TAIWAN'S BILINGUAL 2030 POLICY: CHALLENGES FOR HIGHER EDUCATION FACULTY

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By

Sung-Chun Chou

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A dissertation written by

Sung-Chun Chou

B.A., Ming Chuan University, 2011

M.A., Kent State University, 2014

Ed.S., Kent State University, 2020

Ph.D., Kent State University, 2023

Approved by

_____, Co-director, Doctoral Dissertation Committee
Natasha Levinson

_____, Co-director, Doctoral Dissertation Committee
Martha C. Merrill

_____, Member, Doctoral Dissertation Committee
Tricia Niesz

Accepted by

_____, Director, School of Foundations, Leadership and Administration
Mark R. Lyberger

_____, Dean, College of Education, Health and Human Services
James C. Hannon

CHOU, SUNG-CHUN, Ph.D., December 2023 CULTURAL FOUNDATIONS

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Co-Directors of Dissertation: Natasha Levinson, Ph.D.
Martha C. Merrill, Ph.D.

The purpose of this interpretive qualitative study was to explore the challenges faced by Taiwanese professors when implementing EMI and to understand their perspectives in the context of Taiwan's Bilingual 2030 Policy. Spolsky's (2004) language policy framework was utilized to guide the research. Semi-structured interviews with seven Taiwanese professors were conducted for data collection and analysis.

The major findings from this study show that the faculty support the Bilingual 2030 Policy and the BEST Program despite the additional labor. However, a number of the policies and procedures the Taiwanese government is using to encourage and boost EMI are out of sync with best practices for both the improvement of English language skills and the acquisition of academic/professional knowledge identified by my research participants and in the literature. Furthermore, the policies are made without meaningful and adequate resources for the stakeholders who are charged with implementing EMI, which has created different challenges.

This dissertation concludes by suggesting that in order to achieve the goals of the Bilingual 2030 Policy and solve the issues that Taiwan's exam-driven culture has caused, an

environment where English can be freely used and where all accents are appreciated is needed. Additionally, the Taiwanese need to regard EMI teaching and learning as a mutual process of gradual improvement through communication itself. Taiwan's Bilingual 2030 Policy should be understood as a work in progress. Establishing the glocalized and Taiwanized EMI can be critical for Taiwan and its next generations.

Keywords: Bilingual 2030 Policy, EMI (English as a Medium of Instruction), Taiwanese professors, internationalization of higher education

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CHAPTER I

INTRODUCTION

"To learn a language is to have one more window from which to look at the world."

– Chinese Proverb

As a Taiwanese, looking back on how I learned different languages at different stages of life shows how each language has empowered me in the context of understanding myself, my home country, and the world. When seeing a language as purely a tool of communication, the way we learn the language can be completely different than the way we regard it as a school subject, with examination and grading attached. Regardless of how I acquired the languages, either naturally, instinctively, or systematically, each language itself has played a critical role in my upbringing within the home, the community, and education in school.

Growing up in Chinese culture[1], I learned Chinese[2] first because it was the first language I heard and learned from my parents. When I was a little child, I noticed that many adults sometimes used another language – Taiwanese[3] – when they talked to each other. However, they only used Chinese to me and my brother. I did not ask why until I realized that there was a long-

[1] Chinese culture, originating thousands of years ago, in a broader sense. It does not specifically refer to the culture that people in China/the People's Republic of China (P. R. C.)/the Chinese Communist Party practice.

[2] In this dissertation, Chinese refers to Taiwanese Mandarin, the Chinese language that is used in Taiwan, which is different from Putonghua/Standard Beijing Mandarin that is mainly spoken by people in P. R. C. (China) (Executive Yuan, Taiwan, 2021). Although Taiwanese Mandarin and Putonghua sound very similar, there are many differences in vocabulary and tone. In addition, as language includes culture and national identity as well as due to the fact that Taiwan has always wanted to be politically different from China, people in Taiwan learn, use, and protect traditional Chinese characters and Mandarin Phonetic Symbols (also named Zhuyin or Bopomofo) while people in China use simplified Chinese characters and the Hanyu Pinyin system.

[3] Taiwanese, also called Hokkien or Taiwanese Hokkien, is the most-spoken native language in Taiwan. It originated in southern Fujian province and is widely spoken in Southeast Asia (Executive Yuan, Taiwan, 2021).

enough period when my grandparents and I did not communicate at all as we could not understand each other well. There was a language barrier. My grandparents were fluent in both Japanese and Taiwanese, but they spoke Taiwanese mainly in their lives. They understood Chinese, but only used it at work. As I got older, I started to understand the necessity of speaking Taiwanese and that I had to learn Taiwanese so that I could communicate with my grandparents and other elderly people. Since then, I began to listen to people closely and carefully when they spoke Taiwanese, watch some TV shows in Taiwanese, and ask my parents to teach me how to use Taiwanese properly in daily life. Even though a lot of vocabulary and grammar in Taiwanese came from Chinese, both languages are significantly different in pronunciation and writing. As I gradually learned Taiwanese, I also started to explore the history of Taiwan, the history of my family, as well as the beauty of Taiwanese culture.

"Those who know nothing of foreign languages know nothing of their own."

– Johann Wolfgang von Goethe

Taiwanese, the language, has earned its irreplaceability in many aspects of Taiwanese society/culture. For example, Taiwanese Opera and Taiwanese hand puppet show perform in Taiwanese. Even though there have been Chinese versions produced recently in order to attract more audience and listeners, most people prefer Taiwanese. Moreover, as Taiwan has always been considered as a high-context[4] culture, most Taiwanese proverbs can only be completely understood in Taiwanese; the translations in other languages usually lack the cultural and historical elements behind the words and cannot fully express the meanings. I also realized that

[4] In high-context cultures, such as Japan, China, South Korea, and Vietnam, communication focuses on underlying context, meaning, and tone in the message, not just the words themselves; in contrast, low-context cultures, such as the U. S. A., the U. K., and Canada, communication is often explicitly stated and no risk of confusion (Ting-Toomey & Chung, 2012).

in several local situations or at social, cultural, and religious events, Taiwanese is the most appropriate language to be used in order to precisely deliver the meanings, the core values, and the emotions. It indicates how deeply Taiwanese, the language, connects to and represents the people and the culture.

"The more you speak more languages, the more you understand about yourself."

– Sandra Cisneros

Like many Taiwanese, I learned English at school, from elementary to college. During school time, I saw English as only a subject since the way I learned English was completely different than how I learned Chinese and Taiwanese in terms of motivation, purpose, expectation, and strategy. Although I did not learn English naturally, English itself did help me become curious about everything outside Taiwan and not in Chinese or Taiwanese. From listening to the music in English, watching American and British TV shows and movies, going to an International College in Taiwan, to studying in an English-speaking country, the English language has involved in a number of choices I made in my life. Without English, I would not have had the opportunities to see, experience, and learn new things. My experience has demonstrated that being bilingual or multilingual goes beyond just learning another language; it expands mental development, thought patterns, as well as international/global perspective.

As a Taiwanese who has always cared about higher education, my personal journey of learning different languages combined with having experiences of both studying and teaching abroad formed the idea for this dissertation. This dissertation was also driven by the gap between what the policymakers expect and what is actually happening in practice.

English has been regarded as one of the most spoken languages around the world, and has been used widely in research, teaching, and learning (Chang, 2021; Hsieh, 2022b; Shen, 2022).

As a result, English proficiency has become a critical skill for those who intend to be seen and heard in the global community. Taiwan's Bilingual 2030 Policy was officially launched in 2020, and English as a Medium of Instruction (EMI) has speedily been discussed and implemented at Taiwanese higher education institutions. In addition to internationalizing higher education in Taiwan, this policy aims to help the next generation of Taiwan become competitive in the global market (Wei, 2022). However, with such rapid changes and the stress from rushing to meet the KPIs[5], individuals in Taiwanese higher education, especially Taiwanese professors, have been facing various challenges. In addition, the skepticism about Taiwan's preparedness for EMI is ubiquitous, which has caused several debates and uncertainties.

Teaching, regardless of whether it is in K-12 or in higher education, is much more than a job, and it is not just about delivering knowledge. I believe, and I assume many educators would agree with me, that every instructor/professor/teacher hopes to have a positive impact on their students through education. In higher education, professors are the frontline agents who enact educational policies on the ground; however, it remains unclear and questionable that whether their voices toward the policies are truly heard or not, or if they even have the power to make any changes. Manan et al. (2023) highlighted that instructors' voices and points of view are critical as "they have a much better understanding of the context where they work, are better informed about the nuances of the context, know completely well what and how policy and planning work and what does not work in their respective contexts" (p. 16).

[5] KPI is an acronym for Key Performance Indicator. KPIs are a set of quantifiable measurements that are used for organizations to evaluate their work and progress – how effectively they are achieving goals (KPI.org, n.d.).

Research Problem

EMI has been described as a pandemic (Phillipson, 2009), a galloping trend (Chapple, 2015), as well as an unstoppable train (Macaro, 2019). The rapid spread of EMI in higher education in non-Anglophone countries influences both teaching and learning significantly; it also brings several unresolved research issues. In Taiwan's higher education, professors are expected by the government and the society to play an important role in helping Taiwan achieve the goals of the Bilingual 2030 Policy, and that improving the local/Taiwanese professors' teaching and language abilities is much more urgent, important, and necessary than just spend a lot of money on hiring foreign instructors (Cheng, 2022; Dennis, 2022; Tsou, 2022). R. L. C. Lin (2022) emphasized that Taiwanese professors should be regarded as the most appropriate instructors for college students in Taiwan, and that Taiwanese professors should not be told by native-English-speaking professors about how and what to teach in Taiwan's higher education. Since the Bilingual 2030 Policy was officially announced and launched, a number of Taiwanese universities and colleges have been working on hosting EMI workshops, forums, and conferences, hoping to better understand the policy as well as the implementation of EMI in the context of Taiwanese higher education. Teaching methods, course design, and curriculum reform have been heavily and widely addressed and discussed. In other words, it seems that professors are given extra duties and tasks to help their departments/colleges/institutions become bilingualized/internationalized. However, challenges, barriers, and stresses that professors encounter are not properly discussed. This clearly shows that the Taiwanese government and the Taiwanese society in general still regard teachers/professors as problem-solvers, which can be problematic. University faculty are usually left alone to deal with the requests from the policymakers and the multiple needs of their students (Chang, 2021). Moreover, the current KPIs

set up by the Ministry of Education to evaluate how a university (a college, or a department) does its job to implement EMI as well as bilingualization primarily focus on the number of English-taught courses or programs an institution/college/department offers, the number of English learning platforms a university sets up for students, and the percentage of the English language used on webpages and forms. The problem with the KPIs is that it focuses on quantity, not quality, and on inputs, not outcomes (Lin & Li, 2019; Lo & Lin, 2022; Perng, 2022; Wei, 2022). Wei (2022) also argued that the current KPI-driven approach, for many higher education institutions in Taiwan, regardless of whether they are national or private, can be unreasonable since it lacks careful consideration in the timescale needed to shift from a Chinese-teaching-and-learning context to an English one. Additionally, the quality of education and students' learning demands are not prioritized. If the Taiwanese government and higher education institutions/administrators only care about the number of EMI courses/programs and avoid talking seriously about what is actually going on in the classroom, it may be extremely challenging for Taiwan to truly reach the goals of the Bilingual 2030 Policy, and the Taiwanese will hardly become confidently bilingual/multilingual.

In Taiwan, policy influences teaching strategy, teaching philosophy, and preparation of a teacher/professor. A teacher's/professor's performance determines whether the program/school/institution can achieve the goals set by the government and continue to receive the funding or not (mostly, instead of carefully assessing the quality of teaching and learning, the government tends to focus more on the numbers as well as evaluation results). More specifically in higher education, even though the percentage of the programs/colleges and universities successfully achieving the goals does not truly link to teaching and learning, the government still sees it as an indicator to tell the general public if the policy works or not, making an illusion,

which can be problematic and does not give professors enough respect that they deserve. University faculty's needs and voices usually become sidelined, mediated by a neoliberal and corporatized discourse (Hillman, 2023). As English can bring Taiwan a number of benefits, the Bilingual 2030 Policy deserves to receive support from all sections of society (Shen, 2022). Nevertheless, addressing the challenges facing Taiwanese professors is equally important and necessary, because, as mentioned above, professors play a vital role in helping with this nationwide language policy implementation. "Faculty work is essential to the success of higher education in any context" (Merrill et al., 2021, p. 101).

Purpose of the Study

"The implementation of EMI programmes is not without challenges and negative effects" (Jayathilake et al., 2021, p. 865). For many Taiwanese professors, EMI in higher education brings opportunities, but it also brings stresses and obstacles that people who are not in education or related fields usually do not understand. The classroom is where the language policy is actually implemented, and teachers/professors are the first line and critical individuals to cope with the policy and deal with all the changes, difficulties, and issues that the policymakers do/may not encounter or understand (Manan et al., 2023). The purpose of this qualitative study was to explore the challenges faced by Taiwanese professors when practicing EMI and to understand their perceptions of Taiwan's Bilingual 2030 Policy. Learning from Taiwanese professors' EMI experiences would help the policymakers and the general public better understand the reality of the current higher education teaching and learning environment as well as the contradictions between the government's expectations and the realities in the classroom. It would also provide insight into professional development for professors, sustainable teacher

support, as well as a clearer vision for bilingualization and internationalization of Taiwan's higher education.

Research Questions

The following research questions guided data collection as well as data analysis in this dissertation study:

1. How do Taiwanese professors whose Ph.D. degrees are from English-speaking countries describe their experiences of implementing EMI in their classes?
2. What challenges and obstacles do Taiwanese professors with Ph.D. degrees from English-speaking countries encounter when practicing EMI?
3. What do Taiwanese professors who earned their Ph.D. degrees from English-speaking countries think of the Bilingual 2030 Policy?

Theoretical Framework

Policy pushes education. As Figure 1 shows, since Taiwan's Bilingual 2030 Policy was officially launched, Taiwanese higher education institutions have been asked to be responsible for promoting and implementing EMI, under the supervision of the Taiwanese government. Spolsky's (2004) language policy framework was utilized to guide this study (See Figure 2) as it is well-established and frequently used when studying language policy in various contexts. This framework addresses the complexity of the relationships between language ideology, language practice, and language management. Language ideology refers to the attitude and assumption regarding what has been understood as a suitable language choice or practice in a community or a context of communication (Spolsky, 2004). Language practice is about how language is actually used in an environment, which can be regarded as the outcome of the policy. Language management means "any specific efforts to modify or influence language practice by any kind of

language intervention" (Spolsky, 2004, p. 5). Language ideology influences and is influenced by language practice and language management; in the same vein, language practice determines language ideology.

Spolsky (2009) claimed that language policies at the national level are often driven by four forces, including national ideology, the role of English as a global language, a country's sociolinguistic situation, and an increasing interest in linguistic rights. National ideology refers to the foundation of beliefs and principles relevant to a collective mind that may manifest in a language policy. English has become the dominant language that is used for global communication, and it has linked to international social and economic mobility. The sociolinguistic situation refers to "the number and kinds of languages, the number and kinds of speakers of each, the communicative value of each language both inside and outside the community being studied" (Spolsky, 2004, p. 219). The final force is connected to the growing global interest in "linguistic pluralism and an acceptance of the need to recognize the rights of individuals and groups to continue to use their own languages" (Spolsky, 2004, p. 220). As Spolsky (2004) indicated, language policy in any nation will discover the complex interaction of these four interdependent but also conflicting factors. The forces may overlap and be interconnected depending on a nation's local context and how the policy is implemented but are still regarded as the main motivations.

According to Spolsky (2012), a language policy can be taken as "an officially mandated set of rules for language use and form within a nation-state" (p. 3). In education specifically, a language policy means officially determined rules to regulate how the language should be used in the teaching and learning setting/context.

Figure 1

Taiwan's Bilingual 2030 Policy

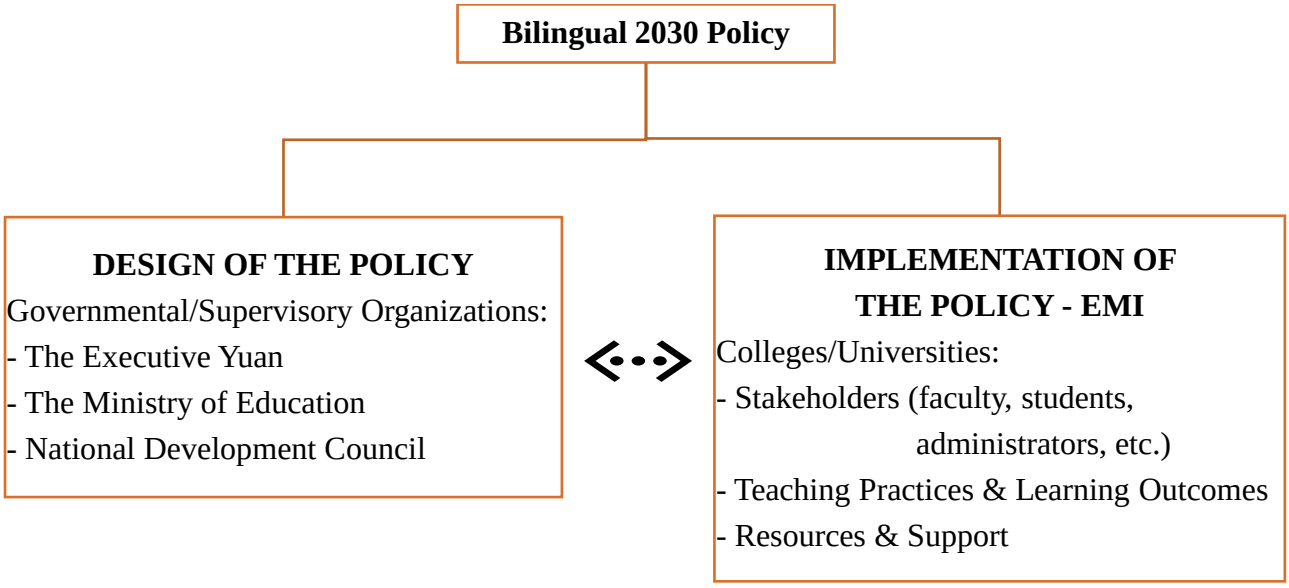
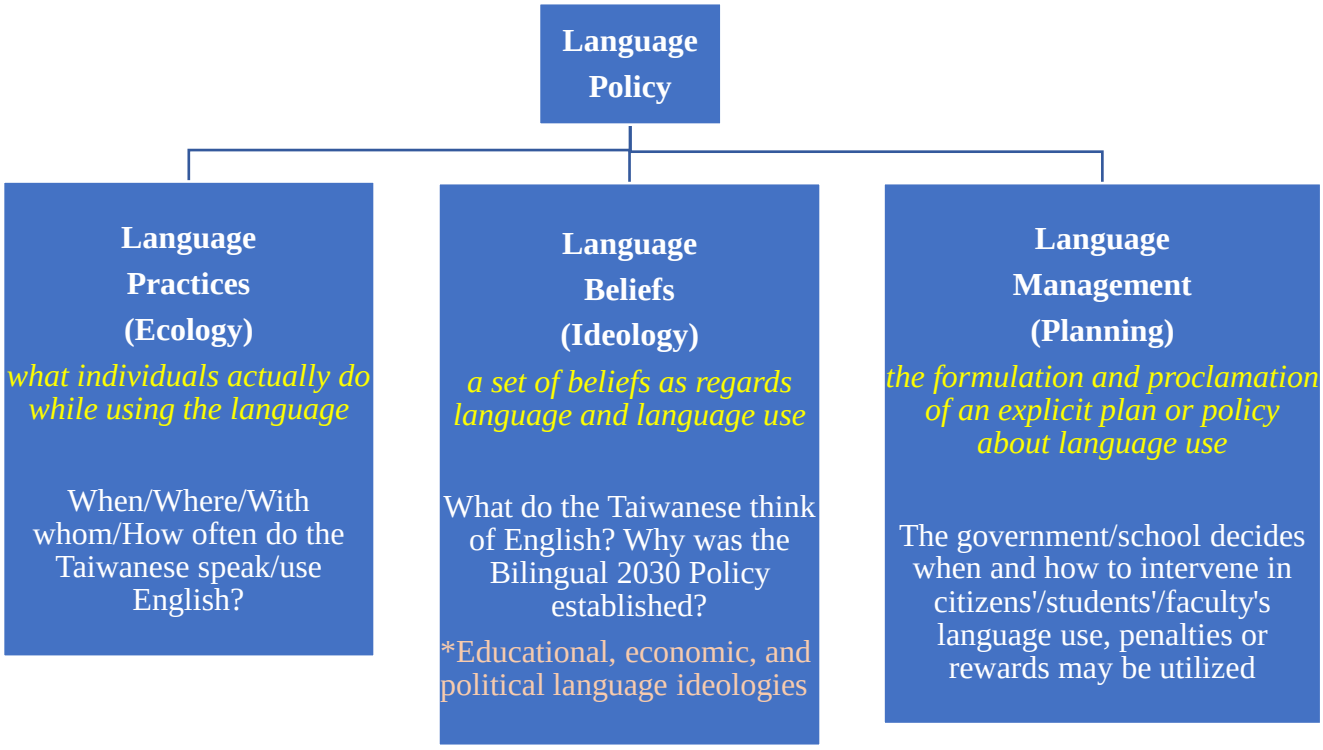


Figure 2

Spolsky's (2004; 2012) Language Policy Framework with Taiwan's Bilingual 2030 Policy



Method

For this study, I employed an interpretive qualitative research approach to focus on the participants themselves and listen to their voices on EMI implementation in Taiwan's higher education as well as the Bilingual 2030 Policy. The method of data collection included semi-structured interviews with seven Taiwanese professors who were selected to provide the richest information for this study. The in-depth qualitative interviewing was an appropriate and effective research instrument to collect detailed and rich data from each participant. In addition, it helped me understand and look deeply at the issues from each participant's point of view (Creswell, 2013; Hennink et al., 2011; Rubin & Rubin, 2012). Braun and Clarke's (2013) data analysis guidance and the approach of inductive analysis (Bhattacharya, 2017) were applied to analyze the data and understand how my research participants made sense of and gave meaning to their EMI teaching experiences as well as Taiwan's Bilingual 2030 Policy.

Significance of the Study

First, I have noticed that although more and more Taiwanese professors are becoming involved in the implementation of EMI due to the Bilingual 2030 Policy as well as the fact that English has been considered as the language for opportunity (Hsieh, 2022a; Jayathilake et al., 2021), qualitative research into Taiwanese professors' lived experiences and more specifically, challenges they face is still limited in number. Moreover, most previous studies mainly focused on students. The voices, feelings, and perceptions of Taiwanese professors are not often heard and discussed. Therefore, it is necessary to let their voices and opinions be heard and valued, especially during the process of making Taiwan's higher education bilingualized, internationalized, and glocalized.

Next, there have been some serious contradictions between the EMI policy released by the Ministry of Education and what educators think EMI at higher education institutions should look like. Some educators said that the Bilingual 2030 Policy has caused a war in Taiwan (Cheng, 2022; Hsiao, 2022; Huang et al., 2022). Indeed, this national-level language policy has created several debates and issues; nevertheless, it also gives teachers and professors an opportunity to rethink the definition, philosophy, and strategies of teaching and learning, and exploring and understanding the gap between what is expected and announced by the government and what is actually practiced on campus/in a classroom is what the Taiwanese need to focus on. This is why understanding and learning from Taiwanese professors' experiences and challenges matters. The objective of this study, which focused on the challenges of Taiwanese professors teaching EMI courses, was not to judge what works and what does not work. Instead, it was to better understand how Taiwanese professors perceived and dealt with educational changes shaped by the Bilingual 2030 Policy through their first-hand experiences. Moreover, as education, politics, economy, and society influence one another, examining educational changes and challenges driven by policies, economic activities, and ideological preferences could help the policymakers and the general public better understand how the people, particularly Taiwanese professors, in the society see/identify/describe themselves – teacher identity as social construction – and, if possible, what culture and values they practice/cherish/maintain/protect.

Organization of the Dissertation

This dissertation is organized into seven chapters. Chapter I provides an introduction to this qualitative study, including background, the research problem, the purpose of this study, the research questions, the guiding theoretical framework, the proposed method to implement this study, and the significance of this study. Chapter II first contextualizes the language policies in

Taiwan – at the national level – in the historical context. Then, expanding the first chapter's introduction, the relevant literature pertaining to Taiwan's Bilingual 2030 Policy is presented. Finally, it explores EMI and the role of Taiwanese professors in the context of EMI implementation. Chapter III describes the research design and methods of this study, including data collection and data analysis with careful concern of ethics and trustworthiness. The role of the researcher and delimitations of the study are also discussed in this chapter. Chapter IV contains the substantive findings from the study. Both Chapter V and Chapter VI discuss important findings in relation to relevant literature. Chapter V particularly focuses on confusion and discrepancy between policy and practice. Chapter VI deliberates the idea of rethinking the role of English in Taiwan and highlights the need to regard EMI teaching and learning as a developmental approach. Chapter VII first summarizes the significant findings of this study. Then, recommendations for practice and for future research are offered. Finally, it provides the limitations of this study and a conclusion.

CHAPTER II

LITERATURE REVIEW

Language is a key factor in educational policies. In other words, language has always influenced educational policies at both the secondary school and higher education levels, and education in Taiwan has always been seen as a policy tool for the government to help not only regulate the society and its people in the sociocultural, economic, political, and ideological ways but also establish the goals set by the ruling party (Hou et al., 2021). In this chapter, the first section briefly looks at Taiwan through each national-level language policy in the educational context. The second section discusses the background and motivations of Taiwan's Bilingual 2030 Policy. The third section addresses the Bilingual 2030 Policy in the neoliberal and political contexts. The last section focuses on EMI in Taiwan's higher education as well as the role of professors in the context of EMI implementation.

Language Policies in Taiwan: Brief History

"Language policies are dynamic, complex, and multilayered," (Manan et al., 2023, p. 2). Before the Bilingual 2030 policy, which was originated domestically, was officially announced and launched, Taiwan had undergone two externally imposed national-level language policies: the Japanese-only policy during the period when the Japanese government was occupying Taiwan and the Chinese-only policy after the Kuomintang (KMT, Chinese Nationalist Party) government got its full authority to rule the island of Taiwan (Ferrer & Lin, 2021). These two language policies significantly influenced the ecology of languages used in Taiwan and how individuals defined themselves and their culture(s) during those periods. Moreover, each language policy created conflicts between the ruling groups and the oppressed groups, which is critical for the current Taiwanese government and people to not only prepare for the anticipated

challenges and debates when implementing a new national-level language policy, especially the language being imposed is a foreign language for most Taiwanese people, but also understand that meaningful and continuous cooperation and communication between the government and the people (teachers, professors, educators, school administrators, students, parents, etc.) is key.

Japanization

Taiwan was colonized by the Japanese government from 1895 to 1945 due to the Treaty of Shimonoseki[6]. Japanization, the national language movement that officially started 1936, forced the Taiwanese to speak Japanese, learn Japanese culture, give up on their local identities and religions, and stop using their native languages, such as Taiwanese, Hakka[7], and indigenous languages[8], in public and at school (Ho, 2010; Li, 2005). Furthermore, the Taiwanese were encouraged to change their Chinese family names to Japanese-style-and-Japanese-pronounced family names. The Japanese government expected that Japanization would not only help the Taiwanese become Japanized but also increase Taiwan's loyalty to Japan.

Before the 1920s, education in Taiwan was not popular. One major reason was that elementary schools were not widely and systematically established, and the Japanese government strictly limited the number of the Taiwanese people going to school and separated the Taiwanese students from the Japanese ones (Ho, 2010; Li, 2005). In addition, there were no high schools

[6] The Treaty of Shimonoseki, also known as the Treaty of Maguan, was signed in 1895 by the Empire of Japan and Qing China, ending the First Sino-Japanese War, commonly known as the War of Jiawu or the Japan-Qing War. According to the Treaty, Qing China ceded the island of Taiwan and part of Liaodong Peninsula to Japan (Hsu, 2009).

[7] Hakka, one of the native languages in Taiwan, is mainly spoken by people who have Hakka ancestry. The majority of Hakka Taiwanese live in Taoyuan, Hsinchu, and Miaoli (Executive Yuan, Taiwan, 2021).

[8] Indigenous languages, or called Formosan languages, are the languages of the aboriginal tribes of Taiwan. Currently, the Taiwanese government recognizes 16 languages and 42 accents of the indigenous languages. The Amis language is the most known and widely spoken aboriginal language in Taiwan (Executive Yuan, Taiwan, 2021).

and no higher education institutions in Taiwan. As a result, the Taiwanese residents who would like to get a high school diploma and pursue higher education would have to travel to Japan, which cost a lot of money (Formosa TV Thumbs Up, 2020). During that time, education was not for every Taiwanese; in other words, being educated was regarded as a privilege, and it was only for the members in the elite group. In 1922, in order to better rule the island of Taiwan, the Japanese government began to build more elementary and junior high schools in Taiwan, encouraging Japanese students and Taiwanese students to learn together at school. In addition, the Japanese government founded seven-year high schools that were considered as the necessary pathway to higher education. Taiwan's first modern university, National Taiwan University, that was originally named Taihoku Imperial University, was established in 1928 (Hou et al., 2021; National Taiwan University, 2023). Even though the Japanese government did several initiatives to promote education in Taiwan, there were still multiple limitations for the Taiwanese to go to school until Japanization was implemented (Formosa TV Thumbs Up, 2020; Ho, 2010).

Looking on the bright side of Japanization, it is clear that the Japanese government helped build the foundation of Taiwan's education, even though the initial purpose was not to produce educated and skilled Taiwanese but to provide more educational opportunities for the Japanese who worked and lived in Taiwan during the Japanese occupation period (Formosa TV Thumbs Up, 2019; Li, 2005). This also enforced the usage of the Japanese language throughout the island of Taiwan. In addition, the professional skills and knowledge the Japanese government and scholars brought to Taiwan, such as geography, history, physics, chemistry, mathematics, music, medicine, and agricultural science, did give Taiwan's education enough resources that

empowered its own compulsory education[9] and higher education systems to grow and develop (Formosa TV Thumbs Up, 2014). In a half century, at least two hundred thousand Taiwanese people studied in Japan, including sixty thousand bachelor's degree recipients and ninety-eight doctoral degree recipients (Formosa TV Thumbs Up, 2020).

Speak Chinese Only

After World War II, the Japanese government surrendered, and the KMT government gained the full power in ruling the island of Taiwan in 1945. The schools that the Japanese government built in Taiwan were de-Japanized and Chinesenized/Sinicized (Formosa TV Thumbs Up, 2020; Huang, 2017), using the Chinese model of educational institutions that includes academic structure, administrative organization, and degree and graduation requirements (Hou et al., 2021). In 1946, the KMT government established the National Languages Committee to standardize and popularize the use of Chinese in Taiwan. During this time, people in Taiwan got more opportunities to elementary, secondary, vocational, and even higher education; however, for most Taiwanese residents, Chinese was regarded as a foreign language as Taiwanese, Japanese, and other native/local languages were still predominantly spoken (Formosa TV Thumbs Up, 2019; Taiwan Bar, 2015). The KMT government understood the importance and necessity of using education as a means – an ideological tool – to help effectively control Taiwan and strengthen its authority; therefore, the first teacher's college was founded in 1946 in Taipei, aiming to produce more local junior and senior high school teachers

[9] Between 1896 and 1967, Taiwanese people were mandatory to attend six-year elementary schools. Nine-year compulsory education (six-year elementary and three-year junior high school) was implemented in Taiwan in 1968. As society and economy have changed, a 12-year compulsory education system (six-year elementary, three-year junior high school, and three-year either senior vocational school or senior high school) was officially introduced and launched in 2014 (Ministry of Education, 2021d).

and spread the ideology given by the KMT government, including Chinese language education (Formosa TV Thumbs Up, 2020; Huang, 2017). After the KMT government lost its control to mainland China and brought around two million people to Taiwan in 1949 (Formosa TV Thumbs Up, 2019; Hou et al., 2021), the Chinese education model remained in Taiwan, and all schools, including elementary, secondary, and vocational schools as well as universities and colleges, were strictly controlled by the KMT government so that the Chinese language policy could be implemented widely and successfully. Between the 1950s and the 1980s, Taiwan experienced massification of higher education[10] in response to the development of economy and high social demand for higher education (Chou, 2015; Formosa TV Thumbs Up, 2020; Hou et al., 2021; Shin, 2015), which helped the popularization of using Chinese. It also provided the Taiwanese people with more opportunities to access higher education.

