|------|----------|
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Please also include, if applicable, any new planned actions that might have emerged in support of the funded EMI Enhancement Plan

| New planned action(s) | Start date / Target date | KPIs | Progress |
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In case of divergence between planned actions and completed actions for 2021/22, or in case new planned actions have been added, please explain the motivations:

[Please insert your response here]

Section 6: Budget

In US Dollars
(28 NT Dollars to 1 US dollars)

| Year | | Budget | | | | | | | Capital ²¹ | Matching funding ²⁰ |
|---------|---------------------|-----------------------|--------------------|-----------|--------------------|--------|-----------|--------------------|-----------------------|--------------------------------|
| | | Personnel | | | | | Operating | | | |
| | | New Recruited teacher | | Merit pay | | Others | Budget | Number of teachers | | |
| | | Budget | Number of teachers | Budget | Number of teachers | | | | | |
| 2021/22 | Appropriation | | | | | | | | | |
| | Actual Count | | | | | | | | | |
| | Implementation Rate | | | | | | | | | |
| 2022/23 | Appropriation | | | | | | | | | |
| | Actual Count | | | | | | | | | |
| | Implementation Rate | | | | | | | | | |
| 2023/24 | Requested | | | | | | | | | |
| 2024/25 | Requested | | | | | | | | | |
| 2025/26 | Requested | | | | | | | | | |

²⁰ The matching fund should be at least 10% of the grant award

²¹ Capital spend should be capped at 10% of the grant award

Appendix 1: Class Observation Form

Working definition of EMI

For EMI courses, the delivery of content, whole-class interaction, the learning materials, and the demonstration and assessment of learning outcomes (such as oral presentation, assignments, or tests) should be in English.

Other languages may be used in a principled and limited way in specific circumstances, for example, student-to-student and teacher-to-student interaction during pair work and group work may sometimes take place in languages other than English to aid mutual comprehension and idea generation. However, students should be asked to present their discussion outcomes in English and lecturers should ensure that at least 70% of class communication takes place in English. Good EMI course practice should encourage the students to engage in English speaking and writing as much as possible.

Alignment with working definition of EMI

| Class subject | | Fully met | Partially met | Not met | Comments: |
|---------------|---|-----------|---------------|---------|-----------|
| | Class meets the BEST project definition of EMI in teaching and learning | | | | |

Pedagogical approach: Interaction in the classroom (see guidelines below)

| Activity | Amount | Comment on the balance and quality of activities |
|---|-------------|--|
| 1 Teacher talking time (information delivery) | ____% | |
| 2 Teacher ↔ student(s) interaction | ____% | |
| 3 Student ↔ student interaction | ____% | |
| 4 Other (class admin, quiet time etc.) | ____% | |
| Total | 100% | |

Guidelines for observer

1. Teacher talking time

This is when the teacher is explaining content to the students, who are listening.

2. Teacher ↔ student(s) interaction

This is when questions are being asked in the class. These could be questions from the teacher to the class or an individual or questions from a student to the teacher. Ideally, we should see both in an EMI class. Things to keep in mind when commenting are the following:

- How often do students ask the teacher questions?
- How often does the teacher ask the students questions?
- How many students respond to the teacher's questions?
- Does the teacher get good evidence of **whole-class** comprehension before continuing?

3. Student ↔ student interaction

This is when students are asked to discuss something together or complete a task together in pairs or groups.

- Do students work in pairs or groups throughout the class?
- Are students appropriately grouped to maximise the chances of English being used?
- Are all students participating actively in the class?

Pedagogical approach: Percentage of English used in class

| Activity | % of English used | | | |
|----------------------------------|-------------------|--------|--------|------|
| | 0-25% | 25-50% | 50-70% | >70% |
| Teacher talking time | | | | |
| Teacher ↔ student(s) interaction | | | | |
| Student ↔ student interaction | | | | |