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National Dong Hwa University College of Science and Engineering



**The BEST Program
Advance into Key Cultivation College**

**College of Science and Engineering
National Dong Hwa University**

**The Programme on Bilingual
Education for Students in College
Self-assessment**



June.23. 2022

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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 year (see 3.5).

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 courses (see 3.3 and 3.4)

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

Institutions should set, at their discretion, incremental targets for the percentage of EMI credits obtained by undergraduates upon graduation, based on the following ranking table (see 3.5):

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 (see 4.4.).

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 year (see 4).

Funded institutions are also expected to offer 5 online modular EMI courses per year to be made available across Taiwan (see 4.6).

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

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.

<p>In the College of Science and Engineering, National Dong Hwa University, the Centre for Bilingual Education and International Affairs oversaw the development of this self-assessment document. The Centre collected EMI course information from the University course web pages; course evaluation information from the Office of Academic Affairs; program development and other information from related departments. Regular meetings on a weekly basis were held in the Centre to summarize the collected information to complete this document.</p>
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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 checked="" type="checkbox"/>
ii.	Institution / College name	National Dong Hwa University College of Science and Engineering

3.2. Overview of the institution (and college) for the year 2021-22

3.2.1 Number of students

Across the whole institution			
Level	Domestic students	Students from China, Hong Kong, and Macau	International Students, +僑生
Undergraduate	7654	137	395 (202+193)
Master's	1910	20	161 (133+28)
Doctoral	424	6	132 (131+1)

Source: Office of Academic Affairs, <https://rb004.ndhu.edu.tw/p/404-1004-158740.php>

Across the applying college (if applicable)			
Level	Domestic students	Students from China, Hong Kong, and Macau	International students +僑生
Undergraduate	1972	10	136 (121+15)
Master's	266	1	24 (21+3)
Doctoral	83	0	40 (40+0)

Source: Same as above table

3.2.2 Number of Faculty

Across the whole institution		
	Domestic	International
Full-time	456	13
Part-time	178	10

Across the applying college (if applicable)		
	Domestic	International
Full-time	109	3
Part-time	5	0

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.

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.

- To further improve the outcome of students' EMI learning, the university had added the following policies/actions:
 1. To raise the overall English level of the freshmen students. For this purpose, the university had established a university wide scholarship for incoming students with certain English proficiency levels prior to admission.
 2. To help more freshmen student improve their English for studies in their specific fields. For this the university is hiring new lecturers in its Language Centre for ESP/EAP teaching.

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
10.8% (4/37 teachers)	12.8% (5/39 subjects)	5 classes

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		v			We collected survey data from teacher and students in each of the observed classes, and compared the reply from teacher and the averaged reply from students in the same class. All 5 classes showed consistent results between the teacher and the students.

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)	>70%	This result shows that, among those observed classes, more than 70% of the time was on lecturing, while some part (less than 30%) was on teacher-student interactions. Not much in student-student interactions and other time. This could mean these classes are closer to traditional teaching, and the college could arrange more training activities for the instructors to learn the interactive ways of teaching.
2	Teacher student(s) interaction	25-50%	
3	Student-student interaction	0-25%	
4	Other (class admin, quiet time etc.)	0-25%	
Total		100%	

Source: Appendix A01 · A02

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				V
Teacher student(s) interaction			V	
Student-student interaction			V	

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 any eventual review of the set targets for the period 2022-26.

4.1. Percentage of EMI courses of overall provision by level of study⁶

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	8.0%	9.8%	11.5%	13.3%	15.0%
% of EMI courses offered at Master's level	23.7%	24.6%	25.3%	26.0%	26.8%
% of EMI courses offered at Doctoral level	34.5%	36.7%	38.7%	40.6%	42.4%

Achieved growth in 2021/22 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	7.3%				
% of EMI courses offered at Master's level	18.9%	19.7%	21.5%	22.1%	23.0%
% of EMI courses offered at Doctoral level	38.7%				

Source: Office of Academic Affairs · Appendix B01

In case of divergence between expected and achieved growth for 21/22 and expected projected growth for the period 2022-2026, please explain the motivations for these divergences.

The achieved % for undergraduate courses was 7.3%, which is 91% of the expected (8.0%). We think we shall be fine with this difference, because 1) we have hired a new faculty for EMI teaching development at Undergraduate level, and 2) we have more than expected instructors taking online EMI training in the 1st year, therefore we are expecting a smaller gap between the achieved and the expected in the 2nd year.

For courses at Master's level, we achieved 18.9%, which is 79.7% of the expected (23.6%). We found instability in the number of international Master's students in most of the departments in the past two years, which in turn caused instability in the number of courses they offered. We think this instability is related to the COVID-19 pandemic and would like to adjust the expectation in the next few years, as listed above.

At Doctoral level we have achieved 38.7%, which is 112% of the expected (38.7%). We think we would like to retain this level for the 2nd and 3rd year, because we need to put more efforts into helping undergraduate students improve their English levels in the 2nd and possibly the 3rd year (see Sec 4.3 below). After that we will keep on increasing the % of EMI courses at Doctorate level.

