

## 教育部 函

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附件：11204修正\_大專校院學生雙語化學習計畫、111重點培育學校學院自評、112重點培育學校學院計畫、重點培育學校中文表件、重點培育學院中文表件、普及提升計畫自評及申請書 (A09000000E\_1122200918\_senddoc3\_Attach1.pdf、A09000000E\_1122200918\_senddoc3\_Attach2.pdf、A09000000E\_1122200918\_senddoc3\_Attach3.pdf、A09000000E\_1122200918\_senddoc3\_Attach4.pdf、A09000000E\_1122200918\_senddoc3\_Attach5.pdf、A09000000E\_1122200918\_senddoc3\_Attach6.pdf)

主旨：有關修正後「大專校院學生雙語化學習計畫」及第二階段(112-114學年度)計畫徵件格式案，請查照。

說明：

一、旨揭計畫係採2+3期程辦理，分為「重點培育」及「普及提升」兩大主軸推動，並輔以配套措施「擴增雙語人力」及「資源共享及校際合作」，協助大專校院逐步強化學生英語能力，推動全英語授課(EMI)，整體提升高教國際競爭力。

二、旨揭計畫第二階段執行期間為112-114學年度，申請資格說明如下：

(一)重點培育學校：學生5,000人以上公私立大專校院(不包括空大、軍警校院)，且須於第一階段(110-111學年度)辦理3個重點培育學院之學校。



## (二)重點培育學院：

### 1、專業領域學院

(1)學生200人以上各公私立大專校院(不包括空大、軍警校院)符合招生規定之實體學院(依大學法第11條規定並經本部核定設立之學院，下設對外招生的系、所、學位學程)，且非英語科系為主之學院。

(2)且於第一階段辦理重點培育學校/學院或普及提升學校，並符合以下資格者：

甲、擇優挹注專業領域之學院，該領域培養之人才需有助於提升國家重點領域或產業競爭力者(如半導體、人工智慧、智慧製造、循環經濟、金融等產業)或高度使用英文之產業(如觀光、會展、傳播等產業)，或所屬領域獲深耕重點領域或研究中心計畫補助者。

乙、該學院招收之本國學生比例達50%以上。

2、國際學院：各公私立大專校院(不包括空大、軍警校院)符合招生規定之實體學院(依大學法第11條規定並經本部核定設立之學院，下設對外招生的系、所、學位學程)，且於第一階段辦理重點培育學校/學院或普及提升學校，並符合名稱為國際學院，設有英文學位學程或採全英語授課，並可招收國際學生或本國學生。

(三)普及提升學校：獲高等教育深耕計畫主冊補助學校。

### 三、第二階段計畫申請類型及件數：

(一)第一階段為重點培育學校：得併同學校型計畫同時提報

至多3個學院型計畫。倘學校型計畫未通過，則依審核情形辦理學院型計畫。

(二)第一階段辦理3個重點培育學院：得申請學校型計畫及至多3個學院型計畫。倘學校型計畫未通過，則依審核情形辦理學院型計畫。

(三)第一階段辦理1-2個重點培育學院：得申請至多3個學院型計畫，或至多2個學院型計畫及普及提升學校。倘學院型計畫及普及提升學校同時通過，將核定辦理學院型計畫。

(四)第一階段為普及提升學校：得申請普及提升學校，或至多2個重點培育學院及普及提升學校。倘學院型計畫及普及提升學校同時通過，將核定辦理學院型計畫。

(五)非雙語計畫學校：得申請普及提升學校。

四、請有意願申請學校，依據「大專校院學生雙語化學習計畫」填寫計畫申請書及表件說明如下(計畫及申請書表件檔案請至本計畫網站下載：<https://best.twaea.org.tw/>)：

(一)重點培育學校/學院

1、第一階段辦理學校/學院：

(1)110-111學年度之自評報告(英文)

(2)110-114學年度之計畫書(英文)

(3)中文表件：

甲、2面A4計畫摘要

乙、2面A4成果摘要

丙、生師及課程數據

丁、計畫參與學系參採學測英文科情形

戊、國際教學人才員額需求表(私立大學或無需求學校免填)

## 2、第二階段新申請學校/學院：

(1)110-114學年度之計畫書(英文)(110-111學年度撰寫學校實際情形、112-114學年度撰寫未來規劃)

(2)中文表件：

甲、2面A4計畫摘要

乙、生師及課程數據

丙、計畫參與學系參採學測英文科情形

丁、國際教學人才員額需求表(私立大學或無需求學校免填)

## (二)普及提升學校

### 1、第一階段辦理學校：

(1)110-111學年度之自評報告(中文)

(2)110-114學年度之計畫書(中文)

### 2、第二階段新申請學校：110-114學年度之計畫書(中文)

(110-111學年度撰寫學校實際情形、112-114學年度撰寫未來規劃)。

五、請學校於下列截止日前函送說明四計畫書及表件各一式7份(含word及PDF電子檔1份)至社團法人台灣評鑑協會(臺北市中正區南海路3號5樓之1，田翊伶經理收)，郵戳為憑，逾期不受理。

(一)重點培育學校/學院計畫書及相關表件截止日：112年6月2日。

(二)普及提升學校計畫書及相關表件截止日：112年6月30日。

六、本計畫相關承辦人及聯絡方式如下：

(一)一般大學：高等教育司

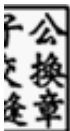
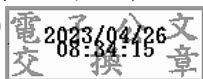
1、莊祐瑄專員02-77365991。

2、高妍妮小姐02-77366156。

(二)技專校院：技術及職業教育司龔琳晏小姐02-77366184。

正本：各公私立大專校院(國立空中大學、高雄市立空中大學除外)

副本：社團法人台灣評鑑協會(含附件)



# 大專校院學生雙語化學習計畫

教育部

中華民國 112 年 4 月



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## 壹、前言

面對全球化的浪潮，英語為當前國際溝通最重要的語言，如何從政策面打造雙語環境，提升國家人才與產業之競爭力，為臺灣接軌國際的關鍵要素。

行政院於 2018 年 12 月發布「2030 雙語國家政策發展藍圖」，為加速提升學生英語能力，2021 年起將擴大經費挹注，納入第三期前瞻基礎建設計畫內。

國家發展委員會循行政院指示，以 2030 年為目標，打造臺灣成為雙語國家，召開跨部會協調會議，請各部會從需求端積極規劃民眾、產業及政府全面之雙語政策，以提升國人英語力為策略主軸，爰經跨部會研商並蒐集各界意見後，提出「2030 雙語國家政策發展藍圖」。

從學生面來看，面對全球化跟網路數位科技的高速發展，還有來自鄰近國家年輕人越來越強的競爭，臺灣未來的大學生要在畢業後有好的就業與所得，不只必須有能力在專業知識上隨時跟上國際水準，還要有能力在國際上與來自不同國家的專業人士進行溝通合作，甚至與臺灣產業布局一起在全球市場中移動就業，而這些都需要良好的英語能力作為基礎。

從大學面來看，大學不只需要培養能在未來全球就業市場中具備足夠競爭力的人才，也需要讓臺灣的年輕世代具備更好的全球視野，能夠理解國際上的不同文化，並且有能力與不同文化背景的人們溝通互動，而全英語教學是達成這些目的的有效工具。除此以外，面對嚴峻的少子化與激烈的高等教育全球競爭，大學需要加速雙語化，大幅提升國際化程度，才能有更好的條件能夠擴大招收國際學生與競爭延攬國際一流教研人才。

鑑於前述推動高等教育雙語化之原因，本部配合雙語政策藍圖，在高等教育階段將以強化學生英語能力為目標，優先建立學生英語學習之鷹架，在具備一定之英語能力基礎上，協助大專校院逐步透過推動「全英語授課」(English as a Medium of Instruction, EMI)，以英語為知識傳遞的媒介，教授各專業領域知識，包括經濟、工程、醫學、商學、人文等專業科目課程，建構大專校院雙語化教學與學習環境，從而提升我國大專校院學生之英語能力及大學之國際競爭力。

## 貳、願景與政策目標

2030 雙語政策設定「厚植國人英語力」與「提升國家競爭力」兩大政策目標：

一、厚植國人英語力：完善英語學習平臺及媒體資源，強化雙語教育體系，全面強化國人運用英語聽、說、讀、寫的軟實力。

二、提升國家競爭力：強化我國企業競爭力，提供人民優質工作機會，進而提升臺灣經濟發展。

本部依據行政院「2030 雙語國家政策發展藍圖」，高等教育階段將以「強化學生英語力，推動全英語授課(EMI)，整體提升高教國際競爭力」為願景，透過「重點培育」及「普及提升」兩大策略並輔以「增聘雙語人力」及「資源共享與校際合作」落實雙語教育。

重點培育目標為培養專業領域雙語專業人才；普及提升目標在整體提升所有大專校院教師英語教學能力及學生英語能力；增聘雙語人力、資源共享與校際合作目標則在透過擴增師資與創造雙語環境強化政策落實程度。

## 參、現況研析

### 一、高等教育推動 EMI 之條件與基礎

經評估國內目前推動高教 EMI 在教師、學生及課程等面向，在過去透過競爭型計畫如高教深耕計畫或推動大學國際化措施之挹注下，現有推動基礎包括：

#### (一)現有大專校院教師有一定比例具有 EMI 教學能力

據估計，目前國內一般大學專任教師可進行全英語授課之教師已占全體專任教師約 15%（約 6,960 人），另兼任教師約計 1,700 人，未來可以在這些教師基礎上擴增 EMI 課程數量，並透過培訓機制進一步提升 EMI 教學品質及擴大師資。

