

# Turning EMI: The Voice of Students



## Presenter:

**Master Steve Lee, aka., Little Mustache**

Project Manager

Center for Bilingual Education

## Supervisor:

**Prof. Danny Huang, aka., Grumpy Old Man**

Associate Professor

Dept. of Foreign Languages and Literatures

Assistant Director of Student Division

Center for Bilingual Education



# Outline

- **Background**
- **Method**
- **Results and Discussion**
- **Conclusion**



# Background

- **Program on Bilingual Education for Students in College (BEST Program)**
- **KPIs**

Criterion	2024	2030
Percentage of students acquiring an English proficiency equivalent to CEFR B2 before entering their Sophomore year	25%	50%
Percentage of credits coming from EMI classes for 20% of sophomore and first-year grad students	20%	
Percentage of credits coming from EMI classes for 50% of sophomore and first-year grad students		50%



# Background

- **Establishment of the Center for Bilingual Education (CBE)**
- **Our Mission:**
  - Faculty - provide assistance toward the transition from instructing in Chinese to English
  - Student - improve English proficiency
  - Universitywide - create an English-friendly environment



# Background

## Purposes

- To investigate students' perception of the EMI policy and practice and Freshman English curriculum
- To explore the resources they need



# Research Questions

- How do students respond to the BEST program and its KPIs?
- What are students' attitudes toward EMI?
- How do students perceive the current Freshman English curriculum?
- What resources do students need?



# Method - Survey



# Method - Survey

- 26 items
  - personal information (5)
  - self-assessment of English/Chinese proficiency (8)
  - attitude toward the BEST program and its KPIs (4)
  - attitude toward the implementation of EMI at NTU (7)
  - resource and needs (2)
- Reliability  
 $\alpha = .85$
- Validity  
Content expert opinions





# Method - Data Collection

- online survey (google form)
- mass email to all NTU students
- NTU Facebook fanpage for students
- CBE's website
- other platforms



# Method - Data Analysis

The data were analyzed mainly quantitatively.

- Downloading data
- Cleaning data
- Coding data
- Conducting descriptive statistics



# Method - Participants



## College Distribution (n=2,681; domestic = 2,505, international = 176)

College	Number of participants	Percentage (%)
Engineering	370	13.8
Bio-Resource & Agriculture	357	13.32
Liberal Arts	348	12.98
Social Science	329	12.27
Science	278	10.37
Management	272	10.15

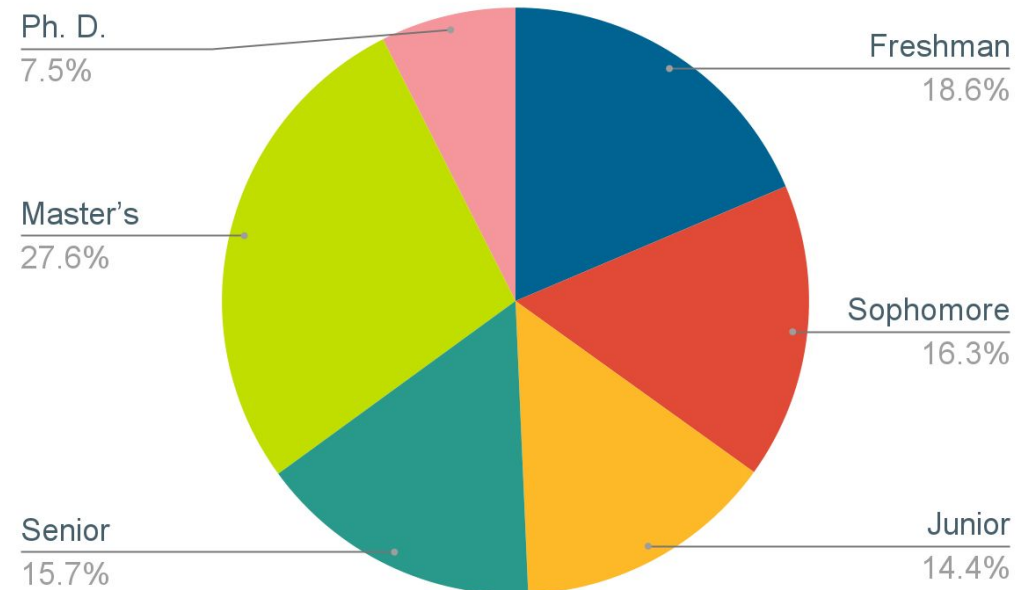
College	Number of participants	Percentage (%)
Medicine	260	9.7
Electrical Engineering & Computer Science	197	7.35
Law	125	4.66
Life Science	77	2.87
Public Health	68	2.54