⁶ 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.⁷

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 ⁸	4.5%	10%	15%	20%	25%					
End of 1 st year of Master's studies	27.4%	30%	33%	36%	39%					
	% of international students (optional)									
	21/22	22/23	23/24	24/25	25/26					
End of sophomore year ⁹										
End of 1 st year of Master's studies										

⁷ 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:

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

⁸ Only includes credits earned during the sophomore year

⁹ Only includes credits earned during the sophomore year

Achieved growth for 2020/21 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 ¹⁰	7.3%									
End of 1 st year of Master's studies	32.7%									
	% of international students (optional)									
	21/22	22/23	23/24	24/25	25/26					
End of sophomore year ¹¹										
End of 1 st year of Master's studies										

Source: Office of Academic Affairs › Appendix B02

In case of divergence between expected and achieved growth for 21/22 and expected projected growth for the period 2022-2026, please explain the motivations

It seems that we have more than expected undergraduate students who are willing to take EMI courses, even though their overall English proficiency level is not yet as expected (see section below). We think we should wait one more year to see if this ratio is still higher than expected in the 2nd year. If it is, then we will raise our expectation afterwards. If not, then we will retain the expectation and keep watching.

¹⁰ Only includes credits earned during the sophomore year

¹¹ Only includes credits earned during the sophomore year

4.3 Language proficiency of students at the beginning of sophomore year¹²

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	10%	15%	20%	25%	30%					
CEFR C1 or above	0.2%	0.2%	0.2%	0.3%	0.5%					
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	4.6%	12%	18%	24%	30%					
CEFR C1 or above	0.2%									
CEFR level	% of international students (optional)									
	21/22	22/23	23/24	24/25	25/26					
CEFR B2										
CEFR C1 or above										

Source: NDHU Language Center › Appendix B03

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

The university encourages the students to take one of the well-known proficiency tests such as GEPT, TOEIC, TOEFL, IELTS, etc. The university also offers courses at different levels for students who have difficulties in taking the tests.

In case of divergence between expected and achieved growth for 21/22 and expected projected growth for the period 2022-2026, please explain the motivations.

¹² 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:

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

The achieved percentage for students with B2 level (4.6%) is lower than expected (10%).

We think the possible reasons could be

- 1) B2 is quite difficult for most of our students;
- 2) the scholarship we offered might not be attractive enough;
- 3) the support system needs to be strengthened.

For those reasons we made the following actions:

- 1) arranged to hire new lecturers in our Language Centre to offer more English courses to help more students improve their English;
- 2) established another university-wide scholarship for incoming students with certain English proficiency levels prior to admission;
- 3) planned to build a learning centre to increase interactions between students taking English improving courses; planned to support more bilingual TA's in EMI courses.

In addition, to make this program a bit more feasible, we would like to lower the expected values in the next three years from (15%, 20%, 25%) to (12%, 18%, 24%).

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.

We had established the Centre for Bilingual Education and International Affairs in the College of Science and Engineering on 2021/10/29. Since then the Centre had helped the College establish guidelines for EMI development, set up regulations to encourage lecturers to offer EMI courses, to help students in EMI learning, and to encourage staff members to improve English proficiency. It also helped establish the communities for EMI lecturers and students, and is working on establishing the community for TA's.

A new EMI programme at Master's level in the department of electrical engineering was created and set up to run at Fall-2021. The department of life sciences is working on a micro EMI programme at graduate level, likely to start in 2023 or 2024. The department of physics is also planning on a new EMI programme at undergraduate level, possibly collaborating with other departments in this college, likely to start in 2024.

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 ¹³	Progress
College EMI Promotion Group	2021/9-026/6	Operate in a rolling-wave planning manner.	Established the Centre for Bilingual Education and International Affairs in the College of Science and Engineering on 2021/10/29.
New EMI Programme	2021/9 – 2024/8	1~2 by 2024, at least 1 in bachelor's level	A new EMI programme at Master's level in the department of electrical engineering was created and set up to run at Fall-2022. The department of physics is also planning on a new EMI programme at undergraduate level, possibly

¹³ 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.

			collaborating with other departments in this college, likely to start in 2024.
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Source: Appendix C01

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 2021/22, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

[Please insert your response here]

5.1.2 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.

The university has established the Academy of English Empowerment, while the college of science and engineering has established the Centre for Bilingual Education and International Affairs, as their corresponding central unit to support the BEST project in this university/college. The main purposes of the Academy of English Empowerment at the beginning of BEST program are 1) to help students improve English proficiency levels, and 2) to arrange EMI training for professors. Currently the main challenge in this college is that the student number of students reaching B2 is much lower than expected. We mentioned the possible reasons and actions in Sec 4.2 above.

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

Encourage staff members to improve English proficiency	2021/9 – 2026/6	Allocate 2% of budget every year.	This part of the project was postponed to start in the 2 nd year because we decided to put more resources to help students improve English, such as offering more free English courses, and to encourage instructors to receive on-line EMI training.
Provide students opportunities to increase English proficiency Recruit bilingual students as TAs	2021/9 – 2026/6	Allocate 27% of budget	In the 1 st year we allocated almost 35% of our budget for these purposes, plus offering free English courses. By now this part is about 65% executed. We have arranged the rest of this budget to offer more free English courses for students in summer.
Encourage lecturers to practice EMI teaching	2021/9 – 2026/6	Allocate 18% of budget	We allocated about 26% of the 1 st year's budget for these purposes. By now this part is close to 100% executed.

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 2021/22, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

For staff members, we originally planned to allocate 2% of the budget to help them improve their English, in fact this part of the project was postponed to start in the 2nd year because we decided to put more resources to help students improve English, such as offering more free English courses, and to encourage instructors to receive on-line EMI training.

For students, we planned to encourage 10% of freshmen to reach B2 and therefore allocated enough budget as the corresponding scholarship. In fact, only about 5% had reached B2 by the end of the 1st year. We are expecting some more to accomplish during the summer break.

For lecturers, we planned to have about 15 lecturers to receive on-line EMI training each year, in the 1st year we have 21 lecturers taking the on-line training, suggesting our faculty members are willing to support this program.