#### (二)EMI 課程已有一定比例

目前獲得本部高教深耕計畫全校型及國際重點領域學校，其碩、博士班全英語授課課程比率約占全校開課總數 10%~30%；全國各大專校院 EMI 課程占所有課程總數平均為 4.55%，已有一定比例可做為推動提升基礎。

#### (三)相當比例學生已具有修習全英語課程之基本能力

就學生面來看，根據國內外研究，當學生的英語精熟程度達到相當於「歐洲語言學習、教學、評量共同參考架構」（簡稱 Common European Framework of Reference, CEFR）的 B2 等級或以上的 C 等級（相當於通過全民英檢中高級或高級），就有修習全英語課程的基本能力，不會因為面對不熟悉的語言授課而影響到專業內容的學習。根據英國文化協會（British Council）調查研究顯示，目前我國已約有五分之一的高三學生達到

B2 與 C 等級，即已有修習全英語課程的基本能力，這是現在推動高教雙語化相當有利的條件。

## **二、高等教育推動 EMI 之挑戰**

依據本部 109 年委託英國文化協會（British Council）進行「臺灣-英國合作精進大專校院學生提升英語能力策略方案」，與 15 所大專校院進行決策者及師生訪談後，提出國內高等教育推動雙語化教學之困難，可分為以下幾項。

### **(一)整體面**

#### **1. 學校須建立推動 EMI 之模式或途徑**

學校雖有以 EMI 作為吸引外籍生及校園國際化方向，或作為協助本國學生邁向國際化，或以提升本國學生專業英語能力為目標等不同類型之運作模式，惟多數學校均缺乏明確的雙語政策定位與推動方向，而學校校長、院長及主任都有興趣發展和擴大 EMI 課程，但其認為能力有限，也沒有明確的途徑去進行，致難以整合或成效受限。

#### **2. 學校需要資源挹注與諮詢協助**

部分學校確實已存在一些支持 EMI 之機制，例如教學人員已經與校內語言中心合作，為學生提供 EMI 與 ESP（EAP/ESAP/EWP）課程，然而為了成功推動 EMI 教學，學校、教師、學生和語言中心等，均有待本部提供更多的資源挹注，並有賴專業顧問的專業諮詢指導。

### **(二)組織面：大專須有整合性 EMI 教學發展中心，推展系統化支持機制**

EMI 被視為讓本國學生提升國際競爭力及進入國際市場的一種方式，為此，部分大學計劃在不久的將來提供學士班 30% 的英語課程。亦即，學校已經認識到，使用 EMI 學習的本國學生，需要英語支持才能成功學習與其課程和專業領域相關的內容；但是，大多數學校都缺乏針對學生的系統化語言支持。

國內的大專校院內雖有語言中心負責英語教學，但並沒有負責與支援 EMI 的單位，也沒有建立訓練與支持系統。另一方面學校目前推動 EMI 與 ESP

（EAP/ESAP/EWP）課程甚至大一英語課程等單位，各校均不相同。語言中心或教學單位各自負擔不同的任務，語言中心之教師或職員以兼職為主，專職人員以約聘居多，方向不明且各自為政。

不同單位間缺乏橫向聯繫且無明確之權責劃分，難以進行整體之規劃推動。

### **(三)教師面**

#### **1. EMI 課程專業訓練與支持系統與誘因待強化**

教師反映缺乏良好工具或 EMI 教學支持系統的協助，同時會影響學生對內容知識（content-based knowledge）的吸收，且通常學生會給予較低的教學滿意度評價（同一課程全英教學比中文教學之教學評量通常低 10% 左右），致教師無意願推動，教學與學習成效打折，學生易有怨言，也打擊教師動機。

#### **2. 過度依靠新進教師或外籍教師成為 EMI 主力**

目前 EMI 多以新進教師或外籍教師為主力，規模不易擴大、課程數量數成長緩慢，亦容易集中於特

定系所。新進教師尚須優先考量學術能力，同時外籍教師易因流動而造成開課不穩定。

#### **(四)學生面**

##### **1. 說與寫之能力尚有待強化**

雖然前述英國文化協會調查顯示，約有五分之一高三學生的整體英語程度已經到達 CEFR B2 或以上等級，但是在聽、說、讀、寫四個英語技能方面的表現相當不平衡，特別是「讀」跟「聽」兩個接收技能（receptive skills）的表現遠優於「寫」跟「說」兩個生產技能（productive skills）。目前高三學生在聽、讀、寫、說四個面向達到 CEFR B2 以上的比例，聽、讀約達兩成，而寫、說則落差較大，換句話說，雖然英語程度好的學生在閱讀全英教科書與聽講全英語課程方面沒甚麼問題，但是要撰寫英語報告或參與課堂討論就會有許多人遭遇困難。「能說、會寫」是臺灣學生要參與全英語課程首要大幅提升的能力。

##### **2. 學校未充分掌握學生入學前之英語起點能力**

在學生入學前的英語能力方面，目前學校大多僅擁有學科能力測驗、四技二專統一入學測驗、指定科目考試之英文成績（包含英聽），尚難據以評估學生在聽說讀寫各方面之起點能力，不利進行課程規劃，亦難以評估 EMI 教學之成效。

##### **3. 學生須接受專業課程之全英語授課訓練**

由於大部分學生在大學之前沒有接受過專業課程的全英語授課，例如數學、自然、社會等，因此在大學開始修習全英語課程之前，應當先接受專為不同學術領域設計的英語課程訓練（English for Specific

Academic Purposes, ESAP)，舉例而言，工學院學生應當在大一先修為工程領域做準備的英語課程，人文社會學院學生則應先修專為人文社會領域設計的大一英文。

#### **4. 英語能力程度不一且缺乏對學生修習 EMI 課程之支持系統與誘因**

多數學校對於學生之支持或語言輔導系統，例如 EMI 與 ESP（EAP/ESAP/EWP）課程漸進引導或基本語言能力訓練與要求，甚為有限或缺乏，易產生本國學生因專注於語言的理解而降低專業學科的吸收能力，導致學習成效不佳。另學生不認為有必要以英語來做為學習專業科目之語言，反而認為以英語學習專業科目將降低專業之學習成效。

### **肆、績效目標與策略**

#### **一、績效目標**

本計畫以「強化學生英語力，推動全英語授課（EMI），整體提升高教國際競爭力」為願景，針對前述學校、教師及學生面向之問題，將透過協助學校逐步推動全英語教學模式、發展教師全英語教學支持系統、引入具有國外全英語教學經驗之國際教學人員、規劃學生全英語學習認證機制、建置全英語學習環境等措施，以學生為主體，培養學生英語能力，進而提高國際移動力並加值就業競爭力。

承上，本計畫據此設定績效目標，將以學校或學院為推動單位，分為整體、組織、教師、課程、學生、資源共享、其他特色共 7 面向，分別說明如下：



(一)整體：有明確具體、可行之推動策略、執行機制、配套措施及階段目標，並取得師生（利害關係人）共識。

(二)組織：設有校級專責單位，有明確任務，並配置充足專業人員及給予充分資源支持，並與其他英語教學單位或語言中心充分合作與明確分工。

(三)教師：對教師提供充分增能及支持（如 EMI 培訓、TA、Mentorship、激勵措施、教學評鑑機制調整等）。

(四)課程：訂有具體 EAP、ESP、EMI 課程評量及輔導機制；或學校進行英文教學法或課程改革之正向成效。

(五)學生：

1. 共同績效目標：如本國學生達成 CEFR B2 之比例逐年提升、本國學生所修學分為 EMI 課程之比例逐年提升、英語課採全英語教學之比例逐年提升等。

2. 畢業時英語修課比例等級（自訂學生比例目標）：

(1) 將透過計畫引導學校推動「英語修課等級認證」（E1～E5），鼓勵學生修讀全英語授課課程，學校可自行設定學生畢業時英語修課比例等級並逐年提升，透過完善 EMI 教學及學習資源及支持系統，逐年提高學生英語能力認證之程度與比率。

(2) 「英語修課等級認證」係依學生畢業前修畢 EMI 課程學分數或修畢 EMI 課程數比例，分為 E1（EMI Level 1）至 E5（EMI Level 5）共五個

等級，並可於畢業證書註記所屬等級之「全英修課認證」，以認可學生運用英語進行各方面學習或多種語言技能等，各等級基準如表 1。

表 1 英語修課等級認證基準

認證等級 (EMI Level)	基準
E1	修畢 EMI 課程達 16 學分（學士）或占畢業學分比例達 12.5%以上。
E2	修畢 EMI 課程達 32 學分（學士）或占畢業學分比例達 25%以上。
E3	修畢 EMI 課程達 64 學分（學士）或占畢業學分比例達 50%以上。
E4	修畢 EMI 課程達 96 學分（學士）或占畢業學分比例達 75%以上。
E5	修畢 EMI 課程達 128 學分（學士）或占畢業學分比例達 100%。