# Method - Participants

**Grade Distribution (n=2,681; domestic = 2,505, international = 176)**

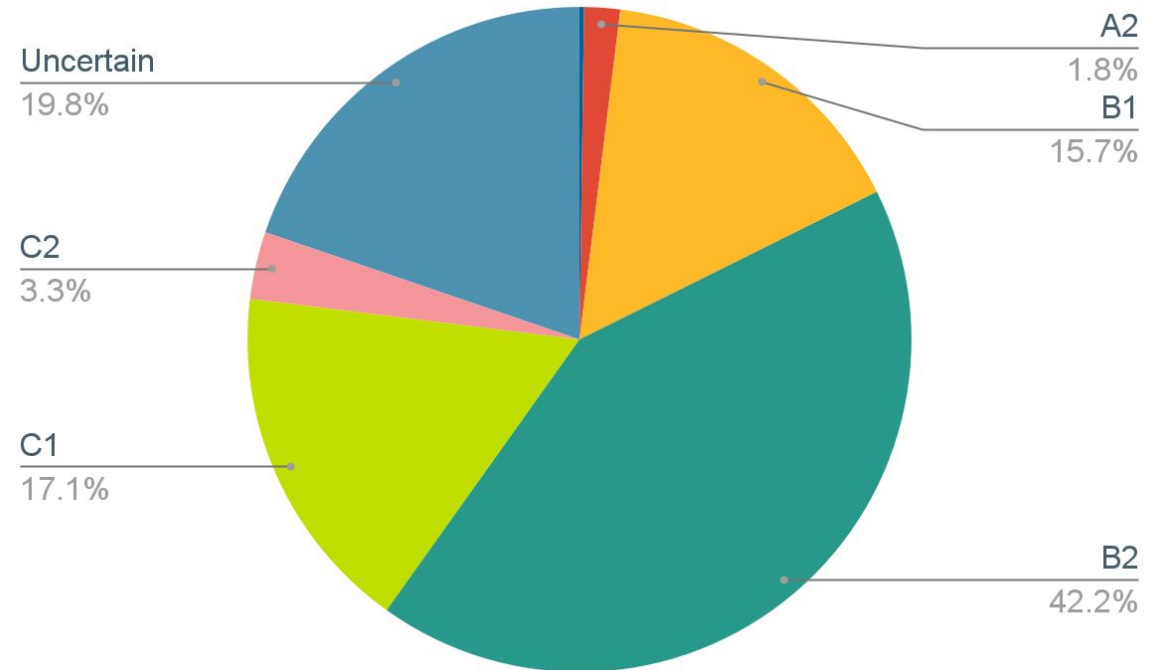
Grade	Number of Participants	Percentage
Freshman	499	18.61
Sophomore	437	16.3
Junior	386	14.4
Senior	420	15.67
Master's Students	739	27.56
Ph. D. Students	200	7.46



# Method - Participants

Self-assessed English Proficiency (n=2,681; domestic = 2,505, international = 176)

CEFR	Number of Participants	Percentage
A1	6	0.22
A2	47	1.75
B1	421	15.70
<b>B2</b>	<b>1131</b>	<b>42.19</b>
<b>C1</b>	<b>458</b>	<b>17.08</b>
<b>C2</b>	<b>88</b>	<b>3.28</b>
Uncertain	530	19.77