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.

For lecturers, we had established an EMI community that already had 7 meetings for sharing experiences and exchanging ideas.

For students, we had modified the course evaluation system to include student feedback for EMI courses. We also established a learning community for students to share experiences and ideas.

Hold review meetings with executives, listen to suggestions and act on feedback.

We have regular meetings with the Academy of English Empowerment and higher executives for reviews and feedbacks. (2022/2/10, 4/20, 6/29)

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
Review meeting with lecturers and students, respectively	2021/9 – 2026/6	2 yearly meetings for feedback review and improvement.	We had 7 meetings with lecturers and are planning on an on-line meeting with students possibly in summer.
Hold meeting with industry stakeholders	2021/9 – 2026/6	1 yearly meeting for feedback, review and improvement.	The department of computer science & engineering, the department of electrical engineering, the department of opto-electronic engineering, and the department of physics are currently in contact with different companies for possibilities of collaborations in student training.

Source: Appendix C02

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 2021/22, 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.

- Bilingual Administration & Documentation
 - Further training will enhance English proficiency of employees. 7 to 8 staff members will receive such training yearly; within 3 years all 22 employees' English proficiency can be improved to B1 level or higher. The full cost of their tests, on-campus lessons, and the partial cost of their off-campus lessons will be covered.
 - ◆ This part was postponed to start in the 2nd year, as mentioned in 5.1.2.
 - All related documents shall be translated in the first year.
 - ◆ All college level documents were translated in the 1st year.
- Bilingual Instruction

- Instructors are encouraged to offer ESP courses with the Language Centre to meet the KPI standards of the university.
 - ◆ The Language Centre and this college together have hired two new faculty members to help such courses. After more existing professors receiving EMI training, we expect more will join to help in this part.
- There are currently 30 instructors offering EMI courses, and 28 more EMI courses at and above the sophomore level shall be offered by 2024 to meet the requirement. As a result, another 14 instructors must take part and at least 44 (15 per year on average) instructors shall take the EMI online training by 2024, subsidised by CS&E.
 - ◆ We have 21 lecturers receiving on-line EMI training in the 1st year.
- Bilingual Learning
 - A proper year-by-year goal will be set to enhance students' bilingual capability according to students' accomplishments every year.
 - ◆ E.g.: When the proportion of freshmen who reach B2 level and above approaches 4%, it is expected to approach 10% when they become sophomore in 2021, and to be increased by 5% each year so that it reaches 25% in 2024.
 - In the 1st year we had 4.6% of our sophomore students reached B2 or higher, which is lower than expected. In Sec. 4.3 we have mentioned the possible reasons and the corresponding actions to take.
 - High school students, especially with English proficiency above B1 level or those who take English courses from the university, will be recruited to enrol in the programme. The proportion of students reaching B1 level is expected to be increased from the current rate of 4.55% with an annual growing rate of 3~6% to over 15% in 2024 so that the English proficiency form sophomore on can be enhanced.
 - ◆ We had established a university-wide scholarship to attract such high school students, and we had announced this programme and related scholarships to potential students during our admission interviews and on our web pages.

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
Translate all related documents.	2021/9 – 2022/6	100% translated in year one	All the college level documents were translated in the 1 st year.
Staff members reach higher English proficiency	2021/9 – 2026/6	7~8 staff improve yearly	Postponed to start in the 2 nd year due to an apparent budget shortage at the begging of the 1 st year.
Students reach higher English proficiency	2021/9 – 2026/6	10% of sophomores reach B2 by 2022/6, 5% yearly thereafter.	By the end of the 1 st year, 4.6% of freshmen students reached B2 or higher. We are expecting some more to accomplish in summer.

Encourage lecturers to practice EMI teaching	2021/9 – 2025/6	27% of lecturers practicing EMI, 3% yearly thereafter (~44% by 2025/6)	We now have 37 lecturers (33%) practicing EMI in this college, better than expected.
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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

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 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.

- English proficiency is now listed as one of the preferred qualifications in hiring new faculty members.
- Bilingual capability is listed as one of the preferred qualifications in hiring new TAs for EMI courses.
- Community for EMI instructors had been established, 7 meetings held in the 1st year for exchanging experiences and ideas in EMI teaching. TA study group is being planned, likely to start in the 2nd year.

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
Recruit new faculty members with EMI experiences or B2	2021/9 – 2026/6	At least 50% of new openings shall give priorities to candidates	In 2022 this college offered 2 openings to hire new faculty

English proficiency.		with EMI experience or at least CEFR B2.	members, all of which gave priorities to candidates with EMI experiences or at least CEFR B2. One new faculty was hired to start EMI teaching in Fall-2022.
Community for EMI lecturers / TAs	2021/9 – 2023/6	Establish 1 community for lecturers and 1 for TAs within two years.	Community for EMI instructors had been established, 7 meetings held in the 1 st year for exchanging experiences and ideas in EMI teaching. TA study group is being planned, likely to start in the 2 nd year.

Source: Appendix C03

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 2021/22, 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>

5.2.2 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.

- EMI teaching or training experience is now listed as one of the preferred qualifications in hiring new faculty members.
- Course evaluation and student feedback are collected and reviewed by the Office of Academic Affairs of the university.
- Each of the EMI courses in this college is financially supported to hire at least 1 bilingual TA.