Because the KMT aggressively promoted Chinese at the national level and strictly limited the usage of other local languages in Taiwan, it caused several conflicts between the KMT government and the people who insisted on speaking their native/local languages (Taiwan Bar, 2015). Nevertheless, the policy was successful. Nowadays, most Taiwanese people's first language is Chinese, and the number of Taiwanese speaking local and indigenous languages as mother tongue keeps decreasing (Native Language Resource Net, 2018). Although the National Languages Development Act[11] was officially passed in 2018 (Ministry of Culture, 2018) and

[10] According to Martin Trow (1973), when access is extremely limited as in the case of elite higher education (0%-15%), it is seen as a privilege. When it moves into the mass system (16%-50%), higher education is seen as a right for individuals with certain formal qualifications. The universal level (over 50%) means that higher education is seen as an obligation.

[11] Li-Chun Cheng, Former Minister of Culture of Taiwan, emphasized that each local language in Taiwan is not just a tool for communication; it contains rich history and culture, and this is why all local languages in Taiwan, including Taiwan Sign Language, must be equally protected, valued, and continuously used without limitation in order to keep Taiwan's multilingualism and multiculturalism (Yang, 2018).

several elementary and junior high schools have offered Taiwanese, Hakka, indigenous languages, and Taiwan sign language classes since then (Yang, 2018), aiming to protect local/native and indigenous languages as well as multiculturalism/multilingualism of Taiwan (Ministry of Culture, n.d.), Chinese retains its linguistic dominance across the country.

The New Language Policy

Due to globalization and internationalization of higher education, "the status of English as a lingua franca[12] worldwide is undisputable" (Chiang, 2014, p. 238). Moreover, since the world has been impacted by the neoliberal ideologies, "many people consider English competence to be the key to a competitive advantage and success" (Chiang, 2014, p. 239). English also has become a gatekeeper for the global market and academia (Lin, 2020; Price, 2014). T. L. Hsu (2021) emphasized that the future of Taiwan depends on international trade as well as development and innovation of high technology that needs international cooperation. As a result, English plays a key role and has become more important than ever. If the Taiwanese's English is limited, so will be Taiwan's national development and future.

English as a Medium of Instruction (EMI) has been increasingly implemented in colleges and universities around the world (Chang, 2021; Graham et al., 2021), and for different countries, the driving force for EMI varies. For instance, EMI in European higher education was mainly driven by the Bologna Process[13], promoting access, openness, and transparency, as well as preparing both students and faculty to become freely/easily moved and competitive in a

[12] A lingua franca refers to a language that is widely used for communication between different groups of people whose first languages are different (Richards & Schmidt, 2011).

[13] The Bologna Process aims to "bring more coherence to higher education systems across Europe" (European Commission, n.d., para. 1), promoting inclusion, accessibility, learning mobility, and competitiveness in European higher education. The Bologna Process has been regarded as "both a manifestation and a catalyst for internationalisation" (Education, Audiovisual and Culture Executive Agency, 2020, p. 123).

globalized environment (Kirkpatrick, 2014). Another example is that some higher education institutions from English-speaking countries have established their branch campuses in Asia, providing EMI courses and programs to local students without going abroad (Kirkpatrick, 2014). Chang (2021) highlighted that the main factors for the expansion of EMI in Asia include the rise in the geopolitical status of English, the growth of higher education, as well as the internationalization policies introduced by the governments.

Many East Asian countries began to implement EMI in their education systems in the early 2000s. EMI is not a new thing in Taiwan. In fact, EMI was first introduced in 2002 and promoted by the Taiwanese government at that time to internationalize Taiwan's education system; however, it did not get much attention and did not succeed at all (Wu, 2023). Because of the Bilingual 2030 Policy, EMI has become a hot topic again, especially in higher education. The current Taiwanese government has not used the same strategies as the Japanese and the KMT governments to launch and promote the new national-level language policy. For instance, whereas the Japanese and the KMT governments explicitly prioritized Japanese and Chinese only, marginalized local languages intentionally, and punished the people who insisted on speaking local languages, which caused linguistic, cultural, and social stratification (Formosa TV Thumbs Up, 2019), the current Taiwanese government understands the necessity and beauty of multilingualism and multiculturalism in Taiwan, emphasizing that all languages in Taiwan are as equally important as English. According to Tseng-Chang Su, the previous Premier of the Executive Yuan[14] of Taiwan, promoting bilingual/English education will not constrain Taiwan's native/local language education/mother tongue education (Chai, 2022; Department of

[14] The Executive Yuan is the executive branch of the Taiwanese government, headed by the Premier (Executive Yuan, n.d.).

Information Services, 2022). However, implementing the Bilingual 2030 Policy while at the same time protecting national languages in Taiwan is easier said than done. Ferrer and Lin (2021) argued that English, because of the Bilingual 2030 Policy, is actually regarded as a threat to Taiwan's local languages and is ideologically separated from the local/native languages of Taiwan, which puts English and national languages of Taiwan in different positions in the educational, cultural, economic, political, and social contexts. Finding the balance between English as just a tool for national and global competitiveness as well as international communication and local languages of Taiwan as multilingual and multicultural distinctiveness is key.

Teachers/professors are given a lot of responsibilities and pressure to help reach the goals set by the central government[15]. As globalization and neoliberal ideologies keep influencing the politics and education system of Taiwan, this new language policy, the Bilingual 2030 Policy, may possibly be critical to determine which direction and how far Taiwan will go in the future in the context of being part of the global community. Indeed, English is important, but instead of Englishizing Taiwan and prioritizing English, it is more serious and crucial for the Taiwanese to think about how Taiwan can develop its own glocalized[16] EMI/bilingual education that will help the future Taiwanese freely, confidently, and actively engage in the global community without losing the essence of multilingual-and-multicultural Taiwanese identity.

[15] The goals include offering more EMI courses/programs and enhancing the overall international competitiveness of higher education.

[16] The term "glocalize" is a combination of the words "globalize" and "localize." This term is used to describe a product, service, or system that is developed and distributed globally but is also adjusted to accommodate the user or consumer in a local market or society.

Bilingual 2030 Policy: Background and Motivations

Aurelijus Vijunas, Associate Professor in the Department of English at National Kaohsiung Normal University in Taiwan, once said, "Most people badly misunderstand the value and place of English in our life and are spending thousands on it" (as cited in Her, 2017, para. 9). For a long time, it has been evident that English learning and teaching in Taiwan's national education system has not been fit for purpose (Her, 2020; Lee, 2007; Lin, 2020; R. L. C. Lin, 2022). Centered on rote learning for exams and not having a real and free environment to use English (Chen, 2021; Li, 2021; C. Y. Lin, 2023; Tsou, 2022; Yen, 2015), English education in Taiwan has failed to balance the development of a full set of language skills, with the result that students' expressive language skills[17] commonly lag far behind their receptive language skills[18] (Chen, 2019; Hsieh, 2022b; Huang, 2021). Moreover, because of this kind of passive-learning, memorization-based, and highly test-driven environment, a number of Taiwanese students get left behind, learning hardly any English or giving up on it completely (Chang, 2018), which creates a vicious circle that many people in Taiwan see English as a school subject that is with numerous tests rather than a tool for communication, so they do not enjoy learning and even using English (Her, 2017, 2020; R. L. C. Lin, 2022).

Looking at the English proficiency rate, Taiwan was ranked 40th out of 80 non-English-speaking countries and territories in 2017 ("EF's Global Ranking", 2017). Taiwan was rated as low proficiency, well below South Korea and Vietnam in the medium proficiency band, as well as below China, Japan, and Indonesia. In 2018, Taiwan was placed 48th out of 88 countries assessed (Everington, 2018; Whittle, 2022b). Therefore, it was clear that a major policy initiative

[17] Expressive language skills: speaking and writing.
[18] Receptive language skills: reading and listening.

was needed to particularly address this low level of English proficiency, which posed a serious threat to Taiwan's competitiveness in the global economy while also undermining the Taiwanese's competitiveness in the globalized job market.

Demographic Shift

Currently, Taiwan is facing a demographic shift due to a decline in the working-age population, a result of having one of the world's lowest birth rates (Everington, 2021; Strong, 2021). Coupled with the intense competition for international talent and the lack of incentives to attract foreign professionals, this has caused Taiwan's brain drain and talent shortages to become increasingly serious. As a result, strengthening the recruitment of foreign professionals and creating a friendly living environment for them are at the center of government policy for raising Taiwan's competitiveness. In addition to filling empty places at universities, attracting foreign students can also provide a precious source of future talent for all parts of Taiwan's economy[19] (Packer, 2023). Therefore, offering English-taught courses and programs is necessary for Taiwan to be more attractive to international students. Although politics usually does not significantly affect international students' decision making[20] (Fischer, 2022), a state-level language policy of the host country may play a crucial role in many international students' experiences of studying abroad.

[19] The foreign student to immigrant pathway in Taiwan is much easier than in the United States of America. The process of applying for the Alien Permanent Resident Certificate (APRC) is easy, and once the foreigners receive their APRCs, they can enjoy an open work permit and national health insurance as well as receive retirement pension. There is no expiration for the APRC. Additionally, foreigners are able to apply for Taiwanese citizenship once they have lived in Taiwan for more than five years.

[20] According to the 2022 Global Student Insights Report conducted by Keystone Education Group (2022), quality of education, living costs, and post-study employment opportunities are the top three decision-making factors for international students when choosing a study abroad country.

Globalization and English

Over decades, globalization that is "a highly complex, contradictory, and ambiguous concept and practice" (Hou & Cheng, 2022, p. 187) has had repercussions in the political, economic, and social spheres worldwide, and significantly, in education. "Education cannot deviate from globalization" (as cited in Hou & Cheng, 2022, p. 180). Subsequently, national educational policies cannot be devoid of influence from international agendas today. In other words, they should make a response to this trend of globalization (Hou & Cheng, 2022).

Globalization cannot be easily defined or precisely described by just a few words as it is multifaceted and highly diverse (Held et al., 1999). "The more we read about globalization from the mounting volume of literature on the topic, the less clear we seem to be about what it means and what it implies" (Amin, 1997, p. 123). To different scholars and researchers, the definition of globalization may be different. Similarly, different kinds of schools in different places will respond to the impact of globalization differently (Manicas, 2007). There have been hot debates about globalization in various aspects. Some people see globalization as a dangerous phenomenon as it has affected the world negatively. However, some others believe that globalization makes our world more connected, breaks the boundaries of time and space, promotes knowledge and information exchange, encourages explorations and innovations, and brings a number of benefits to people around the world (Naidoo, 2011). Held et al. (1999) defined globalization as a process that "embodies a transformation in the spatial organization of social relations and transactions – assessed in terms of their extensity, intensity, velocity, and impact – generating transcontinental or interregional flows and networks of activity, interaction, and the exercise of power" (p. 16).

Globalization increases worldwide interconnectedness that combines economic, political, cultural, and social transformations (Hou & Cheng, 2022; Liu, 2005). With the help of information technology, globalization brings some positive changes such as easier and increased communications, fast and wide spread of ideas and knowledge, as well as new markets. However, globalization also means more competitions, not only locally but also internationally and globally (Carnoy, 2005). Universities and colleges around the world have been affected and shaped by globalization in many important ways (Altbach, 2004; Dodds, 2008), including policies and values, curriculum and assessment, pedagogy, and educational organization and leadership. Altbach (2004) also highlighted that globalization cannot be entirely avoided as "history shows that when universities shut themselves off from economic and societal trends, they become moribund and irrelevant" (p. 6). In addition, it is important to know that higher education institutions are not just subjected to convergent globalization; instead, they can promote globalization themselves (Marginson, 2000; Dodds, 2008).

Globalization and the English language can be regarded as pull factors for one another. English plays a crucial role in the progress of globalization, and the activities related to globalization strengthen the importance of the English language usage. In order to be a player in the international economy of higher education, despite what forms of communication and interaction one is using, one must be conversant in the English language (Altbach & Selvaratnam, 1989; J. C. F. Huang, 2022; Lin, 2012; Lin & Li, 2019; Price, 2014). In addition, many major journals and databases are headquartered at the American and British higher education institutions, and international scholarly and research journals are mostly published in English (Altbach, 2004). All in all, due to the fact that more and more people around the world

use English as a lingua franca[21] (Tsou & Kao, 2017), along with globalization and technology innovation, the English language has become a global force. Furthermore, English has been regarded as the global de-facto standard that is widely and majorly used in business, political, linguistic, cultural, and educational exchange. Thinking positively, the English language, with the impact of globalization, helps bring international topics and issues into the academic field as more educators, researchers, and scholars from different parts of the world contribute to English speaking journals and conferences (Marginson & Rhoades, 2002). Hence, English helps knowledge sharing and allows the diversity of ideas, although others would argue that the use of English (or prioritizing English over other languages) decreases epistemological diversity and inclusion since the minoritized groups may lose their linguistic human rights, and the knowledge system that can only be shared distinctively or in a particular language and culture may become victims of epistemicide (Chang, 2013; Price, 2014; Sah & Li, 2018).

Globalization and the role of English also affect higher education policy and the work of students and scholars (Altbach, 2004). Currently, English is primarily used not only for communicating knowledge worldwide but also for instruction – EMI (English as a Medium of Instruction) in nations and regions where English is not the mother tongue. According to Agnew and Neghina (2021), in 2021, 27,874 English-taught Master's and Bachelor's degree programs outside the Big Four anglophone destinations (the United States of America, the United Kingdom, Canada, and Australia) were identified. One reason for some universities and colleges in Asian-Pacific counties, such as China and India, to implement EMI is to change their roles

[21] A lingua franca refers to a common language between people who do not share the same mother tongue. English is regarded as a lingua franca not only because the global business community requires a common language to carry out transactions but also because there has been a growth in academic publication in English.

from sending markets to receiving markets for international students (Agnew & Neghina, 2021; Marginson, 2010). These countries, with their strong international education ambitions, are eager to develop their higher education systems in order to improve in global rankings and create more global partnerships (Mitchell, 2021). Kakuchi (2023) pointed out that Japanese higher education institutions have been struggling with low international rankings due to the lack of EMI courses/programs as well as small numbers of international scholars and students. It is always worth noting that for several countries around the world, embracing and advancing international education, which usually includes offering more English-taught courses and programs, is not just about education itself; it often has a lot to do with economy and politics (Agnew & Neghina, 2021). In other words, education usually becomes a proxy for political and economic interests.

"There is a common consensus that it is necessary to master English in order to be able to function in the international world, but it is not, however, everybody's world" (Taavistsainen & Pahta, 2003, p. 10). While English is widely used, it can be seen as a threat. Uysal et al. (2007) found that in Turkiye, "while English is seen as a key to modernization and Westernization, its rapid spread was seen as a threat to the purity and status of Turkish and has caused negative attitudes and policy making" (p. 197). In other words, English is seen as an infringement of Turkish students' rights to be educated in their mother tongue and have enough time and space to learn, explore, understand, and practice their own Turkish culture. When your culture is devalued, you are devalued. In Taiwan, it is certain that the number of English-taught courses and programs is expected to increase in the next few years due to the Bilingual 2030 Policy. The Taiwanese government and universities see the establishment and expansion of English-taught courses and programs as a positive response to globalization. Several scholars acknowledge the importance of English, but they also emphasize the necessity of maintaining local identities,

cultures, and languages (Chiang, 2014; Her, 2020; Lin, 2012; Wu, 2019; Yen, 2015). Fujiwara (2005) stated that "developing a solid foundation in one's mother tongue is far more important because through a strong mother tongue, one can express him/herself precisely and insightfully in a second or foreign language" (as cited in Chiang, 2014, p. 242). While English is increasingly being used as a lingua franca, it is important and necessary that the Taiwanese learn their first language well. Lin (2012, 2020) also addressed that even though English is regarded as a positive tool since it helps increase academic and career opportunities, mother tongue education must be given priority over English education as the mother tongue is such a crucial and necessary element of culture and self-identity formation[22]. "We certainly want to use English well, but this should not require us to try to change our identity" (Smith, 1987, p. 3). As a result, based on Aliakbari's (2002) concept of linguistic and cultural democracy, English language learners and users around the world can take advantage of English as a globally accepted communication tool to not only express their cultures but also learn new things from others. This is similar to Smith's (1976) argument that "English as an international language belongs to no single culture" (as cited in Khan, 2009, p. 191). Smith (1976) highlighted that learners and users of English as an international language are not required to internalize the cultural norms of native English speakers. In other words, the ownership of English becomes de-nationalized, and the educational goal of learning English is "to enable learners to communicate their ideas and cultures to others" (as cited in Khan, 2009, p. 192). When people in Taiwan can regard English

[22] Currently, in Taiwan, EMI is introduced and implemented in higher education only. CLIL (Content and Language Integrated Learning) is used in K-12. The main issue is that since the Bilingual 2030 Policy was officially launched, most K-12 schools in Taiwan, regardless of public or private, have increased the number of hours of English language classes per week, making the number of hours of Chinese classes (including Chinese language, history, literature, culture and values, etc.) as well as native language classes drastically decreased.

as a tool to communicate with the world and schools/teachers can truly help students use and value English this way, according to Chiang (2014), Taiwan's next generation will be able to "voice their opinion to the outside world in a way that they can be understood" (p. 246). It is time for the Taiwanese to see English as pragmatically a tool for both global and local communication needs, which means English is not just a school subject and is no longer linked to a single culture or nation such as the U. S. A. and its culture (Chiang, 2014; Liao, 2005; Tsou, 2022).

Internationalization of Higher Education

Internationalization of higher education that is an ongoing and cumulative process instead of a one-time effort (Green & Olson, 2003) has been a strong and rising trend worldwide (Knight, 2012; Knight & de Wit, 2018; Kreber, 2009; P. C. Lin, 2022; Rumbley et al., 2012) as it helps universities and colleges become more globally engaged and competitive (Marginson, 2011), although different types of higher education institutions may have different ways for global engagement[23]. Many educators and researchers have pointed out that having international students helps higher education institutions as well as the host countries with financial sustainability (Altbach & Knight, 2007; de Wit, 2019; NAFSA, n.d.; Gould, 2017; Green & Olson, 2003; Marginson, 2010). Focusing more on education, local students can benefit from having foreign classmates, enabling them to broaden their minds and horizons, gain a better understanding of the world, acquire a more international perspective, and tap opportunities for language, cultural, and intellectual exchange. Additionally, faculty members can receive more opportunities to teach and do research abroad, work with and learn from scholars from other

[23] Global engagement is about how universities and colleges promote global competence by internationalizing teaching and learning that takes place in and outside of the classroom.

countries, and improve their intercultural competence (Green & Olson, 2003). In other words, internationalization of higher education is generally recognized by educators to have the benefits of improving the quality of teaching and learning, boosting capacity for research and development, enhancing international reputation, ranking, and competitiveness, increasing intercultural understanding, building more overseas partnerships, and preparing students to successfully live and work in a globalized world (Altbach & Knight, 2007; Chuo & Lu, 2018; de Wit, 2019; de Wit & Deca, 2020; EducationUSA, n.d.; Gould, 2017; Green & Olson, 2003; Ho et al., 2015; Jibeen & Khan, 2015; Kreber, 2009; Marginson, 2010; Tran & Nguyen, 2018; Wei, 2022). Nevertheless, Bowles and Murphy (2020) pointed out that in some Asian countries such as Japan and Malaysia, from policymakers and school administrators' viewpoint, internationalization of higher education is more economic than educational – obtaining income rather than ensuring quality education. Altbach and de Wit (2023) also highlighted that it can be problematic when understanding internationalization to mean simply international student recruitment.

Speeding up bilingualization and internationalization of higher education is one of the major emphases of Taiwan's Bilingual 2030 Policy (Yeh, 2023). This essentially involves boosting and popularizing the implementation of EMI (Wei, 2022; Yeh, 2023). For a number of non-English-speaking countries, "EMI and internationalization of higher education are inextricably intertwined" (Aizawa & McKinley, 2020, p. 27). EMI is regarded by the government/policymakers and education administrators as a fundamental approach to internationalization of higher education (Airey et al., 2017; Chung & Lo, 2021; Macaro et al., 2018; Tran & Nguyen, 2018). Offering more EMI courses and programs can achieve the double benefit of improving domestic students' English ability while at the same time making

Taiwanese universities and colleges more attractive and friendly to international students and scholars (Lan, 2022; Tsou & Kao, 2017). However, it is important for all Taiwanese higher education institutions to know that each discipline has their own internationalization goals and needs (Wei, 2022), and EMI itself cannot automatically lead to intercultural learning as the objectives of having an international mindset and enhancing intercultural competence must be made clear in learning outcomes (Lauridsen, 2020). In other words, that professors simply teach through English and students learn in English does not lead to internationalization (Tsou, 2022; Wei, 2022; Worthman, 2020), and it may even cause a serious decline in the quality of education (Bowles & Murphy, 2020; de Wit, 2011).

Benefits

Improving the Taiwanese's overall English proficiency can bring significant benefits at the international, national, and personal levels. At the international level, Taiwan needs a sufficient pool of people with sufficiently good English skills to represent it effectively in international diplomacy, international cooperation, and all kinds of international forums and initiatives, as well as on international social media. It is extremely crucial for the Taiwanese to make their own voices heard worldwide, through international media as well as through international diplomacy. Using Chinese will reach few other than citizens of the People's Republic of China (P. R. C., China) as well as Chinese diasporas in other countries, many of whose minds are closed to anything but their government's propaganda about Taiwan as well as for those without access to alternative media or even with access to alternative media but still believe that everything their government says is true. Hence, the need to use English in order to reach a receptive audience is a must, which will also increase Taiwan's visibility. In addition, English as a tool for speaking up for Taiwan to the world is significantly critical for promoting a

real and positive image of Taiwan, winning international friendship and support for Taiwan, and most importantly, countering the tide of fake news and disinformation spread by China's cyber troops (Whittle, 2022b). English plays a critical role in helping Taiwan secure its place in the world.

Teruko Yahata, a Japanese survivor of the atomic bomb dropped on Hiroshima by the U. S. A. in 1945, started to learn English at the age of eighty ("Hiroshima Atomic Bomb", 2023). She found translation to be inadequate to give people around the world the real story; therefore, she decided to begin learning English and then use English to express her experiences in her own voice. "I have a vague dream that is to learn English well and convey the terrifying power of atomic bombs through language" ("Hiroshima Atomic Bomb", 2023, para. 7). This not only shows a good example of using English to tell the world the true story but also implies that although translation is a convenient tool, it lacks the penetrating power that comes from human expression.

At the national level, Taiwan needs the capacity of producing English-competent talents to meet the staffing needs of foreign investors and to meet the business needs of local companies that are looking for successful and long-term cooperation with foreign businesses, promote themselves internationally, position in overseas markets, and generally engage with partners and clients from all over the world (Whittle, 2022a, 2022b). Meeting these needs is essential for Taiwan's competitiveness (Whittle, 2022a). At the personal level, good English proficiency is an important requirement for many of the best jobs and career development opportunities in Taiwan and is essential for being competitive in the international job market. For instance, in Taiwan, being able to speak English well can be the ticket to a desirable job in an international company, with a much higher salary and more generous benefits than local companies usually offer

(Chiang, 2014; Dearden, 2014; Huang, 2021; Lin, 2012, 2020; Price, 2014; Yen, 2015). In addition, on the Internet where English is by far the dominant language of two-way information flow and international communication, good English proficiency can definitely maximize ability to connect with, speak to, and exchange ideas with people worldwide, as well as to mine the richest seams of information and materials. In sum, having good English skills will become a key ability for Taiwan's next generation to venture upon the world stage (Hsieh, 2022a; J. C. F. Huang, 2022).

The Policy

In 2018, the National Development Council[24] of Taiwan released a proposal called Blueprint for Developing Taiwan into a Bilingual Nation by 2030 (National Development Council, 2018). In 2020, the President of Taiwan officially announced a ten-year plan called the 2030 Bilingual Country Project (Everington, 2020). In March 2022, the name "Bilingual Country 2030 Policy" got revised by the Taiwanese government to "Bilingual 2030 Policy" (Department of Overall Planning, 2022) in response to the criticism from the experts in several professional fields (Li, 2022). The main issue was the word *nation/country*, as the government previously intended to make English become an official language of Taiwan (Chao, 2021; Chen, 2021; Her, 2020; K. Y. Hong, 2022), which caused a lot of debates and contradictions. Furthermore, history has shown the public that the nationwide language policy which usually leads to prioritizing one specific language and downgrading other languages, regardless of intentionally or unintentionally, hurt the beauty and development of Taiwan's multilingualism and multiculturalism drastically and profoundly (Formosa TV Thumbs Up, 2019). Although the

[24] The National Development Council (NDC), formed in 2014, is the policy-planning agency of the Executive Yuan of Taiwan. All of the members of the NDC are appointed by the Premier.

current language policy emphasizes bilingual – English and Chinese, and the government keeps promising that local/national languages will not be marginalized, the status of English obviously seems to have been upgraded, especially in education, which makes several scholars and school administrators question about the rationale, the purpose, the goals, and the consequence of the Bilingual 2030 Policy (Lin & Chin, 2021b).

According to the National Development Council of Taiwan (2021), the Bilingual 2030 Policy is guided by a twofold vision: "helping Taiwan's workforce connect with the world" and "attracting international enterprises to Taiwan; enabling Taiwanese industries to connect to global markets and create high-quality job" (p. 5). The first one links to the aim that the Taiwanese, especially young people, will improve their comprehensive English proficiency substantially. The second one emphasizes the economic development of Taiwan, enhancing the global competitiveness of Taiwanese talents and businesses, as well as the Taiwanese citizens having better job opportunities (National Development Council, 2021). It also focuses on the goal that a truly bilingual environment in which English is ubiquitous alongside Chinese in daily life in Taiwan will be successfully created (National Development Council, 2021), which is particularly crucial since it will not only help the Taiwanese be fully exposed in a learning environment with great opportunities for seeing, hearing, using, and absorbing English, but also make life more convenient and more enjoyable for foreign students, scholars, workers, residents, and visitors. In sum, achieving these aims is tremendously important to Taiwan in multiple ways, and it ties in closely with many key policy objectives.

In efforts to reach the targets mentioned above, the Ministry of Education in Taiwan (2018) set a plan called the EMI Teacher Training and Recruiting Program, intending to train ten thousand English teachers by the year of 2030. Moreover, the Program on Bilingual Education

for Students in College (also called the BEST Program) was officially launched in 2021, aiming to promote and popularize EMI in Taiwan's higher education, including both public/national and private two-year junior colleges, five-year junior colleges, four-year universities, technical schools, as well as military academies, and strengthen college students' overall English proficiency (Ministry of Education, 2021a, 2021b). In 2021, four national universities (National Taiwan University, National Taiwan Normal University, National Cheng Kung University, and National Sun Yat-sen University) were selected by the Ministry of Education to be key cultivation institutions, working on making their campuses bilingualized/Englishized and establishing more fully English-taught programs. In addition, 41 colleges within 25 public and private institutions got chosen as key cultivation colleges (W. N. Hsu, 2023a; Ministry of Education, 2021c). In September 2023, the Ministry of Education added three more universities (National Chengchi University, National Tsing Hua University, and National Taiwan University of Science and Technology) to be key cultivation institutions (The Program on Bilingual Education for Students in College, BEST, 2023; W. N. Hsu, 2023b). By investing another 2.1 billion NTD, the Taiwanese government hopes that in 2024, three out of the seven key cultivation universities will be qualified to become bilingual model institutions (W. N. Hsu, 2023a).

In Taiwan's higher education, professors have been asked to play a critical role in helping Taiwan achieve the goals of the Bilingual 2030 Policy (Tsou, 2022). Nevertheless, although most universities and colleges have established their own faculty incentive systems for those who teach EMI courses/programs, the issue is that many professors still do not get a clear picture of EMI in the context of Taiwanese higher education and how to effectively prepare themselves for EMI. Therefore, a number of Taiwanese faculty members take a dim view of EMI

implementation (Chou, 2023; Tsou, 2022). EMI brings both opportunities and challenges to Taiwan's higher education (Hsieh, 2022b), especially to the Taiwanese professors teaching EMI courses (Chou, 2023; Perng, 2022; Tsou, 2022). Exploring the instructional challenges faced by Taiwanese professors could help the government and the general public understand what is really going on in the classroom as well as the contradictions. As Taiwan's Bilingual 2030 Policy takes the rolling wave planning method, it is necessary to recognize that discussing challenges, obstacles, and conflicts critically and rationally could help Taiwan stay on the right path that leads Taiwan to become a nation where people can confidently use English.

Bilingual 2030 Policy: In the Neoliberal and Political Contexts

This section has two parts. The first part discusses regarding international students as a solution for institutional sustainability in the economic context. The second part describes how English, as a global lingua franca, can help Taiwan maintain its multilingual and multicultural identity in the political context.

International Students Fill Enrollment Gaps

For Taiwan, as well as for many Asian countries, English has increasingly become the driving force for internationalizing higher education, recruiting more international students, and receiving the benefits from the impact of economic globalization (Hsieh, 2022a, 2022b). In addition, English has become necessary and crucial for individual success in every sphere of life including education, business, culture, and politics (Dearden, 2014; Grengs, 2005; Price, 2014). Some neoliberal agents that favor policies and practices in promoting free-market capitalism, deregulation, and reduction in inappropriate intervention from political parties and governments, such as the British Council and American Institute in Taiwan (AIT), even have consistently influenced Taiwan in the context of English education (Dennis, 2022). They offer international

standardized tests of English language proficiency such as TOEFL[25] and IELTS[26], partner with local schools, companies, and organizations to promote the English language, provide native-English-speaking teachers, establish customized language training programs and workshops, launch student and scholar exchange programs, and work with local governments for cultural exchange and economic development.

Together with the very great economic and social benefits that Taiwan can gain from attracting foreign talent, there are also great benefits to be gained from attracting foreign students. Many Taiwanese universities and colleges are facing a serious crisis of enrollment caused by the demographic time bomb of the nation's very low birth rate (Green, 2020; Marioulas, 2019; Packer, 2023). With the number of local high school graduates continuously shrinking (Lin & Chin, 2021a), several universities and university departments are struggling to enroll enough students. Attracting foreign students is an important means of making up for the lack of local students (Chuo & Lu, 2018; Green, 2020; Perng et al., 2016; Tsou & Kao, 2017), although it may not be sustainable in the long run as international student recruitment and enrollment can easily be affected by international relations, politics, economy, and diplomacy (Altbach & de Wit, 2023; Tu, 2018).

Having experienced the rapid expansion of higher education in the 1990s and the 2000s, the number of Taiwanese high school graduates going to college has grown drastically (Hou, et al., 2021; Hwang, 2013; Yen, 2015). Nevertheless, changing demography with the decline in birth rate has failed to provide enough numbers of students attending higher education (MacGregor, 2022). The great college student shortage has become an extremely important issue

[25] TOEFL: Test of English as a Foreign Language
[26] IELTS: International English Language Testing System

in Taiwan's higher education. It is a national crisis (Dai, 2019; Perng et al., 2016). In 2022, the Joint Board of College Recruitment Commission expected to recruit approximately thirty-five thousand new college students across the country. However, only twenty-nine thousand high school graduates registered for the college entrance exam. This means some universities and departments, especially the private ones, may have trouble having enough new freshman students. Some scholars worry that more private higher education institutions that are specialized universities or low-performing universities may be forced to close within the next five years, which will also affect thousands of Taiwanese professors and educators negatively (Formosa TV English News, 2022; MacGregor, 2022).

The global market drives universities and colleges to become competitive for funding, students, and other resources (Chang, 2021; Chiang, 2015; Tsou & Kao, 2017; Yang, 2004). As economy always impacts education drastically (Hou et al., 2021), if Taiwan wants to survive in this globalized community, practicing the market-oriented approach is necessary. Moreover, the role of English as the most dominant language in the world and the concepts of using English as well as using the power of English have often given the policymakers and administrators the idea of favoring neoliberal, market-centric practices and policies. For the Taiwanese government and Taiwanese universities and colleges, the implementation of EMI/offering more English-taught courses and programs is closely linked to the commercial and geopolitical strategies (Phillipson, 2017; Walkinshaw et al., 2017).