(六)資源共享：如教師社群及工作坊、EMI 教學諮詢、EMI 教學助理培訓、學生學習輔導等資源共享情形並逐年提升（自訂質量化指標）、每年提供數門提供全英語授課線上課程模組資源共享。

(七)其他特色：由學校或學院自訂質化、量化指標。

## 二、推動策略

在推動策略上，以推動「高教 EMI」課程為主軸，在上述我國推動 EMI 之基礎下，通盤檢討過去推動實務困境並考量學校推動量能基礎，透過以下四大策略，包括策略一「重點培育」，設立標竿學校及標竿學院，期成為各校發展 EMI 教學之典範學習對象；策略二「普及提升」方式協助非標竿學校或學院，逐步建立校內 EMI 支持系統及學生英語能力資源體系；輔以策略三「擴增雙語

人才」延攬有國外全英語授課經驗之國際教學人才，協助推動全校雙語環境軟硬體建置之規劃；並以策略四「資源共享與校際合作」，協助學校延攬人才、發展雙語計畫教學資源中心、全英語授課線上模組課程提供及學分採認機制等全面建構雙語學習環境，逐步提升學生英語力。各項策略與績效目標分別說明如下。

### **(一)策略一：重點培育**

本部將透過「**重點培育計畫**」擇優補助計畫規劃完善且具發展潛力之學校或學院逐年漸進達成高教雙語政策目標；至 2024 年或 2030 年達成該計畫所設定之學生英語能力提升、學生英語修課提升目標之重點培育計畫學校或學院，將認可為「**雙語政策績優學校或學院**」，本部將擇定其中辦理成效卓著且可作為標竿學習楷模者，作為高教「**雙語政策標竿學校或學院**」。

#### **1. 設立雙語標竿學校**

擇優挹注具國際競爭力之大專校院轉型為雙語標竿學校，培養專業領域雙語專業人才，並作為國內各大專校院推行雙語教育之典範，2030 年預計設立 6 所雙語標竿學校，達成以下目標。

##### **(1) 學生英語力提升情形：**

- A. 2024 年：至少 25%學生大二起英文能力達 B2 以上（大二指 112 學年度入學）；
- B. 2030 年：至少 50%學生大二起英文能力達 B2 以上（大二指 118 學年度入學）；
- C. 實施時已達前述目標者，應在推動時每年以一定成長率持續提升。

##### **(2) 學生修讀全英語授課（EMI）課程情形**

- A. 2024 年：至少 20%大二及碩一學生所修學分 20%為全英語授課（EMI）課程（大二指 111 學年度入學、碩一指 112 學年度入學）；
- B. 2030 年：至少 50%大二及碩一學生，所修學分 50%為全英語授課（EMI）課程（大二指 117 學年度入學、碩一指 118 學年度入學）。

## 2. 設立專業領域雙語標竿學院

雙語標竿學院將分為兩類型推動，類型一為協助專業領域學院精進、類型二則為針對國際學院進行認證，具體策略分別如下：

### (1) 專業領域學院精進為雙語標竿學院

擇優挹注專業領域之學院，該領域培養之人才需有助於提升國家重點領域或產業競爭力者（如半導體、人工智慧、智慧製造、循環經濟、金融等產業）或高度使用英文之產業（如觀光、會展、傳播等產業），轉型成為雙語標竿學院，培養專業領域雙語專業人才；**2030 年預計有 30 所專業領域之雙語標竿學院**，各該學院均達成以下目標：

#### A. 學生英語力提升情形：

- (A)2024 年：至少 25%學生大二起英文能力達 B2 以上（大二指 112 學年度入學）；
- (B)2030 年：至少 50%學生大二起英文能力達 B2 以上（大二指 118 學年度入學）。

#### B. 學生修讀全英語授課（EMI）課程情形：

- (A)2024 年：當學年度至少 20%大二及碩一學生，所修學分 20%為全英語授課（EMI）課程（大二指 111 學年度入學、碩一指 112 學年度入學）；
- (B)2030 年：當學年度至少 50%大二及碩一學生，所修學分 50%為全英語授課（EMI）課程（大二指 117 學年度入學、碩一指 118 學年度入學）。

C. 實施時已達前述目標者，應在推動時每年以一定成長率持續提升。

## **(2) 國際學院認證為雙語標竿學院**

現已設立並已符合雙語標竿學院 2030 年績效目標之國際學院（以國際學生為主，惟外語學院除外）者，在教學上已推動 EMI 之國際學院，若通過本部審議認證機制，確保教材設計、課程規劃、學習評量等品質者，本部將酌予提供定額之獎助經費，鼓勵此類國際學院積極精進 EMI 教學，有助提升外籍生來臺學習之誘因，並使就讀國際學院之外籍生與本國生獲得高品質之 EMI 學習經驗。

## **(二)策略二：普及提升**

為逐步全面提升大專校院教師英語教學能力及學生英語能力，將補助經費鼓勵獲高教深耕主冊計畫補助之各大專校院參與方案，逐步建立校內 EMI 支持系統及學生英語能力資源體系，引導大學從全英語課程比率、學生英語修課畢業認證及教學評鑑等面向，逐步強化大學英語學習環境及學生英語能力，若學校試辦績效良好，擇優支持其申請成為專業領域雙語重點培育學院。

2030 年預計鼓勵 40 所大專校院（另獲重點培育學校或學院補助學校均應達成），達成以下目標：

**1. 英語課採全英教學：**

(1) **2024 年：**至少 20 所大專校院英語課採全英授課比率達 30%以上。

(2) **2030 年：**至少 40 所大專校院英語課採全英授課比率達 80%以上。

**2. 學生修讀全英語授課（EMI）課程情形：**

(1) **2024 年：**至少 5%大二及碩一學生修習至少 1 門全英語授課（EMI）課程（大二指 111 學年度入學、碩一指 112 學年度入學）。

(2) **2030 年：**至少 10%大二及碩一學生，修習至少 2 門 EMI 課程（大二指 117 學年度入學、碩一指 118 學年度入學）。

**(三)策略三：擴增雙語人力**

**1. 增聘具有國外全英語授課經驗之國際教學人才**

獲重點培育計畫補助之學校得運用本部經費及國立大學教師員額增聘具有國外全英語授課經驗之國際教學人才；另學校亦可透過現行彈性薪資方案、玉山學者計畫延攬增聘具國外全英語授課經驗之國際教學人才（不限國籍），可協助學校進行該專業領域之英語教學、課程、研究及輔導等面向之提升，且該名師資可同時擔任英語授課指導顧問角色（mentor），協助培訓英語教學師資，引導學校營造全英語專業領域之環境。

未獲重點培育計畫補助者，本部將另行就經費及國立大學教師員額及經費專案協助，本部補助學校延

攬專任外籍師資，可擔任英語授課指導顧問（mentor）角色，以諮詢或共授等方式協助本國籍教師進行 EMI 教學，並透過教師社群、工作坊或講座等方式協助校內推動 EMI 制度。

預計全國大專校院每年增加延攬 50 位外籍教師，2024 年預計累計新聘人數約 200 名、2030 年預計累計新聘人數約 500 名。

另將結合現有臺灣獎學金、華語文獎學金生或學術交流基金會獎助生、英國文化協會等資源，延攬來臺學習華語或攻讀碩、博士班學生成為雙語標竿學校及專業領域雙語標竿學院之英語教學助理（TA）來源；另藉由現有學校與英美大學合作之教師來臺短期授課，開發可長期合作之師資來源。

## **2. 以實體及視訊方式與國外學校教師合作提供優質 EMI 課程**

補助雙語計畫之學校（重點培育學校、重點培育學院及試辦普及之學校），或獲高等教育深耕全校型計畫或特色領域研究中心計畫之學校，透過以下方式推動課程合作：

- (1) 與國外大學教師合作共同授課或引入國外教師進行 EMI 教學：結合高教深耕計畫之國際競爭學校及研究中心之計畫所建立之國際合作網絡，教師以視訊方式與我國教師共同授課，並可透過訪問學者方式於期末面對面授課。
- (2) 與國外大學教師透過國內大學與姊妹校或雙聯學位合作學校教師合作，由英美大學教師開設 EMI 線上課程（包括同步或非同步）。

#### **(四)策略四：資源共享與校際合作**

##### **1. 設置雙語計畫教學資源中心**

為協助未獲本計畫補助之大專校院教師開設 EMI 課程，本部將擇優補助獲重點培育補助之學校（含學院）設置雙語計畫教學資源中心，協助夥伴學校教師開設 EMI 課程，進行資源共享與典範轉移，提升 EMI 教學專業知能，並強化 EMI 教學之學生學習成效。

該資源中心負責透過教師社群及工作坊、EMI 教學諮詢、EMI 教學助理培訓、學生學習輔導等方式，提供共享資源，以區域攜手的方式，提供未獲補助學校或教師 EMI 教學協助或訓練，整體提升英語教學品質與環境，並達到資源共享與普及提升之效益。

預計自 2022 年起，分區分年逐步設置 4 至 6 所資源中心，擴大計畫效益，2022 年預計成立 4 個資源中心、2024 年預計成立 6 個資源中心。

##### **2. 全英語授課線上模組課程提供及學分採認機制**

為普及雙語教育並擴大資源運用，本部將協助學校發展全英語授課線上模組課程，由國內大專校院教師研發或與國外教師合作研發，並應以資源共享方式提供全國大專校院全英教學及學生學習運用。