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
Encourage lecturers to receive EMI training.	2021/9 – 2026/6	Support 12~15% of lecturers every year to receive EMI training from 2021/9 to 2024/6, then 5~7% annually afterwards.	We have supported 21 lecturers (18.8%) to receive on-line EMI training in the 1 st year.
Encourage lesson observation and experience exchange among lecturers.	2021/9 – 2026/6	At least one such activity per year for lecturers.	We observed 5 EMI classes in the 1 st year, which is slightly higher than 10% of all our offered EMI classes in Spring-2022. The observation was done through collecting survey data from the lecturer and the students taking that course. We found consistent results between the lecturers and their students in all the 5 classes, as seen in Sec 3 above. Seven activities were held for exchanging experiences and ideas in EMI teaching.

Source: Appendix C04

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 2021/22, 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.

- EMI training of instructors
 - Key instructor training: Eight to sixteen key instructors (one to two for each department) will be selected and sent abroad in three years for fully subsidised EMI training. Upon returning, they will lead peers to advance EMI instruction.
 - ◆ We have identified 1 to 2 key faculty members for EMI teaching in each of our departments. After the pandemic goes down, we will start sending them overseas to receive further EMI training.
 - General training: Faculty are encouraged to take online EMI training and at least 44 members shall finish the training by 2024 to offer sufficient EMI courses.
 - ◆ We have supported 21 lecturers to receive on-line EMI training in the 1st year, slightly exceeds the expected value (12~15).

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
Support up to 16 key CE&S faculty	2021/9 – 2025/6	Planned to send 3~5 key instructors overseas to receive further EMI training	We have identified 1 to 2 key faculty members for EMI teaching in each of our departments. After the pandemic goes down, we will start sending them overseas to receive further EMI training.
Encourage TAs to share insights	2021/9 – 2026/6	At least one review meeting with EMI TAs every year	TA community group is being planned and likely to start in the 2 nd year.

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 2021/22, 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.*

- The Language Centre will provide support to enhance English proficiency and the Centre for Teaching Excellence will provide support of instruction.
 - The Academy of English Empowerment has organized 9 workshops/meetings (see URLs below) with EMI exports from other universities to help our EMI instructors. Our Centre for Teaching Excellence is financially supporting the community for EMI instructors.
 - ◆ 2022/4/19, 4/26, 5/3, 5/10, 5/17: <https://aee.ndhu.edu.tw/?p=1869>
 - ◆ 2022/4/28: <https://aee.ndhu.edu.tw/?p=1973>
 - ◆ 2022/6/1: <https://aee.ndhu.edu.tw/?p=2191>
 - ◆ 2022/6/22: <https://aee.ndhu.edu.tw/?p=2241>
 - ◆ 2022/7/13-15: <https://aee.ndhu.edu.tw/?p=2343>
- At least one domestic or foreign EMI instructor will be invited every year to help improve the EMI instruction.
 - We had invited two domestic EMI instructors from National Sun Yat-sen University to share their experiences with our instructors.
- EMI Instructors' Community will be set up to encourage instructors to share their experience at least once every year.

- Community established with 7 meetings held in the 1st year.
- EMI instruction credits will be considered during evaluation and promotion reviews.
 - It has been announced to all departments.

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
Workshop with external experts to improve EMI teaching.	2021/9 – 2026/6	Once a year.	We had two meetings with external experts, 6/1 and 6/8, for EMI teaching improvement.
Workshop with key instructors to improve EMI teaching.	2021/9 – 2026/6	Once a year.	During the two meetings with external experts, our key instructors were also attending and interacting with lecturers who are not yet practicing or about to practice EMI teaching.

Source: Appendix C02 , C02a , C02b

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 2021/22, 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.

<ul style="list-style-type: none"> ● In the future, English requirement will be set according to the levels of CEFR. <ul style="list-style-type: none"> ■ A2 will be accepted for the undergraduate students. CS&E is planning to offer scholarship to college students with B2 upon entrance or within the first year. ■ B1 will be accepted for graduate students. CS&E is planning to offer scholarship to graduate students with C1 upon entrance or within the first year. <p><u>We had discussed the possibilities of setting the English requirement upon admission. Most of our departments are not sure of being able to recruit enough students with higher English levels, therefore hoped to start from smaller changes such as giving more weight to English in admission reviews, and observe for a year or two to decide further actions.</u></p>
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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
Set up a reasonable requirement upon admission.	2021/9 – 2026/6	A2 for undergraduate, B1 for graduate students. To be determined in the 1 st year.	We had discussed the possibilities of setting the English requirement upon admission. Most of our departments are not sure of being able to recruit enough students with higher English levels, therefore hoped to start from smaller changes such as giving more weight to English in admission reviews, and observe for a year or two to decide further actions.
Incentivise English improvement through scholarship offers	2021/9 – 2026/6	To undergraduate students with B2, and graduate students with C1, upon entrance or within the first year.	We have established a scholarship up to NT\$50,000 per student, for those who achieve B2 or higher by the end of the freshman year.

Source: Appendix C05

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 2021/22, 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.