How English Can Help Taiwan Keep the "Taiwan" Identity

One of the goals of the Bilingual 2030 Policy is to improve Taiwan's overall national competitiveness, not only economically but also politically. As Nancy Pelosi, the 52nd Speaker of the United States House of Representatives, mentioned, the Chinese government has

intentionally squeezed Taiwan economically, forced global corporations to end relationships with Taiwan, blocked Taiwan from joining international organizations, and spread fake news about Taiwan (Pelosi, 2022). For Taiwan, English can be used as a powerful weapon to fight with China during the information war and to express itself on the world stage. The better that people in Taiwan can use English to convey positive, support-winning information about Taiwan to the rest of the world, the better Taiwan's chances of winning the information war as well as getting more support from the global community. In other words, English can help Taiwan not only proclaim its unique political circumstance as well as democratic identity to the world but also raise its international stature and visibility, which will potentially bolster its national security (F. Hsu, 2021).

As Volodymyr Zelenskyy, President of Ukraine, has said, his country will defeat Russia "by force of arms and our army, by force of *words* and *our diplomacy*" (2022, para. 6). Taiwan may need to depend upon similar strengths to defend against aggression and bullying from the People's Republic of China/the Chinese Communist Party.

EMI in Taiwan's Higher Education and the Role of University Faculty

This section first gives a brief introduction to EMI. Then, the difference between English as "a" and "the" medium of instruction is discussed. After that, the role of a professor in the context of EMI implementation in Taiwan is addressed. Finally, the criticism of practicing EMI at Taiwanese higher education institutions as well as different voices of professors are presented.

EMI

EMI can be regarded as a specific educational mode under the umbrella term of bilingual or multilingual education that features any use of two or more languages in school – by instructors or students or both – for a variety of social and pedagogical purposes (Tsou & Kao,

2017). As mentioned above, increasing quantity and quality of EMI courses/programs is heavily emphasized in the BEST Program launched by the Ministry of Education in Taiwan as "EMI is seen as a way to help the Taiwanese students improve their international competitiveness and be well-prepared for the international market" (Ministry of Education, 2023b, p. 5). EMI is defined as the use of English to teach academic and non-language subjects in countries where most people do not speak English as their mother tongue (Dearden, 2014; Macaro, 2018). In other words, learning or assessing English language skills is not the goal in the context of EMI; content knowledge is (C. Y. Lin, 2023). Even though EMI does not explicitly guarantee that both instructors and students will improve their overall English skills by teaching and taking EMI courses or programs, it does provide opportunities to individuals for using English in the real world as well becoming familiar with discipline-specific English for future careers (Hsieh, 2022b; Tsou, 2022).

The growth of EMI courses and programs has been increasingly discussed in terms of Englishization[27], which can be regarded as one of the significant phenomena of globalization (Her, 2020; Hultgren et al., 2015; Lin, 2020; Tran & Nguyen, 2018). For a number of countries, EMI, being promoted by policymakers, administrators, and educators, is closely linked to economic and political development as well as national competitiveness since it is seen as a ticket to join the global community (Dearden, 2014). Although EMI is regarded as a global trend for many higher education institutions in non-anglophone countries (Chou, 2021; Hsieh, 2022a,

[27] Englishization occurs in countries where English has replaced the native language that is not English and become more widely used in government, law, business, and education. In education particularly, Englishization affects various communicative activities including research dissemination, preparation of funding bids, as well as teaching and supervision (Hultgren et al., 2015).

2022b; Tsou, 2022), each nation has their own opinions on it. Moreover, “each country and each context where EMI is used is unique” (Dearden, 2014, p. 14).

English as “A” or “The” Medium of Instruction?

EMI is mostly understood as using English as “a” medium of instruction (Hsieh, 2022a, 2022b), which does not necessarily prioritize English and upgrade the status of English, linguistically. In other words, English is just one of the options among all the languages in the world (Tsou, 2022). However, the Taiwanese government and the general public of Taiwan have tended to understand EMI as English as “the” medium of instruction in higher education due to the Bilingual 2030 Policy as well as the influence of English supremacy (Cheng, 2022; Her, 2020; Hsieh, 2022b). This phenomenon, which explains why prioritizing English becomes normalized while promoting Taiwan’s Bilingual 2030 Policy, has not only influenced education nationwide profoundly (Chung & Lo, 2021) but also caused linguistic stratification – English being positioned the highest among other languages (Chen, 2021), which may potentially harm the existing Taiwanese culture, linguistic ecology, and identity. In addition, this monolingual ideology – English is seen as “the” medium of instruction – has been criticized in terms of student learning (Graham et al., 2021). Hsien-Hao Liao, Dean of the Institute for Advanced Studies in the Humanities and Social Sciences as well as Distinguished Professor in the Department of Foreign Languages and Literatures at National Taiwan University, seriously questioned that the policy is actually about English-only, which excludes other languages, but the government keeps using the term bilingual to sugarcoat it and to create an illusion (The National Federation of Teachers Unions, 2022). He also claimed that the government keeps exaggerating the bilingual advantages, which has created a false picture for the public and indirectly marginalized other existing languages and cultures in Taiwan (Liao, 2022).

The Role of University Faculty in the Bilingual 2030 Policy

Dearden (2014) highlighted four significant factors that cause ineffective and unsuccessful EMI implementation in non-anglophone nations. The first factor is not having enough linguistically qualified teachers. The second factor is that both the government, the society, and the schools do not have clear expectations of English proficiency. The third factor is that there are not well-organized plans and well-designed guidelines to lead to effective EMI teaching and learning. The last factor is that teacher preparation programs and courses do not include EMI content. All the factors mentioned above both directly and indirectly relate to teachers, which explains how crucial and necessary teachers/professors are in the context of the implementation of EMI/a language policy.

"Teachers are not passive recipients of language policy" (Throop, 2007, p. 45). Instead, they play a critical role in supporting or opposing language policies that influence not only the future of a nation's next generation but also the development of a nation (Ricento & Hornberger, 1996), and they are "agents of change" (as cited in Priestley et al., 2013, p. 187). In the context of EMI in Taiwan's higher education, Perng (2022) argued that professors have the responsibility to help college students, especially freshmen, with a virtuous and sustainable transformation, which empowers them to become confident English users, not just English learners. Furthermore, Taiwanese professors need to transform themselves as well, from being a sage-on-the-stage to being a guide-on-the-side (King, 1993; Wright, 2011), which is not easy to do. In addition, as English has gained power and authority in academia through the dominance of American and British academic journals, publishing companies, and research organizations, Taiwanese professors need to see English as a necessary tool to learn new things and build the

relationship with other people in their professional fields (Dafouz, 2018; Hsieh, 2022a), which will help them with their own teaching and research.

Becoming a confident and qualified EMI professor is definitely not an easy thing for individuals whose first language is not English; it takes time and a lot of preparation (Hsieh, 2022b; T. B. Lin, 2022; Tsou, 2022). Additionally, developing an EMI course is a long journey (H. I. Ting, personal communication, August 23, 2022), and many professors did not receive formal training on how to effectively teach a college-level course while pursuing their Ph.D. degrees (Chang, 2023; Hsieh, 2022b; R. L. C. Lin, 2022; T. B. Lin, 2022; P. C. Tsai, personal communication, August 23, 2022). For Taiwanese professors, even though practicing EMI is "an investment in their own professional identity and a means to strengthen their agency in international circles" (Dafouz, 2018, p. 546), it is important to know that using EMI without enough preparation may create misunderstanding and learning gap between the instructor and the students as knowledge may not be completely and successfully delivered and gained (Chung & Lo, 2021).

Debates and How University Faculty Respond to the Implementation of EMI

Due to the rising importance of English around the world as well as its widening impacts on different aspects including education, for many Asian countries, implementing EMI at higher education institutions has been regarded as the "policy fashion" (Byun et al., 2011, p. 432) to recruit foreign students and better prepare domestic students for not only more job opportunities but also fitting in to the world due to globalization (Shen, 2022). Although the Ministry of Education and the National Development Council set up the guidelines on EMI implementation in Taiwanese higher education, many professors still have doubts about EMI and do not have a clear plan to make themselves ready for EMI (Li, 2022; Liu, 2021). This has caused a serious

issue that university faculty hold different thoughts on EMI and bilingual education, which on the one hand, helps the general public, including themselves, become familiar with what is going on with our education, but on the other hand, causes disruption and creates misconceptions/misunderstandings of EMI and bilingual education. Furthermore, the Ministry of Education leaves some space for local governments to decide what the best way is for their higher education institutions to practice EMI (Yen & Hynes, 2022). On the surface, the central government seems to give local governments and their schools freedom; however, the truth is that it has created chaos and vicious competitions between cities, institutions, and even instructors.

First of all, some professors shared that the more conferences and workshops organized and hosted by different universities and educational organizations they attended, the more confused and anxious they felt about EMI and Taiwan's Bilingual 2030 Policy (Liu, 2021). Second, there is a mistaken belief that the faculty members who are Taiwanese and earned their doctoral degrees from English speaking countries must be good at English; therefore, teaching in English must be a piece of cake for them (Chiu et al., 2022). However, studying abroad, especially in English speaking countries, and the capability of teaching through English are two completely different things (Hsiao, 2022; R. L. C. Lin, 2022; T. B. Lin, 2022). In other words, just because someone has studied in English does not mean they can teach in it. The fact that Taiwanese higher education institutions and the governments, both central and local, expect professors with degrees from the U. S. A. or the U. K. to teach and offer more EMI courses may unintentionally cause some issues. Not every faculty member with a foreign degree is comfortable with or capable of delivering lectures in English (or in a foreign language), and that earning an advanced degree in Taiwan does not mean having insufficient English proficiency

(Hsiao, 2022). Furthermore, many educators and administrators have shared that the society still has a lot of expectations for education, especially teachers and schools, and the general public still think education can and should solve all issues (Perng et al., 2016; Yen, 2015), which gives teachers and professors a lot of pressure and put them in a very difficult, dilemmatic situation. Finally, even if the department or college is willing to offer EMI courses, and the professors are capable of using English to teach, the problem is student enrollment/students' willingness to take EMI courses. Chiu (2021) highlighted that a number of Taiwanese college students tend to not take any EMI elective course. If the EMI course is required, many students, even those who attend prestigious universities, still feel inferior, stressed, uninterested, or discouraged as EMI is content-driven (Yessenbekova, 2022), and students think their English skills cannot help them understand the content of the course (Chao, 2021; Huang et al., 2022), which will affect the way professors teach and prepare for each class session as well as the way professors assess students' learning (Hoang & Lin, 2022). Dafouz (2018), Macaro (2018), and Prabjandee and Nilpirom (2022) emphasized that for teachers/professors, EMI is not simply teaching an academic subject in English; pedagogically and methodologically, they need to make a lot of changes/adjustments, such as designing and facilitating in-class activities as well as finding the balance between how much they want to cover and how much their students can actually learn/understand (Huang et al., 2022; R. L. C. Lin, 2022; T. B. Lin, 2022).

Several Taiwanese scholars also question the definition of EMI given by the Ministry of Education (MOE) (Liao, 2022; T. B. Lin, 2022; Wei, 2022). According to MOE (2021b), professors must use only English when teaching and interacting with students, including advising. In addition, although students are allowed to temporarily use Chinese or other languages such as Taiwanese and Hakka during in-class peer discussions, the instructor must

make sure that English is used over 70% of each class period (Ministry of Education, 2021b). Although this 70% English in-classroom usage is adopted from the Guide to Developing the EMI Enhancement Plan (ECCTIS Ltd & Oxford EMI Ltd, 2021), a number of Taiwanese scholars wonder if it is appropriate to just copy the 70% concept without carefully thinking where our professors and college students truly are in the linguistic competence and performance context as well as what outcomes that policy is supposed to lead to. Do the Taiwanese policymakers and administrators focus on content and how much students truly get the knowledge, or do they just care about the percentage of English usage? In addition, as higher education institutions keep competing for funding, resources, and students in the current neoliberal and market-oriented environment, with the freedom given by the Ministry of Education, they set up their own goals regarding the usage of English on campus based on their own strategic visions and missions, hoping to become more attractive and competitive than others. For example, both National Sun-Yat-sen University and National Taiwan Normal University explicitly encourage professors to use only English when teaching and interacting with students in order to successfully receive the government funding (T. B. Lin, 2022), while National Tsing Hua University suggests that instructors use English at least 60% of each class period, taking both student success and EMI practice into account (Cheng, 2022).

It Is Not Going to Be Easy, but It Will Be Worth It

Some Taiwanese educators, school administrators, and scholars who are questioning about the Bilingual 2030 Policy argue that the policy will exacerbate existing educational inequalities and create new ones (Batchelor & Lin, 2020; Chen, 2022; Lo, 2022; Wu, 2019). They also claim that the policy is too idealistic, without careful consideration; it is hard to materialize (Her, 2020; C. C. Li, 2021; C. W. Li, 2022; Liao, 2022; P. C. Lin, 2022; Lo & Lin,

2022; Watt, 2021). Even if it is a well-organized plan, it requires long-term efforts. In addition, there are some issues such as the promotion of English-only classrooms, the balance of content and language in bilingual education, the use of Western curricula and materials, the hiring of native-English-speaking teachers, and the disconnects and effects that result from the importing of Western/American practices. For instance, Her (2020), Kuo (2022), Y. S. Li (2022), and Wu (2019) claimed that prioritizing English will not only perpetuate English supremacy[28] but also drive cultural and linguistic hegemony, which will in turn diminish Taiwan's cultural and linguistic distinctiveness. Some others even worry that more and more people, not only students but also workers, parents, and elders, may need to or be forced to go to English cram schools as those who know English will be regarded as being academically and socially advantaged and having more job or promotion opportunities (Chen, 2022; Lin & Li, 2019; Lo, 2022). The people who own English cram schools get more money while the others attending and paying for cram schools may suffer from this rapid change and become victims.

"Language policies are not without potential risks" (Yeh, 2023, p. 220). Focusing on the BEST Program specifically, which has been regarded as a key factor to determine whether or not the Bilingual 2030 Policy will succeed, although the feasibility and appropriateness of EMI implementation in Taiwan's higher education has been discussed and criticized fiercely, it is necessary for Taiwan to step out of its comfort zone. It is true that for a number of Taiwanese, using both mother tongue and English fluently and equally in daily life can be such a big transformation; it is not an easy adjustment (Hsieh, 2022a, 2022b; Shen, 2022). However, taking

[28] English supremacy can be described as the belief that the English language is superior to other languages and that English should be used more often and generally than other languages, especially in non-English-speaking countries and regions. One example of English supremacy in Taiwan is that people think using English is usually associated with being smart, being educated, or having a higher social (and economic) status or prestige (Lin, 2012).

a big leap forward requires bravery to take risks and discover the unknown. Every step of progress will bring enough benefits to make the effort worthwhile (Shen, 2022; Whittle, 2022a). In order to achieve the many advantages of internationalization and the benefits of globalization, improving English proficiency is an effort that Taiwan cannot afford to neglect (J. C. F. Huang, 2022; Lee, 2022; Whittle, 2022a, 2022b).

Using English as a medium of instruction has a lot to do with economic and cultural ideology of neoliberalism and geopolitics (Agnew & Neghina, 2021; W. Li, 2022; Salö, 2022), but more importantly, it also has a linguistic and pedagogical dimension, which is significant and necessary to explore and examine. The Bilingual 2030 Policy is regarded by the Taiwanese government as part of the march through modernity for Taiwan. Making Taiwan a nation where high-quality education is offered and people can use English and other languages equally fluently, comfortably, and confidently is such an ambitious plan, which requires long-term commitment, strategic communication, and continuous work by both of the central and local governments as well as all stakeholders (Li, 2021; Watt, 2021). Moreover, this ambitious and beneficial national endeavor calls for strong support and involvement of the general public (Lin, 2021). Even though the issues of language education in Taiwan are still complex and challenging, approaching them realistically and with a national strategy supported by general consensus will help establish a successful and sufficient language policy (Y. J. Hong, 2022; Hsieh, 2022a; J. C. F. Huang, 2022; Lee, 2022; Li, 2022; Liu, 2022; Shen, 2022). As English provides valuable opportunities for diplomacy and international collaboration (J. C. F. Huang, 2022; Shen, 2022), it would be worth finding the balance between competition and cooperation as well as the global and the local (Chen, 2022).

CHAPTER III

RESEARCH DESIGN AND METHODS

In this chapter, I first introduce my research design, including methodology, selection of my research participants, as well as how the participants were recruited. Then, the description of data collection is presented, focusing on semi-structured interviewing. Next, I demonstrate how I analyzed the data I collected from the participants as well as the important elements of conducting a qualitative research study, including ethics, trustworthiness, and the role of the researcher. Finally, I explain the delimitations of this research study.

Research Design

Methodology

Researchers who conduct qualitative research are interested in exploring people's lived experiences and understanding the meaning those people give to their experiences (Bhattacharya, 2017; Merriam & Grenier, 2019; Merriam & Tisdell, 2015). In other words, in qualitative research, the reality cannot be quantified (Queiros et al., 2017), and qualitative research aims to learn and describe how people make sense out of their lives and how they interpret what they have experienced. In addition, McCusker and Gunaydin (2015) emphasized that qualitative research does not focus on providing the results in numbers; rather, it helps researchers to realize the meanings of each situation. I adopted a qualitative method for this study as it helped me gain a deeper understanding of the challenges facing Taiwanese professors when practicing EMI in Taiwan as well as their perspectives on the Bilingual 2030 Policy.

The interpretive qualitative approach was used for this study in order to obtain an in-depth description of Taiwanese professors' experiences and challenges when teaching in an EMI environment as well as to understand their perceptions of the Bilingual 2030 Policy. Merriam

and Grenier (2019) emphasized that the interpretive qualitative approach gives the researchers freedom and space to "discover and understand a phenomenon, a process, the perspectives and worldviews of the people involved, or a combination of these" (p. 7). As I aimed to "understand how participants in a setting make sense of and give meaning to their … [EMI teaching] experiences" (Schram, 2006, p. 87), an interpretive qualitative research method was the most proper approach to address my inquiry.

Semi-structured interviewing, one of the data collection tools for an interpretive qualitative study (Merriam & Grenier, 2019), was conducted as it helped me interpret Taiwanese professors' EMI teaching experiences, learn how they dealt with the challenges and obstacles EMI has caused as well as how they considered their role and identity in the context of Taiwan's Bilingual 2030 Policy, and discover what meanings they attributed to their EMI teaching experiences.

Selection of Participants

Understanding and interpreting people's stories, experiences, and particular discourses is what qualitative researchers usually do (Bhattacharya, 2017). A small group of participants can potentially result in better data for an interview-based study since the researcher will have the opportunity to build strong and close relationships with each interviewee, which will possibly lead to deeper and more natural conversations and better data (Crouch & McKenzie, 2006). "In-depth information from a small number of people can be very valuable," (Patton, 1990, p. 184). Based on this concept and in order to gain a better and deeper understanding of Taiwanese professors' EMI experiences as well as their perspectives on the Bilingual 2030 Policy, I purposefully selected seven participants whom I could learn from the most (Merriam, 1988). This purposeful selection aimed to choose "information-rich cases for study in depth" (Patton,

2002, p. 230); as a result, I developed certain criteria to help me choose the potential participants. First, the participants must be the Taiwanese professors working full-time and teaching EMI courses at the university level in Taiwan. Second, these Taiwanese professors must have their Ph.D. degrees earned from English-speaking countries. For English-speaking countries, I tended to target the Big Four – the U. S. A., the U. K., Canada, and Australia (Agnew & Neghina, 2021), as these four countries are the top four destinations where most Taiwanese who study abroad choose to earn their Ph.D. degrees, according to the Ministry of Education, Taiwan (2021e). Third, the participants must be the ones who were hired before the Bilingual 2030 Policy was officially launched by their current institutions that are key cultivation universities and colleges selected by the Ministry of Education in 2021, regardless of whether the universities and colleges are national/public or private. Because the BEST Program focuses on popularizing EMI at the undergraduate level, the Taiwanese professors who joined their current universities/colleges/departments before the introduction of the Bilingual 2030 Policy and are presently implementing EMI might have witnessed the institutional/collegial/departmental transition, from the CMI (Chinese Medium Instruction) environment to the process of creating an EMI one, and experienced the challenges and difficulties that many people do not know, which could make them proper participants for this study.

Due to the impacts of globalization, the expansion of higher education, neoliberalism, technology innovation, and internationalization of higher education, several education reforms and new approaches to teaching, learning, and curriculum, which are different from the traditional Asian/Chinese style of teaching and learning[29], have been introduced in Asia. In other

[29] The traditional Asian/Chinese style of teaching and learning tends to be more instructor-centered, authoritarian, and memorization-based.

words, many Asian countries, including Taiwan, have adopted the Western/American education systems (Tsou & Kao, 2017), driving change in higher education pedagogy. Moreover, according to the Ministry of Education (2021b), in addition to popularizing EMI in higher education, embracing and strengthening student-centered learning approaches is critical to help Taiwan achieve the goals of the Bilingual 2030 Policy. Therefore, "Teaching through EMI involves changing from a teacher-led style to a more interactive dynamic" (Dearden, 2014, p. 23). In other words, EMI is not just about translating course material and slides from Chinese to English and professors doing most of the talking in class (R. L. C. Lin, 2022). Rather, EMI is linked to active learning as well as instructor-to-student and student-to-student interactions (Beaumont, 2022; Perng, 2022). Additionally, EMI has been seen by the Taiwanese government as a new tool that motivates professors to evaluate students' learning based on their in-class discussions, participation, and performance, not just exam grades (Beaumont, 2022; R. L. C. Lin, 2022). The Ministry of Education (2021b) highlighted that a high-quality, successful, and effective EMI class should provide students with opportunities to utilize all four English skills (reading, listening, speaking, and writing) when learning and completing all the tasks that are related to the course(s)/academic subject(s). Nevertheless, there is no pedagogical approach that is universally correct or superior. Since the higher education faculty in Taiwan have been given an indispensable role in the context of Taiwan's Bilingual 2030 Policy, and due to the fact that several Taiwanese faculty members who earned their doctoral degrees from foreign countries, especially English-speaking countries, have been asked to teach EMI courses in order to help their institutions/colleges become bilingualized/internationalized (Cheng, 2022; Chiu et al., 2022; Chou, 2023; Tsou, 2022), interviewing Taiwanese professors who have experiences of studying in English-speaking countries helped me not only understand their EMI teaching

experiences in Taiwan but also discover whether or not their intercultural experiences[30] have influenced their perceptions of EMI and Taiwan's Bilingual 2030 Policy.

Recruitment Process

I have been actively participating in several conferences, forums, and workshops on EMI, bilingual education, and international higher education in Taiwan since Fall 2021, both virtually and in-person, which helped me build good relationships with a number of Taiwanese educators in different professional fields.

Right after I successfully defended my dissertation proposal, I started making a list of potential participants while waiting for my IRB approval. I also asked my friends who are in Taiwan's academia to suggest a few professors that met the criteria I set up. As soon as I received the IRB approval on November 15, 2022 (See Appendix G), I sent out the recruitment email to the ten potential participants I initially selected. The recruitment email, written in both English and Chinese (See Appendices A and B), provided important information regarding the study, such as its purpose, process, and how confidentiality would be maintained in the study, and that each participant would be given $1,500 NTD after interviewing in appreciation of their time. According to the Center for Taiwan Academic Research Ethics Education (personal communication, June 22, 2022), it is legal and acceptable to pay participants for their time in Taiwan and the range is from $1,000 NTD to $2,000 NTD ($31 USD - $62 USD). The email also included my contact information as well as the contact information of my dissertation co-directors, for the potential participants to ask for further information or to indicate their

[30] Different international students have different degrees of intercultural immersion. According to Rose-Redwood and Rose-Redwood (2019), international students' experiences of social interaction "vary widely along a continuum of social interactions that range from self-segregation and exclusive global mixing to inclusive global mixing and host interaction" (p. 31).

willingness to join in the research study. Three professors chose not to participate after I explained my study and provided examples of interview questions to them. Therefore, I ended up with the seven professors participating in my study. For those who agreed on engaging in the study, prior to the one-on-one interview, they were contacted by email to discuss (1) the research study further, including an overview of the interview questions, (2) how confidentiality would be managed, (3) process of receiving, signing, and returning the informed consent forms, and (4) arrangement of the interview.

Data Collection

According to Hatch (2002), qualitative interviews are used by researchers to "uncover the meaning structures that participants use to organize their experiences and make sense of their worlds" (p. 91). The method of data collection for this interpretive qualitative study was semi-structured and intensive interviewing on understanding participants' EMI experiences and challenges as well as their perspectives on Taiwan's Bilingual 2030 Policy. The participants were recruited from the key cultivation colleges and universities that were selected by the Ministry of Education in Taiwan through the BEST Program in 2021. Each interviewee was interviewed once, and each interview lasted about one hour. I let all of my participants choose the place and the time that was convenient and comfortable to them, and I was able to interview five Taiwanese professors face-to-face, using their school offices; two professors decided to be interviewed online, using Google Meet. All of my interviewees' responses from the interviews were audio recorded using a cell phone device, permitted by the participants, translated (from Chinese or Taiwanese to English), transcribed, reviewed, organized, coded, and analyzed in order to find out what their experiences were when practicing EMI as well as what they thought about the Bilingual 2030 Policy.

Hatch (2002) highlights that during the interviews, the researcher should use the language that is familiar to the interviewees. Therefore, at the beginning of each interview, I asked the interviewees what language they preferred, and all of them chose to start with using Chinese as they felt comfortable speaking in their mother tongue. I also told the interviewees that it was possible that some questions and topics might be more appropriate and reasonable in one language or the other, so they could feel free to switch back and forth throughout the interview. All of my participants were also told that they were in charge of the interviews, so they had the right to refuse to answer the questions that felt uncomfortable with, take a break, or stop the interview at any time they wanted to.

Patton (2002) addressed that interviewing builds a reciprocal relationship between the researcher and the interviewee and provides a space of deep understanding, learning, and observation. Semi-structured one-on-one interviews were conducted with each of the participants as they are in-depth (Hatch, 2002; Merriam & Grenier, 2019; Queiros et al., 2017), which helped me collect rich and detailed information from the participants and look at the issues from their points of view (Creswell, 2013; Rubin & Rubin, 2012). In addition, “In the semi-structured interview, the researcher has a specific topic to learn about, prepares a limited number of questions in advance, and plans to ask follow-up questions” (Rubin & Rubin, 2012, p. 31), which helps establish a connection between several related topics and issues (Queiros et al., 2017). During each interview, I had main questions prepared in advance to ensure that all major themes were covered, and I was able to ask a few follow-up questions in order to get explanations of topics, ideas, or cases that were introduced by each interviewee.

As understanding Taiwanese professors’ challenges when implementing EMI and their viewpoints on the Bilingual 2030 Policy was what I wanted to learn about, the interview had two

parts (See Appendices C and D). The first part specifically focused on the interviewees' experiences in EMI teaching and challenges they face. The second part was particularly about their perspectives on Taiwan's Bilingual 2030 Policy. Semi-structured interviews help the researcher to receive more detailed information, and open-ended questions can give the interviewees space to reflect and speak more about their experiences (Hatch, 2002). Furthermore, Seidman (2006) pointed out that the purpose of interviewing is not just about getting answers to questions or testing hypotheses; it is also about better understanding the lived experience of certain individuals as well as the meaning they make of that particular experience. All the data in this qualitative study were collected between November 2022 and January 2023.

Data Analysis

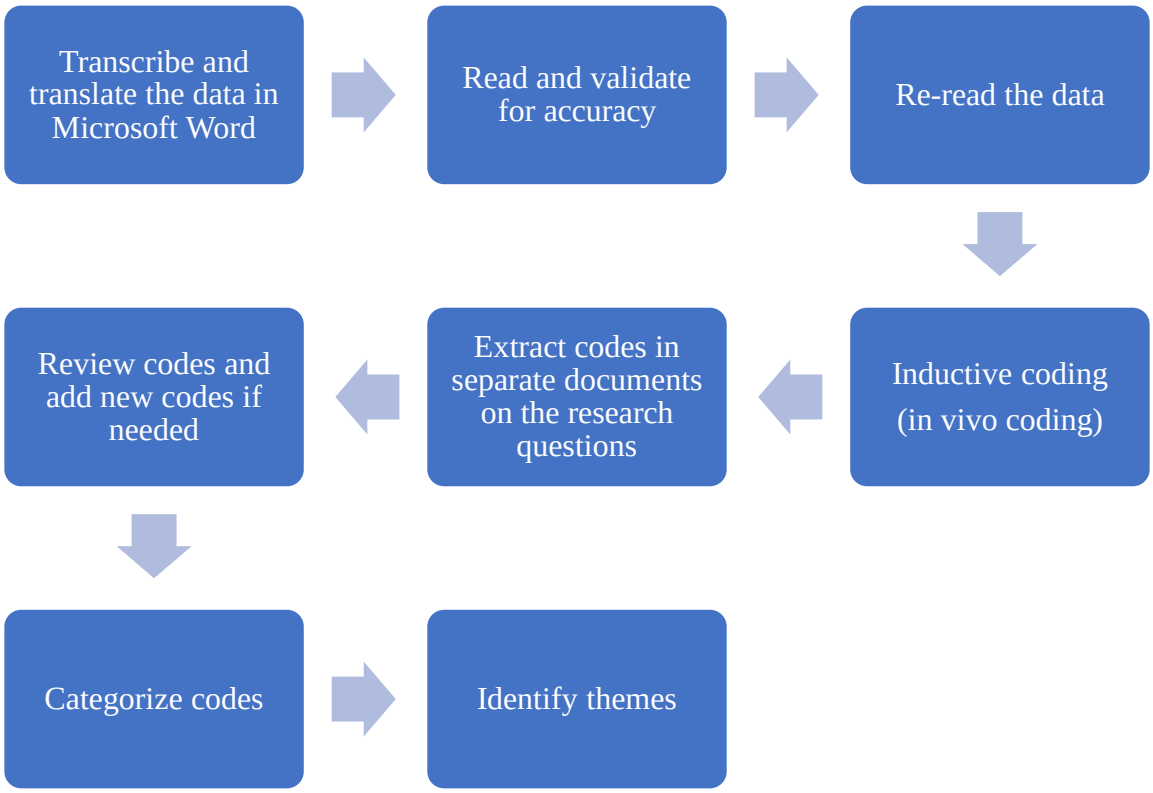
According to Merriam and Grenier (2019), when analyzing the data, the researcher must put any personal and theoretical assumptions aside, which means no preconceptions, biases, and stereotypes. Bhattacharya (2017) also emphasized that in qualitative research, the researcher does not begin the data analysis "with any kind of preestablished testable hypothesis about the data" (p. 150). In other words, the researcher must completely focus on the data and capture each participant's authentic expressions and meanings.

Using Braun and Clarke's (2013) data analysis guidance as well as the approach of inductive analysis (Bhattacharya, 2017), as Figure 3 shows, I immersed myself by listening to the recordings as well as doing translations and transcriptions, which gave me a great chance to become familiar with the data and pay a close attention to what each participant said. After validating for accuracy of the data I collected, I listened to the recordings again and read the entire transcripts carefully at the same time to understand the meanings of the experiences from the participants' points of view. As Braun and Clarke (2013) emphasized, it is crucial for the

researcher to read and re-read each interview transcript “actively, analytically, and critically” (p. 205). While reading the transcripts, I highlighted the important, relevant, and interesting words, terms, and sentences that are deeply connected to my research questions. Next, I identified what I saw as meaning units and created codes. When identifying the codes, I employed in vivo coding, using the actual spoken words/phrases/terms of my research participants (Saldana, 2013). In qualitative data analysis, “coding it not a precise science; it is primarily an interpretive act” (Saldana, 2013, p. 4). Coding can be regarded as the essential link between data collection and the description of meaning (Charmaz, 2001), which echoes what Saldana (2013) addressed, “coding is not just labeling, it is linking” (p. 8). Furthermore, it adds value to the research story (Madden, 2010). After coding, I reviewed the codes and re-read the transcripts to see if I needed to add any new codes. Then, I grouped the meaning units/codes and identified themes based on the research questions. Finally, I made the meaning units/codes into descriptive expressions that maintain the original voices of my research participants. I did not use any qualitative data analysis software program. All the coding was conducted manually, using Microsoft Word.