獲本部補助之重點培育學校及學院，均須提供一定數量之全英語授課線上模組課程，由 EMI 教師自製課程或與國外大學合作開發；未獲得重點培育學校及學院之學校，亦可自行研發；另參與計畫學校均應訂定學生修習全英語授課線上模組課程之學分採認機制。



預計 2024 年研發 124 門全英語授課線上模組課程、2030 年研發 558 門全英語授課線上模組課程。

## 伍、具體作法

### 一、工作項目

#### (一)成立計畫專案辦公室

本部將另行成立專案辦公室，以行政委託方式委託國內專業機構，協助本部辦理計畫收件、聯繫、審查資料彙整與送審、平時考核與年度考評之資料彙整、成果資料蒐集等相關行政庶務，作為本部計畫核定及經費補助之參考，並協助推動後續計畫執行輔導及管考事宜。

#### (二)委託國際專業組織進行計畫專業審查暨諮詢輔導

為建立有品質之審查作業，本部將委託國際具 EMI 專業經驗機構與 EMI 相關國內外專家學者組成專業審查團隊，建立審查原則及標準，以書面審查為主、簡報審查、學校訪談及訪視為輔之方式進行；並委託或補助國際專業組織協助輔導學校推動 EMI 課程，使經費落實到教學現場，學生及教師受益，產生實質影響力。

#### (三)計畫徵求及審議核定

本計畫將分重點培育及普及提升兩部分進行計畫徵求，其中重點培育部分將以初審、複審兩階段進行，初審階段係檢核學校符合本部所定重點培育學校或學院申請資格；經初審通過及參與本部與專業審議團隊之計畫說明會後，依本計畫期程（2+3 年）提出詳細計畫書報部複審，經本部邀集國內外專業團隊審議後通過後核給經費執行。

普及提升部分，獲高教深耕主冊計畫補助之學校有意願逐步建置推動校內 EMI 系統，可就組織、課程、學生及教師等面向提出規劃向本部申請，經本部審議通過後擇優予以補助。

#### **(四)執行成效追蹤管考**

每期分為兩階段推動（第一階段 2 年、第二階段 3 年），本部將透過書面審查、簡報審查、學校訪談或訪視等機制追蹤計畫成效，除獎勵優秀學校外，並於各階段設有進退場機制，確保整體計畫品質。計畫分為「平時考核」與「年度考評」，並依考核結果核配經費及作為補助學校進退場依據，說明如下：

1. **平時考核：**由專業審查暨諮詢小組以訪談教師、行政主管、學生之方式，或透過焦點座談、訪視或觀課等機制，了解學校推動現況與困難，並提供改進建議。
2. **年度考評：**各校每年度必須依據所提策略、績效指標與推動進程先辦理自評，並將自評報告提交本部，以產生學校自我課責之效果，再由專業審查暨諮詢小組進行書面審查，必要時得輔以簡報審查或訪視等評估機制，審查結果將作為次一年度調整經費補助額度之依據，以確保本計畫能真正達到提升大學教學品質之目的及政府資源之有效運用。

#### **(五)資源共享與校際合作**

1. **設置雙語教學培育先導基地，建構雙語教育訓練模式及整合區域資源**

為協助本部與英美 EMI 教學機構合作，將選定 EMI 教學已具有一定基礎之大專校院，與推動 EMI 教學之專業團隊合作，以先導方式推動以下任務：

- (1) 以先導方式建構全英語教學訓練資源網絡及訓練課程，協助國內大專校院培育 EMI 教師及教學助理。
- (2) 基地將結合地方政府資源，推動高等教育與國民教育階段之「學科內容與語言整合學習」(Content and Language Integrated Learning, CLIL) 合作機制，由大學攜手中小學，協助支援中小學 CLIL 教學、教材研發合作與教學評量設計等教學人員培訓及教學品質提升。
- (3) 培訓外籍學人、學生協助大學及中小學推動英語教學相關活動。
- (4) 開發製作數位華語教材、建立華語數位教學平臺、辦理華語師資培訓及教學等相關事宜。

## 2. 資源中心共享與交流計畫成果

透過獲重點培育計畫之學校或學院分區設置雙語計畫教學資源中心，協助未獲補助學校或資源不足學校推動 EMI 課程及環境建置舉辦講座、工作坊與研習，交流 EMI 教學理念、教材教法與國際新知，促進計畫擴散效益。

由獲重點培育補助學校分享計畫成果，並邀請全國大專校院參與，透過分享課程規劃、教材編撰、教師培力、學生學習、環境建置及行政支援等之實務經驗，促進各校推動 EMI 教學之意願，並有助標竿學習及典範移轉。

### **3. 全英語授課線上模組課程提供及學分採認**

本部將協助學校發展全英語授課線上模組課程，由國內大專校院教師研發或與國外教師合作研發，提供全國大專校院全英教學之參考使用，協助教師運用混成教學方法進行 EMI 課程，並加速計畫擴散效益。

## **二、計畫申請規劃**

本計畫總期程為 10 年期計畫（110 年至 119 年），將分為兩期（第一期 110 年至 114 年、第二期為 115 年至 119 年）徵件，由本部邀集專業審查暨諮詢小組共同訂定徵件申請資格，符合資格之學校得參與本部辦理之重點培育計畫申請說明會，依計畫書格式及指引提出申請，未符合資格之學校則得提出普及提升計畫。

### **(一)重點培育計畫**

重點培育計畫分為「重點培育學校」及「重點培育學院」，申請重點培育學校時，得同時至多申請 3 個重點培育學院，各項申請資格及績效目標設定分述如下。

#### **1. 重點培育學校**

##### **(1) 申請資格**

學生 5,000 人以上公私立大專校院（不包括空大、軍警校院），且於第一階段(110-111 學年度)辦理 3 個以上重點培育學院計畫者。

##### **(2) 重點培育學校績效目標設定（應不低於以下標準）**

各申請學校應依以下指標設定之分年目標進程，且應不低於各指標之成長幅度，量化指標方

面，若現已達成者，應在推動時每年以一定成長率持續提升：

- A. **整體**：有明確具體、可行之推動策略、執行機制、配套措施及階段目標，並取得師生（利害關係人）共識。
- B. **組織**：設有校級專責單位，有明確任務，提供英語教學（language）之協助，供教學單位結合專業知識（content）發展全英語授課，並配置充足專業人員及給予充分資源支持，並與其他英語教學單位或語言中心充分合作與明確分工。
- C. **教師**：
  - (A) 對教師提供充分增能及支持（如 EMI 培訓、TA、Mentorship、激勵措施、教學評鑑機制調整等）。
  - (B) 教師增能後之正向成效，如教師教學方法改變、學生修課滿意度或學習成效提升等。
- D. **課程**：訂有具體 EAP、ESP、EMI 課程評量及輔導機制。
- E. **學生**：
  - (A) 對學生提供充分培訓與支持，確保其有充分能力參與 EMI 課程（如前測、EAP 及 ESAP 課程，協助提升至 B2 以上英語程度、確保學習成效、激勵措施等）。
  - (B) 本國學生修習 EAP 及 ESP 課程之比例目標，且逐年提升。

- (C) 本國學生於大二起達成 B2 之比例目標，並逐年提升：2024 年大二學生（112 學年度入學者）至少達 25%、2030 年大二學生（118 學年度入學者）至少達 50%。
- (D) 本國大二及碩一學生所修學分為 EMI 課程之比例目標，並逐年提升：2024 年至少 20%大二學生（111 學年度入學者）及碩一學生（112 學年度入學者），所修學分 20%為 EMI 課程；2030 年至少 50%大二學生（117 學年度入學者）及碩一學生（118 學年度入學者），所修學分 50%為 EMI 課程。
- (E) 鼓勵學生自行修習國內外優質線上 EMI 課程。
- (F) 鼓勵學生修習 EMI 之機制。

**F. 資源共享：**

- (A) 如教師社群及工作坊、EMI 教學諮詢、EMI 教學助理培訓、學生學習輔導等資源共享情形並逐年提升、每年提供數門提供全英語授課線上模組課程資源共享（每年至少 5 門）。
- (B) 資源中心執行成效(非資源中心免填)。

**G. 其他特色（自訂質化、量化指標）。**

**2. 專業領域雙語重點培育學院**

**(1) 專業領域學院精進為雙語重點培育學院**

**A. 申請資格**

學生 200 人以上各公私立大專校院（不包括空大、軍警校院）符合招生規定之實體學院（依大學法第 11 條規定並經本部核定設立之學院，下設對外招生的系、所、學位學程），且非英語科系為主之學院，且於第一階段(110-111 學年度)辦理重點培育計畫或普及提升計畫，符合以下資格者：

- (A)擇優挹注專業領域之學院，該領域培養之人才需有助於提升國家重點領域或產業競爭力者（如半導體、人工智慧、智慧製造、循環經濟、金融等產業）或高度使用英文之產業(如觀光、會展、傳播等產業)，或該學院所屬領域獲高等教育深耕計畫第二部分國際重點領域學院或特色領域研究中心計畫補助者。
- (B)該學院招收之本國學生比率達 50%以上。