- Lunchtime Chats held by the Language Centre during the semester are led by English teachers to improve students' spoken capability.
 - Our Language Centre had arranged 6 poetry reading activities in Spring-2022 to help students improve their spoken English.
- Students' society such as the NDHU International English Speech Society will be supported to help students learn more to enhance their English proficiency.
 - The Office of International Affairs has been supporting student clubs on activities using English.
- Instructors will be encouraged to innovatively design EMI courses suitable for the College and help students get used to the teaching mode.
 - We had allocated budget to give financial support to instructors who are willing to make changes to their course content or teaching methods. In 2022 two of our instructors made novel changes to their EMI course content and received this support.
- Scholarship will be provided to freshmen and sophomores with B2 level or above. The proportion of students who get the scholarship is set at 10% in 2021 and will be increased by 5% each year until 25% is reached in 2024.
 - We had established such scholarships and allocated budget in the 1st year. The percentage of sophomores reaching B2 or higher was 4.6% in the 1st year, lower than the expected 10%. We gave possible reasons and corresponding actions in Sec. 4.3.
- Scholarships will be provided to freshmen and sophomores who take 20% of their courses from EMI courses. The proportion of students who get the scholarship is set at 10% in 2022, 15% for 2023, and 20% by 2024.
 - We had established such scholarships and allocated budget in the 1st year, and the result was 7.3% of sophomores achieved this goal in 2021-2022, somewhat higher than the expected 4.5%. Seems like we have more than expected students interested in EMI courses.
- Students are encouraged with awards to publish their research in English for those departments which require their students to present their research accomplishments. The proportion of students who get the award is set at 10% in 2021 and will be increased by 5% each year until 25% is reached in 2024.
 - This part was postponed to start in the 2nd year for we decided to put more resources to help students improve English, such as offering more free English courses, and to encourage instructors to receive on-line EMI training.
- English courses are offered for free to the students at the affiliate high school of NDHU and local high schools to attract future students.
 - Our Language Centre is regularly offering one course for high school graduates who are entering this university. It is currently not free, this college will try to allocate budget in the 2nd year to support related students taking this course.

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
Support language learning activities in student clubs	2021/9 – 2026/6	Support at least one such activity or student club every year.	The Office of International Affairs has been supporting student clubs on activities using English.
Offer scholarship to students with B2 or higher, and to students taking 20% EMI credits or more.	2021/9 – 2026/6	Award up to 10% of students with B2 or taking 20% EMI credits in the first year, 5% more yearly thereafter.	Both scholarships were established in the 1 st year, 4.6% of sophomores reached B2 or higher and 7.3% had taken at least 20% EMI credits.
Encourage students to publish research in English	2021/9 – 2026/6	10% of students publish research in English, 5% more yearly thereafter	This part was postponed to start in the 2 nd year for we decided to put more resources to help students improve English, such as offering more free English courses, and to encourage instructors to receive on-line EMI training.

Source: <https://oia.ndhu.edu.tw/event-image/student-activites> · Appendix B02 · C05

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 2021/22, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

<p>The percentage of sophomores reaching B2 or higher (4.6%) is lower than expected (10%). We gave possible reasons and corresponding actions in Sec. 4.3.</p> <p>The percentage of sophomores taking at least 20% EMI credits (7.3%) is somewhat higher than expected (4.5%). We gave our thoughts about this in Sec. 4.2.</p>

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.

- The Office of International Affairs (OIA) holds various activities every year such as sightseeing tour to Taroko National Park, Fusion Cuisine Festival, and International Culture Night. Numerous participants take part in these activities, highlighted on: <https://oia.ndhu.edu.tw/event-image/oia-activities>.
 - From the beginning of each summer break, the College has recruited local volunteers to contact new international students via email, FB, Line and other social media. After they arrive, their advisors, chairs of departments, classmates in their labs, seniors in their departments, and volunteers will all help them get used to the environment.
 - The dormitories in NDHU host a mixture of local and international students, allowing them to learn from each other. The English proficiency of local students can be rapidly enhanced by so doing. In the future, there will be more space for cooperation among local and international students if International News Radio of NDHU is set up.
 - The New Student Orientation held by Office of Students' Affairs (OSA) introduces the University's student organisations. Volunteers from OIA help them settle in campus life.
- Various activities and interactions between local and international students can be found at
- 1) The OIA web page: <https://oia.ndhu.edu.tw/event-image/student-activites>
 - 2) <https://www.facebook.com/groups/284261925011303/>

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
Encourage interaction between local and international students.	2021/9 – 2026/6	At least one activity per year that includes interaction between cultures.	Prior to pandemic, the university arranged numerous activities for cultural interactions every year. After pandemic we will keep doing so.
Support International students to improve Chinese proficiency.	2021/9 – 2026/6	Offer 1 free Chinese language course to international students per semester.	The Chinese Language Centre offers one or two free Chinese language courses to each of our international students, depending on the students Chinese proficiency level.

Source: <https://www.facebook.com/groups/284261925011303/about>
<https://clc.ndhu.edu.tw/p/404-1133-127632.php?Lang=en>

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 2021/22, 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.

- Course Introduction Seminar, Workshop of EMI Course Presentation, and Conference of EMI Instruction Mode and Experience Sharing will be held once or twice every year.
 - The college of science and engineering had given two on-line sessions to students to introduce our EMI courses and scholarships.
- Students who hold B2 level or above and take EMI courses with NT\$50,000 (USD1,786). Other details shall be given in the regulations to be established in the first year.
 - We had established such scholarships in the 1st year.
- EMI levels (E1~E5) will be marked on the certificate of degree for all students.
 - The university had agreed to mark the graduation certificate with EMI levels.
- Obtain regular feedback from students corresponding to EMI instruction.
 - The Office of Academic Affairs collects course evaluation and student feedbacks every semester.
- Taking EMI courses will be taken into the consideration as part of the application for exchange programmes with foreign universities.
 - We had included this in reviewing exchange applications.

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
Introduce EMI information to freshmen, including courses, scholarships, activities, etc.	2021/9 – 2026/6	At least once a year.	The college of science and engineering had given two on-line sessions to students to introduce our EMI courses and scholarships.
Obtain feedback from students for committee review and improvement consideration.	2021/9 – 2026/6	At least once a year.	The Office of Academic Affairs collects course evaluation and student feedbacks every semester.