Figure 3

Process of Data Analysis



After each one-on-one interview, translation and transcription began as soon as possible. Initially, I planned to translate and transcribe all interviews verbatim. Nevertheless, I realized that modification was necessary after the third interview and the third transcription. Verbal fillers, including “erm”, “yeah”, “um”, and “ah”, were not considered as relevant to the holistic meanings that my research participants were expressing. As a result, I decided not to continue to claim a verbatim transcription. Capturing each interviewee’s expressions and meanings was much more critical and important to my understanding and to data analysis.

Ethics

Being ethical throughout the entirety of a study is vital to the outcome of a study. Prior to the initiation of this study, I completed the training through the Collaborative Institutional Training Initiative (CITI) on June 23, 2022. During the participant recruitment process, I let the selected participants know the procedure of interviewing, including an overview of interview questions, the length of the interview, the means, and language choice, so that they could have a clear sense of what this study was about, why they were chosen to participate, and what would be discussed during the interview. I asked all of my interviewees to sign informed consent forms (See Appendices E and F), written in both English and Chinese, before each interview actually began. The two participants who chose to be interviewed virtually received electronic informed consent forms three days prior to the interview day via email, and I asked them to read and sign the forms and then email back to me before the interview day. All participants received an electronic copy of the signed consent forms for their records.

I was the only person who had access to the data. The audio recordings and digital transcripts were stored in a password-protected folder on my work laptop (Jacob & Furgerson, 2012). Additionally, all hard copies of the data and research documents were stored in a lockable cabinet and locked in my study room. I was the only person to do the translation and transcription work, and the interview transcripts went through a process of de-identification in order to protect confidentiality. Only regions where interviewees teach (Northern Taiwan, Southern Taiwan, etc.), institution type (national or private), countries where the interviewees received their Ph.D. degrees from, their disciplines (Humanities, Social Science, etc.), years of teaching EMI courses in Taiwan and/or other countries, as well as teaching abroad experience were provided when presenting the findings. As one factor of conducting a qualitative research

study is that the researcher usually needs to work with the original recordings closely and go back to them multiple times during the analysis process, I asked all interviewees for the consent to keep the digital voice recordings for the time period of this study.

Trustworthiness

During data collection and data analysis, I completely and strictly followed the steps mentioned above. After data translation and transcription were complete, I contacted all participants via email to review the transcripts and ensure that all responses they provided were accurate. Nevertheless, I made it clear that their requests for changing or deleting words/phrases/sentences might be denied if revising original utterances would take away from the originality and trustworthiness of this study.

I also recorded each step for participant recruitment, data collection, and data analysis as a separate research journal since the process of conducting a qualitative study is nonlinear; instead, it is iterative as the researcher goes back and forth across all various values, beliefs, assumptions, and meanings (Bhattacharya, 2017).

When conducting a qualitative study, it is important for the researcher to put their previous understandings and beliefs aside when collecting and analyzing data so that they can explore and understand a specific experience, phenomenon, or story in the new and undiscovered ways (Bhattacharya, 2017). In this study, I, as a researcher, had to make sure that I learned and understood the experiences and challenges that EMI has brought to Taiwanese professors as well as what they thought of the Bilingual 2030 Policy without unknowingly coloring these with my own beliefs, perspectives, and experiences. It was my responsibility to completely focus on the information my interviewees provided and the meanings they made. In other words, as I went to

Ming Chuan University's International College[31] where all courses are taught in English for my undergraduate degree and have been studying in the U. S. A. since 2012, I, personally, have had my own opinion on EMI. When studying at Ming Chuan's International College, many of the professors I had practiced the student-centered approach and frequently encouraged students to talk in class. However, I also had a few other professors who simply translated the content from Chinese to English and did not interact with students in class at all. I appreciate having two different EMI learning experiences in Taiwan as they made me think about what an effective college-level EMI class should look like and motivated me to study abroad. Nevertheless, when doing data collection and data analysis, I had to fully concentrate on my interviewees' perspectives and not to impose my preconceived perspectives on the data. I implemented the bracketing strategy by writing memos throughout data collection and analysis as a way of examining and reflecting upon my engagement with the data. I fully realized that my research participants and I might share a lot in common; nevertheless, there was always something new and different to learn and discover. Just because we all have studying abroad experiences does not mean that we think of EMI and Taiwan's Bilingual 2030 Policy in the same way. As a researcher, being self-conscious about my own reactions and preconceptions, setting them aside, and then focusing on interviewees' experiences and perceptions is necessary and important.

[31] Ming Chuan University (MCU), founded in 1957, is a private higher education institution in Taiwan (Ming Chuan University, 2022). MCU established its International College in 2000, offering English-taught undergraduate and graduate programs for both domestic and foreign students (International College – Ming Chuan University, 2022a, 2022b). In 2010, MCU was accredited by the Middle States Commission on Higher Education (MSCHE), becoming the first U.S.-accredited university in Asia ("Ming Chuan University", 2010). In 2014, MCU officially opened its Michigan Campus, making it the first Taiwanese higher education institution having a branch campus in the U. S. A ("Ming Chuan University", 2014).

Furthermore, I invited a few friends, both local/Taiwanese and international, who were also pursuing their doctoral degrees as well as who have been teaching for years to serve as peer debriefers in order to maintain academic rigor in my study. My peer debriefers were asked to read my transcripts, methodology, and findings. Then, I requested them to provide honest and constructive feedback to enhance trustworthiness and to ensure validity of my research (Figg, Wenrick, Youker, Heilman, & Schneider, 2010). Figg et al. (2010) highlighted that academic and emotional support provided by peer debriefers motivate researchers to improve their studies and lead them to success.

Communication with my dissertation directors was vital. Not only did they play a crucial role in my writing and research processes, but they also provided helpful advice that kept me on the right track. Both of my dissertation directors have always encouraged me to keep learning. Every time I had doubts or difficulties, I would definitely reach out to my dissertation directors to discuss and find an appropriate solution.

Role of the Researcher

In qualitative research, the researcher is regarded as an instrument of data collection, which means that data are mediated through the human individual instead of questionnaires and inventories (Denzin & Lincoln, 2017; Merriam & Tisdell, 2015). In other words, “researchers are a part of the world they study; the knower and the known are taken to be inseparable” (Hatch, 2002, p. 10). The researcher does not analyze data from the position of an objective scientist since the inseparable role of a qualitative researcher is an existential fact (Hammersley & Atkinson, 1995). Nevertheless, it is critical that qualitative researchers are reflexive and keep track of their influences while understanding and analyzing the phenomenon (Hatch, 2002).

Reflexivity refers to “the researcher’s ability to be able to self-consciously refer to him/herself in relation to the production of knowledge about research topics” (Roulston, 2010, p. 116). In other words, reflexivity is the process of the researchers contemplating their backgrounds, values, beliefs, and attitudes that may have affected their studies as a whole. Reflexivity goes beyond reflecting on our experiences in the world; it is about how we experience our relationships with others, especially the others involved in our research studies (Roulston, 2010). In other words, reflexivity is an ongoing process (Barrett et al., 2020). Being a researcher conducting a qualitative study, reflexivity helped me ensure that I was aware of my bias and how my bias interacted with the data and how my personal experiences impacted every decision I made in my research. What a researcher has experienced shapes how the meaning is understood and how it is significant to others (Smith, Flowers, & Larkin, 2009).

Prior to this study, I did not have any personal connection with my research participants, which helped me keep professional and unprejudiced when recruiting and selecting participants as well as conducting each individual interview. I engaged in reflexivity in my qualitative research by asking myself the following questions made by Patton (2014):

(1) What do I know?

(2) How do I know what I know?

(3) What shapes and has shaped my perspective?

(4) With what voice do I share my perspective?

(5) What do I do with what I have found?

(as cited in Marshall & Rossman, 2016, p. 118)

It is important for every researcher conducting qualitative studies to understand that reflexivity can be positive; it is not always about bias. In fact, our biases are necessary to be acknowledged in order to have research that is trustworthy and comprehensive (Roulston, 2010).

Delimitations of the Research Study

The main purpose of this qualitative study was to understand, explore, and describe the experiences and perspectives of the study participants. Therefore, this dissertation study was not about generalizing findings; rather, it described the reality and provided enough information of the current educational phenomenon in Taiwan under investigation. Denzin and Lincoln (2017) highlighted that small sample size in qualitative research provides the opportunity to get rich data from in-depth interviews and allows researchers and readers to gain a deeper understanding of a phenomenon.

This qualitative study focused on the Taiwanese professors; therefore, the foreign professors working at Taiwanese higher education institutions were not included. Nevertheless, it would be interesting to explore what non-Taiwanese professors think about the Bilingual 2030 Policy and if the policy affected them similarly or differently, compared with Taiwanese professors.

Although the voices of the professors who earned their Ph.D. degrees from Taiwanese higher education institutions were not included in this study, the findings may still be applicable to anyone who implements EMI in their teaching in higher education. In other words, the findings of this study can be transferable to similar context and people.

CHAPTER IV

FINDINGS

This chapter is divided into three main parts. The first part presents the findings that particularly address the first research question: How do Taiwanese professors whose Ph.D. degrees are from English-speaking countries describe their experiences of implementing EMI in their classes? The second part provides the findings that answer the second research question: What challenges and obstacles do Taiwanese professors with Ph.D. degrees from English-speaking countries encounter when practicing EMI? The final part presents the findings that address the third research question: What do Taiwanese professors who earned their Ph.D. degrees from English-speaking countries think of the Bilingual 2030 Policy? All quotations are my translations from the participants' own words in Chinese, unless otherwise indicated. Below is the table listing my seven participants with their information.

Table 1

Participant Profiles

Name	Academic Discipline	Earned a Ph.D. Degree from	Location of Currently Serving Institution	Institution Type	Years of Teaching EMI Courses	Teaching Abroad Experience
Andrew	Social Science	U. S. A.	Northern Taiwan	Private	10	No
Ben	Formal Science	U. S. A.	Southern Taiwan	National	4	Yes
Caleb	Business	U. K.	Southern Taiwan	National	8	Yes
Daniel	Social Science	U. K.	Northern Taiwan	National	13	Yes
Evan	Humanities	U. S. A.	Northern Taiwan	National	2	Yes
Fiona	Applied Science	U. S. A.	Southern Taiwan	National	3	No

Gabrielle	Social Science	U. S. A.	Northern Taiwan	Private	3	No

*Note: The names of the participants are replaced with pseudonyms in order to protect professors' identity.

Research Question 1. EMI Implementation in Taiwan's Higher Education

This section highlights my participants' experiences of implementing EMI in their classes in Taiwan. The findings in this section are categorized into five themes, including benefits of having the experience of studying and/or teaching abroad, both external and internal motivations, defining what EMI means, course design and preparation, and on-campus EMI resources.

Benefits of Having the Experience of Studying and/or Teaching Abroad

All of my participants asserted that having the experience of studying and/or teaching in an English-speaking country could definitely make teaching EMI courses in Taiwan easier than it was for Taiwanese professors without education abroad experience. In order to understand how participants' studying and teaching abroad experiences as well as their overall English skills have affected their EMI teaching in Taiwan, at the start of the one-on-one interviews, I asked participants to recall their studying (and working) abroad experiences and then make connections to their EMI teaching experiences in Taiwan, how they made the meaning of using English, how they thought of their English skills then and now, and how often they used English not only in the classroom and in class preparation but also in daily life. Four out of the seven participants have teaching at the higher education level in English-speaking countries experiences. Andrew highlighted the benefits of studying and teaching abroad,

> I think the main point is that the person has trained to interact with people from different cultural and linguistic backgrounds and teach in English comfortably during his/her studying and/or teaching abroad experience, so EMI should not be too scary to him/her as

> he/she has been familiar with using English as a tool to teach and communicate. It is about the atmosphere. Moreover, it is not just about using English; it is more about confidence and comfortability.

Caleb answered,

> For me, due to having the experience of studying and teaching in an English-speaking country, teaching EMI courses in Taiwan sounds more natural and familiar to me, especially being in the era of globalization. Unlike the professors who do not have this kind of experience, I can imitate the professors I had (the way of speaking – not just how they said, but what they said, how they used body language, how they delivered the content knowledge, interacted with students, and managed the class, etc.) when teaching in Taiwan and use what I learned and observed to help me develop my own EMI teaching strategies. In other words, the professors I had when studying abroad have been my role models for imitation in the context of EMI implementation.

Ben also responded,

> The Taiwanese professors who have studying abroad experience have gained the understanding of what teaching and learning in English looks like; therefore, they do not (or should not) see EMI as a completely new or strange thing. For me, it is just like role changing – I was a student listening to my professors lecturing in English on an American campus, and now I am the professor teaching in English at a Taiwanese university.

Implementing EMI has become a global phenomenon (Dearden, 2014; Prabjandee & Nilpirom, 2022). Langley and Breese (2005) found in their research that the individuals who had the experience of studying abroad could not only better understand the meaning and trend of

globalization but also practically apply what they learned from that experience to their work, and Ben's response to my questions offers a similar perspective.

Ben and Gabrielle believed that one who had never studied or worked overseas before could have a difficult time understanding and implementing EMI. However, Fiona mentioned that there are some Taiwanese professors who do not have studying or teaching abroad experience but still are willing to teach/enjoy teaching EMI courses. She emphasized the importance of embracing new learning/challenges and the willingness of stepping out of one's comfort zone. Fiona explained,

> I do believe that those who have studying abroad experiences may or should be familiar with the nature, the form of teaching in English. However, regarding acceptance, I think it really depends on each professor's attitude. I know a few professors who earned their Ph.D. degrees overseas but still do not enjoy teaching in English in Taiwan. For them, one reason to return to Taiwan is that they can use their first language – Chinese – that they are comfortable with most, for work. Inversely, I have some colleagues who do not have studying abroad experience but are willing to try new things and teach EMI courses – challenging themselves and learning by doing. Again, I think it is about attitude; it is about how you see EMI and how brave you are willing to get out of your comfort zone.

Wang (2019) highlighted that most researchers agree on that studying abroad brings one many kinds of positive influences. According to the Taiwanese professors interviewed, having intercultural experience does not necessarily mean mastering different languages; however, it does help individuals develop intercultural awareness and rethink the function of a language, which means a language as a tool for human communication, not a school subject. In a country where English is not the first language, different individuals define using English differently. All

participants agreed that English should be defined as a communication tool/a global lingua franca, not be seen as a school subject. Andrew directly responded, “If you see a language as a school subject that is attached with assessment, it makes you feel stressed or worried about anything when learning/using it, because you want to use (answer) it correctly in order to get a good grade.” Some participants recorded their English learning process and the change of mindset toward English as time went on. Ben said,

> When I was young, I was like many people who see English as a subject. I was a good test taker. I always got good grades on English exams, but never truly used it in my daily life. Until I went abroad to pursue my doctoral degree and was told that my English did not qualify me to be a teaching assistant at the beginning of the first semester, even though my TOEFL scores were high. I started to realize that there is a high difference between learning English as a communication tool and learning English for tests. As time went by and being exposed in an English environment, I was forced to use English all the time, and my English-speaking skill got improved significantly. I finally was allowed to teach undergraduate courses.
>
> One thing I learned from my experience is that many people are crazy about speaking English like native-English speakers – Americans or British, which can potentially and easily cause the sense of inferiority. Until now, I still have an accent when speaking English, but so what? Another thing is that we often think that English is used only in North America, Europe (the U. K. more specifically), and Australia. However, if you see a Vietnamese or a Saudi at a bar, English is the only language for you to use, as English has become a lingua franca worldwide, which focuses on mutual understanding, not how native-like your accent is when speaking English.

Caleb also replied,

> I have been interested in learning English and being exposed in an English environment since high school, which helped me a lot with deciding to study abroad. Nevertheless, I did not truly see English as a tool for communication until I was physically in the U. K. where I must use English at all times.

Gabrielle shared that in addition to taking English classes at school or going to English cram schools, for many Taiwanese people, one way to learn English is to listen to English songs and watch English TV shows or movies, but going to an English-speaking country to study or work can be a completely different experience in terms of how much one knows the language and how effectively one uses the language. “You may think as you have learned English for a long time in Taiwan and have spent a lot of money on it, you are ready, and you should be able to use English confidently; however, the truth can be that you may feel like you do not understand English at all when being actually and physically in the U. S. A., the U. K., or other places in the world. It is like that you start an English learning process/journey as a beginner again, which can be frustrating,” Gabrielle said. Fiona added that although fluent in English, she sometimes still had to deal with translation in mind,

> Due to the nature of my professional field, most research articles and teaching materials are written in English, and there are no Chinese versions at all (or the Chinese versions cannot be made in time). On the one hand, it forces me (and my students) to read and write in English. On the other hand, the process of translation in mind (from English to Chinese) is involved in my comprehension of what I read as I still feel more comfortable thinking in my first language. I do agree on the idea of thinking and understanding in English directly, but it really takes time and needs a lot of practice. I am still working on

> it even though I have been learning English for a long time as well as using English at work for years.

When asked about the usage of English is daily life, all participants answered that they seldom used English in daily life. In addition, even if they did, the receptive skills (reading and listening) were used/practiced much more often than the expressive skills (speaking and writing). Andrew said,

> I do use my English skills when preparing for and teaching EMI classes, interacting with my students on campus, as well as writing and reading research papers, but in daily life, to be honest, there is no chance for me to use English at all. Let me give you one example. My family and I went to a night market the other evening. I saw a scallion pancake vendor that provided bilingual menus, Chinese and English. I thought it was a good time to practice my English-speaking skill, so I used English to order. Well, the vendor had no idea what I said and stayed silent. After I tried twice and the vendor still gave me a confused look, I gave up and used Chinese to order. It was a bit embarrassing.

Evan responded,

> I listen to and read CNN and the New York Times every day. However, since we are not yet in an environment where English is used as commonly as Chinese, it is not necessary for me to speak/use English in my daily life, even on campus. Even now, most Taiwanese would feel normal when hearing English from one Taiwanese and one foreigner, or two foreigners, but they would be a little judgmental when hearing two or more Taiwanese speak English, thinking that they are showing off or trying to make themselves better and well-educated.

Gabrielle replied,

> Both of my children go to a bilingual elementary school, and I do teach my courses in English. However, when we are at home, we barely speak English. We tried, but it did not work. One major reason is that we have not found any occasion where English must be used. Furthermore, my parents-in-law live with us, and they do not understand English at all.

Caleb's answer is similar to Gabrielle's,

> My family and I only use English at work and at school. Once we are off campus and off work, we use Chinese or Taiwanese mostly.

Consequently, the participants believed that except for classrooms or some specific educational events (conferences, workshops, etc.), there was no strong enough motivation or force to make them use English spontaneously in their daily lives.

External and Internal Motivations

My participants pointed out that dealing with the declining birth rate, receiving the rewards, and teaching smaller classes were the external factors motivating them to teach EMI courses. In addition, they identified enhancing English proficiency, creating a better learning environment for international students, and making their classes internationalized as the internal motivations for practicing EMI.

Regarding the external motivations, all of the participants addressed that in addition to the push by the Ministry of Education, one major cause of EMI implementation in higher education was due to the low birth rate, which has started influencing several universities and colleges in Taiwan significantly. They also highlighted that the decreasing enrollment of local/Taiwanese college students has put a number of departments, colleges, and universities in a difficult position as they have been struggling to sustain themselves financially. Evan added,

"The number of Taiwanese higher education institutions went up significantly since the 1990s, but the birth rate has kept going down since 2000, which has caused the closure of some low-student-enrollment universities and colleges as well as the ones with low performance in the last five years." As a result, for Taiwanese higher education institutions, regardless of those who are safe-for-now or are in-danger, one way to save themselves is to offer EMI courses and programs to attract more foreign students.

In addition, according to the participants, several Taiwanese universities and colleges have set up a new rule for new faculty hires. The rule states that the ideal candidates do not have to be the ones with Ph.D. degrees from English-speaking countries, but they must have the ability of using English to teach. Furthermore, once they are officially hired, they must teach at least one EMI course per semester. As Taiwanese higher education institutions, including administrators and faculty, practice and value academic freedom, Caleb mentioned that it is not easy (not allowed) to ask all of the existing faculty members to do what they do not want to do or anything against their beliefs. "Asking a person who has been in his or her comfort zone for a long time to change in such a short time and do what he or she is unfamiliar with is very challenging," Caleb said. Consequently, Andrew, Ben, Daniel, and Evan highlighted that in order to respond to the request from the government, higher education institutions have no alternative but to regard newly hired professors as a solution.

A number of universities also practiced the carrot and stick method, according to Ben and Fiona. On the one hand, the universities establish their own incentive system to reward the professors who teach EMI courses and encourage more professors to challenge themselves; on the other hand, EMI teaching experience is included in the criteria for promotion. Regarding the incentive system, Andrew addressed that his university strictly implemented the "EMI means

English-only" policy, that means although at his university, professors are welcome to teach courses with English and a fair amount of Chinese (translation), only those who teach in English-only receive the rewards, including course subsidy and teaching materials subsidy.

Teaching smaller classes was also regarded as an external motivation for some participants to implement EMI because the number of students enrolled in EMI courses is often much less than the number of students taking CMI classes. Daniel shared that in the Fall 2022 semester, he had over fifty Taiwanese students taking his CMI section, but only thirteen students chose his EMI section. Caleb and Gabrielle also said that comparing their CMI classes with EMI ones, the student number in a CMI course could be at least three times larger than the one in an EMI course. Regarding the benefits of teaching smaller classes, the responses of the participants included easily managing the whole class, building an inclusive and meaningful learning community, and more one-on-one interactions between the professor and the students. Andrew further explained,

> From my teaching experience, smaller classes usually lead to better teaching and learning quality as well as student outcomes, and I have more time to take care of each student and better understand their different needs through the learning process. In addition, I do not have to spend a lot of time on grading assignments.

However, smaller classes could bring challenges as well, which is discussed in the Research Question 2 section.

For the internal motivations, all of the participants believed that teaching EMI courses could help them maintain (or even improve) their overall English language skills. Four participants regarded teaching EMI courses as a challenge in a good way to keep them eager to learn new things and make them become competitive.

Ben's internal motivation was more about taking care of non-Taiwanese students. He explained,

> I hope that by teaching EMI courses, I can provide international students with a truly English-friendly learning environment. I used to help an international student from the U. S. A. who did not speak Chinese with course registration, and I found out that my university and department did not offer enough English-taught courses that this American student could take at that time. In order to meet the minimum credit requirement, this student ended up taking a few CMI courses that I believe were challenging for him and some EMI ones that he was not interested in, which made me feel bad. It felt like the university just saw international students as numbers, not humans. I was an international student long time ago, and I know how it feels when not being treated equally and respectfully. Therefore, for me, the main motivation is to create a good learning environment for international students and protect their rights to course selection and education.

Although such incident happened two years ago, Ben wondered if most Taiwanese higher education institutions had understood the necessity of meeting international students' needs or if more international students would have to suffer from this kind of situation.

Gabrielle also connected her internal motivation to offering EMI courses with internationalization. She noticed that the number of Taiwanese college students going abroad, such as being exchange students or pursuing advanced degrees, has decreased although their universities have provided a lot of opportunities. Therefore, through EMI, she wanted to make her classes not only English-friendly for international students but also full of opportunities for local students to be exposed in a multicultural environment without being overseas and develop

their own intercultural competence. With the help of technology, Gabrielle made her EMI courses more engaging and internationalized by having scholars and students from other countries join the classes virtually. She explained,

> As English is the only language used in class, my international students and the invited scholars whose Chinese is limited or who cannot understand Chinese at all can interact with others effectively, and my Taiwanese students can not only learn the content knowledge through English but also gradually improve their intercultural competence by working with foreign classmates, regardless of whether it occurs in-person or virtually.

Andrew believed that EMI helped boost internationalization of higher education. “I am happy to help my department/institution become internationalized, and this is why I have been teaching EMI courses. However, at the same time, I think a support system for both faculty and students needs to be well-built. In addition, the administrators need to have a clear understanding of what internationalization of our campus means,” Andrew added.

Defining EMI

Different individuals define EMI differently. The finding in relation to this theme is that there is a contradiction among how the professors believe EMI should be best implemented in reality, what university administrators think EMI should be, and how their institutions require professors to practice EMI in order to meet the criteria from the Ministry of Education. Some participants responded that at their universities, EMI meant English-only, including instructor-student and student-student interactions; there was no exception. However, some other participants answered that their universities gave the faculty some flexibility, which they appreciated but at the same time worried about the inconsistency of the right to enjoy the flexibility and the requirement for receiving the rewards. Andrew shared,

> One of my colleagues taught an EMI course last year, but she did not use English completely and got caught by the university. (In Taiwan, it is normal that universities and colleges hire/assign some staff members to conduct regular campus-wide classroom walkthroughs.) She believed it was reasonable to use some Chinese to help her students learn better, and it was her right to access the flexibility. Nevertheless, when speaking about the rewards, the administrative team did not accept her way. Therefore, she did not receive any incentives, and because of that, she never taught EMI courses again.

Ben also mentioned that some Taiwanese higher education institutions relied on end-of-semester course evaluation surveys that are completed by students to check the English usage percentage of a professor throughout the semester. “There are some questions regarding the percentage of English the instructor used per class and the average percentage of English the instructor used throughout the semester, and students are given options like 30%, 50%, 70%, or 100% to answer,” Ben added. Caleb and Gabrielle argued that the results of end-of-semester course evaluations did not precisely represent what really happened in the classroom.

Talking about the at least 70% English usage among student discussions in class requirement set by the Ministry of Education, some participants did not buy it and strongly questioned its accountability; some others chose not to comment on it. Andrew thought it was a topic of little or no importance, and it was just for the statement of the policy, making it look pretty and pretending that there is a standard to follow. “It is not meaningful at all in practice,” Andrew said. Moreover, Ben replied,

> It is not about what percentage of English must be used in class, as long as both domestic and international students can be taken good care of and truly learn the content

> knowledge, it is a good EMI class. There should never be a rule specifically telling people how to use a language like that.

Ben also shared that he did not require English-only during in-class discussions if the students were all Taiwanese. However, if there were international students, he would encourage everyone in the classroom to use English to ensure engagement and learning quality.

In addition, Ben and Gabrielle brought up the issue of English as *a* medium or *the* medium of instruction. Both of them argued that the definition of EMI given by the government easily made a lot of people fall into the fallacy, believing that EMI means English-only.

Course Design and Preparation

This finding reveals that in the context of EMI implementation, classroom observation and being part of a faculty support system could help EMI professors with course design and preparation. In addition, some of my participants argued that there was no one-size-fits-all EMI pedagogy based on their lived experiences.

All participants claimed they had full discretion in course design and preparation, for both EMI and CMI classes. Daniel added, “As long as everything meets the core values and learning outcomes that my department sets up, I am free to organize my classes based on what I have been trained and what I believe is best for my students.” Andrew, Ben, Fiona, and Gabrielle also shared their institutions and departments never interfered with their choices of textbook selection, teaching methods, or assessment options, which they appreciated that their institutions respect and value their professionalism.

When asked about EMI course design, all participants used textbooks written in English, and their handouts and PowerPoint slides were written in English as well. Two participants said that they would email the Chinese version of the class handouts and PowerPoint slides to their

students after each class session. They regarded the Chinese version of the teaching materials as supplemental and out-of-class learning resources. Daniel shared his experience of teaching one course in two sections (EMI and CMI) each semester,

> As my university and department have worked hard on promoting the idea that EMI brings more opportunities, my strategy is that I have two sections for the course I teach – one is CMI, and the other is EMI. That means students are given the option to choose the section that interests them most and helps them learn the content most effectively. For these two sections, I use the same textbook that has both English and Chinese versions. By doing so, I can ensure that both EMI and CMI sections are on the same pace, which also makes me easier to assign readings and homework. The syllabus is the same for both EMI and CMI sections; Quizzes and exams are given in the same weeks; I do not assign different projects or homework. The only difference is the language, and I teach the content knowledge, not the language. I also use other resources such as journal articles and videos a lot. I am not always lucky to be able to find everything I want that has both English and Chinese versions. However, I focus on one particular topic or issue and then do my best to find similar resources, making sure that the knowledge I want my students to learn is included in the supplemental materials. I have to say that it does take some extra time, but I believe it will be easier once you have become familiar with this kind of process and course preparation, and as long as you know that you are doing good things for your students.

Daniel further added,

> Compared with other Taiwanese professors, I have been teaching in English at the higher education level since 2009, and I have experiences working in different countries.

> Consequently, I am familiar with different kinds of teaching techniques and always include in-class discussions and activities in both of my EMI and CMI courses. In class, I do not lecture only. Furthermore, I have done several classroom observations while working in other countries. I believe classroom observation is essential, and it benefits professors in many ways.

I asked Daniel to give more details about classroom observation, and he answered,

> I understand that many Taiwanese professors are not familiar with classroom observation; it has not been a common thing in Taiwan's education in general, regardless of it is in K-12 or in higher education. Therefore, they are scared of having their classes observed. However, due to the characteristics of my department, we have had the policy of classroom observation for long enough, and we see it as part of professional development. I would very much love to let the professors from other departments or universities observe my classes.

Andrew, Caleb, and Fiona mentioned the necessity of EMI faculty members supporting and learning from one another. Andrew explained that at the early stage of EMI implementation in Taiwanese higher education, a number of departments/colleges across the nation only had one or a very few professors who could offer EMI courses, which makes them necessary, but also categorizes them into a separate group. "There should be an across-discipline-and-college/university faculty support system established for EMI professors to share their experiences, questions, obstacles, and solutions" Caleb highlighted. Fiona also addressed,

> Listening to a colleague from another department/college made me less stressed and motivated me to rethink and reevaluate my teaching, which helped me with course preparation a lot. Moreover, I do not feel alone anymore as I now know that there are

> many other faculty members who are like me, working on understanding EMI in the context of our respective academic/professional fields and improving our own EMI skills.

Evan's strategy was to work with other Taiwanese professors. He found three other Taiwanese professors from different departments to design a sixteen-week elective course that is integrative and provides each of the instructors with an adequate amount of time to present what they know best. Evan said,

> The preparation took a lot of time since we had to gather together to discuss the structure and distribution of the course, the course outcomes, the assignments, as well as the grading policy. It was worth it, and I am sure that we all have become more comfortable with EMI, although we still see it as a challenge, compared with CMI. In addition, based on students' feedback, most of them enjoyed the class and would love to take such courses more.

He indicated that he hoped to reach out to more professors (not just at the same university but also from other higher education institutions in Taiwan or overseas) to offer more multidisciplinary courses that are not only creative but also helpful and meaningful for college students.

Regarding what teaching techniques have been utilized in their EMI classes, four participants agreed that the student-centered method had been a global trend, and in-class discussions and activities could enhance student learning and engagement. Nevertheless, three participants did not find interactive teaching pedagogies helpful in practice due to the characteristics of the course, which is discussed in detail in the Research Question 2 section.

On-Campus EMI Resources

Regarding EMI resources and support for the faculty as well as students, this finding shows that meaningfulness and impact are not adequately emphasized. All participants said that their universities established a specific center or division focusing on EMI and bilingual education right after the Bilingual 2030 Policy was announced, aiming to promote bilingualism across their campuses. These centers and divisions provide support and host EMI skill-building faculty trainings and professional development programs. They also organize free workshops and programs for students to improve their English abilities, such as academic writing workshops, tutoring, mentor-mentee programs, international conversation buddy programs, speaking contests, and one-on-one consultations. However, what the participants were concerned about included effectiveness and outcomes. Andrew shared that he was assigned by his university to be an EMI mentor, providing students with assistance in academic-related activities such as presenting at a conference in English and conducting a research project in English. He got paid for the hours he was required to mentor each week. However, he only saw one student throughout the whole semester. “I still received the payment for the time I spent despite the fact that only one student throughout the whole semester came for help,” Andrew said.

