

Comparison of challenge between Taiwanese and Japanese students in EMI courses, take Wenzao as an example

ADVISER: PROFESSOR SOPHIA LU

UE4B 1109200109 ANGEL LI

UE4B 1109200509 EMMA MAETANI

UE4B 1109200512 RISA SHIRAMIZU

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INTRODUCTION

Background

- Overall Bilingual Policy Promotion Program
- Aiming to establish bilingualism by 2030
- 108 curriculum integrates English with subjects for concurrent learning

Motivation and Purpose



Wenzao introduced EMI
course in 2021

Encounter challenges

Propose the solution



Research Questions

1. What are the challenges the English major students faced in the EMI course?
2. What are the different challenges between Taiwanese and Japanese students?

LITERATURE REVIEW

Kansai University and Dongwu University

- **Purpose:** Foster diverse collaboration in EMI
- **Challenge:** Low English proficiency in Japanese and Taiwanese students
- **Key:** English training vital for higher EMI courses
- **Shift in Focus:** Moving to explore students' perspectives

(Takaichi Okuda et al., 2021)

Definition of EMI

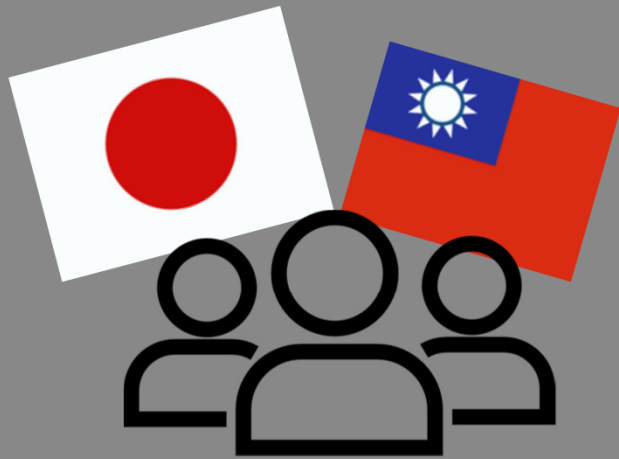
EMI : English as a Medium of Instruction

Definition by Ernesto Macaro

Teaching academic subjects in English

Regions with non-primary English as first language

PARTICIPANT



1. Students in Wenzao

- 8 Taiwanese and 8 Japanese
- English department
- Second to fourth-year students
⇒ Freshmen don't have adequate experiences

English level distribution

C1: 1, B2: 5, B1: 7

2. the dean of college of international culture, education, and foreign affairs to be interviewed



WHY

- rooted in the different backgrounds of English education between the two countries

RESEARCH METHOD

qualitative research case study

~one-on-one interviews~

- focuses on individuals
- characterized by being able to ask about specific and detailed information
- in Chinese for Taiwanese and in Japanese for Japanese



FINDINGS

- **No differences** between Taiwanese and Japanese students
- **Basic English ability** is the crucial factor
- Students who reach above the B2 level or under the B2 level both have difficulty in **professional terms**
- **Teaching methods** and the way the teachers deliver the course affected the learning effectiveness a lot



SOLUTIONS AND RECOMMENDATION

STUDENTS

- preview before the class, review after the class
- self-study, group discussion
- take basic English ability courses

SOLUTIONS AND RECOMMENDATION

TEACHERS

- use simple languages
- adjust the way delivering the class
- record the video in the class

SOLUTIONS AND RECOMMENDATION

SCHOOLS

- promote learning resources e.g. LDCC
- offer more elective courses for basic English skills
- be more flexible for choosing the course

CONCLUSION

01 2030 Bilingual policy

02 Wenzao is a language-orientated school

It is an issue we should not ignore, and we hope this is a helpful and feasible study.

**THANK YOU
FOR
LISTENING!**