Source: Appendix C06a · C06b

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 2021/22, 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.

- Promotion and information update will be provided on the website during year one.
 - <https://aee.ndhu.edu.tw>
 - <https://csae.ndhu.edu.tw/p/412-1012-19805.php?Lang=zh-tw>
 - [NDHU CSIE EMI community page on Facebook](#)
- Representatives will be sent to high schools once every year for on-site promotion.
 - The university used to do on-site promotion every year, but this year we did not do because of the pandemic. We will certainly continue to do so after the situation gets better.
- Collaborative connection with high schools will be established during the second year to emphasise the information exchange and to guarantee the source of students.
- Workshop of EMI Course Presentation will be held once every year starting from the third year to attract the interests of potential students.
- Regional Contests and Seminars will be held starting from the fourth year to enhance the willingness of enrolment and the publicity of the College.

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
Information update on webpage.	2021/9 – 2026/6	Rapid information dissemination.	https://aee.ndhu.edu.tw https://csae.ndhu.edu.tw/p/412-1012-19805.php?Lang=zh-tw <u>NDHU CSIE EMI community page on Facebook</u>
On-site promotion in high schools.	2021/9 – 2026/6	At least once a year.	The university used to do on-site promotion every year, but this year we did not do because of the pandemic. We will certainly continue to do so after the situation gets better.
Public workshop for EMI course outcome demonstration.	2021/9 – 2026/6	Once a year.	This will start in 3 rd year.

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 2021/22, or in case new planned actions have been added, please explain the motivations. Please leave blank if not applicable.

<p><i>[Please insert your response here]</i></p>
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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.

- Webpage and Promotion in Classes: The detailed information of EMI instruction will be listed on the webpages of the College and of each department. Instructors will promote EMI and present the bilingual goal to encourage students to take EMI courses and enhance their English proficiency.
 - We had created web pages and a Facebook community page for this purpose.
 - <https://aee.ndhu.edu.tw>
 - <https://csae.ndhu.edu.tw/p/412-1012-19805.php?Lang=zh-tw>
 - NDHU CSIE EMI community page on Facebook
- Evaluation of EMI courses and feedback: There will be channels for the evaluation and feedback of EMI courses.
 - The university collects course evaluation results and student feedbacks through its regular channels for all courses.
- Seminar of EMI instructors and students: Seminar of EMI instructors and students will be held regularly in each department so that all instructors and students may take part to exchange their ideas and to improve the course planning.
 - We are planning an on-line meeting with students possibly in summer.
- NDHU's Language Centre provides several online English learning tools so that students may enhance their English proficiency and participate in EMI courses successfully.
 - The Language Centre and the Academy of English Empowerment of this university both provides related information on their web pages:
 - ◆ <https://lc.ndhu.edu.tw/p/403-1077-5387.php?Lang=zh-tw>
 - ◆ https://aee.ndhu.edu.tw/?page_id=192

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
Information update on webpage.	2021/9 – 2026/6	Rapid information dissemination	https://aee.ndhu.edu.tw https://csae.ndhu.edu.tw/p/412-1012-19805.php?Lang=zh-tw <u>NDHU CSIE EMI community page on Facebook</u>
Seminars between EMI lecturers and students.	2021/9 – 2026/6	One or two times per year.	We are planning on an on-line meeting with students possibly in summer.

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 2021/22, or in case new planned actions have been added, please explain the motivations. Please leave it blank if not applicable.

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

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.

- | |
|--|
| <ul style="list-style-type: none"> ● EMI courses will be marked each semester, and the proportion of EMI courses and their corresponding levels (E1~E5) will be marked in summary. Those who obtained the international degrees will be marked accordingly. <ul style="list-style-type: none"> ■ <u>The university had agreed to mark the graduation certificate with EMI levels.</u> ● Experience sharing by alumni: At least one alumnus/alumna with an EMI Course Certificate will be invited each year to share his/her experience to motivate students. <ul style="list-style-type: none"> ■ Rules and procedures about how to mark EMI courses will be set up during the first year and they will be adjusted according to students' feedback. ■ Industry seminars will be held yearly to adapt course planning to real-world demands ■ <u>Upon graduation most departments invite one of their alumni from industry to meet with the senior students and share their experiences.</u> |
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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
Clearly state the university's EMI policy and related information on webpage.	2021/9 – 2026/6	Update webpage whenever necessary.	https://aee.ndhu.edu.tw https://csae.ndhu.edu.tw/p/412-1012-19805.php?Lang=zh-tw

			<u>NDHU CSIE EMI community page on Facebook</u>
Activities for seniors to meet with alumni.	2021/9 – 2026/6	Once per year.	Upon graduation most departments invite one of their alumni to meet with the senior students and share their experiences.

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 2021/22, 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.

- In response to the advancement of bilingual instruction, NDHU will establish the Academy of English Empowerment to help EMI course design and instruction. The College of Science and Engineering will also set up the EMI Promotion Group to set up goals and strategies across the College, and the Course Committee of the College will set up the execution details according to the goals and strategies and carry out each item in the programme. Questionnaires will be distributed to gather learning information from students to evaluate students' learning performance.
 - Academy of English Empowerment (<https://aee.ndhu.edu.tw>) was established to conduct the BEST program at the university level. The Centre for Bilingual Education and International Affairs in College of Science and Engineering was established to conduct the BEST program at the college level. The course committee of

the college had modified its regulation to include at least 4 EMI instructors in its members. Questionnaires for collecting learning information from students were jointly created by the Academy of English Empowerment and the Language Centre.