# Results

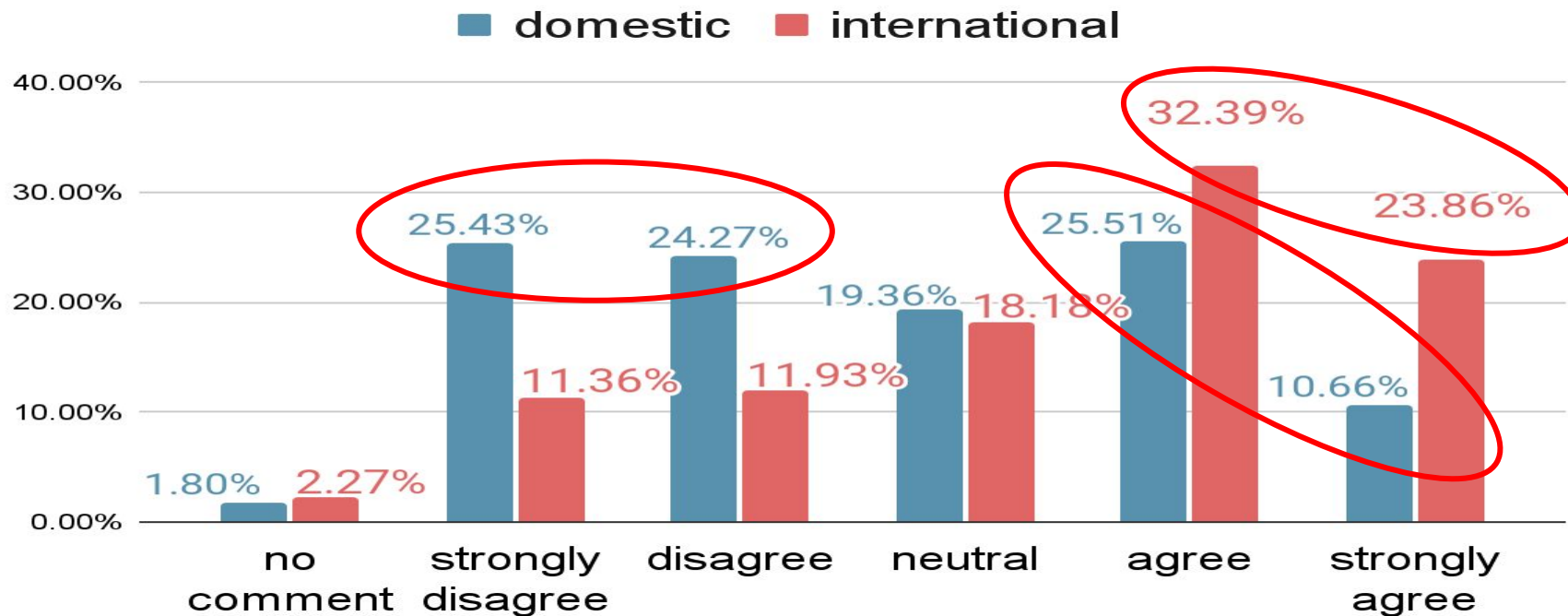
**RQ1:**

**How do students respond to the BEST Program and its KPIs?**



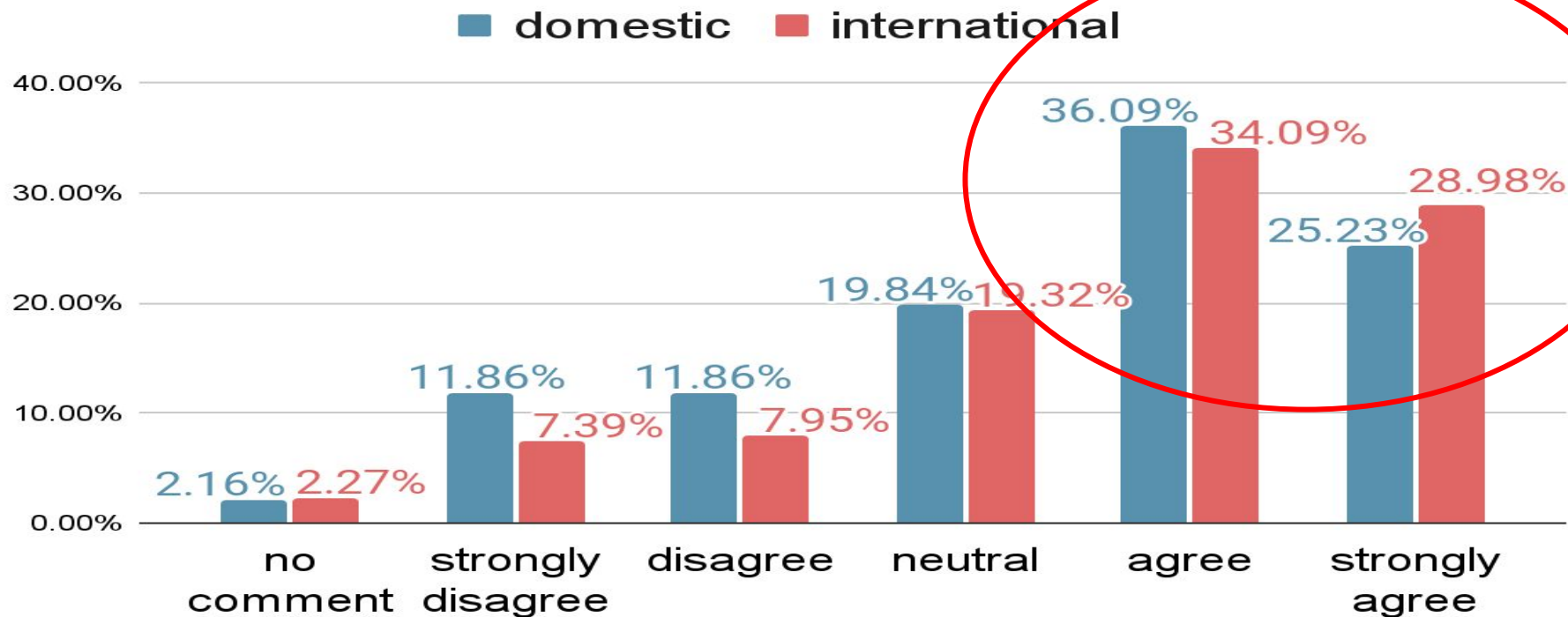
# Results

Do you agree that 50% of the total credits should come from the EMI classes for 50% of sophomore and first-year grad students by 2030?



# Results

Do you agree that 50% of students should acquire an English proficiency equivalent to CEFR B2 before entering their Sophomore year by 2030?





# Results

## RQ1: Interim Summary

- Domestic students are divided regarding the KPI of “50% of credits coming from EMI”, with 50% of them disagreeing and 35% agreeing.
- CEFR B2 seems to be an adequate level of English proficiency to obtain.