**B. 重點培育學院績效目標設定（應不低於以下標準）**

各申請學院應依以下指標設定之分年目標進程，且應不低於各指標之成長幅度，量化指標方面，若現已達成者，應在推動時以每年以一定成長率持續提升：

- (A)整體：有明確具體、可行之推動策略、執行機制、配套措施及階段目標，並取得師生（利害關係人）共識。
- (B)組織：設有校級整合協調機制及學院專責 EAP、ESP、EMI 推動單位，有明確

任務，並配置充足專業人員及給予充分資源支持，並與其他英語教學單位或語言中心充分合作與明確分工。

**(C) 教師：**

- I. 對該學院教師提供充分增能及支持（如 EMI 培訓、TA、Mentorship、激勵措施、教學評鑑機制調整等）。
- II. 教師增能後之正向成效，如教師教學方法改變、學生修課滿意度或學習成效提升等。

**(D) 課程：**訂有具體 EAP、ESP、EMI 課程評量及輔導機制。

**(E) 學生：**

- I. 對學院學生提供充分培訓與支持，確保其有充分能力參與 EMI 課程（如前測、EAP 及 ESAP 課程，協助提升至 B2 以上英語程度、確保學習成效、激勵措施等）。
- II. 本國學生修習 EAP 及 ESP 課程之比例目標，且逐年提升。
- III. 該學院本國學生於大二起達成 B2 之比例目標，並逐年提升：2024 年大二學生（112 學年度入學者）至少達 25%、2030 年大二學生（118 學年度入學者）至少達 50%。
- IV. 該學院本國大二及碩一學生所修學分為 EMI 課程之比例目標，並逐年提升：2024 年至少 20%大二學生（111 學年度入學者）及碩一學生（112 學年度入學者），所



修學分 20%為 EMI 課程；2030 年至少 50%大二學生（117 學年度入學者）及碩一學生（118 學年度入學者），所修學分 50% 為 EMI 課程

V. 鼓勵學生自行修習國內外優質線上 EMI 課程。

VI. 鼓勵學生修習 EMI 之機制。

(F) 資源共享：

I. 如教師社群及工作坊、EMI 教學諮詢、EMI 教學助理培訓、學生學習輔導等資源共享情形並逐年提升、每年提供校內外數門全英語授課線上模組課程資源共享（每年至少 5 門）。

II. 與資源中心合作成效。

(G) 其他特色（如對該領域之國際人才培育目標自訂質化、量化指標）。

### **(2) 國際學院認證成為雙語重點培育學院**

各公私立大專校院（不包括空大、軍警校院）符合招生規定之實體學院（依大學法第 11 條規定並經本部核定設立之學院，下設對外招生的系、所、學位學程），且於第一階段辦理重點培育計畫或普及提升計畫，並符合以下資格者：

A. 名稱為國際學院，設有英文學位學程或採全英語授課，並可招收國際學生或本國學生。

### **3. 重點培育計畫規劃內涵**

各校應自行整合校內資源及組織，就以下項目訂出具體做法及每年目標值，以 10 年為期，提出第 1

期 5 年計畫（含分年經費規劃，另第 1 期第二階段新申辦學校為 3 年計畫）。

### (1) 自我評估及現況分析

申請學校應就現有全英語教學推動及環境建置現況，含組織設置、開課數、教師數及學生數、教師與學生英文能力現況分析並進行優劣勢分析。

### (2) 規劃項目

學校應從學校定位出發訂定學校或學院推動全英語教學之整體目標及策略，並自組織、教師、學生、課程、環境、資源共享與校際合作、經費需求與管考措施等面向規劃並提出具體目標與績效指標及達成目標之具體做法。

#### A. 組織面（organisation）：

學校或學院之 EMI 規劃符合組織之發展策略，並清楚讓全體師生知悉；完善之品保機制（包括規劃、追蹤與管考，以及 EMI 與非 EMI 在相同教學措施之規劃衡平性）；建立 EMI 支持系統，設有常設之「雙語教學資源中心」或同等單位，專責推動 EAP、ESP、EMI 教學與訓練所需資源：

(A) 提供 EMI 培訓課程（實體或線上課程）。

(B) 引進 Mentor（全英語授課顧問）提供本國教師 EMI 指導（實體或線上）。

(C) 逐步培訓本國教師成為 Mentor 支持系所開設 EMI 課程。

(D) 引進及培訓足夠的 TA 支持 EMI 課程。

(E) 協助教師與英、美大學教師合作共同授課（可線上結合實體）。

(F) 結合校內英語教學單位與各學院需求，推動大學英語課程 EAP 化（English for Academic Purposes），並設立提供學生提升英語能力所需服務之單位，如寫作中心。

B. 教師面（teacher）：

(A) 新聘具有國外全英語授課經驗之國際教學人才，協助推動全校雙語環境軟硬體建置之規劃。

(B) 對現任及新聘系所專業教師之教師增能及支持措施規劃包括培訓機制、促進教師參與培訓之激勵措施及教學評鑑機制調整等。

C. 學生面（student）：

招生重點（包括國際學院之本國生比率應逐年提升、訂有明確之英語學習相關規範）、不同領域學生之學生專業英語能力評量與分級逐步提升策略、定期蒐集學生學習回饋並予採納、鼓勵與引導機制(如畢業證書提供學生選擇加註修習 EMI 學分情形)。

D. 課程面（curriculum）：

開設 EAP、ESP 課程規劃及開設 EMI 課程規劃(含須中、英文課程對開時之情形及機制)、輔導人數安排、評量或檢核機制等；研發線上課程

成果包括分享校內 EMI 教師自製之課程、與國外大學合作開發之課程等。

E. 環境面 (environment)：

學校或學院之 EAP、ESP、EMI 課程及學生學習支持及支援系統建置軟硬體設施，包括 EMI 組織建置之整合及規劃；學習輔導措施、TA 訓練、教師訓練、獎助學金、服務，及導師制、生涯發展諮詢等學習支援等。

F. 資源共享與校際合作面 (sharing and collaboration)：

參與資源中心活動及與資源中心合作情形。

G. 經費需求與管考措施面 (funding and evaluation)：

學校應依據逐年設定之績效目標及相關策略評估所需總經費及分年經費需求，並有相關管考及永續推動之規劃。

## (二)普及提升計畫

### 1. 申請資格

獲高教深耕主冊計畫補助，惟未符合重點培育學校或學院申請資格之學校。

### 2. 每校績效目標

學校得擇定部分學院或系所或部分課程逐步推展雙語化學習，並應依以下指標設定之分年目標進程，且應不低於各指標之成長幅度，量化指標方面，若現已達成者，應在推動時每年以一定成長率持續提升：

- (1) 學生修讀全英語授課 (EMI) 課程之比例目標，並逐年提升：2024 年至少 5%大二學生 (111 學

年度入學者)及碩一學生(112學年度入學者)學生修習1門EMI課程;2030年至少10%大二學生(117學年度入學者)及碩一學生(118學年度入學者)學生修習2門EMI課程。

- (2) 英語課採全英語教學之比例目標，並逐年提升。(2024年達30%、2030年達80%)
- (3) 學校進行英文教學法或課程改革之正向成效，如教師教學方法改變、學生修課滿意度或學習成效提升(特別著重說、寫能力)等。
- (4) 鼓勵學生自行修習國內外優質線上EAP、ESP、EMI課程。
- (5) 與資源中心合作成效。
- (6) 其他特色(質化、量化)。

### 3. 計畫規劃內涵

- (1) 說明建立校內教師及學生英語能力提升之支持系統及資源體系之進程，包括英語教學支持系統、學生英語能力提升及教學評鑑等面向，逐步強化英語學習環境及學生英語能力之規劃。
- (2) 學校並應配合資源共享與校際合作機制，參與跨校課程研發、教師培訓、工作坊、研習及講座等。
- (3) 學校教師增能培訓或大一英文課程提升之推動機制，學校可選擇與資源中心合作辦理前述事項。

## 陸、計畫審查重點

### 一、重點培育計畫

本部將依共 7 大面向進行整體評估，包括組織、教師、學生、課程、環境、資源共享與校際合作、經費需求與管考措施。

## **二、普及提升計畫**

就學校定位及 EMI 推動師資質量基礎及 EMI 支持系統及學生英語能力資源體系之進程，包括英語教學支持系統、學生英語能力提升及教學評鑑等規劃之妥適性、人才延攬、線上課程研發等整體評估。

## **柒、辦理期程**

本計畫總期程為 110 學年至 119 學年（西元 2021 年至 2030 年），為 10 年期計畫，並分為兩期（第一期 110 學年至 114 學年、第二期為 115 學年至 119 學年），每期分為兩階段推動（第一階段 2 年、第二階段 3 年）。