- Course committees in the College and in each department must consist of a certain proportion of EMI instructors. A meeting every semester will be held by the course committee of the College with the responsible university-level unit to discuss the advancement of EMI instruction. Whenever necessary, we would seek for advices/suggestions from external EMI experts in addition to our regular meetings with them.
 - The course committee of this college, and those of the departments that have been offering EMI courses, such as the department of computer sciences, the department of physics, have modified their regulations to ensure a certain amount of EMI instructors in the committee. Those committees hold a meeting to review the course performance in the college/department every semester, as they always did. The inclusion of EMI instructors ensures a fair review for EMI courses as compared to non-EMI courses.
- The regulations to establish course committees in the College and in departments offering EMI courses shall be re-drafted during the first year to incorporate a minimum proportion of EMI instructors. In principle, at least one EMI instructor shall be included in the course committee in the first year, and the proportion are expected to be comparable to that of the EMI courses by 2024.
 - The course committee in the departments offering EMI courses had modified their committee regulations to include at least one EMI instructor. The corresponding committee in this college had modified its regulation to include a minimum of four EMI instructors.
- One meeting of EMI course introduction would be held and one questionnaire would be distributed to students every year.
 - In 2021-22 we had given two on-line sessions to introduce our EMI related courses, including English courses offered by our Language Centre. The Office of Academic Affairs collects course evaluation and student feedbacks through questionnaire every semester.

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
Modify regulations to ensure EMI lecturers in the curriculum committee for EMI course development.	2021/9 – 2022/6	Modification done in year one to allow gradual increase in the ratio of EMI lecturers in the curriculum committee.	The course committee in the departments offering EMI courses had modified their committee regulations to include at least one EMI instructor. The corresponding committee in this college had modified its regulation to include a minimum of four EMI instructors.

Obtain student evaluation/feedback survey for monitoring.	2021/9 – 2026/6	One or two times a year.	Office of Academic Affairs had collected evaluation results and student feedbacks.
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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

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 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.

- The same course is offered in Chinese and in EMI by the same instructor (preferably) in the same semester with the same syllabus. If for any reason the instructor is unable to offer two versions at the same time, then the college/department curriculum committee shall invite another instructor to offer the other version, and ensure the two instructors agree to conduct the classes with the same materials in the same manner. The evaluations of the course in mid-semester and at the end of the semester will also be the same in form and content.
 - Currently required EMI courses are offered with both Chinese and EMI versions, with some of them given by the same instructor and others not. Elective EMI courses, however, are not required to offer both versions. All courses are evaluated in the same way. For courses with both versions, the EMI versions are evaluated with comparable standards as their Chinese counterpart.

- The Centre for Teaching Excellence will conduct teaching evaluations for CES by delivering students' satisfaction survey on EMI courses¹⁴ and EMI effectiveness assessment.¹⁵
 - The Centre for Teaching Excellence had conducted related survey and assessment.

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
Modify evaluation survey for EMI courses.	2021/9 – 2022/6	Survey modification done in year one; reviewed by committee yearly.	The Centre for Teaching Excellence had modified the evaluation survey for EMI courses.
The university and college curriculum committee shall review the evaluation survey results and make suggestions to lecturers accordingly.	2021/9 – 2026/6	Once every year.	The university and the college have been reviewing the evaluation results every year, and will continue to do so to assure quality of teaching.

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 2021/22, 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

¹⁴ Chu, H. N. Rebecca, Lee, W. S., & Obrien, P. W. (2017). Student Satisfaction in an Undergraduate International Business EMI Program: A Case in Southern Taiwan. *Journal of Studies in International Education*. 22(1), 1-12.

¹⁵ Köksal, D., & Tercan, G. (2019). English as medium of instruction and international posture: From the perspective of students. *Journal of Language and Linguistic Studies*, 15(1), 362-375. Doi:10.17263/jlls.547763

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.

- The performance of the students from the same course in EMI and in non-EMI modes will be assessed with the same test. The ranking of individual students will also be monitored to locate his/her performance.

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
The university and college curriculum committee shall review and compare the course performance between Chinese and English versions of the same course, and make suggestions to lecturers.	2021/9 – 2026/6	Once every year.	The university and the college have been monitoring the student performance and make suggestions to lecturers accordingly, and will continue to do so to assure quality of teaching.

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 2021/22, 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.

- The College will regularly meet with EMI instructors to hold discussion and exchange ideas. Students' ideas will be gathered from their evaluation surveys and sent to instructors as their reference to improve the instruction.
 - The director of the centre for bilingual education and international affairs in this college has joined the EMI instructor community to meet and discuss with them in their regular meetings.
- Specific plan: Seminar of EMI instructors will be held each semester, and the course committee of the College will gather and survey students' ideas so as to improve the EMI instruction.
 - The EMI instructor community had hold 7 meetings in the 1st year. The university had collected evaluation results and will make suggestions to instructors after re-view.
- A seminar for EMI instructors and students to gather students' perspectives.
 - We are planning an on-line meeting with students, possibly in summer.

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
Meet with lecturers to exchange ideas about EMI policy, regulations, and course conduction.	2021/9 – 2026/6	Once a year.	The director of the centre for bilingual education and international affairs in this college has joined the EMI instructor community to meet and discuss with them in their regular meetings.
Meet with students to exchange ideas about benefits and difficulties in EMI learning, scholarships, etc.	2021/9 – 2026/6	Once a year.	We are planning an on-line meeting with students, possibly in summer.
Meet with collaborating industries to understand the development trend and their needs.	2021/9 – 2026/6	Once a year.	There are industries contacted the department of physics, computer sciences, and electrical engineering for possibilities of establishing internship programs. The departments are actively exchanging ideas about the details of the internship programs.