Gabrielle also shared that some universities used the funding given by the Ministry of Education to purchase the Oxford or Cambridge EMI online training courses, which cost a lot of money, for their professors, regardless of those who earned their Ph.D. degrees overseas or those who graduated with Ph.D. degrees from Taiwanese universities, to take for free, hoping that more professors would gain a better understanding of EMI and build their confidence in teaching EMI courses. The professors who complete the required training courses will get the certificate. However, “Using my university as an example, at the beginning, many professors expressed their

interests and registered as it is free. However, it turned out that the completion rate is low, which means several faculty members did not even take it seriously," Gabrielle said, "It is sad that some professors did not cherish the opportunity, and the money was spent in vain."

Looking at the departments specifically, Evan shared that what his department could do to enhance its students' English abilities was limited. "My students are required to learn another Asian language such as Japanese and Korean throughout their four-year college lives; therefore, as far as I know, my department has not initiated any programs or activities that are English-related," Evan said, "not because my department lacks funding, it is due to the characteristics of the discipline and students' career planning." In Daniel's department, most students take a minor in English. Therefore, according to Daniel, there was no need for his department to host any English language improvement programs.

Ben shared that his department used to host some creative programs that combined the knowledge students must have before they graduate with public speaking in English, hoping the attendees could strengthen both their academic performance and English-speaking skill. "Unfortunately, the programs did not function as the way the department expected," Ben said, "The Taiwanese professors and students who participated used English only at the beginning of each session. As there were no international students joined, they ended up speaking in Chinese all the time, which against the original intention of why hosting this kind of programs."

Gabrielle addressed, "A well-structured evaluation system for these kinds of programs that examines both quality and quantity is much needed." Caleb and Fiona also claimed that the funding should be used wisely. "What if the money suddenly goes away? This is a serious question regarding sustainability," Andrew asked.

To answer the first research question, my participants believed that their experiences of studying and teaching abroad had a positive and significant impact on EMI implementation and the definition and purpose of learning/using English. Coping with the low birth rate, receiving the incentives, and teaching smaller classes were identified by my participants as the external motivations for teaching EMI classes. Maintaining/improving English skills, providing international students a better learning environment, and internationalizing the class(es) were mentioned by my participants as the internal motivations for EMI implementation. Regarding the definition of EMI, my participants questioned the rules given by the government and believed that quantifying English used in the classroom was problematic. My participants shared that getting feedback from other colleagues and being part of a faculty support system helped them with EMI course design and preparation, and that interactive pedagogy was not suitable for all academic/professional fields. Finally, even though the government and several universities and colleges have provided different kinds of EMI resources and support for the faculty and students, my participants had concerns about purpose, meaningfulness, impact, and sustainability.

Research Question 2. EMI Challenges for Taiwanese Professors

EMI implementation did bring some difficulties to all of the participants. This section presents the main challenges facing the participants, categorizing them into four units: student enrollment, teaching and professional development, feedback from students, and being challenged by students.

Student Enrollment

Low student enrollment in EMI classes was a major concern identified by my participants. All participants claimed that for EMI courses, the numbers of students enrolled were usually much lower than CMI courses as for many Taiwanese college students, EMI classes

do not seem attractive. According to Ben, Caleb, and Fiona, the common reasons for Taiwanese students refusing to take EMI courses include not having enough information regarding what an EMI course looks like, which usually causes misunderstanding and the lack of interest, and the fear of using an unfamiliar language to access new academic content that may result in poor learning experiences and low/unsatisfying grades. “Some students even regard taking EMI courses as a punishment as they face both language and content learning challenges,” Gabrielle said.

Some participants mentioned that the university policy was not flexible in terms of EMI course enrollment. “Although the university is encouraging the faculty to offer more EMI courses, the class minimum enrollment policy is still there, which is not friendly to EMI courses, and I have heard that some EMI courses got cancelled last semester due to low (or even zero) enrollment,” Gabrielle said. “Class cancelation (it often happens at the last minute or a couple of days prior to each semester begins at some institutions) usually makes the faculty feel annoyed as they have put a lot of effort into course design and preparation, but without choice, they have to accept that,” Caleb replied. Other participants shared that at some universities and colleges, the professors who teach EMI courses had to “recruit their students by themselves via email or social media” in order to meet the minimum enrollment requirement, which had made a number of Taiwanese professors and institutions worried about the feasibility of EMI implementation in required courses. “Since when has student recruitment become part of the professor’s responsibility?” Ben questioned. It has been three years since the Bilingual 2030 Policy officially launched, several universities and colleges, except for international colleges and regardless of those receiving the funding from the Ministry of Education or those not being funded, are still

working on making the majority of the required courses taught in English, which, Andrew and Daniel argued, could be problematic and cause new educational issues.

Teaching and Professional Development

My participants faced different kinds of challenges in terms of teaching EMI courses as well as professional development. When asked about the experience in designing and teaching EMI courses, Andrew highlighted the difficulty of getting adequate Taiwan cases and reports that are written in English properly. Unlike the other participants, the courses Andrew teaches require discussing and examining local (Taiwanese) resources and documentations due to the nature of the professional field. “I need to spend extra time on translating the materials from Chinese to English, which annoys me,” Andrew said. He also implied that such a situation illustrated there is still a long way for Taiwan to become truly internationalized in various aspects.

Most participants mentioned that although their overall English abilities were better than many of other Taiwanese, they still felt stressed when using English to teach as English is not their mother tongue. Gabrielle explained,

> In terms of EMI, one thing I have been worried about is that I, as a professor, do not think I am or will be fully ready for the courses I teach although I have been in this professional field for many years. In CMI courses, what I am certain about is that I can precisely answer the questions my students have immediately and without any hesitance, even though I know some of my students need more time to figure out and need more examples to help them understand the knowledge, which I am very happy to provide. However, in EMI ones, I have noticed that I am not as confident as I am in CMI classes in terms of responding to students’ questions. Moreover, for my students, if they already

> have a hard time understanding what I say in Chinese, which is their first language, do you think they can learn better in a language they are not familiar with? And this connects to another concern that both my students and I need to spend more time on one point, explaining, giving more examples, and checking understanding, which can significantly affect curriculum pacing and I cannot go fast to cover what should be covered.

Andrew also said that in his EMI classes, there were a number of students who were weak in English, so sometimes, he had no choice but to "abandon the students who cannot catch up in order to make the class keep going." "In order to use my time in class wisely and effectively, I can only take care of the students who are motivated and have an advanced level of English proficiency," Andrew highlighted, "after all, college students should be responsible for themselves."

Ben noticed that students' critical and creative thinking might be limited and discouraged if their English abilities were not able to empower them to express themselves. Evan also addressed the similar issue,

> In my EMI course, I like to include what is going on around the world in my teaching, encouraging my students to be curious about the outside world. However, I have realized that a number of students do not understand the content or the meaning behind the words, and it is not just about the language barrier but also about the culture barrier – lacking intercultural competence, which limits their ability to think critically and creatively.

Regarding professional development, Ben shared that the EMI trainings and workshops for the faculty held by either his university or other higher education institutions often emphasized interaction heavily. "They said having in-class discussions or activities is the

essential element of successful EMI practices, but I found it to be questionable," Ben said. He further explained,

> Due to the nature of my professional field, lecturing plays a crucial role in helping students learn and understand each axiom, theorem, and formula, and it takes most of the class time. I believe giving students more opportunities to speak in English and share their thoughts in class can be an effective way for EMI courses in some disciplines (in business, social sciences, education, or humanities), but I do not think it fits the courses I teach. Not all EMI courses need to be interactive and in-class-activity-and-discussion-driven. Each discipline has its own specific way in terms of teaching and learning, which should be recognized.

Fiona shared,

> Based on my personal experience and what I have observed recently, the most common and efficient teaching method in my college is lecturing, regardless of whether the course is CMI or EMI. Our/the faculty in the College of Engineering's priority is to clearly introduce and explain different theorems and formulae in class so that students can practice and apply them when doing homework. Some of my colleagues tried to include some in-class discussions and activities in their classes before, but they did not find those interactive approaches helpful and meaningful. As a result, they never used interactive pedagogy again.

Fiona and Gabrielle also addressed that several Taiwanese educators and researchers have introduced and discussed various teaching and learning techniques, such as BOPPPS[32],

[32] BOPPPS (Bridge-in, Objectives/Outcomes, Pre-assessment, Participatory Learning, Post-assessment, and Summary) is a 6-step lesson planning model that is outcome-based and regarded as an active, interactive, and learner-centered pedagogy. (Pattison & Day, 2006).

scaffolding[33], and the flipped classroom model[34], that may help with EMI implementation, which they believed was good as instructors are best served when they utilize a variety of teaching and learning strategies rather than just one or two. However, they claimed that it is equally necessary to carefully examine if these pedagogies actually can and should only be applied in some particular disciplines.

Ben reaffirmed that the professors who teach EMI courses and do not use interactive pedagogy should never be judged. Based on his own experience, the teacher-oriented or didactic approach – the professor up at the podium disseminating information and the students absorbing what has been taught – was the most effective way for his students and others in some particular disciplines to learn best. Ben's response also implies that the faculty members who teach EMI courses need to be free to have their own teaching methods.

Only one interviewee, Daniel, who has practiced EMI for a long time and in other non-Anglophone countries before responded that he did not encounter any major challenges.

Feedback from Students

My participants asserted that receiving low student evaluations was one of the major issues that many Taiwanese EMI professors faced. They also mentioned that this was what made a number of Taiwanese professors hesitant about teaching EMI courses. Caleb and Evan shared that they usually got satisfying grades from the students taking their CMI courses; however, they

[33] Scaffolding is regarded as the support given to students by instructors throughout the learning process. According to Fields and Marsh (2017), the main idea of scaffolding is to "help students lower their anxiety level and be more open and engaged in learning so that they can continue moving forward" (p. 11).

[34] The flipped classroom model that is student-centered (McLaughlin et al., 2014) is an instructional strategy that improves students' active learning and engagement in class by completing readings at home/during out-of-class time – as homework – before coming to class (DeLozier & Rhodes, 2017). In other words, students come to class prepared for in-class activities and discussions that are connected to the content knowledge.

received very low grades on their first EMI courses. Other participants also experienced this process, and they said they took a couple of years to learn to concentrate on improving their own teaching and meeting their students' needs and not to focus too much on the evaluation grades. "It still hurts, no matter what," Fiona said.

Andrew did not experience such a dramatic change on evaluation grades, but he ironically said, "Based on my personal experience, most Taiwanese students (and East Asian students) have been polite in terms of course evaluation surveys." "Unlike Western students who tend to be direct, Taiwanese students usually do not share their true thoughts, which does not practically help me with any class adjustments or changes in my teaching," he added.

Being Challenged by Students

My participants identified not knowing students' needs, students' diverse attitudes toward learning, and the requirement to have an American (or British) accent when teaching as the challenges directly from their students. First, how to effectively deal with the issues caused by having both domestic/Taiwanese and international students in the same class was challenging for some participants. Caleb and Fiona shared that as the students enrolled in their EMI courses were diverse in terms of their English proficiency level, reasons for taking EMI classes, and academic, linguistic, and cultural backgrounds, they needed to spend more time on figuring out their students' different needs, expectations, and learning styles. Ben, Caleb, Fiona, and Gabrielle also mentioned that it would be difficult for the professors who are not sensitive enough and do not have any experience interacting with students from different backgrounds to manage such multilingual and multicultural situations effectively.

In terms of English proficiency level, all participants said it was not easy to have a full and precise understanding of their students' English levels in speaking, listening, reading, and

writing prior to each semester began. Five of the participants mentioned that the first two weeks of each semester had always been challenging for them as they needed to figure out where their students were in terms of their English abilities and then adjust their teaching, materials, and course schedule. “It is not like that I do not have to go through these when teaching CMI classes, but the level of stress from teaching EMI courses is much higher than it is from teaching CMI ones,” Gabrielle added.

Second, different students’ attitudes toward EMI and learning created challenges for Taiwanese professors, according to the participants. Fiona believed learning attitude mattered, and it could overcome the language barrier. She said,

> I had some students whose English was very limited, but they worked hard and expressed their enthusiasm both in and off class. I could feel their strong motivation and desire for learning the content easily although they made several grammar mistakes on their papers and in speaking (but it was not the point). They eventually passed my class with satisfying grades because they truly learned and understood the content. On the contrary, there were a few students who spoke perfect English (and sometimes, corrected my English in class) but did not focus on their learning at all and do what a college student is supposed to do. They failed my class not because their English could not help them understand the content knowledge, but because they did not motivate themselves to learn.

Lastly, being heavily influenced by American and British social media, TV shows, movies, and songs, many Taiwanese tend to regard American and British accents as standard English accents, which some participants mentioned being challenged based on their accents. “I keep being judged by my students regarding my accent. One student even asked me if I could work harder on my accent and be more like an American,” Gabrielle responded. Both Caleb and

Fiona claimed that it was necessary and crucial for the Taiwanese to know that there was no "perfect" or "standard" English accent. Moreover, in order to successfully interact with others around the world, "our ears must be trained to be able to recognize and accept different English accents, such as Australian accent, Canadian accent, South African accent, Singaporean accent, and Indian accent," Evan added.

To answer the second research question, my participants identified different kinds of challenges and obstacles they faced in the context of EMI implementation in Taiwan's higher education. First, the numbers of students enrolled in their EMI courses were significantly lower than CMI classes, which could cause class cancellation. Second, different English proficiency levels and learning attitudes of students made my participants' teaching challenging. In addition, several EMI training programs as well as workshops for professional development of the faculty did not take account of the nature of distinctness of each academic/professional discipline. Some of my participants found interactive pedagogy to be meaningless in their respective fields. Third, the negative feedback from students hurt my participants' feelings even though they knew this was unavoidable. Finally, my participants highlighted the difficulties of managing a multicultural and multilingual classroom due to the lack of intercultural competence. Moreover, some of my participants received criticism based on their accents when speaking English.

Research Question 3. Perspectives on the Bilingual 2030 Policy

This section presents the participants' perceptions toward Taiwan's Bilingual 2030 Policy. Their responses, ideas, and comments are categorized into six groups, including (1) Motivations, (2) KPIs, (3) The Year of 2030 – The Deadline? Or the New Beginning? (4) English – How Good Is Good Enough? (5) Perspectives on Criticism of the Policy, and (6) Advice for Taiwanese EMI Professors.

Motivations

My participants identified internationalization and de-sinicization as two major motivations for the Taiwanese government to launch the Bilingual 2030 Policy. The aims of Taiwan's Bilingual 2030 Policy include enhancing international cooperation, strengthening Taiwan's ties with the global community, and bringing the world to Taiwan (National Development Council, 2021; Shen, 2022). The policy does not just limit to education; it also calls for changes in administration, including having English versions of all government websites, documentations, as well as regulations, issuing bilingual skilled and occupational licenses, and providing bilingual frontline assistance of public services (National Development Council, 2021).

Three participants who have actively been involved in local community affairs witnessed several changes in the cities where they live and work in the past three years. They noticed that some stores, restaurants, banks, post offices, and police offices around their universities had started to become bilingualized (Chinese and English) and hired adequate staff members who speak English fluently in order to better serve foreigners. Caleb, Fiona, and Gabrielle were pleased to see the gradual transformation of their communities. Nevertheless, Gabrielle pointed out that the places where there are no schools and universities still are not easy for foreigners. "Both central and local governments need to be aware of this issue in order to make Taiwan a truly English-friendly country and solve the issues of educational inequality and inequity," Gabrielle added.

I was curious about how much (and how well) my participants understood the Bilingual 2030 Policy, so I asked them if they could describe the policy in the political context. Daniel replied,

> It definitely links to internationalization, which needs more evidence and research, as there are many arguments and statements that are only based on politicians', educators', and researchers' hypotheses and imaginations. I believe this is the right thing to do, although compared with other countries, Taiwan started relatively late, in the context of promoting bilingualism at the national level.

Both Ben and Evan emphasized that one of the major motivations for this policy was de-sinicization, letting the world know that Taiwan and China are different in many aspects. Connecting the world and increasing the visibility of Taiwan were mentioned as well. Ben also added,

> The idea of de-sinicization can be applied to my EMI courses. For example, in my Computer Programming course, there is a lot of new information and knowledge that has not been translated into Chinese yet or can only be found in English journals. Therefore, some of my students whose English is limited would use the Chinese search engines/applications (made in China), such as Baidu and Zhihu, to get the information needed for assignments. I have seen a number of simplified Chinese in my students' papers, which I cannot tolerate. I believe that promoting EMI helps reduce students' dependence on the Chinese resources that predominantly are from China in terms of new technology and new knowledge that have not been known generally in Taiwan. Moreover, it helps students receive the accurate and highly credible information.

Caleb and Gabrielle also mentioned the New Southbound Policy[35] and other foreign affairs related initiatives as driving forces for the Bilingual 2030 Policy, which reaffirms the role of English as a global lingua franca. Nevertheless, some of the participants questioned the word *bilingual* and wondered if it would have caused some misconceptions. Gabrielle mentioned, "The name of the policy does possibly misguide people and make them think that the government tends to prioritize Chinese and English, ignoring the fact that in terms of language use, Taiwan has long been a multilingual society." Ben, Caleb, and Evan believed that it would be helpful if the government could give a clearer reason for using the word *bilingual* and explain how the Bilingual 2030 Policy and the National Languages Development Act work together to protect and enhance Taiwan's multilingualism more precisely. As Daniel and Evan said, "English is important, so is our mother tongue."

KPI

The finding in relation to this theme reveals the issue with the KPIs as they are not aligned with learning as well as the knowledge and skills that students will need for their future careers. As in 2020, the Taiwanese government budgeted ten billion NTD specifically for bilingualizing Taiwan, including EMI implementation in higher education, at the first stage – from 2021 to 2024 (Lee, 2021; National Development Council & Ministry of Education, 2020), the Ministry of Education set up the KPIs to examine the progress and performance of each university and college receiving the funding. The Ministry of Education expects that by the end of 2024, at least one fourth Taiwanese college (sophomore) students will reach the CEFR B2

[35] The New Southbound Policy, officially launched in 2016, is an initiative that aims to increase international cooperation and exchange between Taiwan and eighteen countries in South Asia, Southeast Asia, as well as Australasia, in several aspects including education, technology, medicine, agriculture, and tourism (Executive Yuan, 2016).

level[36] in terms of English proficiency. Moreover, the number of college (sophomore) students taking EMI courses must be at least one fifth of the total enrollment. Regarding EMI courses, the percentage of EMI courses offered regularly at the selected universities and colleges based on the BEST program must be over thirty percent (Ministry of Education, 2021a, 2021b). Several Taiwanese higher education institutions also established their own KPIs for EMI implementation based on the government's guideline. However, "It is important for all of us to understand that not all courses and programs in all fields need to/can be taught in English," Daniel argued. Ben also said,

> It probably would be a disaster for some students who are required to take national exams to become doctors, lawyers, or accountants in Taiwan. Those national exams are in Chinese, so what is the point for these students to take the classes that are supposed to prepare them for the national exams in English? In this case, EMI does not help students in some particular fields at all.

Evan ingeminated that the students in his department are required to master other East Asian languages (Japanese, Korean, etc.) due to their future career goals. Consequently, it would not be helpful and meaningful if the department offered all courses in English just because of the KPIs.

Different participants held different thoughts on KPIs. Daniel addressed,

> In my opinion, educationally, a KPI is a means, not the final goal. The KPIs set by the Ministry of Education are not bad. After all, the policy/the funding is there, so we have to

[36] The Common European Framework of Reference for Languages (CEFR), published by the Council of Europe in 2001, is an international standard that describes language ability on a six-point scale, from A1 up to C2 (Council of Europe, 2023). CEFR B2 stands for the fourth level of English in the CEFR. A person whose English proficiency reaches the B2 level indicates that he or she can use English to communicate easily and spontaneously as well as to provide details on various topics (British Council, n.d.). In other words, that person is confident in everyday English speech.

> accomplish tasks that can be quantified to demonstrate our accountability. However, if we see the KPIs as the final goals, we will never do well on bilingualism and make our campus truly internationalized. The KPIs can and should be adjustable, depending on time and how the individuals who make those standards understand the policy from what angle. The KPIs should be seen as the ways to help the universities and colleges stay on the right track; in other words, the KPIs guide those higher education institutions and remind them of the accurate path. If regarding the KPIs as the final objectives, the professors and the university administrators may just be busy getting the numbers that look pretty and satisfying and not pay attention to quality, which is not about education at all. Hence, for me, in the context of bilingualization and internationalization of Taiwanese higher education institutions, the KPIs are never the ultimate goals.

Andrew also mentioned,

> It is not about the numbers (how many international students enrolled, how many EMI courses and programs offered, how many Taiwanese students enrolled in EMI courses/programs, how many EMI or bilingual education centers established, and how many EMI workshops and forums held); what we need to focus on is how effective, meaningful, and impactful each initiative is/can be. What is problematic is that the Taiwanese administrative units have often focused on meeting the KPIs – the quantity – as what is important, which neglects to examine the quality. Moreover, different organizations understand the KPIs differently. Therefore, the numbers can be easily made, but the educational values and outcomes remain doubtful and untransparent.

Gabrielle highlighted that all the KPIs looked at language instead of content knowledge. “I do not see anything truly built into my university and department regarding EMI implementation to

realistically talk about how it will achieve better understanding of the content knowledge," She added, "language is not the goal, the content is."

The Year of 2030 – The Deadline? Or the New Beginning?

All of the participants wanted to be realistic about education and social transformation, and they thought that Taiwan was unlikely to reach the goals of the Bilingual 2030 Policy in 2030. Nevertheless, they all stressed that development needed time and long-term commitment. "The process is key, and there is no shortcut for it, if we are talking about making Taiwan a truly bilingual (or multilingual) country, not just daydreaming it," Ben said.

Taiwan is a democratic country, and like the U.S. citizens, the Taiwanese people have the right to vote for their president every four years. Elections can influence universities and colleges significantly (University World News, 2023). In other words, each new leader and winning party may have their own new political plans that impact higher education in various aspects, including funding, teaching, research, students, administration, as well as the relations with the society and the economy. When asked about whether or not different political parties would change anything significantly regarding the Bilingual 2030 Policy as well as the BEST Program when the transition of power happens, all of the participants predicted that the policy and EMI implementation in Taiwan's higher education would keep going on no matter what. Daniel responded,

> Looking at other countries where English is not spoken as the mother tongue, most people still romanticize English and believe that it is crucial to have English language skills. Based on this situation, I do not think there will be any major changes to this policy. It took a lot of effort for the current ruling party to finally launch such a national-level policy. No matter who is in office next, if they are wise enough and realize the

> importance of bilingualism/multilingualism, which is good for the Taiwanese, the policy will continue with some adjustments (approach, pace, etc.) time by time in order to make Taiwan on the right track.

Evan addressed,

> I, personally, hope that the transition of power will not negatively affect the current policy since the continuity of an educational policy is very important. Moreover, a lot of money and resources have been put in to get this big ball rolling. Wouldn't it be such a waste to suddenly stop everything we have worked on? Whoever is leading the country should clearly understand the importance of education and that change takes time.

Andrew replied,

> It would be silly for any political party who wins the power to cut the Bilingual 2030 Policy off. Indeed, there are still many issues regarding this policy that we need to discuss, but it is extremely important for us, the Taiwanese, to understand what is best for our future, for our next generations.

Gabrielle answered,

> The policy will continue, 100%. If the government, unfortunately, does not focus on it anymore, I believe all universities and colleges in Taiwan, if they want to survive, will keep working on internationalizing their own campuses by themselves in order to get more international students (as well as domestic students).

As a result, it is important for Taiwan to keep the wheels turning. Internationalization of Taiwan/Taiwan's higher education is something that must not fall by the wayside. This is all the participants' point of view that with this policy, Taiwan seems to be moving in the right direction, although there are still a number of obstacles to overcome.

English – How Good Is Good Enough?

In the context of Taiwan's Bilingual 2030 Policy, my participants emphasized the primary purpose of a language that is a tool for communication, and they said that the definition of a good English user needed to be reevaluated. When discussing English proficiency, many people in Taiwan often use TOEFL, IELTS, or TOEIC[37] scores as standards, "which does not truly represent a person's English abilities in real life," both Andrew and Evan claimed. "Being a good English test taker is not necessarily equal to being a confident English user, and there are some people who may not do well on English exams (who consider themselves as bad English test takers) but can actually use English with confidence in daily life," Gabrielle addressed. Daniel responded,

> Are you certain that in the past years of living in the U. S. A., everything you said to your American (or international) professors, classmates, and friends was grammatically correct? (I answered NO.) Were you still able to continue each conversation even though you made grammar mistakes? (I responded YES.) The main purpose of English, the language, is communication. It is about both the speaker and the listener understanding each other and making dialogues continue. This is what we need. Focusing too much on the perfection of English grammar has made our people afraid of English, not to mention using English in daily life. Even native English speakers make mistakes, so why have we been so tough, nitpicking to ourselves in the context of learning/using English as a global lingual franca? I am not saying that grammar is not important; however, as long as everything we say is understandable, and the meaning is successfully delivered, that is what matters.

[37] TOEIC: Test of English for International Communication.

Gabrielle replied,

> I remember that when studying in the U. S., there are many times I realized I made grammar mistakes or did not pronounce some words correctly after talking, but my professors and classmates did not correct me immediately. Actually, they did not mention anything at all; instead, they answered my questions and let discussions keep going, which means they understood what I said although I did not use English perfectly. Even when they got confused, they politely asked me to say what I said again or explain more, trying not to make me feel embarrassed. My Taiwanese friends would have corrected me right away and laughed at me if I said anything in English that is not grammatically correct.

Fiona's response is similar to Daniel's and Gabrielle's in terms of intelligibility. She also mentioned the importance of one's ability to understand the specific/academic language in English in one's professional field. Fiona said,

> In my opinion, I believe that becoming a good and confident English user, in the context of Taiwan's Bilingual 2030 Policy, requires both general English language skills for day-to-day communication and one's familiarity of their professional/academic knowledge. Many of us (both professors and students) need to improve both of these skills. It is critical for us to be able to not only talk about what happens in life, introduce who we are, and tell stories in English but also discuss specific things that are related to our respective professional fields or careers.

Caleb shared that many of his students, even those who got high grades on TOEFL or TOEIC, had struggled in his EMI courses due to being unfamiliar with the specific terms and words – terminology – that are frequently used in their field(s) in English. "Those terms and words may

not be seen and heard in everyday conversations, but they are important throughout students' four-year-college journey, or even graduate studies, and in the workplace," Caleb added.

Perspectives on Criticism of the Policy

EMI implementation brings opportunities, but it has been criticized as well. This finding reveals the need to look on the bright side of the policy and recognize the empowerment of several Taiwanese people in terms of using English. In some European countries, researchers and educators have argued that EMI violated their freedom in teaching, and it has been seen as a threat to the national language and identity (Hultgren et al., 2015). Similarly, in Taiwan, the opponents of the Bilingual 2030 Policy worry about linguistic and cultural imperialism, losing the national identity, and sacrificing several precious elements of Taiwanese culture (Her, 2020; Her & Chiang, 2022; H. Y. Huang, 2022; Kuo, 2022; Li, 2022). The participants respected the arguments that some Taiwanese educators have made, but they also held different points of view. Evan believed that English could be and should be seen as a positive tool. He explained,

> The Taiwanese speaking English does not mean that they will lose their identity and culture. Instead, English, as a global lingual franca, can help the Taiwanese tell the world about who they (we) are, the history of Taiwan, the values that they (we) believe, and more. Taiwan needs English to make it known outside the Chinese-speaking areas and reach to the places where Chinese is not spoken around the world.

Gabrielle also answered,

> When we see English as not simply a foreign language that carries the Western cultures and values but an international language (or a lingua franca) that can be shaped based on the needs as well as the characteristics of a country – adapting it to make it its own, it is

> not English controlling us but us utilizing English to get what we want without losing ourselves.

Both Andrew and Ben noticed some under-the-table tensions between the professors teaching EMI courses as well as supporting the Bilingual 2030 Policy and those who refused to implement EMI within their departments and universities. “They might see EMI as a threat, or something that wastes their time.” Andrew mentioned. Ben also added, “In addition, they might be jealous since we (the professors teaching EMI courses) get the benefits such as getting a raise or getting promoted.”

Advice for Taiwanese EMI Professors

None of my participants said that teaching EMI courses in Taiwan was easy. However, my participants mentioned that the faculty should be encouraged to continue to learn and try new things, especially if those new things could prove advantageous for students (as well as for the faculty members themselves). In the context of EMI implementation in Taiwan’s higher education, despite all kinds of uncertainties and the issues on teaching and learning quality as well as effectiveness that cannot be properly taken care of yet, I invited all the participants to give some suggestions to the Taiwanese faculty members who are still hesitant and anxious about teaching EMI courses. Most participants said attitude was key, and it was necessary to get out of the comfort zone.

Daniel hoped that the Taiwanese professors would have a clear understanding of EMI before actually teaching EMI classes. “It is critical that Taiwanese professors understand *why* implementing EMI,” Daniel said, “and if you believe this is good for your students, why not doing it?” Caleb also shared,

> You will never be completely ready for EMI, as it is a continuous learning experience for the faculty, but do not be fully unprepared and treat it like a game that you can stop at any time. Moreover, for many professors, it is worth regarding EMI as professional development that offers many opportunities for new learning and new skill acquisition.

In addition, Daniel hoped that the Taiwanese professors would have a positive attitude toward classroom observation.

Evan highlighted, "professors should stop putting up a façade." He further explained that for a long time, deeply influenced by Confucianism[38] and being in a large power distance culture[39] (I framed what Evan said in terms of Hofstede's theory as he mentioned teachers dominating students, obedience, and reverence.), the Taiwanese (or Chinese in general) people tended to respect and believe that everything teachers say is correct, regarding them as role models who are intelligent and perfect, and worshipped by their students. Evan added,

> Times have changed. Professors are humans, and they make mistakes, which is fine. Of course, it is every professor's responsibility to deliver correct information and knowledge to their students, which I think all the faculty have this capability. However, about EMI, most of us are still figuring it out, and English is not our first language, so it is normal that we misspell or mispronounce the words and mess up grammar accidentally at times.

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[38] One important principle of Confucianism is honoring teachers and respecting their teaching.

[39] According to Hofstede's (2001) concept of power distance, people in large (or high) power distance cultures are used to accepting "unequal power distributions, hierarchical rights, asymmetrical role relations, and rewards and punishments based on age, rank, status, title, and seniority" (Ting-Toomey & Chung, 2012, p. 48). One example is that children (students) must obey parents (teachers), and older people are wise. On the contrary, Individuals in small (or low) power distance cultures value equal power distributions, relations, and treatments (Hofstede & McCrae, 2004; Ting-Toomey & Chung, 2012).

> The most important thing is that we bravely recognize the mistakes we made and correct them, learning from the mistakes instead of feeling ashamed or trying to save face and pretending nothing happened. As a matter of fact, it can be a great opportunity to show students that there is nothing to worry about when using English. Just say it, make mistakes, and become better and build confidence.

Gabrielle also claimed that professors should apologize and feel embarrassed if they cannot provide students with accurate information and content knowledge, but they do not ever need to ask for forgiveness just because their English is not as masterly as their mother tongue.

Fiona wanted every Taiwanese professor who teaches EMI courses to temporarily forget about course evaluations filled out by students and "enjoy the whole process." "Do not stop just because you receive negative feedback and do keep challenging yourself although you feel you have taken full control," she shared, "Teaching EMI courses is like riding a roller coaster, having countless ups and downs, and it is hard to predict what you are going to encounter next. Be brave and resilient" Andrew also wanted the Taiwanese professors to stop worrying too much, and he believed that embracing the hardships and celebrating the achievements, even though they were small, would make teaching EMI courses a meaningful experience.

Evan said if a professor still had some doubts on teaching an EMI course alone, he or she could co-teach with other colleagues. "When working together, professors may feel less stressed, and they can learn from each other and grow together throughout the whole journey. Most importantly, students may find the course interesting, creative, and interdisciplinary, which increases their motivation to take the course," Evan explained.

All participants believed that “never ever stop learning” was the most crucial attitude that every professor teaching EMI courses (Caleb emphasized, “actually, all professors”) should have.

To answer the third question, all of my participants expressed their support for Taiwan’s Bilingual 2030 Policy as well as the BEST Program. Nevertheless, they also recognized some issues, such as the lack of a clear purpose, overemphasizing the KPIs, and the misconceptions about the policy itself as well as the English language. As this is just the beginning for Taiwan as well as Taiwanese higher education institutions to become internationalized/bilingualized, my participants asserted that it was much needed to have more people, especially the faculty members, to get involved in this process and be open-minded to new learning, new opportunities, and new challenges.