# Results

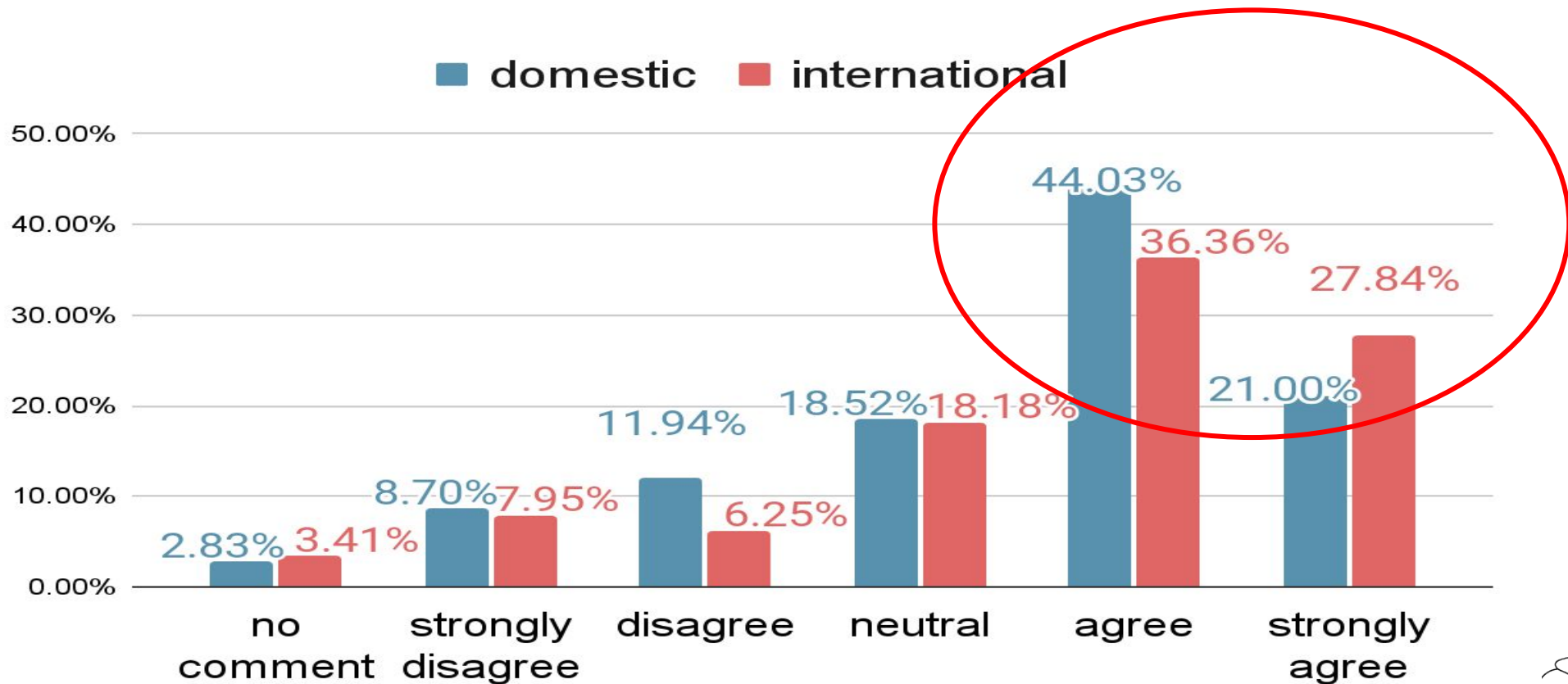
**RQ2:**

**What are students' attitudes toward EMI?**



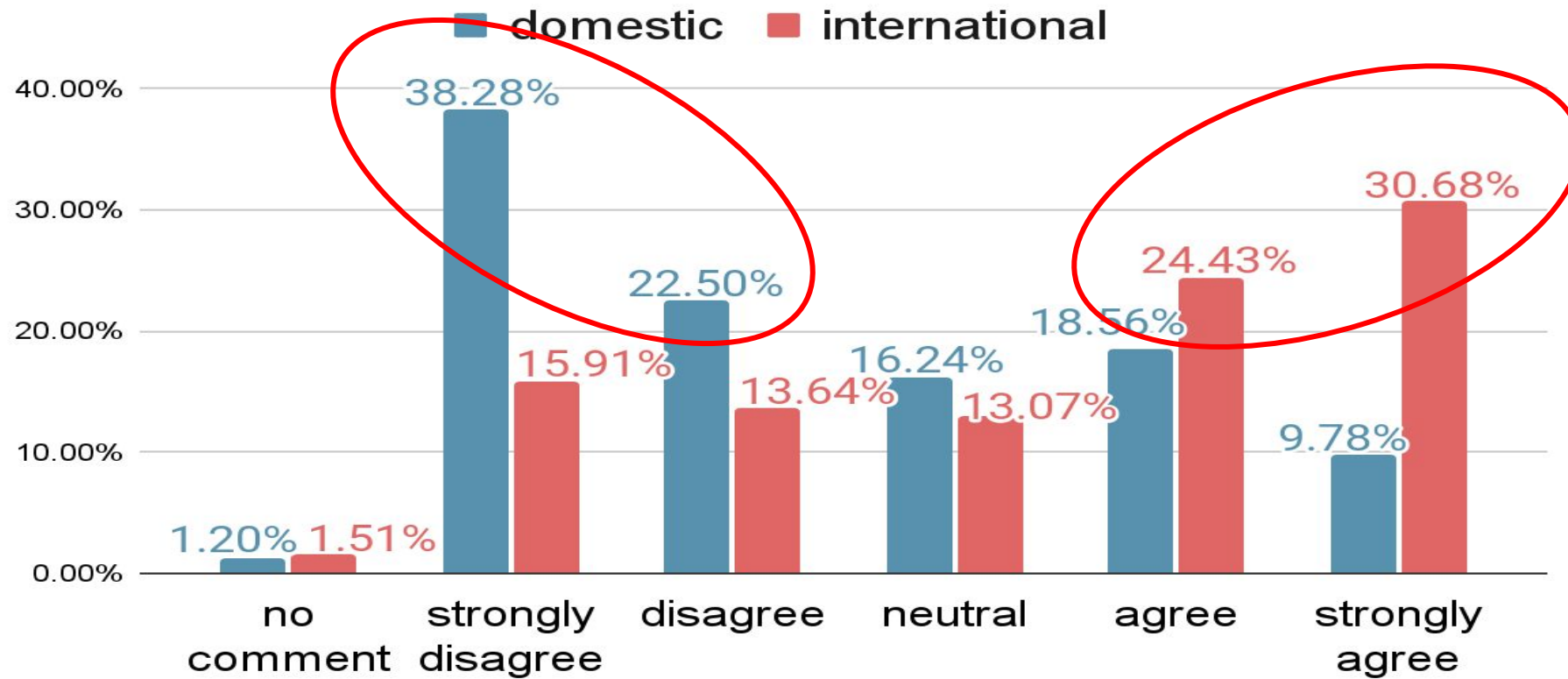
# Results

Do you agree that EMI should be implemented in elective classes?