本部將透過書面審查、簡報審查、學校訪談或訪視等機制追蹤計畫成效，除獎勵優秀學校外，並於各階段設有進退場機制，確保整體計畫品質。

### **一、公告徵件及申請資格**

112 年 3 月 31 日公告計畫及辦理計畫說明會，徵求有意願推動重點培育及普及提升計畫之學校，向本部提出資格檢核資料，及學校全英語教學現況分析資料。

### **二、公告計畫架構**

預計 112 年 4 月中旬本部將公告重點培育與普及學校徵件計畫書格式，作為學校申請之依據。

### **三、計畫撰寫**

#### **(一)重點培育計畫**

預計 112 年 4 月中旬至 5 月底，學校依據計畫格式撰寫第 1 期第二階段英文計畫書，並持續與師生進行溝通討論及凝聚共識。

## (二)普及提升計畫

預計 112 年 4 月中旬至 6 月底，學校依據計畫格式撰寫第 1 期第二階段中文計畫書，並持續與師生進行溝通討論及凝聚共識。

## (三)學校類型與計畫申請件數

第一階段學校類型	第二階段計畫申請件數
重點培育學校	得併同全校型計畫同時提報至多 3 個學院型計畫。倘全校型計畫未通過，則依審核情形辦理學院型計畫。
辦理 3 件重點培育學院計畫之學校	得申請全校型計畫及至多 3 個學院型計畫。倘全校型計畫未通過，則依審核情形辦理學院型計畫。
辦理 1-2 件重點培育學院計畫之學校	得申請至多 3 個學院型計畫，或至多 2 個學院型計畫及普及提升學校。倘學院型計畫及普及提升學校同時通過，將核定辦理學院型計畫。
普及提升學校	得申請普及提升學校計畫，或至多 2 個重點培育學院及普及提升學校計畫。倘學院型計畫及普及提升學校計畫同時通過，將核定辦理學院型計畫。
非雙語計畫學校	得申請普及提升學校計畫。

## 四、計畫審查及核定

預計 112 年 6 月至 8 月進行「書面審查」及「簡報審查」，由專業審查暨諮詢小組就學校所送重點培育學校或重點培育學院計畫書、普及提升計畫書進行書面審查。

書面審查後，本部將提供「初步審查意見及待釐清事項」予重點培育學校計畫之申請學校，預計 112 年 6 月下旬進行重點培育學校計畫簡報審查，並於 6 月底前核定重點培育學校計畫；另本部將依序於 7 月底核定及公告重點培育學院獲選學校名單，8 月底核定普及提升獲選學校名單，並將最終審查意見函送學校。

## 五、計畫執行

預計 112 年 7 月起，學校依審查意見修正重點培育學校或重點培育學院計畫書、普及提升計畫書並開始執行，執行期間則透過書面審查、簡報審查、學校訪談或訪視等機制追蹤計畫成效，並參酌平時考核與年度考評情形，作為進退場之參酌依據。

## 捌、經費補助

### 一、經費來源及規模

本計畫 110 年至 113 年（西元 2021 年至 2024 年）將挹注前瞻計畫預算，2021 年投入新臺幣 4.17 億元協助大專校院推動執行，至 2024 年預計投入 10.8 億元，各年度經費規模詳如表 2。

表 2 前瞻經費規模

單位：新臺幣億元

年度	110 (2021)	111 (2022)	112 (2023)	113 (2024)
前瞻經費	4.17	5.62	10.6	10.8



## 二、經費核定原則

重點培育計畫以兩階段各 5 年為期進行規劃，學校所提五年計畫經本部審議通過後，一次核定兩年經費，並逐年撥付，並依據學校平時考核及年度考評情形作為次年度調整經費額度，並依據第一階段前兩年考評結果作為後三年經費核定及學校進退場之依據，第二階段重新徵求計畫，並參酌第一階段實施成效及考評結果及學校之規劃做為第二階段計畫核定之依據。

普及提升計畫部分，以鼓勵獲高教深耕計畫補助之學校逐步推動，第一階段以 2 年為期規劃，第二階段 3 年為期並開放計畫申請，將參酌第一階段實施成效及考評結果及學校之規劃做為第二階段計畫核定之依據。

## 三、經費補助項目

本經費採 block funding 方式，支用項目之比例由學校依其特色及需求規劃，惟學校支用項目應以課程開發、教師及 TA 培訓、全英語授課教師、教學指導員

(mentor) 及 TA 人才延攬、TA 津貼或獎助學金、全英語教學環境之直接相關軟硬體建置、資源共享與校際交流相關經費，不得支應於新建校舍或建築，計畫經費使用原則本部將另訂並公告之。

## 玖、計畫管考及進退場機制

計畫管考將透過書面審查、簡報審查或學校訪視等方式進行，自學校或學院獲補助隔年起辦理書面考評審查或實地訪視，達到所訂之逐年 KPI 者，得視比率調高補助金額；如未達者，列入待觀察學校或學院，並給予 1 年之改善期。倘改善期過仍未達到目標值者，則予以退場。依退場學校或學

院數釋出之名額，並俟經費編列情形徵求新計畫，鼓勵自我強化的學校或學院參與，其審核標準依計畫總目標年度進行。

## 壹拾、預期效益

本計畫 2030 年之預期達成效益如下。

### 一、重點培育

2030 年至少成立 6 個雙語標竿大學、30 個標竿學院，達成以下預期目標：

- (一)學生英語能力提升：2030 年時標竿學校至少 50% 學生大二起英文能力達 CEFR B2 以上（大二指 118 學年度入學）。
- (二)學生修讀全英語授課（EMI）課程：2030 年當學年度至少 50% 大二及碩一學生，所修學分 50% 為全英語授課（EMI）（大二指 117 學年度入學、碩一指 118 學年度入學）。

### 二、普及提升

- (一)英語課採全英語教學：2030 年至少 40 所大專校院英語課採全英授課比率達 80% 以上。
- (二)學生修讀全英語授課（EMI）課程：2030 年至少 10% 大二及碩一學生，修習至少 2 門 EMI 課程（大二指 117 學年度入學、碩一指 118 學年度入學）。

### 三、擴充雙語人才

加強延攬具有國外全英語授課經驗之國際教學人才：2030 年預計累計新聘人數約 500 名；學校聘任之 EMI 課程指導顧問 Mentor 計 226 名、教學助理 TA 計 1,717 名。

### 四、資源共享與校際合作

- (一)設立雙語計畫教學資源中心促進資源共享：2024 年預計成立 6 個雙語計畫教學資源中心。

(二)全英語授課線上模組課程研發：2030 年研發 558 門  
全英語授課線上模組課程。

## 壹拾壹、結語

本計畫期以重點培育養成專業領域雙語專業人才、以普及提升強化整體大專校院教師英語教學能力及學生英語能力，並以資源共享與校際合作擴增師資、教材與創造雙語環境強化政策落實程度，進而改善大專校院當前推動雙語教學之組織、教師與學生等問題，達成 2030 雙語政策之願景。

**(Institution's name)**

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

**June 2023**

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Developed by Ecctis in partnership with Oxford EMI for the Taiwan Ministry of Education. For any permissions enquiries, please use the contact details below:

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## EMI Enhancement Plan 2021-2026: Self-assessment tool

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

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

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

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

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

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

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

## Section 1: BEST framework and EMI definition

### 1.1 The BEST Targets and Expectations

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

**Strategy<sup>1</sup>:** Institutions should formulate bilingual programme talent cultivation goals which are aligned with the development stage and specific features of their institution. The strategies and measures supporting the institutional enhancement plans should be concrete, feasible, and clearly defined. Teachers and students should be consulted, as stakeholders, in the development of the action plan and implementation strategies.

**Organization<sup>2</sup>:** Institutions should establish a dedicated central unit with a clear mission to support the growth and enhancement of EMI across the institution. The unit should be adequately resourced and should cooperate with other existing English-teaching units or language centers

**Teachers<sup>3</sup>:** Institutions should provide full training and support for teachers to support effective EMI delivery.

**Courses<sup>4</sup>:** The percentage of EMI courses available to undergraduates and graduate students in relation to the total provision within the institution or college should be set to rise year by year.

**Students<sup>5</sup>:** Students are provided with all necessary language training and support to ensure they have the required capacity to successfully participate in EMI courses.

The percentage of domestic students at sophomore level who reach B2 level is set to rise year by year. At least 25% of the domestic student population at sophomore level is expected to reach B2 level at the end of the 2023-24 academic year, and at least 50% at the end of the 2029-30 academic year<sup>6</sup>.

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<sup>1</sup> EMI Enhancement Plan – Sections 3.1 & 4.1

<sup>2</sup> EMI Enhancement Plan – Section 4.1

<sup>3</sup> EMI Enhancement Plan – Section 4.2

<sup>4</sup> EMI Enhancement Plan – Section 3.2

<sup>5</sup> EMI Enhancement Plan – Section 4.3

<sup>6</sup> EMI Enhancement Plan – Section 3.3



The number of sophomore and first-year Master's students taking EMI courses should increase year by year and align with specific targets for the years 2024 and 2030. In 2024 at least 20% of all courses taken by 20% of the sophomores (admitted in the 2022-23 academic year) and 20% of the first-year master's students (admitted in the 2023-24 academic year) are expected to be EMI courses. In 2030 at least 50% of all courses taken by 50% of the sophomores (admitted in the 2028-29 academic year) and 50% of the first-year master's students (admitted in the 2029-39 academic year) are expected to be EMI courses<sup>7</sup>.

Institutions should set at their discretion, incremental targets for the percentage of EMI credits obtained by undergraduates upon graduation, based on the following ranking table<sup>8</sup>:

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

Upon graduation students should be conferred a 'Certificate Completion of EMI Courses' certificate stating the E1-E5 ranking level.<sup>9</sup>

**Sharing of resources:** Funded institutions are expected to put in place measures and initiatives to share their EMI resources more widely across the sector. Institutions are expected to develop qualitative and quantitative indicators at their discretion with a view to incrementally improving the way they share resources year on year<sup>10</sup>.