Summary

In this chapter, I reported the findings for this qualitative study. The main goal of this study was to explore the challenges faced by Taiwanese professors when teaching EMI courses and to understand their perceptions of Taiwan’s Bilingual 2030 Policy. In order to understand each participant’s educational, linguistic, and cultural backgrounds, first, I found that the experience of studying and/or teaching abroad did help my participants understand and accept the implementation of EMI more easily than it was for Taiwanese professors without international education experience. Additionally, having a fully immersive experience in an English-speaking country provided my participants with an opportunity to rethink the meaning of English for them and the purpose of learning and using English. This experience helped my participants build the confidence and familiarity with teaching content knowledge in English. As Taiwan is still at the very early stage in terms of building an English-friendly environment, it is

not common yet for the general public in Taiwan to use English in daily life. The participants only actively used English at work. Outside of campus, only a few would keep practicing English, but heavily with the receptive skills rather than the expressive skills.

Pressure from the government, the decline in domestic/Taiwanese college students, the carrot and stick method practiced by the university administration side, international student enrollment and recruitment, internationalizing the course, the desire of teaching smaller classes, and maintaining/improving self's overall English skills were mentioned in terms of the participants' motivations to teach EMI courses. Regarding the English usage in class, most participants did not appreciate the requirement announced by the Ministry of Education. However, they still followed the rules set by their universities and colleges, which closely link to what the government expects, in order to receive the benefits and meet the KPIs.

In terms of EMI course design and preparation, the participants could freely organize their own classes based on the teaching and learning techniques they preferred, how they had been trained in their professional fields, and the materials they believed were the most appropriate for their students. The student-centered approach was practiced by some participants; some other participants questioned the effectiveness of the student-centered approach in their classes due to the characteristics of the course and the nature of the professional field. I also found that classroom observation is not a common teaching and learning practice in Taiwan, although one participant believed it was important and beneficial for all professors. In addition, having more EMI faculty support was much needed.

According to the participants, there had been several EMI and English enhancement related activities, workshops, and initiatives for both professors and students at their universities. Nevertheless, my participants hoped that their university administrators would focus more on

quality and impact instead of quantity. Quality trumps quantity. In addition, they hoped that support would go where most needed and most useful.

Next, regarding the challenges faced by the participants, preparation for EMI classes took a considerably longer time than it did for CMI courses. In addition, the participants found difficulty in conveying learning points to students who did not have an adequate understanding of English, which significantly influences lesson planning as well as teaching quantity and quality. The small number of students enrolled in EMI classes and the low course evaluation grades with vague feedback from students, different learning attitudes of students, being judged by students in terms of accent, and not being able to properly deal with intercultural differences as well as conflicts were the issues that bothered my participants.

Lastly, all the participants believed that EMI implementation in Taiwan's higher education was a right thing to do. They were not confident to say that Taiwan would successfully achieve the goal of the Bilingual 2030 Policy, becoming a bilingual nation; nevertheless, it should not be the main focus. Some participants emphasized that de-sinicization was part of the Bilingual 2030 Policy, in the political context, which could also be applied in education. The word *bilingual* in the name of the policy, according to some of the participants, could create some misunderstandings and needs clarification. Regarding the KPIs created by the Ministry of Education, the participants saw the KPIs as the methods to assist Taiwan to become bilingualized/internationalized, but never as the final goals.

In order to successfully make Taiwan a truly English-friendly environment, the involvement of more professors/educators is much needed. Teaching EMI courses can be challenging, with a lot of uncertainties, but it also brings unique experiences and opportunities of growth that others who do not or never use English to teach can never have. EMI implementation

in Taiwan's higher education provides Taiwanese professors with opportunities to learn more, experience more, achieve more, and contribute more. Teaching is a commitment to life-long learning. Based on where Taiwan is now in terms of EMI implementation, it is more important to focus on the process and the development than the goals, and making mistakes is allowed as it is part of learning and growth.

CHAPTER V

DISCUSSION OF THE FINDINGS – PART I:

CONFUSION AND DISCREPANCY

The goal of this dissertation was to discover the challenges faced by Taiwanese professors while teaching EMI courses and to understand their perspectives on the Bilingual 2030 Policy. The discussion of the findings is divided into two chapters. The first discussion chapter includes different perspectives between the government and my participants causing confusion over purposes and expectations, understanding disciplinary differences, inconsistency between policy and practice, rethinking internationalization, as well as change led by generational difference. The second discussion chapter, Chapter VI, will focus on the cultural and societal context of language use – looking at English, Taiwan's national languages, as well as the Taiwanese identity in a collaborative way, the role of academic language in Taiwan's EMI implementation, and the call for understanding EMI teaching and learning as a mutual process of gradual improvement.

Confusion Over Purposes and Expectations

My study aligns with Hillman's (2023) findings as well as Hsiao's (2022), R. L. C. Lin's (2022) and T. B. Lin's (2022) arguments that a number of university faculty members, even those who have experiences of studying abroad and/or working abroad in English-speaking countries or in other foreign nations, can still feel overwhelmed teaching in an EMI environment. All of my participants agreed that studying and/or teaching abroad helped them become familiar with what teaching content knowledge in English looks like; however, when teaching EMI courses in Taiwan, they still felt stressed and uneasy. Low course evaluation scores, students' complaints about their professors' accents, and difficulty of students in learning the content in a

foreign language were identified as the major obstacles for EMI instructors. Based on participants Andrew's, Daniel's, and Fiona's experiences, compared to the professors who teach academic subjects in their mother tongue, EMI instructors usually need more preparation time, which matches Paseka's (2000) and Wilkinson's (2023) research findings. This said, my study also confirms that even though the implementation of EMI in Taiwan caused varying degrees of anxiety and discomfort, teaching EMI courses helped all of my participants keep or even upgrade their own comprehensive English skills, which is similar to Paseka's (2000) observation as well as Derakhshan et al.'s (2022) research findings that teaching in a foreign language helped instructors maintain their linguistic competence and performance. All of my participants mentioned that improving overall English skills was one of their motivations toward teaching EMI courses. Regarding the definition of EMI, my study is in keeping with the argument that English needs to be regarded as "a" medium of instruction that does not exclude other languages used in the classroom (Hsieh, 2022a, 2022b; Kirkpatrick, 2019; B. Lin, 2023b; Sahan & Rose, 2021; Tsou, 2022). "There is no suggestion in the definition that English is the ONLY language that is being used to teach an academic subject" (Macaro, 2022, p. 534). Nonetheless, this point of view is not the one accepted in Taiwan, especially not by the government, which indicates that the policy is out of sync with the majority opinion of scholars. According to my participants, their departments/institutions regarded English as the **only** language of instruction – English as "the" medium of instruction (English-only) – based on the definition given by the government, and the participants who hold a different perspective on EMI had to follow the rule that is against their language ideology in order to receive the incentives, including extra payments, promotion, and more career opportunities. Participant Andrew shared that one of his female colleagues who believed EMI does not require using only English in the classroom used some Chinese

intentionally to help students understand the content knowledge better in her EMI course. It turned out that she did not get the rewards just because the university practiced the English-only policy, as the government required. This shows a mismatch among language ideology, language management, and language practice of the participants in the context of Taiwan's Bilingual 2030 Policy. My findings imply that it seems everyone involved in Taiwan's EMI implementation in higher education is not on the same page, which has made the whole process more challenging, complicated, and even confusing than it already is.

Different individuals, including scholars, school administrators, students, parents, and politicians, understand and implement EMI differently (Hillman, 2023; Macaro, 2023). My findings also indicate that there is a lack of clarity about the purpose of EMI in Taiwan's higher education. Some of my participants believed that the main point of practicing EMI was to develop English language facility, whether or not there were international students in the classroom. This motivation is usually linked to the goal of creating an English-friendly environment on campus. However, some other participants regarded EMI as access to the knowledge base as in some particular fields, new knowledge is constructed and produced predominantly in the Western countries and in English. As a result, both professors and students in Taiwan, especially those who are in the fields that heavily rely on the knowledge created in the English language/English-speaking countries, may not be able to receive the new information in a timely way and talk about it, unless they teach, learn, and understand in English. These are different purposes, and they lead to different pedagogical approaches as well as outcomes. Some participants interested in language facility emphasized interaction and designed several in-class activities and discussions. However, some other participants interested in knowledge transmission focused more on lecturing and found interactive pedagogy to be unnecessary and

even problematic due to the characteristics of the particular discipline(s). Macaro's (2022) research findings also imply that interactive pedagogy should not be the only means to determine successful EMI.

Disciplinary Differences

The Ministry of Education hopes that through the Bilingual 2030 Policy as well as the BEST Program, more and more EMI courses and programs will be offered in all departments, colleges, and universities in Taiwan. Nevertheless, the findings of my research agree with Airey (2023b) that disciplinary differences must be recognized and included in the discussion and consideration in terms of language policy implementation, and that not all classes need to be taught in English. In other words, English might be appropriate for teaching some academic subjects, but not others. Academic styles differ from one field to another. Chang (2017) addresses that in Taiwan, a number of faculty members in the social sciences and humanities have been concerned that using a foreign language to talk about highly complicated and contextualized concepts that heavily involve history, literature, and philosophy may harm the quality of education. As knowledge is constructed differently depending on the field, unlike the knowledge structure in science, technology, engineering, and mathematics that is more linear and cumulative, the ones in the humanities "are characterized as interpretive and context specific, where the focus in placed on creative thinking and fluent expression" (Chang, 2017, para. 15). As a result, the change in the language of instruction in the humanities needs more attention from the Ministry of Education as well as more in-depth discussions and investigations in terms of feasibility, effectiveness, and educational objectives among departments/institutions in order to make the implementation coherent and reasonable. Although my data did not include all disciplines, the responses of my research participants have been enough to elaborate that there is

no one-size-fits-all pedagogy in the context of EMI in Taiwan's higher education. My findings disagree with Prabjandee and Nilpirom (2022), and Le and Tang (2022), that the learner-centered approach, which emphasizes in-class discussions and interactions between instructors and students as well as among students themselves, is key to achieving better teaching and learning objectives in the EMI context. While four of my participants actively practiced the interactive teaching methods in their EMI classes, the rest did not find in-class discussions and activities to be helpful and meaningful for their students in terms of content knowledge learning due to different features of their disciplines. Instead, they insisted that the instructor-oriented approach helped their students in their fields learn best. According to Chuo and Lu (2018), those who are not involved in teaching and interacting with students may simply think EMI is about translating all course materials, including slides, handouts, and assignments, from Chinese to English; nonetheless, it is not that easy, and each discipline faces different challenges, difficulties, as well as possibilities that EMI causes. This also implies that the professors' voices have not been completely heard yet.

Policy vs. Practice

Based on all of my participants' experiences, what they thought about EMI was similar in terms of the outcomes of EMI. Yet, their perceptions were different than what the government/policymakers/university administrators prioritized, which is about enhancing English proficiency. Similar to Dearden's (2014) and Kuteeva's (2020) research findings, my participants believed that whether the course was EMI or CMI, content knowledge learning was always the core. More specifically, although language was involved throughout the whole teaching and learning process, language skills were not measured, and content instructors were not responsible for students' improvement in any particular language. However, in the context of

EMI, as participant Gabrielle highlighted, the KPIs (Key Performance Indicators) given by the Taiwanese government/supervisors were all about improving English skills, which does not align with participants' interpretation of EMI implementation. Consequently, although as participant Daniel said that KPIs were not necessarily bad and meaningless as long as stakeholders did not regard them as the final goals, my research findings imply that due to a lack of the clear and common understanding on the outcomes of EMI, the quality of disciplinary teaching and learning could be negatively influenced if everyone turned to focusing on the quantity and on language KPIs rather than content KPIs. This also implies that more constructive communication and continuous discussions among stakeholders of EMI are much needed. "EMI cannot be successfully implemented unless there is a coherent language policy for which all stakeholders have been consulted" (Kirkpatrick, 2019, p. 239).

The Ministry of Education (2021) claims that many studies have found that Taiwanese college students whose English proficiency achieves at least B2 in the CEFR standards should be capable of taking EMI courses, and their learning will not be affected negatively when encountering teaching in English that is not their mother tongue. However, Tsou (2022) argues that the idea of students having at least B2 level of English skills is one of the major EMI myths in Taiwan, and that EMI teaching and learning efficiency is not and should not be directly linked to the English proficiency of students. Students' desire and perseverance to learn can overcome language barriers. My findings do not agree with what Le and Tang (2022) found, that English proficiency plays a significant role in determining students' content learning and performance. Learning from participants Andrew's and Fiona's observations and teaching experiences, although language is important, a student's attitude toward learning is what makes him/her successful in class. In other words, effective content knowledge learning depends heavily on a

student's grit, motivation, and attitude, not an advanced level of English proficiency, even though having a high level of language proficiency may make learning easier in an EMI setting. Diligence makes up for deficiency. As mentioned above, like any other CMI courses, for EMI courses, success in learning the content is always the most crucial thing (Lin, 2021). In other words, for an EMI class, the primary focus is on the mastery of subject content, with English language enhancement as a secondary or incidental outcome.

In addition, since the BEST Program was officially launched, the government has provided a number of Taiwanese colleges and universities with financial support to boost bilingualization and internationalization on campus. However, all of my research participants believed that there was an urgent need for carefully examining the effectiveness and the impact of existing EMI-related trainings, workshops, and programs that are for professors and students. My participants also noticed a huge difference between just getting things done to satisfy the policymakers when seeing the reports and providing the necessary and meaningful resources based on careful consideration and clear understanding of what professors and students truly need. My study indicates that with limited resources given by the government, deliberately organizing a small number of initiatives with clear intention and good quality that can make a profound impact would be much better and more meaningful than hosting a lot of events with poor performances and outcomes. As several higher education institutions in Taiwan will keep hosting EMI-and-bilingual-education-related events, it is time to use money wisely and strategically.

Internationalization – What Does It Really Mean in Taiwan's Higher Education?

Many scholars, experts, and individuals who care about Taiwan's education do not think that the Bilingual 2030 Policy will succeed, and that EMI is an impossible dream since both

Taiwanese professors and students are not ready for all-English contexts (Chen, 2023). In fact, over seven thousand K-12 and higher education educators launched a petition to stop the Bilingual 2030 Policy (Chao, 2023). My participants said the opponents' arguments make sense; after all, realistically, both bilingualizing the campuses in Taiwan and internationalizing Taiwan take time, and these are really complicated topics. Education does not have magic in it, and it is extremely challenging to make all Taiwanese fluent in English in just less than ten years. Goh (2022) speculates that in the context of EMI in Taiwan, it may take at least one generation or two to build a strong foundation. Nevertheless, the findings of my study emphasize that questioning the feasibility of reaching the 2030 deadline is not the main point. What the Taiwanese need to focus on is, by looking at the policy from a different angle, what can be done effectively and meaningfully before (and after) the year of 2030 in terms of bilingualization/internationalization in a realistic and constructive way – what has worked and what has not, what needs improving and changing, what else the Taiwanese can do to make themselves more glocalized, and how Taiwan can make every step manageable. As my study confirms, process and long-term commitment are key, and raising the English proficiency of the Taiwanese and improving Taiwan's overall competitiveness are not pipe dreams. In other words, even though there is a lot of confusion over the purposes of Taiwan's Bilingual 2030 Policy as well as implementation of it, all of my participants believed that the policy was worth pursuing, and that it was important for Taiwan to develop steadily and continuously in the context of internationalization. Ming-Hsin Kung, Minister of Taiwan's National Development Council, also highlights that the year of 2030 will not be the end of the policy (Huang, 2021), which implies the intention to make the policy more feasible and sustainable.

The experiences of participants Andrew, Ben, Caleb, Fiona, and Gabrielle show that for Taiwanese universities and colleges, in order to better interact with students with diverse backgrounds, there is still a lot of work to be done in order to achieve comprehensive internationalization. Additionally, participant Ben particularly emphasized that internationalization is not just about numbers of international students, programs, and activities. Success in internationalization of a higher education institution is not just a university administrators' job; it needs everyone on campus, including professors and students, to get involved and develop/improve their own intercultural competence. "[T]he ability to communicate effectively in cross-cultural situations and to relate appropriately in a variety of cultural contexts" (Bennett & Bennett, 2004, p. 149) is also seen as a critical component of global preparedness of individuals who seek opportunities to engage in the globalized world (Le & Tang, 2022). Green and Olson (2003) highlight the importance of active faculty involvement in terms of internationalization of higher education, and that "the faculty's ability to lead this important work requires sustained attention to their own international learning" (p. 67). In other words, the Taiwanese higher education system and professional development services for faculty members should emphasize internationally-and-interculturally intended teaching and learning.

In the last five years, in personal discussions as well as from what I have seen in public media, I have noticed that many Taiwanese only care about cross-strait relations[40] and are not truly interested in anything happening in other countries. If one only has a high level of language proficiency but is not interculturally competent at all, it is unlikely that he/she will be successful in this global and fast-changing world. As Chuo and Lu (2018) indicate, the more Taiwanese faculty, students, and administrative staff become interculturally competent, the more inclusive

[40] It is also called Taiwan-China relations.

and internationalized their campuses can be – being open-minded to learn from various cultures, appreciating diversity, as well as understanding and respecting others as independent individuals with different backgrounds and stories, not just groups categorized by nationality, race, or gender.

My study verifies that the time and space for using English freely is limited in Taiwan. According to my participants, English is hardly ever used in real-life situations, which indicates that creating an environment for the use of practical English outside the academic settings is a must in order to enhance the Taiwanese's motivation, willingness, and acceptance of regarding English as one of the tools needed for life. Yu-Min Wang, a Distinguished Professor at National Cheng Kung University, highlights the importance and necessity of an environment where individuals use English (in speaking, listening, reading, and writing) as part of their living skills (Hsu, 2022). Goh (2022) also emphasizes that not having adequate opportunities for people to use a particular language, such as English, in their daily lives makes that language disconnected and irrelevant to them. In addition, as participant Daniel highlighted, native English speakers make mistakes when using English, and it does not matter as long as both speaker and listener understand each other and keep their conversation going. Intelligibility is much more important than perfection. This implies that the existing cultural and linguistic norms in Taiwan society need to be challenged (in a positive way) since those norms prevent many Taiwanese from using English freely. Making Taiwanese students not afraid of using English anymore is the first step to success in EMI/bilingual education (Lin, 2021). Furthermore, in light of valuing the essence of multilingualism as well as pursuing internationalization, it is critical to transform the environment from where Chinese and Taiwanese are dominant to where English can be used as commonly as Chinese, Taiwanese, and other national languages in Taiwan – for communication,

not for tests only. Taiwanese university campuses need to do so if the institutions want to attract more international students and enhance global mobility of local faculty and students. In other words, Taiwanese higher education institutions should work with the local communities to build an English-friendly-and-interculturally-engaged (global-learning) environment that supports and motivates the natural linguistic development of local residents and provides everyone with opportunities to use English, along with their mother tongue in everyday life, and to understand the advantages of being bi/multilingual. In this context, everyone can be an effective agent of social change.

Generational Difference

Generational difference needs to be identified since it impacts teaching and learning significantly. George Santayana (1905) once said that if you do not learn from the past, you are bound to repeat it. Learning from all of my participants' reflections on their language learning experiences, it is apparent that for many years, how most of the Taiwanese regard and learn English has been ineffective in the context of using English as a tool for communication – the main purpose of a language. My findings demonstrate that even though transformation is not easy, many Taiwanese people need to learn how to enjoy the process of shifting their perceptions of English from a school subject to a communication tool, which needs a different mindset, and different does not always mean bad. Venerable Master Hsing Yun, a Buddhist monk, educator, and philanthropist who founded Fo Guang Shan as well as Buddha's Light International Association, used to emphasize the importance of thinking globally and learning through modern ways (Fo Guang Shan, n.d.; L. Y. Lin, 2023) on many public occasions and educational events. As participant Evan addressed, in the context of globalization and improving Taiwan/the Taiwanese's competitiveness in many aspects, the Taiwanese need to see/learn/use English in a

different (and modern) way that gets with the times as well as global trends and truly helps them actively and effectively engage in the global community. This does not mean that the traditional Chinese/Confucian values and norms will or should be abandoned or eliminated; these are still critical for the Taiwanese identity as well as Taiwanese culture. However, in terms of education, the way many people in Taiwan learn/regard English needs to keep abreast of the times. As Zajda and Majhanovich (2021) indicate, education cannot diverge from globalization. Moreover, an education reform/EMI implementation is not about trying to copy what other countries do/have done and move what is/has been practiced in other nations to Taiwan (Lin, 2021); rather, EMI in Taiwan's higher education is about developing/creating a progressive way for the better, based on Taiwan's existing beliefs and customs. Developing the Taiwanized EMI needs the process of glocalization (Lin, 2021). Taiwanese educators and the Taiwanese government should lead the way and be committed to this educational and social change. John Dewey (1916) said, "If we teach today's students as we taught yesterday's, we rob them of tomorrow" (p. 167).

Summary

In this chapter, I first discussed that the government and my participants having different understandings of what EMI is and how EMI is practiced in Taiwan's higher education has created some confusion over purposes and expectations. My findings imply that constructive and consistent communication between the policymakers and the people who implement the policy is needed. Manan et al.'s (2023) research findings also emphasize that it is critical to have an inclusive, multilevel, and research-supported approach for decision-making of a language policy. Second, while the government expects to increase the number of EMI courses and programs offered at Taiwanese higher education institutions, my findings argue that it is important to recognize disciplinary differences and understand that there is no one-size-fits-all EMI

pedagogy. Each academic field has its own style for teaching and learning based on the construction and expression of knowledge. Furthermore, in some fields, interactive pedagogy that encourages students to actively engage in class can improve the quality of teaching and learning; however, in some other disciplines, the instructor-oriented approach is regarded as the most effective way for students to learn the content knowledge. Third, my findings highlight that success in learning the content should always be the primary focus in the context of EMI implementation in higher education. Nevertheless, the KPIs (Key Performance Indicators) for the BEST Program set by the government emphasize the improvement of English language skills, which, according to my participants, need to be adjusted. In addition, the findings of my study address that in terms of student performance in an EMI class, a student's learning attitude is more important than his/her English proficiency. Setting up a standard based on an English exam score to determine a student's ability to take EMI courses does not help promote EMI. My findings assert that a well-organized support system for students (and for faculty as well) needs to be established. Fourth, the Taiwanese government views EMI as an essential part for internationalization of higher education as well as attracting international students (Dearden & Macaro, 2016). My findings highlight that internationalizing a higher education institution needs everyone on campus to get involved and develop/enhance their own intercultural competence. In addition, an environment where people can freely use English as part of their living skills needs to be built. Finally, my findings indicate that the way the Taiwanese regard and learn English needs to get with the times. In other words, the Taiwanese need to stop regarding English as a school subject to be tested on. Rather, English, a global lingua franca, is a tool for communication.

CHAPTER VI

DISCUSSION OF THE FINDINGS – PART II: RETHINKING THE ROLE OF ENGLISH IN TAIWAN AND THE DEVELOPMENT OF GLOCALIZED/TAIWANIZED EMI

The second findings chapter first focuses on the cultural and societal context of language use – looking at English, Taiwan's national languages, and the Taiwanese identity in a collaborative way. Then, the role of academic language in EMI implementation is discussed. Finally, evidence is provided regarding the need to recognize EMI teaching and learning as a mutual process of gradual improvement through communication – the purpose of a language – in the educational, social, and cultural contexts, which is the critical foundation for developing glocalized/Taiwanized EMI, rather than a school subject that has the expectation of perfection embedded in.

Language and Identity

Reflecting on personal English learning journeys as well as the change of mindset toward English from a school subject to a tool for communication, all of my research participants' experiences not only confirm the shortcoming of Taiwan's English education in the past years but also imply the need to actively use English locally, nationally, and internationally. All participants started to learn English as a foreign language at school age in Taiwan, with the exam-oriented education and a hardly-using-English-in-real-life setting. When being in English-speaking countries, they gradually shifted the way they regarded English from a school subject to a day-to-day tool they must use. As the Taiwanese government aims to improve the proficiency in English of the general public, participant Daniel emphasized that the functionality of a language must become the priority.

For many years, the question “How to learn English?” has been in many Taiwanese people’s minds and been used by English cram schools, TV programs, language learning platforms, and book publishers as an advertisement. It has also become something that causes competition. In other words, English has been linked to competitiveness, excellence, and power (Hillman, 2023; Phillipson, 2000). As a result, there have been many different books and manuals published that provide readers with techniques for learning English and getting high TOEFL or IELTS scores in a short time. What I have noticed throughout my visits to several Taiwanese public/national and private university campuses across Taiwan as well as daily conversations with Taiwanese fellows in the past few years is that many people in Taiwan do not simply see English as a living language itself that is primarily for humans to communicate in everyday life. All of my participants believed that a change of mindset from this point of view is needed. Moreover, my study shows that regarding English as a school subject that requires perfection in order to get a good grade rather than a tool for human communication that focuses on mutual understanding has built some obstacles for many Taiwanese to learn English since they have set several expectations that are much more complex than just communication. This may cause anxiety, frustration, and inferiority. “Focusing too much on the perfection of English grammar has made [many Taiwanese English learners] afraid of English, not to mention using English in daily life,” participant Daniel said.

The scholars and educators who criticize the Bilingual 2030 Policy keep using the English language policies in Singapore, Malaysia, and South Africa as examples to indicate the loss of mother tongue and national identity of the citizens (The News Lens, 2019). However, my findings argue that instead of overfocusing on the language, English, and worrying about what it carries that has potential to influence the Taiwanese identity, regardless of whether it is positive

or negative, it is more critical to discuss what Taiwan/the Taiwanese can gain from English. My study indicates that using English as a tool of communication and maintaining (and protecting) a multicultural and multilingual environment in Taiwan can be both major tasks for several residents of Taiwan, and Taiwan/those individuals can benefit from doing so, although what the advantages truly are needs more evidence and research, as participant Daniel said. In other words, regarding a language as pragmatically a communication tool challenges and encourages the Taiwanese, both the government and the general public, to treat English (as well as other foreign languages) and the national languages of Taiwan in a balanced way. My study asserts that the percentage of each language learned and used in daily life is less important than the ability of the citizens of Taiwan to freely and confidently use the languages they speak in all kinds of situations locally, internationally, globally, and even interchangeably depending on whom they talk to, what topic(s) they discuss, where they are, and where the conversation takes place (Lin, 2021).

Crystal (2010) emphasizes that:

> People can learn a new language without having to lose their old one. Bilingualism lets you have your cake and eat it. The new language opens the doors to the best jobs in society; the old language allows you to keep your sense of 'who you are'. It preserves your identity. With two languages, you have the best of both worlds. (p. 128)

My findings suggest the view that just because the Taiwanese learn and use English as a global lingua franca does not mean that their multilingual-and-multicultural Taiwanese identity will disappear; on the contrary, English may strengthen the Taiwanese's identity as it helps the Taiwanese promote themselves and tell the world who they really are and what they can contribute to the global society. In other words, the national languages of Taiwan should not and

never be less used due to the implementation of EMI and the Bilingual 2030 Policy, which highlights that EMI should not mean English only. Instead, "EMI is a multilingual endeavour" (Sahan & Rose, 2021, p. 14), and that adding English to one's skill set permits a Taiwanese person to effectively communicate with non-Taiwanese people what the Taiwanese identity means and why it is important. Additionally, based on my participants' perspectives, even though grammar is important, evaluating an individual's real English proficiency should be on the basis of intelligibility, not the scores they get on a standardized English test and whether they sound near native like or not. My findings reinforce the perception that language is something alive, and people must use it frequently to learn it and make it meaningful in life, especially when that particular language is a global lingua franca that can help one in many aspects when being engaged in the globalized world.

Even though all of my participants believed that the Bilingual 2030 Policy would benefit Taiwan, some of them worried that the word *bilingual* in the name of the policy might cause misconceptions. Yeh (2023) argues that *bilingual*, referring to Chinese and English, is "a misnomer which purposely disregards the threat facing local/ethic languages and the new immigrants' languages" (p. 219). The findings of my study indicate that in order to maintain/strengthen multilingualism, which is part of Taiwan's identity, there is a need for the government to clearly explain the use of the word *bilingual* and reemphasize the commitments and purposes of both Bilingual 2030 Policy and National Languages Development Act. As both participants Daniel and Evan said, "English is important, so is our mother tongue." Ferrer and Lin (2021) also claim that a clear representation of Taiwan's national identity, which embraces multiculturalism and multilingualism, is much needed.

Academic Language[41] in the Context of EMI Implementation

My participants reported that different English proficiency levels of students were one of the major challenges when teaching EMI courses, which aligns with the research findings that a mixture of students with diverse English abilities creates challenges for instructors in terms of classroom management and content knowledge delivery (Fenton-Smith et al., 2017; Sah & Li, 2018). My study also confirms that EMI courses, in general, are not attractive to Taiwanese students due to the unfamiliarity of EMI (having no knowledge of what EMI is, the purpose and benefits of EMI, and how EMI is actually practiced in the classroom) and the lack of self-confidence in English that correlates closely with the fear of making mistakes and embarrassing themselves, which matches Chiu's (2021) report. In addition, based on my participants' lived experiences and observations, many administrative staff and faculty members found it to be difficult to encourage Taiwanese college students to take EMI classes. Chen (2023) notices that some departments even pay their students to take EMI courses in order to achieve the KPIs set by the government, which is controversial. Using payments also links to students' reluctance to take EMI courses and implies the lack of disciplinary literacy[42] in students. Shih-Torng Ding, Executive Vice President of National Taiwan University, shared that at his university, almost half of faculty members believed that their students were unable to take EMI courses, and 31% of student body believed that they could not understand the content knowledge and discuss/share their ideas in an English-only teaching and learning environment, and that they would fail in

[41] Some may call it CALP (Cognitive Academic Language Proficiency) that was developed by Jim Cummins (1979).

[42] According to Airey (2023b), disciplinary literacy, in the context of EMI, refers to the ability to appropriately participate in the communicative practices of a discipline in English. Disciplinary literacy involves not only reading and writing but also listening and speaking along with other non-linguistic skills for academic, vocational, and/or professional purposes.

EMI courses even though their college entrance exam scores on English were high enough to get them into the most prestigious university in Taiwan (M. J. Hsu, 2023).

Teaching academic subjects in English does not simply mean that students will automatically learn the content and improve their language skills at the same time (Chapple, 2015). Academic language, characterized by being abstract, context reduced, and specialized, is a second language for everyone, and it needs to be learned (B. Lin, 2023a). In other words, as Di-Feng Chueh, Associate Professor in the Department of Foreign Languages and Literature at Feng Chia University in Taiwan, emphasizes, academic language is different from everyday language (TEDx Talks, 2017), and even first (or native) speakers of English have to learn this language. My findings align with B. Lin's (2023a) and Walkinshaw et al.'s (2017) arguments that in order to successfully learn academic knowledge through EMI, students need to know the general features of English (English for General Purposes, EGP)[43] and the special features of English for their own academic/professional fields (English for Academic Purposes, EAP, or English for Specific Purposes, ESP). Airey (2023a) also emphasizes the importance of disciplinary literacy development in the EMI context and that general English learning helps lay the foundations, and disciplinary-specific/academic English learning can be regarded as making a particular tower of language required for understanding and applying academic/professional knowledge. In other words, EAP/ESP can be seen as the bridge for EMI (Chou, 2023). Galloway and Uccelli (2017) argue that academic skills "are crucial for supporting students' independent learning from text in school and beyond" (p. 395). As a result, offering meaningful support that helps students develop their disciplinary literacy skills (EAP/ESP) and become comfortable with

[43] Some may call it social language or BICS (Basic Interpersonal Communication Skills), referring to the linguistic skills needed in everyday, social face-to-face interactions. This term was also invented by Jim Cummins (1979).

EMI courses, which helps departments/institutions meet one of the goals of the Bilingual 2030 Policy, is much needed, which will be explained in detail in Chapter VII.