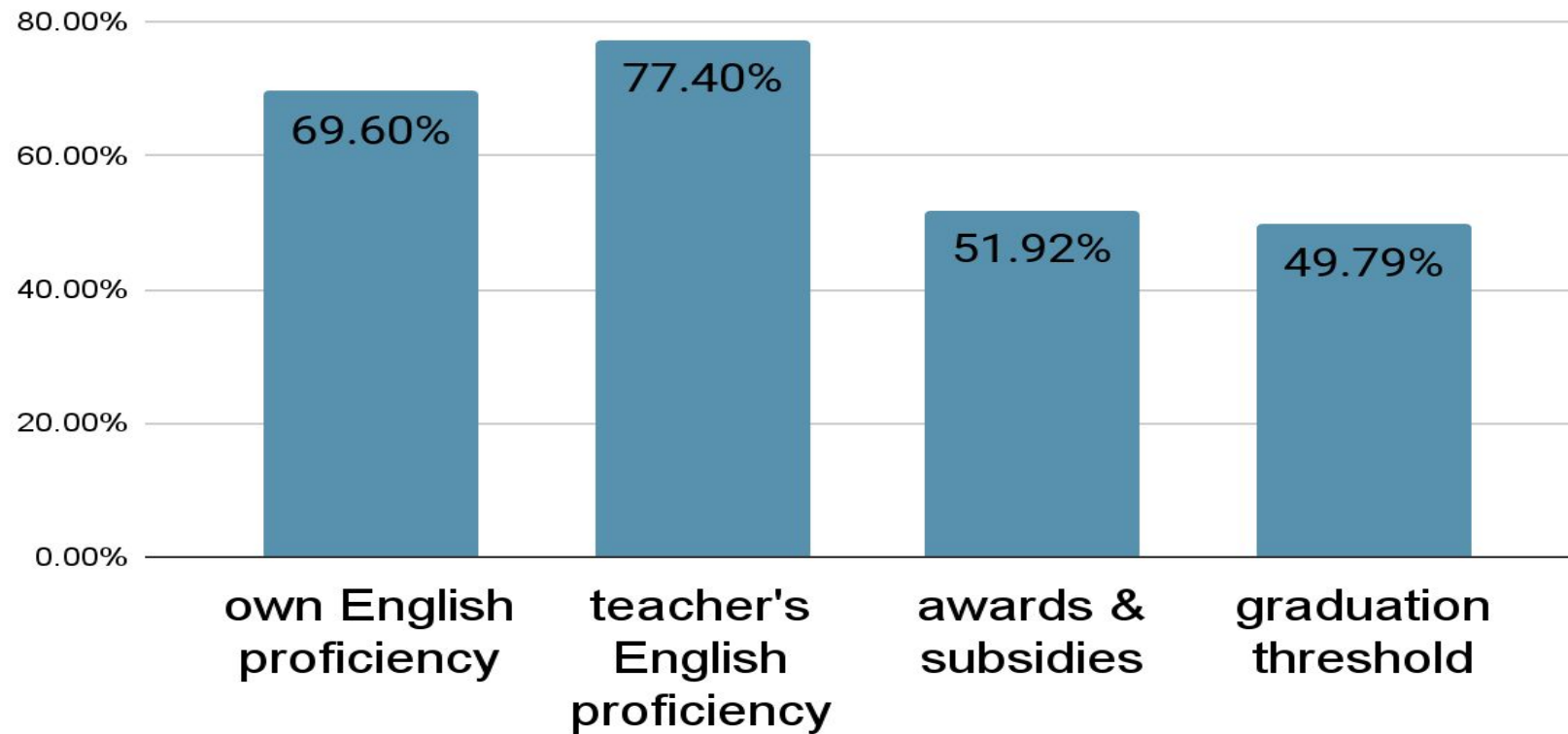
# Results

Do you agree that EMI should be implemented in required classes?