Funded institutions are also expected to offer 5 online modular EMI courses per year to be made available across Taiwan<sup>11</sup>.

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

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<sup>7</sup> EMI Enhancement Plan – Sections 3.1 & 3.2

<sup>8</sup> EMI Enhancement Plan – Sections 3.1 & 3.2

<sup>9</sup> EMI Enhancement Plan – Sections 4.4

<sup>10</sup> EMI Enhancement Plan – Sections 4.6

<sup>11</sup> EMI Enhancement Plan – Sections 4.6

## 1.2 Definition of EMI course

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

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

## Section 2: Self-assessment – Advice and Guidance

### 2.1. How to use this self-assessment tool

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

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

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

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

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

### 2.2. Approach adopted to complete this self-assessment tool

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

*[Please insert your response here]*

## Section 3: Self-assessment - Institutional and Strategic context

### 3.1. Institution Information

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

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

#### 3.2.1 Number of students

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

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

#### 3.2.2 Number of Faculty

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

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

### 3.3. EMI strategy

#### 3.3.1. Rationale

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

*[Please insert your response here]*

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

*[Please insert your response here]*

#### 3.3.3 Approach to EMI

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

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

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

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

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

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

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

#### **Alignment with working definition of EMI (see above)**

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

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

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

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

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

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

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

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

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

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

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

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

### 4.1. Percentage of EMI courses of overall provision by level of study<sup>12</sup>

Stated growth in the original Enhancement Plan

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

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

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

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

*[Please insert your response here]*

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

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



## 4.2. Percentage of students earning at least 20% of their credits from EMI courses.<sup>13</sup>

Stated growth in the original Enhancement Plan

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

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

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

<sup>14</sup> Only includes credits earned during the sophomore year

<sup>15</sup> Only includes credits earned during the sophomore year

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

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

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

*[Please insert your response here]*

<sup>16</sup> Only includes credits earned during the sophomore year

<sup>17</sup> Only includes credits earned during the sophomore year

### 4.3 Language proficiency of students at the beginning of sophomore year<sup>18</sup>

Stated growth in original Enhancement Plan

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

Achieved growth for 2020/21 and projected growth

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

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

*[Please insert your response here]*

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

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

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

*[Please insert your response here]*

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

### 5.1 Institutional strategy and management

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

#### 5.1.1 Organisational structure

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

*[Please insert your response here]*

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

Originally planned action(s)	Start date / Target date	KPIs <sup>19</sup>	Progress

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

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

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

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

[Please insert your response here]

### 5.1.2 Resourcing

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

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

[Please insert your response here]

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

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

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

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

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

*[Please insert your response here]*

### 5.1.3 Stakeholder engagement

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

*[Please insert your response here]*

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

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

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

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

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

*[Please insert your response here]*

#### 5.1.4 English language policies

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

*[Please insert your response here]*

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

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



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

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

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

*[Please insert your response here]*

## 5.2 Teachers and teaching

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

### 5.2.1 English language proficiency

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

*[Please insert your response here]*

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

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

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

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

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

*[Please insert your response here]*

### 5.2.2 Pedagogical proficiency

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

*[Please insert your response here]*

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

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

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

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

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

*[Please insert your response here]*

### 5.2.3. Capacity development

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

*[Please insert your response here]*

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

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

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

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

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

*[Please insert your response here]*

#### 5.2.4. Teacher Support

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

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

*[Please insert your response here]*

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

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

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

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

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

*[Please insert your response here]*

## 5.3 Students and learning

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

### 5.3.1 English language proficiency

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

*[Please insert your response here]*

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

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

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

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

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

*[Please insert your response here]*

### 5.3.2 English language support

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

*[Please insert your response here]*

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

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

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

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

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

*[Please insert your response here]*

### 5.3.3 International student experience

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

*[Please insert your response here]*

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

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

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

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

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

*[Please insert your response here]*



### 5.3.4 Student engagement

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

*[Please insert your response here]*

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

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

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

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

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

*[Please insert your response here]*

## 5.4. Information to students and the public

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

### 5.4.1 Information to prospective students

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

*[Please insert your response here]*

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

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

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

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

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

*[Please insert your response here]*

#### 5.4.2 Information to current students

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

*[Please insert your response here]*

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

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

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

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

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

*[Please insert your response here]*

#### 5.4.3 Information upon graduation

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

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

*[Please insert your response here]*

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

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

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

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

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

*[Please insert your response here]*

## 5.5. Quality assurance

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

### 5.5.1 Course development and monitoring

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

*[Please insert your response here]*

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

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

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

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

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

*[Please insert your response here]*

### 5.5.2 Assessment

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

*[Please insert your response here]*

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

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

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

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

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

*[Please insert your response here]*

### 5.5.3 Student performance

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

*[Please insert your response here]*

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

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

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

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

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

*[Please insert your response here]*

#### 5.5.4 Stakeholder engagement

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

*[Please insert your response here]*

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

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

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

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



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

*[Please insert your response here]*

## 5.6. Other initiatives for enhancement

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

### 5.6.1 Sector-wide engagement

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

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

*[Please insert your response here]*

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

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

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

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

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

*[Please insert your response here]*

### 5.6.2 International engagement

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

*[Please insert your response here]*

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

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

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

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

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

*[Please insert your response here]*

### 5.6.3. Engagement with industry / employers

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

*[Please insert your response here]*

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

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

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

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

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

*[Please insert your response here]*

#### 5.6.4 Any other measures

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

*[Please insert your response here]*

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

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

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

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

In case of divergence between planned actions and completed actions for 2021/22, or in case new planned actions have been added, please explain the motivations:

*[Please insert your response here]*

## Section 6: Budget

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

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

<sup>20</sup> The matching fund should be at least 10% of the grant award

<sup>21</sup> Capital spend should be capped at 10% of the grant award

## Appendix 1: Class Observation Form

### Working definition of EMI

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

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

### Alignment with working definition of EMI

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

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

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



## Guidelines for observer

### 1. Teacher talking time

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

### 2. Teacher ↔ student(s) interaction

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

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

### 3. Student ↔ student interaction

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

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

## Pedagogical approach: Percentage of English used in class

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

**(Institution name)**

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

**June 2023**

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# EMI Enhancement Plan 2021-2026

In this document institutions are invited to outline their plans for the growth and enhancement of their English Medium Instruction (EMI) provision for the period 2021-2026, against the backdrop of the overarching targets and expectations set by the Taiwan Ministry of Education in the Programme on Bilingual Education for Students in College (BEST).

Institutions can submit an Enhancement Plan either for the whole institution or for a specific college within the institution. In this document reference is made to 'applying institution' as Enhancement Plans at college level are still expected to be submitted by the institution a college is part of.

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

Section 2 asks applying institutions to outline a 2021-2026 strategy for the growth and enhancement of EMI provision at your institution, explaining the rationale for intending to grow and develop EMI provision, and for requesting financial support under the BEST Programme.

Section 3 asks applying institutions to provide details of your current EMI provision, and set yearly targets for growth and improvement with regard to students' English language proficiency and the expansion of your EMI provision, with specific reference to the BEST targets in these areas.

Section 4 asks applying institutions to outline the measures that your institution is planning to put in place to support the implementation of the 2021-2026 EMI strategy in six key areas: Institutional Strategy and Management, Teaching and Learning, the Student Experience, Information to Students and the Public, Quality Assurance, and External Engagement. In this section you will be guided by series of indicators of good practice.

In Section 5, the final section, applying institutions are asked to outline the financial support required to implement your plans for growth and enhancement, and explain how the measures you will put in place will be self-sustainable in the long term.

## Section 1: BEST framework and EMI definition

### 1.1 The BEST Targets and Expectations

**Strategy:** Institutions should formulate bilingual programme talent cultivation goals which are aligned with the development stage and specific features of their institution. The strategies and measures supporting the institutional enhancement plans should be concrete, feasible, and clearly defined. Teachers and students should be consulted, as stakeholders, in the development of the action plan and implementation strategies (see 3.1 and 4.1)

**Organization:** Institutions should establish a dedicated central unit with a clear mission to support the growth and enhancement of EMI across the institution. The unit should be adequately resourced and should cooperate with other existing English-teaching units or language centers (see 4.1).

**Teachers:** Institutions should provide full training and support for teachers to support effective EMI delivery (see 4.2).

**Courses:** The percentage of EMI courses available to undergraduates and graduate students in relation to the total provision within the institution or college should be set to rise year by year (see 3.2).

**Students:** Students are provided with all necessary language training and support to ensure they have the required capacity to successfully participate in EMI courses (see 4.3).

The percentage of domestic students at sophomore level who reach B2 level is set to rise year by year. At least 25% of the domestic student population at sophomore level is expected to reach B2 level at the end of the 2023-24 academic year, and at least 50% at the end of the 2029-30 academic year (see 3.5).

The number of sophomore and first-year Master's students taking EMI courses should increase year by year and align with specific targets for the years 2024 and 2030. In 2024 at least 20% of all courses taken by 20% of the sophomores (admitted in the 2022-23 academic year) and 20% of the first-year master's students (admitted in the 2023-24 academic year) are expected to be EMI courses. In 2030 at least 50% of all courses taken by 50% of the sophomores (admitted in the 2028-29 academic year) and 50% of the first-year master's students (admitted in the 2029-39 academic year) are expected to be EMI courses (see 3.3 and 3.4)

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

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

Upon graduation students should be conferred a 'Certificate Completion of EMI Courses' certificate stating the E1-E5 ranking level (see 4.4.).