Lwin (2022) points out that the content experts who earned their doctoral degrees in their home countries (non-Anglophone countries) and in their mother tongue rather than English have subject-specific cognitive and conceptual knowledge and skills in their respective disciplines; nevertheless, in the context of EMI implementation, these professors' capacity to use the appropriate or necessary English language for expressing/delivering/exchanging knowledge in their disciplines cannot be assumed. It does not come automatically. This implies that some faculty members may also need improvement in academic language in English (Chang, 2023), not because they are not professional or knowledgeable, but because they are unfamiliar with the terms and references of their respective disciplines in English as well as how to express what they know using English-language terms.

The findings of my study echo what Tsou (2022) found that getting the satisfying TOEFL/IELTS scores required by the department/institution does not precisely show one's real English skills; moreover, it does not tell that one has sufficiently acquired the academic language skills in a particular field. Lin et al. (2023) also found similar results, that Cambodian college students reported difficulties in understanding the content due to the lack of academic language skills in terms of EMI implementation in higher education. From my experience of studying in the U. S. A., which is similar to most of my participants', I still needed to spend extra time on picking up and becoming familiar with the related vocabulary and terminology in my field during the first semester or even longer although my TOEFL scores did successfully help me get into my graduate program. I believe that I might have been less stressed and more engaged in class had I known the academic language in English of my field prior to beginning the courses or

had I been told that I would learn this along the way. It is important to know that the key to understanding a subject is to understand its language.

Developmental Approach in Glocalized/Taiwanized EMI

My study indicates that it is necessary for the Taiwanese government as well as many residents of Taiwan to regard EMI as a developmental process. All the participants' perspectives about English were the same: that English should be regarded as a tool for communicative purposes, which does not necessarily link to any specific culture, group, or country (Kuteeva, 2020; Smith, 1976). This calls for the change of a number of Taiwanese people's mindset toward English – using and learning the language simultaneously instead of perfecting it and then using it. In other words, it is critical that EMI courses focus on the transfer of content knowledge rather than on the evaluation of professors' English language mastery or accents. The expectation of perfection has been deeply taken in Taiwan's education system, including cram schools, and in Taiwanese culture at large (Fang, 2012). My findings imply that this concept should not be promoted any longer. Perfectionism, in the context of foreign language learning in Taiwan, has long kept many Taiwanese from realizing the functionality of a language and made them feel that they are not enough (or will never be enough) (Lin, 2021), which limits individuals' ability to use the language in daily life (Chou, 2023). An environment where people can use any language freely cannot be created if everyone is afraid of making mistakes (B. Lin, 2023b; Chou, 2023).

Crystal (2014) highlights, "People are very ready to criticize other people's accents. There is no correlation between accents and intelligence or accents and criminality, but people do make judgments" (as cited in Steinmetz, 2014, para. 4). Some participants shared that they received complaints from students about their accents, which indicates that many people in

Taiwan still regard native English speakers, especially Americans and British, as the ideal model, and this needs to be challenged. Mark Hancock (2020), in his book *Mark Hancock's 50 Tips for Teaching Pronunciation*, mentions that there are some language learners who simply prefer a certain accent or feel more motivated when speaking a target language like a native speaker, and their choices should be respected. However, the point is that pursuing a particular accent to sound like a native speaker should never be out of a belief that one's own accent is inferior.

Ballard's (2013) research findings declare that students need to be exposed to different accents, especially in the context of English as a global language. In addition, Crystal (2017), in his book *Making Sense: The Glamorous Story of English Grammar*, addresses that:

> The two billion people who speak English these days live mainly in countries where they've learned English as a foreign language. There are only around 400 million mother-tongue speakers – chiefly living in the UK, Ireland, USA, Canada, Australia, New Zealand, South Africa, and the countries of the Caribbean. This means that for every one native speaker of English there are now five non-native speakers. The centre of gravity in the use of English has shifted, therefore. Once upon a time, it would have been possible to say, in terms of number of speakers, that the British 'owned' English. Then it was the turn of the Americans. Today, it's the turn of those who have learned English as a foreign language, who form the vast majority of users. Everyone who has taken the trouble to learn English can be said to 'own' it now, and they all have a say in its future. So, if most of them say such things as informations and advices, it seems inevitable that one day some of these usages will become part of international standard English, and influence the way people speak in the 'home' countries. Those with a nostalgia for linguistic days of old may not like it, but it will not be possible to stop such international trends. (p. 208)

Li (2009) also emphasizes that when English is learned as a tool for international communication, “it is necessarily denationalized and acculturated to local specific needs” (p. 82). As a result, native-speaker-based models should not prevail and be worshipped, and they are not the “yardstick for measuring non-native-speakers’ phonological accuracy, lexicogrammatical correctness and discourse-pragmatic appropriacy” (p. 82). In addition, Humphreys (2023) highlights the necessity of disconnecting the English language from Anglophone norms and cultures to allow all English speakers and learners around the world “use the language in a way that is more relevant and applicable to their own lives and contexts” (para. 20).

According to Chen (2023), the “E” in EMI should stand for English as a lingua franca (ELF, some people call it as Global Englishes or World Englishes) rather than what the general public usually thinks of the English language that is spoken as the mother tongue in a particular Western country – American English or British English. In other words, using English as a lingua franca means understanding, accepting, and appreciating “the differences in dialect, accent, and vocabulary in English spoken around the globe” (Fischer, 2023, para. 11). I still remember a friend of mine who is Canadian once shared with me that he had been told by Americans and Taiwanese that the way he spoke English was peculiar, which made him annoyed. “Typical Americans think that native English speakers are only Americans,” my Canadian friend said (B. Johnson, personal communication, December 20, 2022). This may be seen as a joke, but it actually tells some serious issues that many Taiwanese people need to be aware of. Just because you have never heard an accent does not mean that person is not a native

English speaker[44]. It also implies that for non-English-native-speakers, as long as their English is understandable and intelligible, they should not be afraid of judgements from others. My findings highlight that in terms of speaking English, it is not easy for many Taiwanese people to build self-confidence in their own accents in a short time; it takes time and effort for them as well as the whole society to transform and work on accepting the new way of thinking of using English.

Similar to Aliakbari's (2002) concept of linguistic democracy, the GELT (Global English Language Teaching) approach developed by Galloway and Rose (2018) highlights that all English users are owners of the language, which implies that the individuals whose English is intelligible are role models, and that native-English-speaking norms, including accent, and Anglophone settings are no longer regarded as the standard, target, and model. Moreover, the findings of my qualitative study agree with Chiu et al. (2022) that all accents of English need to be understood, appreciated, and respected, and that as long as the content knowledge can be clearly explained and successfully delivered, which accent the content is presented in does not matter. In this regard, professors/content instructors are models for their students (Chen, 2023; B. Lin, 2023b). They play a significant role in encouraging their students by sharing their stories of how they learned in English and how to become comfortable with making mistakes, which, based on my participants' perspectives, can be seen as a predictable and necessary process throughout the shift of mindset – from attaining native-speaker English (correct grammar, native-speaker accent, etc.) to simply using English as a tool for communication and becoming a proud

[44] Based on Collins (n.d.), a native English speaker is someone who speaks English as their first language rather than having learned as a foreign language. In this context, people whose mother tongue is English, regardless of their nationalities, are considered as native English speakers.

non-native speaker of English. Based on Guzman-Munoz's (2020) research findings, the process of making mistakes can activate a greater network of related knowledge in one's brain, which leads to better learning outcomes. Jenkins (2006) asserts that professors/instructors/teachers need to help students raise awareness of other varieties of English than a particular native-speaker-based model as a way to build and strengthen their confidence in their own English varieties, and in turn reduce the linguistic and social capital that many English language learners around the world still believe native-like English can bring. Humphreys (2023) also claims that in the context of the globality of using English as a lingua franca, when non-native English speakers learn/use English, Anglophone standards and cultures should never interfere or limit how they understand English as well as how they see/explore the world through English. It is important for English learners to "recognise their own backgrounds and ways of using English as legitimate" (Humphreys, 2023, para. 7). Humphreys (2023) further emphasizes that:

> While studying culture and learning cultural knowledge can be an interesting aspect of language education, when it comes to intercultural communication involving English, it is essential to go beyond target language and target culture given the diversity in its use and among its users. Otherwise, learners may not develop the resources or confidence that they themselves are legitimate users of English, and that they, like all users, represent the cultures of English language use. (para. 12)

Figure 4

Leaving the Comfort Zone

Adapted from Page (2020) and Shui (2023)

As Lin (2021) states, in order to achieve the goals of Taiwan's Bilingual 2030 Policy, more Taiwanese people involving in the implementation of EMI are much needed so that Taiwan's higher education system can continue to make progress. As a result, as Figure 4 shows, more Taiwanese professors, students, and administrative staff need to be encouraged to get out of their comfort zone, as most of my participants emphasized. As the findings of my study indicate, it can be anticipated that a number of individuals may regard EMI as a new, strange, unfamiliar, and uncomfortable thing, and that they may feel uneasy while going through the process of developing their understanding of EMI as well as being part of the transformation; some may even refuse to do so due to the fear of the unknown. Nevertheless, based on where Taiwan currently is in the context of EMI implementation as well as the developmental approach, individuals should focus on their learning and never stop learning (Chang, 2023), which was

highly addressed by all of my participants. In addition, my study indicates that it is necessary for many Taiwanese people to develop a positive attitude to making mistakes so that they can move to the growing stage which equips them with better skills, clearer visions and strategies, and greater confidence. Particularly, in an educational setting, it is critical and necessary that both the instructor and students reach an agreement on what an EMI course should look like and how it should proceed and see the whole process as development for everyone involved. The developmental approach provides professors and students equally with time to adapt and grow in the context of EMI teaching and learning.

Coyle (2023) emphasizes the shift of a pedagogical approach from learner-centered to learning-centered, which is an approach that focuses on the quality of learning, growth mindset, resilience, and determination. My study findings confirm that both the instructor and students are responsible for making EMI class(es) successful, meaningful, and glocalized. As participants Andrew and Evan highlighted, professors should be able to deliver accurate content knowledge and provide clear explanations when students need them, and students also have to be responsible for their own learning and development in their respective fields. Therefore, as Coyle (2023) indicates, learning-centeredness should deserve more attention in this educational setting in order to hold everyone in the classroom accountable. In other words, professors are not the only ones who are in charge of everything, which not only frees them from the cage created by the government and society, but also empowers them to be agents who can make their voices heard and drive changes (Chang, 2023).

My study also lends credence to the idea that for Taiwanese professors particularly, it is critical to see themselves as reflective learners and thinkers when teaching EMI courses, which echoes the Learning Zone from the Leaving the Comfort Zone model (See Figure 4) that is

adapted from Page (2020) and Shui (2023). John Dewey (1933) said, “We do not learn from experience. We learn from reflecting on experience” (p. 78). In other words, the experience itself does not automatically lead to new learning, growth, or change; it is the reflection that makes sense of the experience to us and therefore makes the experience meaningful for us. Making Taiwanese society a better place starts from educating the citizens of Taiwan as well as the Taiwanese being self-conscious. When looking at the sculptures of Shakyamuni Buddha (the Buddha), the religionist, educator, and pioneer who advocated human rights, equality, and democracy, it is easy to learn that different statues of Shakyamuni Buddha may have different hand gestures (also called mudras) that deliver different meanings (Bhaumik & Govil, 2020; Ghori & Chung, 2007; Richie, 2014). One of the most common hand gestures is the mudra of teaching (Ghori & Chung, 2007). Its posture is touched with thumb and forefinger (or middle finger) forming a ring shape on both hands in front of the chest, having the palm of right hand outward and the palm of left hand inward. In Buddhism, the meaning of the mudra of teaching closely links to mindfulness and one’s ability to observe themselves as well as their interactions with others and then reflect and learn from these actions and feelings (Shih, 2021). In education specifically, this mudra can be applied, described, and understood as the correspondence of teaching and learning (C. H. Shih, personal communication, December 14, 2022; Shih, 2021). The right hand with the palm outward represents teaching, knowledge delivering, and benefiting the public, and the left hand with the palm inward represents learning, introspection, and self-awareness. Understanding Shakyamuni Buddha’s mudra of teaching and applying it in the context of EMI implementation in Taiwan’s higher education, the Taiwanese professor him/herself should be open, flexible, and reflexive enough to be both the instructor and the learner at the same time. My participants’ experiences indicate that while teaching EMI courses,

they observed, corrected, and taught themselves and learned from their students at the same time. In other words, professors practice introspection based on each day's teaching performance as well as feedback from students in order to provide better education to their students. My findings show that EMI can be best practiced when the professor(s) and the students learn and grow together.

In addition, as participants Andrew, Caleb, and Fiona emphasized the importance and necessity of faculty members supporting and learning from each other, universities and colleges in Taiwan should actively encourage their professors to form and/or join faculty learning communities on EMI (Hillman, 2023; Hsieh, 2023). By bringing faculty members together in a safe and comfortable space, a lot of unseen and untold issues, stories, emotions, or even new ideas regarding EMI teaching can be revealed and shared freely, which may help build meaningful and sustainable support among the community members (Chang, 2023). Hsieh (2023) also addresses that a number of Taiwanese professors are hesitant about EMI because of the fear of the unknown, and joining a faculty learning community can help the professor get rid of that fear, build self-confidence, and become courageous.

For Taiwanese professors, classroom observation should be seen as an objective and non-threatening method of improving teaching skills instead of a punishment. Just like participant Daniel emphasized, it can be a great opportunity for professors to grow and change (in a good way). Being able to accept criticism is essential for being a good faculty member (Hsieh, 2023; Hung, 2022). During my time teaching ESL (English as a Second Language) and College Writing courses at Kent State University, I was lucky to have several colleagues look at my teaching. Their feedback and suggestions helped me strengthen my teaching techniques, recognize my shortcomings, and overcome my weaknesses. Each classroom observation pushed

me in a positive way, motivated me to become a better instructor, and helped me gradually build my confidence. Participants Evan and Daniel both stated that professors are learners, which is similar to B. Lin's (2023b) argument for teachers as students, and that they should be open to the opportunities that can help them become better instructors/educators. Consequently, classroom observation must be encouraged, popularized, and normalized. In addition, during each classroom observation, it is important that the person who provides feedback must have a focus on being constructive, and this focus needs to have structural supports: the purpose of peer review needs to be improvement and not critique.

Summary

In this chapter, I discussed the remaining important findings of the study. First, my findings address that for the Taiwanese, using English in daily life does not necessarily have a negative effect on Taiwan's national languages, Taiwanese culture, and Taiwanese identity. On the contrary, it provides an opportunity for the Taiwanese to re-learn about Taiwan and themselves – strengthening the Taiwanese's multicultural and multilingual identity – and then use English to tell foreigners/the world who the Taiwanese are and the stories about Taiwan. As the word *bilingual* in the name of the policy has caused some debates and misunderstandings, my findings imply that the policymakers need to clarify what it means by using the word *bilingual* and make sure that Taiwan's multilingualism is not neglected. Next, the lack of adequate knowledge of academic language in English can be regarded as one major factor that makes some students (and some professors as well) struggle in an EMI environment. Therefore, my findings indicate that there is an urgent need for Taiwanese higher education institutions to recognize the important role that academic language plays and support their students and faculty who need extra help with academic language acquisition for EMI learning and teaching. Finally,

my findings highlight that it is necessary for Taiwan/the Taiwanese to view EMI as a developmental process, and that it is critical for both faculty and students to teach and learn in English in the more functional, pragmatic, and democratic way. The developmental approach requires the Taiwanese educational policy makers and the general public to let go of certain attitudes and assumptions. In addition, when using English as a global lingua franca, intelligibility is much more important than nativeness or perfection. Based on where Taiwan currently is in the context of EMI implementation in higher education, it is crucial that both professors and students should be learners – learning and growing together for a better future.

CHAPTER VII

CONCLUSIONS

Due to the Bilingual 2030 Policy, EMI implementation in Taiwan's higher education has caught the attention of administrative authorities, content instructors, and language specialists regarding the impacts on the education system as a whole and ecological changes in the classroom. In this chapter, I summarize the significant findings of this study, provide the recommendations for practice and for future research based on the important findings from this study, and discuss the limitations of this study.

Summary of Significant Findings

The purpose of this interpretive qualitative study was to explore the challenges faced by Taiwanese professors while implementing EMI and to understand their perspectives on Taiwan's Bilingual 2030 Policy. The three research questions that guided data collection and analysis included:

1. How do Taiwanese professors whose Ph.D. degrees are from English-speaking countries describe their experiences of implementing EMI in their classes?
2. What challenges and obstacles do Taiwanese professors with Ph.D. degrees from English-speaking countries encounter when practicing EMI?
3. What do Taiwanese professors who earned their Ph.D. degrees from English-speaking countries think of the Bilingual 2030 Policy?

The most significant finding of my dissertation is that a number of the policies and procedures the Taiwanese government is using to encourage and boost EMI are out of sync with best practices for both the improvement of English language proficiency and the acquisition of academic/professional knowledge identified by my research participants and in the literature.

Furthermore, the policies are made without meaningful and adequate resources for the stakeholders who are charged with implementing EMI, which has created different challenges, especially for the Taiwanese professors who teach EMI courses. Table 2 shows the different understandings and perceptions of EMI between the government and my research participants.

Table 2

Summary of Different Perspectives on EMI Between the Government and My Participants

	Policymakers/Supervisors *Sources:* Ministry of Education (2021b; 2023a; 2023b)	***Participants***
Definition of EMI	100% English	"A" medium of instruction
Student success in EMI	CEFR B2 or higher	Learning motivation and attitude > language proficiency
EMI course/program	More is better (KPI)	Recognizing disciplinary differences
EMI pedagogy	Interactive pedagogy	No one-size-fits-all EMI pedagogy
Purpose of learning/using English	Economic and political benefits	A global lingua franca; a tool for communication, which has educational, social and cultural, as well as economic and political benefits
Benefits for whom	Next generations; Taiwanese society as a whole	Both professors and students; Taiwanese society; future generations
Support	Establishing EMI or Bilingual Education Centers; hosting EMI workshops and trainings	Faculty and students determine what is needed rather than policymakers

Internationalization	Economic benefits	Comprehensive internationalization; development/improvement of intercultural competence

First, the Taiwanese government believes that EMI implementation means using only English to teach academic subjects. Nevertheless, my study argues that EMI does not necessarily refer to 100% English in the educational settings. Instead, English is just one of the languages used in the classroom – English as "a" rather than "the" medium of instruction. Professors and students should have freedom to use any other languages, such as their respective mother tongues, that help them teach and learn most effectively along with English. In EMI courses/programs, content knowledge acquisition should be much more important than enhancing English language skills. In other words, while the Taiwanese policymakers expect EMI courses to be taught 100% in English, my study asserts that EMI is perceived as a continuum of English use to deliver academic content, rather than a practice of English-only instruction, and other languages should be welcome and used in the EMI settings to support teaching and learning.

Second, the policy indicates that students whose English proficiency reaches the CEFR B2 level or higher can take EMI courses without any problems. Yet, my study argues that using an English standardized test result to determine whether or not a college student is capable of taking English-taught classes is problematic, and that an exam score does not authentically evaluate and represent one's English comprehensive skills. A student's learning motivation and attitude can trump language barriers and any other difficulties caused by low English proficiency. The findings of my study imply that even though improving English skills is important, helping students truly understand what EMI is and why implementing EMI is

essential may increase their motivation to challenge themselves and then discover the joy of taking EMI courses/programs. Setting up a boundary based on the test scores may just be counterproductive and scare more students off.

Third, the Taiwanese government eagerly expects to expand EMI implementation in Taiwan's higher education and increase the numbers of EMI courses/programs, faculty members, as well as students enrolled in those English-taught classes by 2030. My study argues that instead of overemphasizing the KPIs (Key Performance Indicators), it is necessary to recognize the disciplinary differences and carefully discuss the feasibility of EMI in each discipline. In other words, EMI may be appropriate for some particular disciplines, and in those disciplines, EMI may potentially lead to more sufficient teaching and better learning outcomes. However, just because EMI helps enhance the quality of teaching and learning in some fields does not mean that the other fields will benefit from EMI as well. On the contrary, EMI implementation may lead to poor quality of teaching and learning in those fields in which EMI is considered as unmeaningful and harmful. For instance, one of my research participants who is in humanities highlighted that due to the features of the academic discipline, students in his department focus on mastering other East Asian languages, such as Japanese and Korean, for their future jobs. In this case, EMI seems unnecessary and does not pragmatically support students in achieving their career goals. My study also reinforces the idea that the goals of Taiwan's Bilingual 2030 Policy will never be achieved if everyone only cares about the numbers and the KPIs. It is noteworthy that KPI is not necessarily a bad thing as long as it is regarded as a means to help achieve the ultimate goal, not the goal itself.

Fourth, the findings of my study also point out that the government and most EMI workshops heavily encourage faculty members to practice interactive pedagogical approaches in

their EMI classrooms in order to increase interactions between professors and students as well as among students themselves and create a better learning environment. Nevertheless, as some of my participants argued, in some specific fields, the professor-centered orientation has been proven to be more meaningful in terms of teaching and to help students learn best and more comprehensively. In other words, not all EMI classes have to be full of in-class discussions and activities in order to be effective and successful. My study highlights that there is no one-size-fits-all EMI pedagogy, and each EMI professor should be given freedom to decide which pedagogical approach they believe is the most appropriate for the courses they teach respectively and practice it based on how the content knowledge is constructed and how it can be delivered most effectively and understood sufficiently in the context of EMI implementation in order to maintain the quality of teaching and learning and help students succeed in their professional fields. In addition, this freedom may encourage more Taiwanese faculty members to teach EMI courses/programs.

Fifth, in terms of the purpose of learning and using English, both the Bilingual 2030 Policy and the BEST Program highlight the economic and political benefits that English can bring to Taiwan. My study argues that a language's primary purpose – a tool for communication – needs to be emphasized. As English has earned its position to become a global lingua franca, my findings assert that learning and using English should be based on the principle of intelligibility rather than nativeness (or native-like-ness). Consequently, for Taiwan, in order to achieve the glocalized practice in EMI and better English education in general, the definition of a good English user needs to be a fluent and confident ELF – having the Taiwanese flavor to it – speaker whose English is intelligible and effective for communication (Chen, 2023). When English is used as a global lingua franca, better communication is much more important than

language accuracy. This is what many Taiwanese people (and other individuals who use English as a lingua franca) need to realize. English does not have to be spoken with a certain accent (Chen, 2023; Wu, 2022), and no one should be judged based on accent. My research findings reveal that accent should not be a factor to determine whether or not a professor is capable of teaching EMI courses, and that students (as well as the general public) should feel comfortable with a variety of English accents in order to fit in the globalized society. More importantly, my study confirms that it is critical for several Taiwanese people to change their mindset toward English and understand that the purpose of learning English is to use it as a medium to tell the world who they really are. In other words, learning/using English does not take any part of the Taiwanese' identity away; instead, it has potential to make themselves more visible in the globalized community.

Sixth, looking at the Bilingual 2030 Policy as well as the BEST Program from different angles, English/EMI is perceived at the macro level by the government as an asset that improves both economic and political visibilities to promote national competitiveness, which benefits Taiwan's next generations. However, my participants tended to focus more on English/EMI at the micro level as it provides opportunities for personal and professional development and challenges individuals to engage in more intellectual and cultural exchanges. Furthermore, my study shows that in the context of using English as a tool for communication, both professors and students are learners, and the professor-as-a-sage-on-the-stage ideology needs to be challenged. In other words, intellectually, professors are responsible for delivering accurate knowledge; however, when using a language that is not their mother tongue to teach and communicate, making mistakes needs to be understood and be appreciated as part of the learning process.

Seventh, from the government's view, in order to promote Taiwan's Bilingual 2030 Policy as well as EMI implementation in higher education actively and continuously, Taiwanese universities and colleges have been encouraged to establish their own EMI/bilingual education centers/offices and organize several EMI initiatives, workshops, and conferences. My study confirms that a support system for faculty and students is highly needed. However, concurrently, it is critical to make sure that each service, activity, or project is meaningful, not a waste of money. Quality, impact, and sustainability matter.

Finally, many Taiwanese policymakers and administrators regard EMI as a means to attract foreign students, which brings economic benefits for Taiwanese higher education institutions as well as Taiwanese society as a whole. Universities and colleges rely on foreign students to achieve internationalization of their respective campuses. Indeed, it is reasonable to say that as the population of Taiwanese traditional college-age students is declining throughout the whole nation, EMI can help Taiwanese universities and colleges find new markets for students. Yet, my findings maintain that the criterion of internationalization is not the numbers of foreign students and professors at a university or in a department. Instead, the criterion needs to put an emphasis on the transformation of domestic students, faculty, and staff members from being narrow-minded to being open-minded, sensitive, and accepting to new ideas, new ways of thinking, new experiences, as well as cultural differences in teaching and learning expectations, which highlights the importance of improving the Taiwanese's intercultural competence. In other words, if a Taiwanese faculty member can be knowledgeable about scholarship from other countries and familiar with different teaching and learning theories, research approaches, and cultural perspectives, both the professor him/herself and the students may have a more vibrant educational experience. Additionally, it is critical to realize that international students/scholars

and foreign visitors should not be the only driver for the Taiwanese to use English. English not only helps the Taiwanese receive new knowledge and information but also makes it easier for non-Chinese speakers to learn about Taiwan and gives the Taiwanese more opportunities to be more engaged with the rest of the world. It brings reciprocity.

Recommendations for Practice

The lack of clarity about the purpose and expectations of EMI as well as inconsistency between policy and practice call for a shift from native-speaker English to English as a global lingua franca, taking a developmental approach to EMI teaching and learning, and thinking of Taiwan's Bilingual 2030 Policy as a work in progress. The findings of this interpretive qualitative study and the existing literature lead to the following recommendations for practice.

First of all, my study indicates that Taiwan has not been where people can use English spontaneously in their daily lives. Therefore, the implications of my findings are that the government needs to build an environment where individuals can use English (as well as other languages) freely and all accents are welcome and appreciated. In addition, before the citizens of Taiwan start to learn English, it is critical that they first recall how they learned their mother tongue, and then gradually add English as an alternate language in daily life, just like other languages in Taiwan, and use it as much as they use their mother tongue for communication in various purposes. This should help the Taiwanese think about the importance of an environment and build the facility with English, which also guides the citizens in Taiwan to "live" with English, letting English be what it should be – a tool of communication. If getting a good grade on an English exam is the goal for learning English, one will never be able to enjoy the function and joy that a language brings. Language itself is not created for exams or worship; it is for human communication – requesting help, informing others, and sharing ideas, attitudes for

bonding (Tomasello, 2010). Nevertheless, there is no denying that there will always be individuals needing satisfactory English standardized test results for various purposes. Preparing for such exams in an environment where English is frequently used may help the test-takers ease the anxiety that tests themselves bring and help the test-takers easily apply what is learned to practice in reality.

Based on my research participants' lived experiences, the first step of learning a language is using it actively and continuously and not worrying about making mistakes, especially for those who are beginning language learners. After one is no longer afraid of using the language (English, in this context), here comes improvement and confidence. That being said, different situations require different language skills for human beings to understand (and explore) themselves, others, and the world. In other words, the valuing of different language skills is context specific. Therefore, it is important to never neglect or overvalue any particular language skill(s).

Language is unique in the fact that unless one is actively using it, he/she will never learn it. Taiwan can be a truly English-friendly (or all-languages-friendly) country when using English (and any other languages) has been popularized and naturalized across the island and when people no longer feel different or strange when hearing others speaking English (or other languages). Furthermore, it is important for the Taiwanese to build their acceptance of a multilingual environment where any unknown language is present, welcome, and valued. Based on the rationale for the Bilingual 2030 Policy as well as my research findings, in Taiwan, it is easy to see English words almost everywhere (signs, posts, announcements, etc.), which makes it easier for foreigners to travel around or live in Taiwan. However, it is rare for the Taiwanese to speak/use English as a necessary tool in daily life. It is time to focus on the expressive skills in

terms of the use of English as a tool of communication, as speaking English should be seen as normal and common as speaking Chinese, Taiwanese, and other national languages in Taiwan. Environment is key (Lin, 2021), as it drives practice and consistency.

Second, Shen (2022) emphasized that intercultural competence is regarded as one of the necessary skills for the 21st century. For many people around the world, interacting with native speakers is no longer the main reason for learning English. Instead, they "are acquiring English because it will be required of them in a wide range of work related, educational and social activities, many of which will not include native speakers" (Modiano, 2009, p. 59). My study confirms that the professors not being knowledgeable and sensitive enough about different cultural and linguistic backgrounds of students could negatively influence their ability of managing a multicultural classroom. Consequently, including intercultural training in annual professional development for faculty and administrative staff is highly recommended in order to help them develop/improve their own intercultural competence, which may also help their campuses become more multiculturally-and-multilingually-accepted-and-appreciated. Similarly, it is necessary for universities and colleges to help their students become interculturally competent so that they will be able to interact with the world successfully and effectively. In addition, my findings suggest that university administrators embed enhancing intercultural competence in their institutions' strategic plans to demonstrate bilingualism/multilingualism and focus more on the quality and effectiveness of intercultural/international programs, activities, and initiatives rather than quantity.

Taiwanese higher education institutions need to not only nurture talents with competitiveness within the global job market in the future, which is one of the aims for the Bilingual 2030 Policy, but also allow both current and younger generations of Taiwan to explore

and gain a better global vision, to be able to understand the intersection of local and international topics, to respect and appreciate different cultures in the international environment, and to be capable of communicating and interacting with people from different cultural, linguistic, and social backgrounds. My findings assert that intercultural competence is highly needed, so is the re-understanding self of the Taiwanese by English embedded in the glocalized Taiwanese identity. English, a global lingua franca, can help spread the voice of the Taiwanese and let their voice to be heard by more people. It is critical for the Taiwanese to use English to tell the world who they truly are, not who the others want them to be.

Third, according to the findings of my study, Taiwan's EMI culture – Taiwanized EMI, which is still under construction – must be carefully formed to actively respond to both local and international demands. Glocalization involves finding a happy, balanced medium between the collective idea of the East and the individual approach of the West. My study implies that although the implementation of EMI in Taiwan's higher education has created different challenges for everyone involved, it can be seen as an opportunity for Taiwan to face up to the issues that have long been ignored and take meaningful action for a better future.

One thing for all Taiwanese university administrators to think carefully about is whether the reward system is truly a good motivation and is sustainable for the long run. Do they want their professors and students to teach and take EMI courses based on believing in higher education or just out of money – faculty having an additional pay and/or students receiving a bonus? As my participants shared, even though they received all kinds of incentives whether or not their departments/institutions had been eager for EMI promotion as well as evaluation of each initiative for both faculty and students, they hoped that the funding and resources would be purposefully utilized for learning itself rather than achieving KPIs.