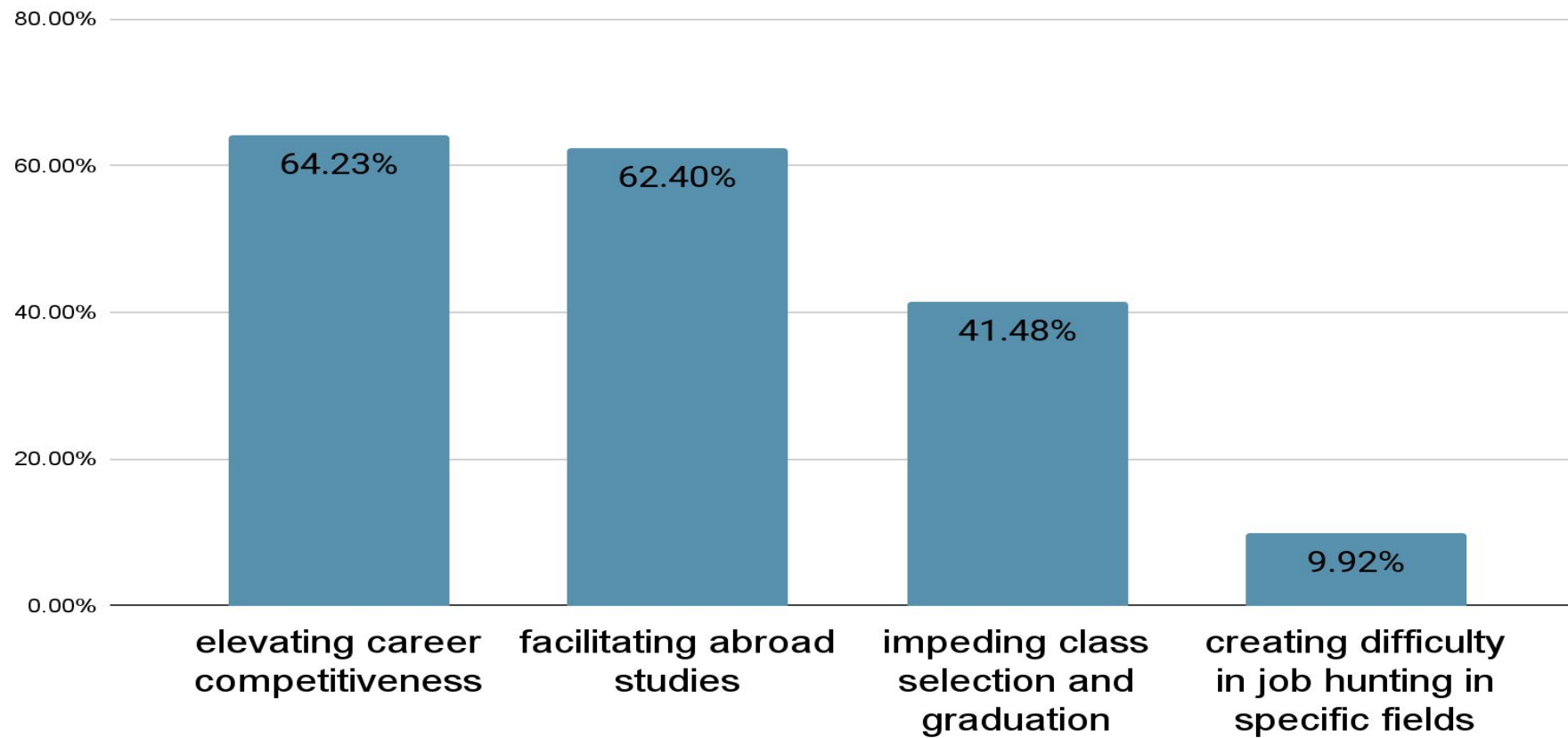
# Results

Which of the following reasons would incentivize you to take an EMI class?



# Results

How would the implementation of EMI affect your future?



# Results

## RQ2: Interim Summary

- Domestic students favor the implementation of EMI in elective courses.
- The majority of domestic students believe taking EMI classes should be a choice, rather than a requirement.
- English proficiency is the most influential factor for students when deciding on whether or not to take an EMI class.
- Most students believe that EMI is beneficial for future career and facilitates abroad studies.



# Results

**RQ3:**

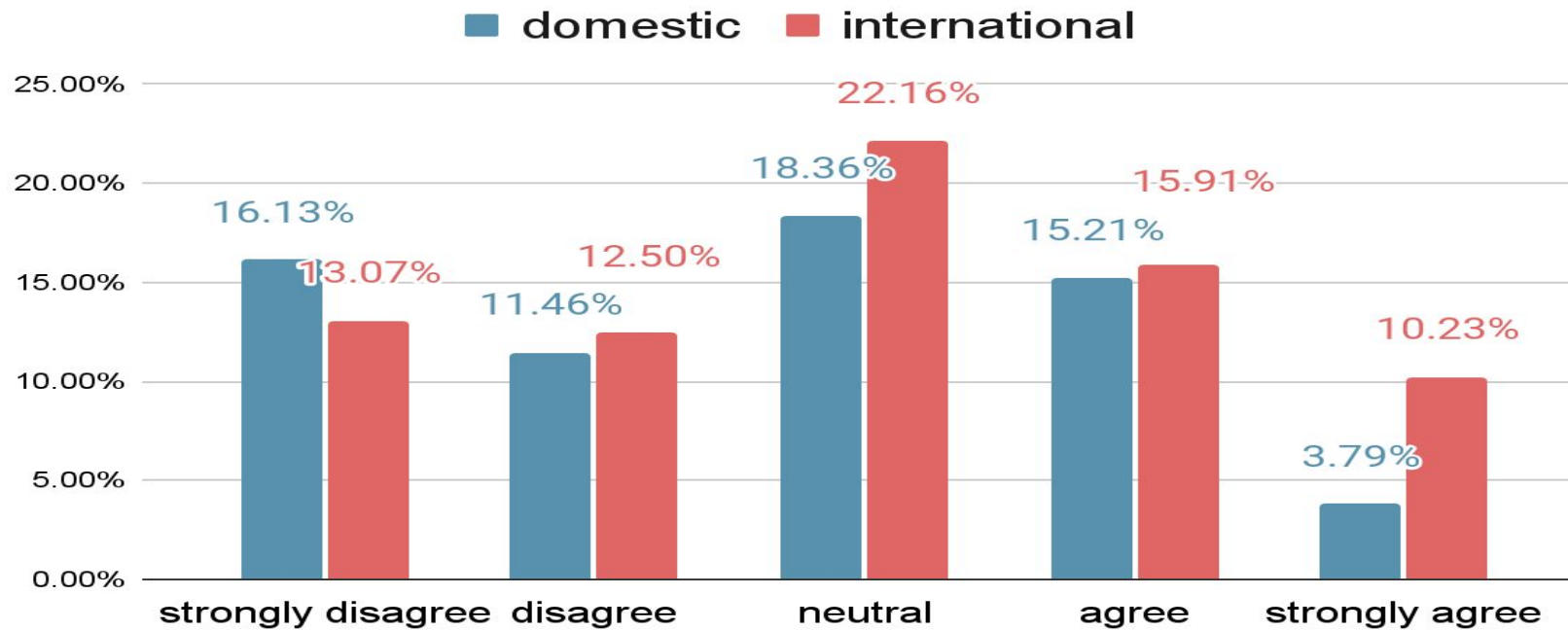
**How do students perceive the current  
*Freshman English curriculum?***