Source: Appendix C03 · <https://phys.ndhu.edu.tw/industrial-and-academic-cooperation-program>

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 2021/22, 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>

5.6. 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.*

We planned to collaborate with the members in the Pan-Pacific University League on EMI development. We will invite their instructors to join our instructor meetings/workshops/seminars. We will share with each other experiences in EMI teaching. Currently all members in the League have agreed to collaborate on EMI development, and many of the EMI instructors in the League joined the workshops/seminars that our Academy of English Empowerment arranged in the 1st year.

For sharing the online courses, we have an issue to deal with. Our university has two colleges running the BEST program, meaning the university needs to produce 6 online courses per year for sharing. However, our online course production team can only produce 1 or 2 quality online courses per year, which is not enough to meet this requirement. Therefore, our plan to deliver 3 online EMI courses per year is as follows:

1. Create lecture notes/slides in or translate existing ones to English. The production team will review the content to avoid copyright issues.
2. After the team has made sure that there are no copyright concerns, we will start sharing this version online. This version may or may not contain videos recorded by the lecturer with his/her own device.
3. When the production team is available, start making quality videos for the course. Share this version when the videos are ready.

Obviously the 3 courses to share per year may not all contain quality videos in step 1 and 2, but after step 3 they will.

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
Build strategic alliance based on the Pan-Pacific	2021/9 – 2022/6	Within the first two years.	The members of the Pan-Pacific University League

University League.			have agreed to collaborate on EMI development.
Activities for experience sharing and course co-preparation.	2021/9 – 2026/6	Once a year since the 3 rd year.	We will start the activities accordingly.
Sharing quality on-line EMI courses to public.	2021/9 – 2026/6	Share at least 3 on-line courses publicly every year.	We have 1 course ready to share with quality videos (step 3 finished), 2 are under preparation (in step 1).

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 2021/22, 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.

- CS&E has always focused on the inclusion of international activities. Faculty members and students take part in many international academic activities. The College holds large-scale international conferences on a regular basis. It will hold international seminars and workshops related to EMI in the future to enhance the instruction. The college will encourage its instructors to collaborate with EMI experts in our sister universities to gain more experiences and ideas on EMI teaching. The college will also encourage its students to make the best use of the EMI resources in our sister universities, perhaps to take their on-line EMI courses, to study there for one or two semesters, or to join double degree programs if applicable.

- This college had supported 1 international workshop (2022/6/22, <https://aee.ndhu.edu.tw/?p=2241>) related to EMI teaching and learning.

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
International workshop on EMI teaching and learning.	2021/9 – 2026/6	At least one every year	This college had supported 1 international workshop (2022/6/22, https://aee.ndhu.edu.tw/?p=2241) related to EMI teaching and learning.

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 2021/22, 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.

- Set up the course programme of industry-academia collaboration. CS&E will design a customised course programme fit to the demand of the industry.
- Match-make the industry-academia collaboration on instruction and research. Enterprises with advanced technology will be invited to cooperate with the research team from the College to participate in collaborative product development and to provide resources and internship opportunities to students.
- Establish the Centre of Bilingual Personnel with Expertise in Science and Technology. The Centre will be established to cultivate personnel on the east coast of Taiwan with expertise and bilingual capability. So far, the College has signed the “fin-tech course programme” with the Provision Information Co., Ltd. and the “sustainable environment intelligent technology course programme” with the Ding Huan Co., Ltd. In addition, Department of Computer Science and Information Engineering has also set up the Centre of VR with HTC. There is existing cooperation with Hon Hai Technology and with the Tzu Chi Buddhist Hospital.
- The first two to three years will be spent to plan and prepare, and the Centre of Bilingual Personnel will be established by the fourth year.

There are industries contacted the department of physics, computer sciences, and electrical engineering for possibilities of establishing internship programs. The departments are actively exchanging ideas about the details of the internship programs.

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
Start an industry-academia collaborated programme.	2021/9 – 2026/6	Reach consensus year one. Discussion and planning year two. Planning and preparing year three. Launch year four	There are industries contacted the department of physics, computer sciences, and electrical engineering for possibilities of establishing internship programs. The departments are actively exchanging ideas about the details of the internship programs.
Establish an industry-academia collaborated cultivation centre for bilingual talents.	2021/9 – 2026/6	Reach consensus year one. Discussion and planning year two. Planning and preparing year three. Launch year four	

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 leave blank if not applicable.

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

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.

<i>[Please insert your response here]</i>
none

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 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								Matching funding ¹⁶
		Personnel					Operating		Capital ¹⁷	
		New Recruited teacher		Merit pay		Others	Budget	Number of teachers		
		Budget	Number of teachers	Budget	Number of teachers					
2021/22	Appropriation	USD\$ 71,429					USD\$ 128,571		USD\$ 50,000	USD\$ 71,429
	Actual Count									
	Implementation Rate									
2022/23	Requested								USD\$ 118,695	USD\$ 179,072
2023/24	Requested								USD\$ 118,695	USD\$ 194,500
2024/25	Requested								USD\$ 118,695	USD\$ 203,856
2025/26	Requested								USD\$ 118,695	USD\$ 211,807

¹⁶ The matching fund should be at least 10% of the grant award

¹⁷ 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 -to- student(s) interaction	____%	
3	Student -to- 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 -to- 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 -to- 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 -to- student(s) interaction				
Student -to- student interaction				