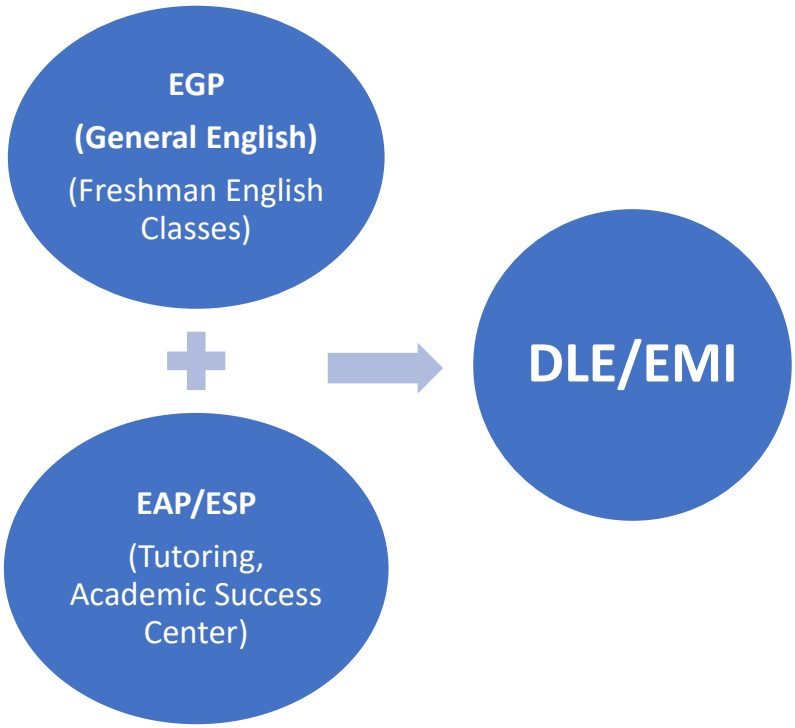
Finally, as my study confirms, a student's motivation and attitude toward learning can overcome language barriers. Having said that, the findings of my study also imply that helping students become familiar with academic language (Academic English) in their disciplines can be an effective way to promote student success as well as EMI implementation in Taiwan's higher education. On March 31st, 2023, the Ministry of Education released the plan for the second phase of the BEST program. In addition to reviewing what worked and what did not work in the past few years, the Ministry of Education highlighted the need for Taiwanese college students to improve their academic English/professional English skills in order to achieve academic success in EMI. Consequently, Taiwanese higher education institutions were asked to promote EAP/ESP and establish English Writing Centers (Ministry of Education, 2023a). Nevertheless, based on what all of my participants noted, for Taiwanese higher education institutions, using the government funds to establish a bilingual education center (or EMI center) and focusing too much on the term bilingual or EMI does not effectively attack the root causes of the existing problems. As my study participant, Fiona, argued, a high level of English proficiency based on the test scores does not guarantee academic success and well-being of a college student. Nearly one fifth of students attending National Taiwan University need tutoring or extra help in the regard of academic language in their fields (M. J. Hsu, 2023). Based on the lived experiences and observations of my research participants, there is a need for having an academic success center that provides what students really need comprehensively and emphasizes students' overall success throughout their college lives; such a center can be more meaningful and beneficial in the long run. The services that the center offers are not limited to just improving a student's language abilities; instead, various initiatives that consistently and effectively help students' learning can be held, such as tutoring, coaching, counselling, and learning skills workshops. In

other words, a student's overall academic performance and well-being can be taken care of, and their success is defined and celebrated based on their academic achievements over the four years, not just their English proficiency.

In Taiwan, it is mandatory for all undergraduate students, both domestic and international, to take general English language classes (EGP courses), which do not necessarily help students with their academic or professional English skills. Credit requirements vary depending on each institution. Students may waive taking English language classes if they have any standardized English test score that meets the university requirement. Regarding improving EAP/ESP, the tutors at the academic success center who have previously taken the EMI courses, regardless of whether those courses are required or elective, in their disciplines can help their peers become familiar with the academic language they need. Therefore, students will not be asked to take extra English language classes that focus on EAP/ESP. In other words, as Figure 5 shows, the Academic Success Center can play a key role in helping students with their EAP/ESP and then encouraging them to become independent and self-motivated learners and be responsible for their own college journey. Furthermore, the Center can be a driving force of helping shift the culture from professors talking and students listening all the time to professors and students learning and growing together.

Figure 5

EGP, EAP/ESP, and DLE (Disciplinary Literacy in English)



Recommendations for Future Research

According to several contemporary commentators, EMI in Taiwan is an unstoppable phenomenon (Hillman, 2023; Hsieh, 2022b; Tsou, 2022). My qualitative study suggests some important recommendations for future research. First, as Taiwan still has a long way to go to make it a truly English-friendly country for both local and international individuals actively engaging in this fast-changing and global community, it would be beneficial to observe EMI courses in different disciplines in a longitudinal study in order to learn more about the experiences of both professors and students and examine content learning outcomes of being taught in English. In addition, even though there have been a number of EMI studies focusing on students, more research should address not only whether or not students can do well in their EMI

classes/programs but also if they can truly learn and develop throughout their university studies more generally. It would be valuable to examine the impact of EMI on students in academic, personal, and social aspects. Furthermore, it is critical and necessary to realize that teaching undergraduate-level courses is very different from teaching graduate level ones. “Teaching graduate students is a different game” (Cassuto, 2023, para. 5). Therefore, it would be worth discovering how graduate students respond to EMI and examining whether or not their programs/institutions have provided adequate resources and support. As education, politics, and society influence one another, the relationships among the governments – both central and local, the institutions, especially the administration side, and the local communities should be explored and discussed in terms of internationalizing not only higher education institutions but also the society as a whole. It would be worth observing the dynamic collaboration among the government, the institution(s), and the community during the process of glocalizing Taiwan.

Second, EMI is not just for the Taiwanese universities and colleges that are regarded as privileged higher education institutions. Studies that focus on EMI implementation as well as the feasibility of EMI at private, technical, and vocational institutions as well as military and police academies should be conducted and are much needed. Each institution has its own culture and way to respond to the policies. It is important for the government and the general public to understand the differences among various kinds of Taiwanese higher education institutions and that different students (and faculty members as well) need different kinds of support and resources. Additionally, educational equality and educational equity in the context of EMI implementation in Taiwan’s higher education need to be discussed and evaluated so that the government and the general public can better understand the issues. These issues include uneven distribution of educational resources as well as unbalanced faculty recruitment and retention (as

well as student recruitment and retention, both domestic and international) between public/national institutions and private ones, between academic disciplines and vocational education, between schools in urban areas and the ones in rural areas, and between faculty and students who have studied abroad and those who have not. Wu (2023) found that only 40% of Taiwanese universities and colleges received financial support in terms of the BEST program in 2021 and 2022, and nearly 60% of funded universities and colleges are national/public institutions.

Third, as mentioned in the previous chapters, a number of EMI workshops have been offered and hosted by different Taiwanese universities and colleges since the Bilingual 2030 Policy was officially launched. Nevertheless, studies on faculty members' post-workshop changes or development in their professional application of EMI are still limited. Furthermore, the matters of which topics are more helpful as well as the relationship between EMI training programs/workshops and EMI teaching practices lack adequate empirical studies. Therefore, it would be beneficial to do more research on these themes in order for universities/colleges and workshop organizers/planning teams to host impactful, meaningful faculty professional development programs.

Lastly, it would be worth exploring the perspectives of international students whose first language is not Chinese attending EMI courses or programs in Taiwan. Their feedback and perceptions on EMI implementation in Taiwan could help Taiwan's higher education institutions better understand the needs of international students – not treating them as a single, homogeneous group, but recognizing and appreciating the diversity of their cultural, linguistic backgrounds and learning needs – as well as focusing on what Taiwan can do better in terms of international higher education. "One of the beautiful things about the field of international

education is that it not only allows for difference, but it has become a space in which different interests, experiences, and perspectives are often appreciated and celebrated" (Friedman & Reza, 2019, p. 69). In addition, as Punteney (2019) mentioned, "Academic cultures typically reflect the dominant values of a society" (p. 225). Just because EMI is implemented in Taiwan does not mean that Taiwanese academic culture or the Taiwanese society has been completely Westernized/Americanized or globalized. There are some other challenges facing international students, and I believe that while working on recruiting more foreign students, all Taiwanese university administrators and faculty members should think carefully about what difficulties their international students may encounter during their studies in Taiwan. "Recruitment, retention, and international student satisfaction and success are not exclusive of each other. Each has a tremendous impact on the others" (Roy et al., 2016, p. V).

Limitations

First of all, the participants of this interpretive qualitative study were recruited from the Taiwanese universities and colleges that were selected by Taiwan's Ministry of Education in 2021 as key cultivation institutions, leaving out other faculty members working at non-selected Taiwanese higher education institutions. Second, all of the participants earned their doctoral degrees in either the U. S. A. or the U. K. Therefore, the experiences, perspectives, and voices of my research participants may not be representative of the Taiwanese faculty members in general. Finally, my subjectivity might affect this study as I was the only person for data collection and analysis, and I share some common experiences and background with the participants, which might lead me to focus on some particular things and ignore the others even though I was careful to monitor and reduce my subjectivity throughout the research process.

Conclusion

"Never let the fear of striking out keep you from playing the game."

– Babe Ruth

For a long time, education has been regarded as the critical foundation for a nation to develop and grow (Hou & Cheng, 2022; Ministry of Education, 2012), and teachers/professors/instructors are like pilots, guiding the next generation with their unique talents as well as expertise and are responsible for their students' professional development throughout the educational journey. Due to the fact that higher education plays a vital and irreplaceable role in the national development of Taiwan as well as promoting Taiwan's competitiveness (Hou & Cheng, 2022), and in light of the need for internationalization and the Bilingual 2030 Policy, Taiwanese professors have been targeted to lead the change and be part of the transformation.

The aim of this interpretive qualitative study was to investigate the challenges that Taiwanese professors encountered while implementing EMI and to understand their perspectives on Taiwan's Bilingual 2030 Policy. The results demonstrate that professors' language management could be influenced by language ideology in the economic and political contexts. However, there was a disconnect between professors' educational language ideology and language practice. More work needs to be done in terms of internationalizing and bilingualizing Taiwanese higher education institutions. At the same time, the serious and constructive discussions as well as well-planned examinations regarding both quality and quantity of the existing EMI and English related initiatives and programs are musts in order to maximize the resources and provide meaningful support to the individuals in need, which were ideas emphasized by my participants. The Bilingual 2030 Policy is just the beginning, and as my study

shows, Taiwan still has a long way to go to become a nation where English (and other foreign languages) can be truly regarded as a tool for communication and can be freely used – coexistence of national languages and foreign languages, which is fine, as long as every move Taiwan makes is to lead to achieving the goals of the Bilingual 2030 Policy.

My study indicates that EMI, based on where Taiwan currently is in the context of the implementation of EMI, is double-edged. EMI can be seen as a means to provide both Taiwanese professors and students with more opportunities to learn more about the world as well as their roots. EMI can be regarded as a driver for Taiwanese higher education institutions to work more on the success and access of both local and international students in Taiwan, as well as for the government, more broadly, to think about how to make Taiwan truly English-friendly as well as linguistically and culturally glocalized. Nevertheless, it is also important to recognize that EMI is a complex social, political, economic, and ideological phenomenon that is closely intertwined with broader power structures (Hillman, 2023). Several policy-to-practice issues and unanswered questions need to be seriously discussed, and in order to answer the questions, based on the findings of my study, continuous and effective communication is much needed among the central government, local governments, and higher education institutions, including the faculty, students, as well as administration. All stakeholders should be involved in each decision-making process.

EMI can be regarded as an inspiration for the Taiwanese in many different aspects, including higher education. My study asserts that Taiwan's Bilingual 2030 Policy should be seen as a development; it has no end point, but changes and grows with time. In other words, the government policy should not be judged as a success or a failure based on the number of EMI courses/programs being offered as well as the number of support programs for both faculty and

students being established in 2030. The year of 2030 may be seen as the end in name, but it will be a new beginning for Taiwan to continue the work of internationalization and bi/multilingualization, pursuing a higher level of excellence, diversity, and engagement with others around the world. The power of envisioning the future has the potential to enrich the Taiwanese to the extent that they can take one small step forward every day, and that a little progress each day has the power to change the shape of Taiwanese society in the future.

"EMI is still being defined and redefined" (Kuteeva, 2020, p. 287). There is no one-size-fits-all EMI bible for all departments/higher education institutions and all non-Anglophone countries. Language challenges vary depending not only on the characteristics of a nation but also on academic discipline, and both professors and students need to take responsibility for ensuring academic success (Macaro, 2023). It is time to reevaluate and rethink the nature of higher education in Taiwan, envision the future of Taiwan realistically, and redefine Taiwan and the Taiwanese in the global society. Every educational framework has to evolve from local needs with a vision of growing globally, and it is critical for Taiwan to have its own glocalized, sustainable, and systemic EMI. In addition, EMI varies in terms of policy and implementation in different contexts. In other words, EMI policy and practice needs to be responsive to the local context and local needs (Hillman, 2023). Based on my research participants' lived experiences and their perspectives on EMI, it is critical for Taiwanese professors who teach EMI courses to find their own ways – the ways that help their students learn best, and the administrative side should respect professors' professions and give them freedom, space, and time to go through the process of developing their own EMI.

It is definitely difficult to use just a few words to precisely talk about the issues between China and Taiwan in various contexts. Culturally, people in China and citizens of Taiwan share

some similarities. Nevertheless, politically, China and Taiwan practice different political systems and ideologies. Focusing on Taiwan, my study reaffirms that even though implementing EMI and improving overall English proficiency of the Taiwanese may be understood as de-sinicization (in the political context), it is important to clarify that the Bilingual 2030 Policy is not about prioritizing English and abandoning the Chinese culture (traditions, social norms, literature, arts, music, architecture, dance, calligraphy, cuisine, spiritual values, philosophy, religious beliefs, etc.); it does not have to be seen as a threat that may negatively impact the Taiwanese's national, cultural, and linguistic identity. English as a tool for communication can not only benefit Taiwan in various ways internationally, but also strengthen the existence, inclusion, and visibility of the Taiwanese's multicultural and multilingual identity on the global stage. As a result, Taiwan will lose nothing and gain more power and support to continuously make contributions to the world in many different ways.

One important thing I learned throughout this research journey is that contradiction does not always have to be negative; thinking about contradiction differently, it can be regarded as a bridge that connects what people know and what they do not know, past, present, and future, and tradition and modernity – as long as people keep open minds and never forget who they are and what they value. Challenges are opportunities, depending on how individuals see them and react to them. Indeed, EMI may be regarded as a headache for many individuals in Taiwan, and it has brought some chaos. However, it also provides a chance for everyone involved in the implementation of EMI to rethink teaching and learning in higher education and seek improvement and innovation. EMI is full of challenges, and each challenge is a research topic.

The design of a nation's banknotes usually represents the history and beauty of a country; it also displays what that country values. In the center of a one thousand New Taiwan Dollar

(NTD) banknote, it shows four Taiwanese children looking at the globe – learning and exploring the world. According to the Center Bank of Republic of China (Taiwan) (n.d.), education was the main theme of one thousand NTD banknote design. Every time I look at a one thousand NTD banknote, I recall Masschelein and Simons's (2013) concept of scholè – the learning opportunity, time, and space being created for students to freely discover and discuss what is on the table, how the world looks like, and what is going on around the world.

Change takes time and allows us to make mistakes and then learn from them. Change can be slow, and it is okay, as long as we are making progress. A journey of a thousand miles begins with a single step; a nine-story pagoda rises from the ground. Taiwan has been recognized as an integral part of this fast-changing and international community. Furthermore, the importance of Taiwan, in the contexts of economy, culture, democracy, as well as geopolitics, has also been highly acknowledged by many countries around the world. Having said that, Taiwan cannot always be dependent on the support from other allies and wait for help. Instead, Taiwan needs to learn from the past and grow/develop based on its own perseverance and resilience. In addition, Taiwan has to strengthen its own irreplaceability that not only ensures its identity but also helps it actively and consistently engage in the globalized world. There is still much work to be done; hard work leads to success. Focusing on how Taiwan's Bilingual 2030 Policy as well as EMI implementation can contribute to the global competitiveness of the Taiwanese, let Taiwan use English as a means to strengthen the bonds between the Taiwanese and the individuals across the globe, tell stories about itself and its people, work with all members in the global community, striving to build a better future, and shine with confidence and dignity – the Taiwanese identity – on the world's stage.

APPENDICES

APPENDIX A

RECRUITMENT EMAIL (IN ENGLISH)

Appendix A

Recruitment Email (In English)

Dear (Title & Name),

Hello. I sincerely hope all is well with you. My name is Sung-Chun (David) Chou, and I am a Ph.D. Candidate in Cultural Foundations of Education at Kent State University located in Kent, Ohio, U. S. A. You are being invited to participate in a qualitative research study about Taiwan's Bilingual 2030 Policy: Challenges for Higher Education Faculty. I feel that you are perfectly suited to provide insight into this topic. This study has been reviewed and approved by the Kent State University Institutional Review Board.

The purpose of this study is to explore the challenges that Taiwanese professors face when implementing EMI (English as a Medium of Instruction) and to understand their perceptions of Taiwan's Bilingual 2030 Policy.

Participation is confidential and involves participating in a one-on-one semi-structured interview that will take approximately one hour of your time and be held at a place of your choosing or virtually on Microsoft Teams, Google Meet, or LINE. The interview has two parts. The first part focuses on your experience in EMI teaching and challenges you face. The second part is about your perspective on Taiwan's Bilingual 2030 Policy. I will use the language you prefer for the interview. I understand that some questions may be more appropriate and reasonable in one language or the other; therefore, if you agree to be interviewed, you may switch back and forth (Chinese and English or Taiwanese and English) throughout the interview.

If you agree to be interviewed, at the time of the interview, I will ask you to sign the consent forms to give your consent to the interview. Also, I will ask for your consent to be audio-recorded, to ensure accurate transcription and analysis. You may agree to be interviewed without also agreeing to be recorded.

There are no known risks greater than those experienced in everyday life. In appreciation of your time, you will receive $1,500 NTD after interviewing.

If you would like to participate or would like additional information to assist you in reaching a decision about participation, please do not hesitate to contact me at schou3@kent.edu or 0972-001-211. You may also contact my advisors Dr. Natasha Levinson at nlevinso@kent.edu and Dr. Martha Merrill at mmerril@kent.edu.

Thank you very much for your consideration and have a great day!

Respectfully,

Sung-Chun (David) Chou

APPENDIX B

RECRUITMENT EMAIL (IN CHINESE)

Appendix B

Recruitment Email (In Chinese)

尊敬的 XXX 教授道鑒，

您好，展信愉快、平安。我是美國肯特州立大學(Kent State University)文化與教育研究所(Cultural Foundations of Education)的博士候選人周松濬。我目前正在著手進行博士畢業論文研究，論文題目為「臺灣 2030 雙語政策：大學教授面臨的挑戰」。本質性研究使用深入訪談的方法了解臺灣大學教授因應政府施行全英語授課或是雙語授課所面臨的挑戰以及對 2030 雙語政策的看法與見解。研究相關訊息如下：

(1) 研究將以一對一個別訪談的方式進行，訪談時間約 1 個小時。
(2) 研究者為了確保訪談紀錄的完整精確，在訪談過程中將全程錄音，並且會將錄音內容謄錄為文字資料進行分析。
(3) 其中有關受訪者個人身分的部份，研究者將會處理使其不被辨識出來，且在公開研究結果之前，所有有關於您的資料會交給您核閱，以確認資料的正確性。
(4) 所有的訪談及資料都會被妥善保管，研究者也會在研究結束後，將錄音檔案與相關資料一併銷毀。
(5) 對於研究者所提出的問題，您有權決定是否回答，以及回答的內容與程度。在研究過程中您隨時可以中斷或退出研究，並有權收回已經提供的所有資料，而不會受到任何損傷。
(6) 訪談結束後，您將會收到新台幣 1,500 元的酬謝金，以茲感謝您的參與。

若松濬有榮幸邀請到您參與本研究的話，在進行訪談之前，松濬會給予一份研究同意書，取得您的同意參與，同時也會提供您一份訪談大綱以供您參考。若您願意參與本研究並和松濬分享您的寶貴經驗與看法，敬請播冗回覆此電子郵件。若您有任何關於本研究的問題，也歡迎您與松濬進一步討論並給予指教。

在此誠摯邀請您參與本研究。

期待您的回音與參與，感謝您！

敬祝 身體健康、平安喜樂、諸事順心！

Kent State University
Cultural Foundations of Education
指導教授：Dr. Natasha Levinson (nlevinso@kent.edu)
Dr. Martha Merrill (mmerril@kent.edu)
後學/博士候選人：周松濬 (schou3@kent.edu)
敬邀

APPENDIX C

INTERVIEW QUESTIONS (IN ENGLISH)

Appendix C

Interview Questions (In English)

Part 1 – EMI Experiences & Challenges

1. Have you ever taught in English while pursuing your Ph.D. degree abroad? Do you think having study abroad experience makes teaching EMI courses easier than it is for Taiwanese professors without education abroad experience? Why or why not? Please describe and provide examples.
2. What does using English mean to you?
3. How often do you use the four English skills (reading, writing, speaking, and listening) not only in the classroom and in class preparation but also in daily life?
4. How does your overall usage of English affect your EMI teaching?
5. When did you first teach an EMI class in Taiwan?
6. Do you teach both EMI and CMI courses?
7. What class(es) do you teach in English/have you taught in English?
8. What are the internal and external factors/causes for you to teach EMI courses?
9. How do you define EMI teaching?
10. How do you think the Ministry of Education defines EMI teaching?
11. How do you design and prepare for your EMI courses (including material selection, lesson structure, teaching methods, assignment design, in-class activities, etc.)?
12. How much discretion do you have in your EMI course design and preparation?
13. Are there any differences between EMI teaching and CMI (Chinese as a Medium of Instruction) teaching in course design as well as preparation? Please describe and give examples.
14. What are the educational/pedagogical challenges and difficulties you have faced when teaching your EMI course(s)?
15. Which ones were you able to resolve, and which ones are ongoing? Why were some issues easier to resolve than others?
16. What keeps you worried most based on the EMI course(s) you teach? What keeps you interested in and excited about EMI?

17. What are the ways that you assess student understanding and learning? Any differences between assessment in EMI courses and in CMI ones? How has students' feedback influenced how you teach your courses?
18. What do you think is the best or most effective way to teach in each of the EMI courses you teach?
19. What advice would you give to other professors who are going to teach their first EMI course?

Part 2 – Perspectives on the Bilingual 2030 Policy

20. What do you know about the motivations for Taiwan's Bilingual 2030 Policy?
21. What is being done in your department/college/university regarding internationalization of higher education? How would you describe the connection between you implementing EMI and internationalization of your department/college/university?
22. What initiatives has your department/college/university launched to promote bilingualization on campus? What have been the outcomes of these initiatives for students as well as for professors? Please describe and give examples.
23. What sort of preparation or best practices for EMI does the Ministry of Education or regional resource centers for bilingual education that are funded by the Ministry of Education offer/promote? What do you find helpful about their approach? What needs improvement or rethinking? Please describe and give examples.
24. In your opinion, how has the Bilingual 2030 Policy been implemented so far?

APPENDIX D

INTERVIEW QUESTIONS (IN CHINESE)

Appendix D

Interview Questions (In Chinese)

第一部份 – EMI 授課經驗與挑戰

1. 請問您在國外就讀博士班期間有用英文教課過嗎？您認為有國外教課經驗的台灣教授會比沒有國外教課經驗的教授們更能接受目前台灣的 EMI 授課施行政策嗎？ Why or why not？請說明並提供例子。
2. 使用英語對您的意義是什麼？
3. 請問您平常使用英文的頻率是如何？(聽、說、讀、寫；不只是教課與備課，還有在日常生活中的英文使用。)
4. 請問您平日的英文使用頻率對您的 EMI 授課有帶來任何幫助或正面影響嗎？
5. 請問您什麼時候第一次在台灣進行全英語授課(或是雙語授課)？
6. 請問您同時教授 EMI 以及 CMI 的課程嗎？
7. 請問您 EMI 授課的課程科目名稱有哪些？(從以前到現在所教的課程)
8. 請問您 EMI 授課的外在與內在動機/原因為何？
9. 請問您如何定義 EMI teaching？
10. 請問您對教育部公告的 EMI teaching 定義的看法是如何？
11. 請問您如何準備與設計您的 EMI 課程？(包含材料的選擇、課程架構、教學方法、作業的布置、課堂活動等等。)
12. 請問在您的 EMI 課程設計與備課上，您有多少的自主決定權與學術自由？
13. 在課程設計與備課上，您有發現任何 EMI 授課與 CMI 授課之間的不同嗎？請說明並提供例子。
14. 請問在您的 EMI 授課經驗當中，曾經遇過或是正遇到哪些在教育方面的或是教學(方法)上的挑戰與困難？
15. 關於您提及的挑戰與困難，有哪些是你可以或是已經解決的？有那些是還在持續發生的？為什麼？

16. 依照您的 EMI 授課經驗，有什麼是會讓您會持續擔心的？有什麼是持續激發您、鼓勵您、讓您繼續進行 EMI 授課的動力與誘因？
17. 請問您如何評量學生們的學習與理解程度？在 EMI 授課與 CMI 授課上有什麼差異嗎？學生們的回饋如何影響您的 teaching methods 以及 teaching and learning philosophy？
18. 您認為對於您所教授的 EMI 科目，最適合與最有效的教學方法是什麼？
19. 您會給即將進行第一次 EMI 授課的台灣教授們一些什麼建議、忠告、與鼓勵？

第二部份 – 2030 雙語政策之看法與見解

20. 請問您對台灣推動 2030 雙語政策的動機了解多少?有什麼看法？
21. 請問您目前服務的系所與大學有針對大學國際化做了哪些努力與推動？請問您如何描述/詮釋您施行 EMI 授課與您的系所、學院、或大學整體國際化之間的連結與關係？
22. 請問您的系所、學院、或大學已經做了哪些推動校園雙語化的項目與活動？請問這些項目與活動的成效以及對於學生與教授們的影響為何？請說明並提供例子。
23. 您認為教育部以及全台各地區的雙語教育資源中心在 EMI 授課施行與推廣方面做了哪些準備與努力？哪些是您認為對教授們是很有幫助的?那些是您認為需要再改進與三思的？請說明並提供例子。
24. 以您的觀點與看法，您覺得目前台灣的 2030 雙語政策施行的如何？

APPENDIX E

INFORMED CONSENT TO PARTICIPATE IN A RESEARCH STUDY (IN ENGLISH)

Appendix E

Informed Consent to Participate in a Research Study (In English)

Informed Consent to Participate in a Research Study

Study Title: Taiwan's Bilingual 2030 Policy: Challenges for Higher Education Faculty
Principal Investigators: Dr. Natasha Levinson and Dr. Martha Merrill

You are being invited to participate in a research study. This consent form will provide you with information on the research project, what you will need to do, and the associated risks and benefits of the research. Your participation is paid. Please read this form carefully. It is important that you ask questions and fully understand the research in order to make an informed decision. You will receive a copy of this document to take with you.

Purpose
The purpose of this qualitative study is to explore the challenges that Taiwanese professors face when practicing EMI and to understand their perceptions of Taiwan's Bilingual 2030 Policy. Learning from Taiwanese professors' EMI experiences will help me better understand the reality of the current higher education teaching and learning environment as well as the contradictions between the government's expectations and the realities in the classroom. It will also provide insight into professional development for professors, sustainable teacher support, as well as a clearer vision for bilingualization and internationalization of Taiwan's higher education.

Procedures
You will be interviewed in person or via Microsoft Teams (or LINE or Skype, if you prefer) for this study on understanding the EMI challenges you have faced as well as your perspective on Taiwan's Bilingual 2030 Policy. The interview will take about an hour. You may be contacted by email or phone for follow-up questions if there is any piece of information that needs to be reconfirmed or elaborated. The interview will be audio-recorded, with your permission, and be held at a place of your choosing or virtually (if you prefer). The researcher will use the language you prefer for the interview. Please note that some questions may be more appropriate and reasonable in one language or the other, so you are free to switch back and forth throughout the interview.

The semi-structured one-on-one interview has two parts. The first part specifically focuses on your experience in EMI teaching and challenges you encounter. The second part is particularly about your perspective on Taiwan's Bilingual 2030 Policy.

Audio and Video Recording and Photography
The interview will be audio recorded to help the researcher work with the original data closely during the analysis process. Recordings will be destroyed once the study is complete. You have the right to refuse to be recorded. The recordings will be completely destroyed after this study is complete.

I agree to be audio recorded: YES____ NO ____

I would like to review the recordings/transcripts prior to their use: YES____ NO ____

Benefits
This research will not benefit you directly. However, your participation in this study will help the researcher to better understand how Taiwanese professors perceive and deal with educational changes shaped by the Bilingual 2030 Policy through their first-hand experiences.

Risks and Discomforts
There are no anticipated risks beyond those encountered in everyday life.

Privacy and Confidentiality
Your study related information will be kept confidential within the limits of the law. Any identifying information will be kept in a secure location and only the researchers will have access to the data. Research participants will not be identified in any publication or presentation of research results.

Future Research
Your de-identified information will not be used or shared with other researchers.

Compensation
Each participant will receive $1,500 NTD after interviewing in appreciation of their time. According to the Center for Taiwan Academic Research Ethics Education (personal communication, June 22, 2022), it is legal and acceptable to pay participants for their time in Taiwan and the range is from $1,000 NTD to $2,000 NTD ($31 USD - $62 USD).

Contact Information
If you have any questions or concerns about this research, you may contact Dr. Natasha Levinson at +1-330-672-0592/nlevinso@kent.edu or Dr. Martha Merrill at +1-330-672-0646/mmerril@kent.edu. This project has been approved by the Kent State University Institutional Review Board. If you have any questions about your rights as a research participant or complaints about the research, you may call the IRB at +1-330-672-2704.

Consent Statement and Signature
I have read this consent form and have had the opportunity to have my questions answered to my satisfaction. I agree to participate in this study. I understand that a copy of this consent will be provided to me for future reference.

Participant Signature **Date**

APPENDIX F

INFORMED CONSENT TO PARTICIPATE IN A RESEARCH STUDY (IN CHINESE)

Appendix F

Informed Consent to Participate in a Research Study (In Chinese)

KENT STATE UNIVERSITY

研究參與者同意書

我了解本研究的研究者為美國肯特州立大學文化與教育研究所博士候選人周松濬，因畢業論文，在肯特州立大學教授 Dr. Natasha Levinson 與 Dr. Martha Merrill 的指導之下設計並執行此研究，此研究主要是想了解台灣大學教授因應政府施行全英語授課或是雙語授課所面臨的挑戰以及對 2030 雙語政策的看法與見解。我也了解並同意：

(1) 研究將以一對一個別訪談的方式進行，訪談時間約 1 個小時。
(2) 研究者為了確保訪談紀錄的完整精確，在訪談過程中將全程錄音，並且會將錄音內容謄錄為文字資料進行分析。
(3) 其中有關我個人身分的部份，研究者將會處理使其不被辨識出來，且在公開研究結果之前，所有有關於我的資料會交給我本人核閱，以確認資料的正確性。
(4) 所有的訪談及資料都會被妥善保管，研究者也會在研究結束後，將錄音檔案與相關資料一併銷毀。
(5) 對於研究者所提出的問題，我有權決定是否回答，以及回答的內容與程度。在研究過程中我隨時可以中斷或退出研究，並有權收回已經提供的所有資料，而不會受到任何損傷。
(6) 參與本研究不會為我自己帶來直接的效益。然而，我的參與有助於研究者與其他相關領域的人員、甚至社會整體對台灣目前在高等教育體系施行全英語授課或是雙語授課有更深入的了解。
(7) 受訪完後，我將得到新台幣 1,500 元酬謝金。

我已完整閱讀並詳細瞭解此份同意書的內容，我同意並接受和此位研究者一起參與這個研究。

研究參與者姓名：_____

研究者姓名：_____

簽署日期：西元　　年　　月　　日

APPENDIX G

KENT STATE UNIVERSITY IRB APPROVAL

Appendix G

Kent State University IRB Approval

IRB Approval

491

Taiwan's Bilingual 2030 Policy: Challenges for Higher Education Faculty

To: Levinson, Natasha

I am pleased to inform you that the Kent State University Institutional Review Board reviewed and approved your **Exempt** request for Approval to Use Human Research Participants.

Please refer to the study number **491** when communicating with us about this study.

Approved on: Tuesday, November 15th 2022

Expiration date: no date provided

Continuing review: no date provided

If "No date provided" the study has not been assigned continuing review and does not expire.

View the protocol: kent.kuali.co/protocols/protocols/636d1d51bee79900350297e4

IMPORTANT:

Open the protocol to review any approval comments.

You must report any external funding or contract to our office (as well as Sponsored Programs).

You must use the IRB approved consent form(s) that can be accessed via Kuali.

This study was reviewed for compliance with Title 45 Part 46 of the Code of Federal Regulations, and if applicable, rules for the conduct of clinical trials and use of HIPAA regulated information.

You must file the following forms as necessary*:*

- *Continuing review requests,*
- *Closeout form when all interaction/interventions are completed and data is de-identified,*
- *Amendment form to request a project change,*

- *PROMPTLY file events report form for any adverse/unanticipated events and noncompliance.*

Kent State University has a Federal Wide Assurance on file with the Office for Human Research Protections (OHRP); FWA Number 00001853.

To search for funding opportunities, please search Pivot at https://pivot.proquest.com/

If you have any questions or concerns, please contact the Office of Research Compliance at Researchcompliance@kent.edu or 330-672-8058.

On behalf of the IRB, thank you for your dedication to human subjects compliance,

Kevin McCreary, Director

Sarah Pfeiffer, Assistant Director

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