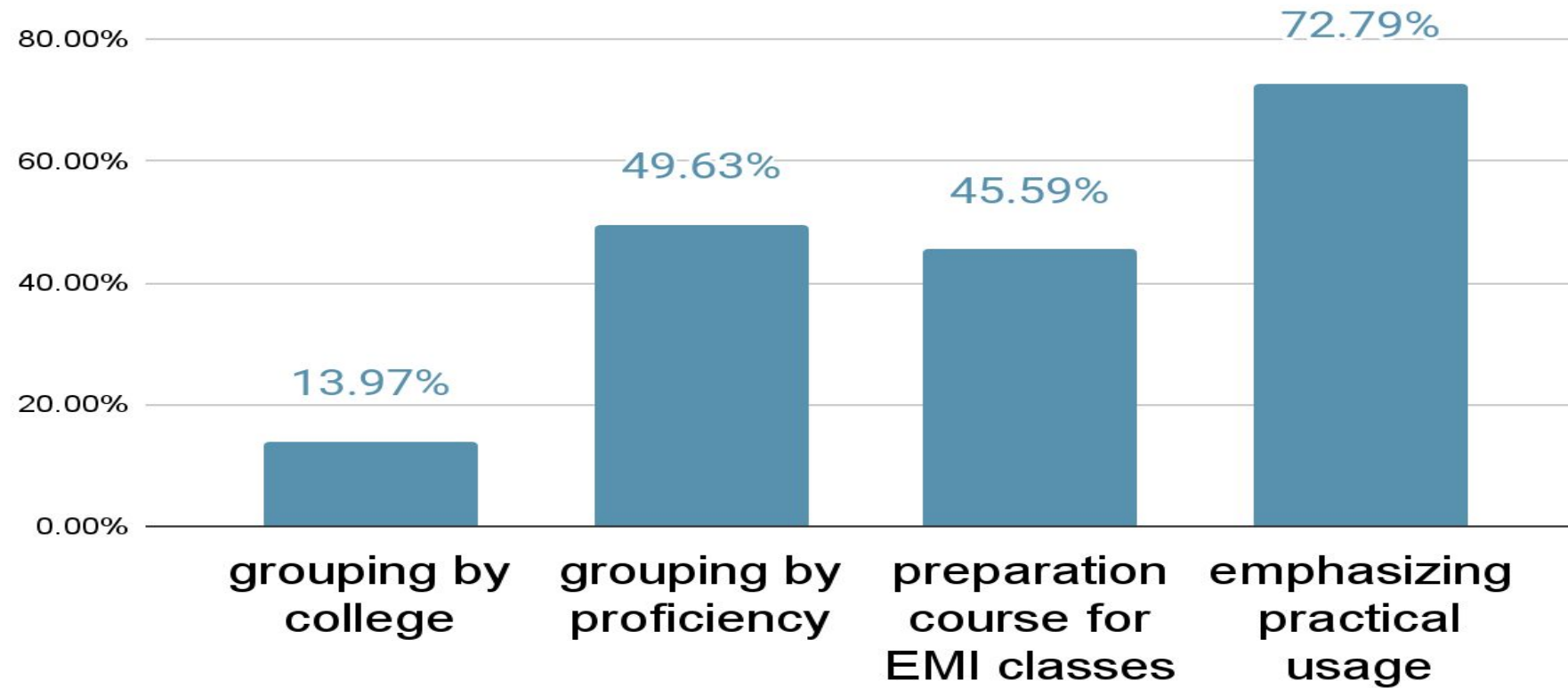
# Results

Do you agree that the current *Freshman English curriculum* helps improve your English proficiency?



# Results

If we were to redesign *Freshman English Curriculum*, which of the following would improve English proficiency more effectively?



# Results

## RQ3: Interim Summary

- Not all the students are convinced that the current *FE curriculum* improves English proficiency.
- The majority of the students believe that *FE curriculum* should focus more on the practical usage of English and on the preparation for EMI classes.



# Results

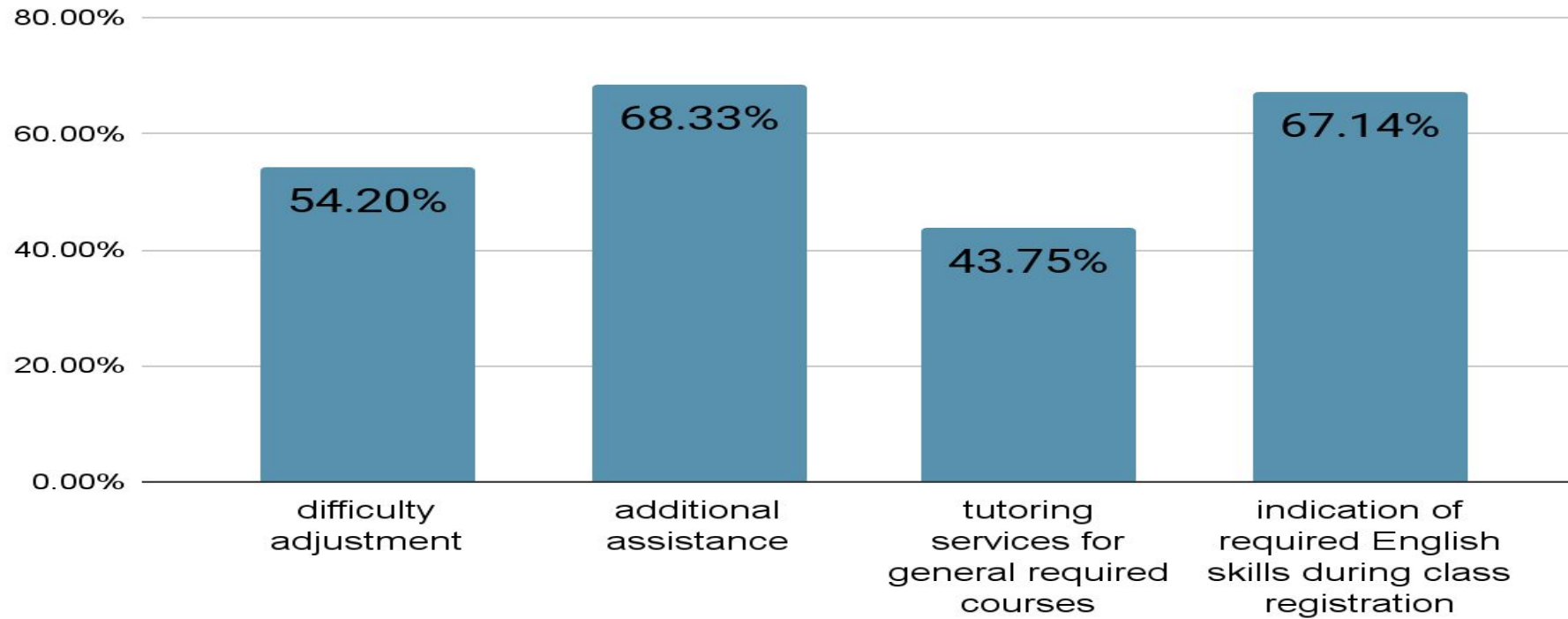
**RQ4:**

**What resources do students need?**



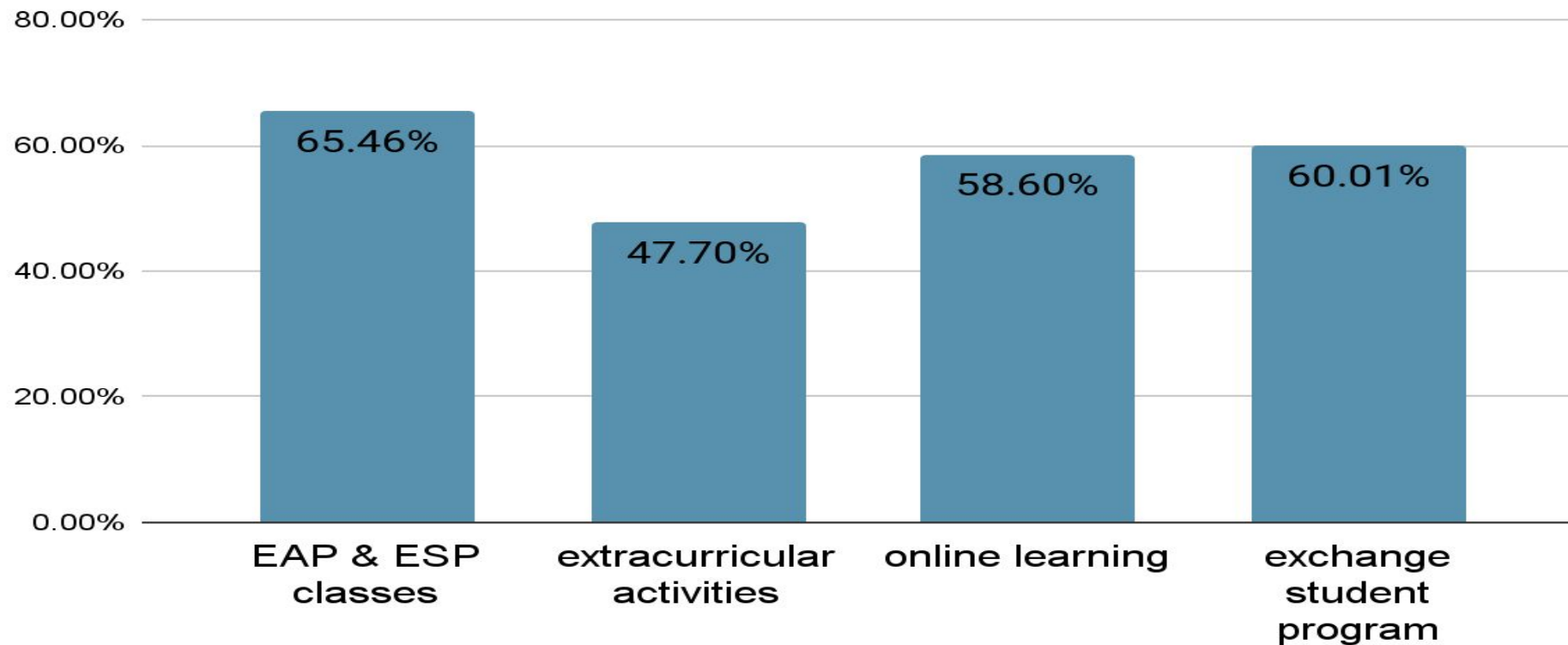
# Results

Which of the following strategies would facilitate learning in EMI classes?



# Results

Which of the following resources do you find more helpful?



# Results

## RQ4: Interim Summary

- Indication of minimum English skill required for EMI classes in the class registration system is favored.
- Additional assistance and course difficulty adjustment would facilitate learning in EMI classes.
- EAP/ESP classes, exchange study program, and online learning platforms are considered most helpful.



# Conclusion

## Summary of the findings

- How do students respond to the BEST program and its KPIs?  
The KPIs are obtainable.
- What are student's attitudes toward EMI?  
They are overall positive, but they believe it should be a choice.
- How do students perceive the current Freshman English curriculum?  
They seem unsatisfied and ask for some changes to be made.
- What resources do students need?  
Multiple resources are needed.





# Conclusion

## Actions being or to be taken in response

- We will continue creating opportunities allowing students to practice and improve their English.
- We will provide more subsidies and incentives to promote the EMI course-taking behavior.
- We are in the process of designing an EMI preparation course to identify and develop the English skills required to take EMI classes more effectively.
- We will invest more effort on providing more resources to facilitate EMI learning.



THANK YOU 