**Sharing of resources:** Funded institutions are expected to put in place measures and initiatives to share their EMI resources more widely across the sector. Institutions are expected to develop qualitative and quantitative indicators at their discretion with a view to incrementally improving the way they share resources year on year (see 4).

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

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

## 1.2 Definition of EMI course

The English courses in which the learning is focused on language rather than subject content should not be considered as EMI courses. However, the importance of ESL, EAP, or ESP courses should be emphasised, and the contribution of English teachers should be considered essential in the provision of EMI courses. This means that universities should place a strong emphasis on embedding English courses and teachers into their enhancement plans.

For EMI courses, the delivery of content, the interaction between students and teachers, the learning material, and the demonstration and assessment of learning outcomes (such as oral presentation, assignments, or tests) should be 100% in English.

Other languages may be used by students in a limited way in specific circumstances. Student-to-student interaction in pair work and group work may sometimes take place in languages other than English to aid mutual comprehension and idea generation. However, students should present their discussion outcomes in English and lecturers should ensure that at least 70% of class communication takes place in English.

Good EMI course practice should encourage the student to engage in English speaking and writing as much as possible.

## Section 2: Self-assessment

### 2.1. Institution Information

i.	Are you applying as an institution or college?	Institution <input type="checkbox"/> College <input type="checkbox"/>
ii.	Institution / College name	

### 2.2. History and mission

Please outline the history and mission of your institution.

When applying as a college, if applicable, also outline any aspects pertaining specifically to the history and mission of the college.

*[Please insert your response here]*

Please list the colleges which form part of the institution.

*[Please insert your response here]*

## 2.3. Overview of the institution (and college)

### 2.3.1 Number of students

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

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

### 2.3.2 Number of Faculty

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

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



## 2.4. EMI strategy

### 2.4.1. Rationale

Please outline the rationale for offering EMI provision and for wishing to engage with the BEST programme.

*[Please insert your response here]*

On a scale from 1 to 10, 1 being the most important and 10 being the least important, how important are each of the following drivers to your institution or college's EMI strategy? Different drivers can be ranked as equally important.

Drivers	1-10
Improving Taiwanese graduates' English language skills and employability	
Growing international student recruitment	
Developing international student exchange	
Developing international academic partnerships through TNE	
Growing international research partnerships / outputs	
Attracting international staff	
Increasing institutional ranking	
Competing in the global education landscape	
Other (please add rows as needed)	

2.4.2. Please outline how your EMI strategy aligns with and supports the broader institutional strategy and mission.

*[Please insert your response here]*

## 2.5. Current EMI provision (2022/23)

### 2.5.1. Percentage of EMI courses, by level of study, of overall provision across the institution<sup>1</sup>

Level of Study	Total number of courses offered	Number of EMI courses	%
Undergraduate			
Master's			
Doctoral			

### 2.5.2. Percentage of EMI courses of overall provision by level of study by college<sup>2</sup>

College Name	Total number of courses offered	Number of EMI courses	% Under-graduate	Total number of courses offered	Number of EMI courses	% Master's	Total number of courses offered	Number of EMI courses	% Doctorate

<sup>1</sup> Please note that this section refers to the percentage of EMI courses currently offered at each study level. For example, at undergraduate level the answer would be based on this equation:

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

<sup>2</sup> Please follow the above example on a college-by-college basis

### 2.5.3. Percentage of students earning at least 20% of their credits from EMI courses.<sup>3</sup>

Stage		Total number of students	Number of students earning at least 20% of credits from EMI courses	%
End of sophomore year <sup>4</sup>	domestic students			
	students from China, Hong Kong, and Macao (optional)			
	International students (optional)			
End of 1 <sup>st</sup> year of Master's studies	domestic students			
	students from China, Hong Kong, and Macao (optional)			
	International students (optional)			

### 2.5.4. Language proficiency of students in undergraduate studies<sup>5</sup>

Year	CEFR Level	% of domestic students	% of students from China, Hong Kong, and Macao (optional)	% of international students (optional)
Freshman	B2			
	C1 or above			
Sophomore	B2			
	C1 or above			
Junior	B2			
	C1 or above			
Senior	B2			
	C1 or above			
Total	B2			
	C1 or above			

Please outline your institution's approach to determining student English language proficiency and the skills assessed (e.g. reading, listening, writing, speaking). If the tools your institution/college uses are not international standardised assessments (e.g. IELTS, TOEIC,

<sup>3</sup> Please note that this section refers to the percentage of students who earn ≥20% of their sophomore year and 1<sup>st</sup> year Master's credits from EMI courses. Please refer to the example equation below:

$$\% = \frac{\text{Number of domestic students obtaining } \geq 20\% \text{ of credits from EMI courses at the end of sophomore year} * 100}{\text{Total number of domestic students enrolled at the end of sophomore year}}$$

<sup>4</sup> Only includes credits earned during the sophomore year

<sup>5</sup> Please note that this section refers to the percentage of students in each year whose English language proficiency level meets B2 or C1 and above. Please refer to the example equation below:

$$\% = \frac{\text{Number of domestic students with B2 level English enrolled in freshman year} * 100}{\text{Total number of domestic students enrolled in freshman year}}$$

TOFEL), please explain your approach, what is assessed and how it is mapped to CEFR levels.

Please provide data that is evidence-based; otherwise, please indicate you have no relevant data.

*[Please insert your response here]*

### 2.5.5. Current approach to EMI

For those institutions where current provision categorised as EMI does not meet the working definition of EMI outlined in Section 1, please use the table below to indicate your current typical approach to the use of English in the classroom **by ticking the most appropriate box.**

Type of activity	≤25% in English	>25% ≤50% in English	>50% ≤75% in English	>75% <100% in English	100% in English
Content delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic / Teaching Materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment and demonstration of learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-classroom lecturer/student interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student/student interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section 3: Plans for growth of EMI Provision

Please use the tables below to detail your targets for growth over the course of the next five years.

Please note that consideration should be given to the BEST targets set for the academic year 2023/24 as outlined in Section 1. These should be regarded as the minimum threshold targets to be achieved. This does not prevent institutions or colleges from setting higher targets.

### 3.1. Percentage of EMI courses of overall provision by level of study<sup>6</sup>

Overall Provision	Undergraduate level			Master's level			Doctoral level		
	Total number of courses offered	Number of EMI courses	%	Total number of courses offered	Number of EMI courses	%	Total number of courses offered	Number of EMI courses	%
21/22									
22/23									
23/24									
24/25									
25/26									

<sup>6</sup> Please note that this section refers to the planned percentage of EMI courses to be offered at each study level in the following years. For example, at undergraduate level the answer would be based on this equation:

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

### 3.2. Percentage of students earning at least 20% of their credits from EMI courses.<sup>7</sup>

	% of domestic students					% of students from China, Hong Kong, and Macao (optional)				
	21/22	22/23	23/24	24/25	25/26	21/22	22/23	23/24	24/25	25/26
End of sophomore year <sup>8</sup>										
End of 1 <sup>st</sup> year of Master's studies										
	% of international students (optional)									
	21/22	22/23	23/24	24/25	25/26					
End of sophomore year <sup>9</sup>										
End of 1 <sup>st</sup> year of Master's studies										

<sup>7</sup> Please note that this section refers to the planned percentage of students who earn 20% or more of their sophomore year and 1<sup>st</sup> year Master's credits from EMI courses. Please refer to the example equation below:

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

<sup>8</sup> Only includes credits earned during the sophomore year

<sup>9</sup> Only includes credits earned during the sophomore year

### 3.3 Language proficiency of students at the beginning of sophomore year<sup>10</sup>

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

<sup>10</sup> Please note that this section refers to the planned percentage of students at the beginning of the sophomore year whose English language proficiency level meets B2 or C1 and above. Please refer to the example equation below:

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



## Section 4: Plans for enhancing EMI provision

### 4.1 Institutional strategy and management

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

#### 4.1.1 Organisational structure

*Outline how the implementation of plans to support the growth and enhancement of EMI will be overseen, at institutional or college level, or both.*

*Please include reference to key units, academic committees, and personnel who bear responsibility for implementing and monitoring the strategy.*

*[Please insert your response here]*

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed Key Performance Indicators (KPIs) and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

#### 4.1.2 Resourcing

*Outline how the implementation of the strategy will be resourced, at institutional or college level, or both.*

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

[Please insert your response here]

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

#### 4.1.3 Stakeholder engagement

*Outline your plans to engage with relevant internal and external stakeholders in developing, monitoring, and implementing your EMI strategies and policies.*

*They should include plans to consult with teachers, English language support staff, administrative/support staff (e.g. student advice, library), students, and internal or external EMI experts.*

[Please insert your response here]

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

#### 4.1.4 English language / bilingual policies

*Outline any English and other language policies your institution or college intends to implement.*

*These might cover for example the use of English language across the institution or college, including language/s used in the classroom, the resourcing of the library, the recruitment of teaching and support staff (see also 4.2), and the enrolment of students (see also 4.3).*

*[Please insert your response here]*

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

#### 4.1.5 Relation to growth targets

*Please outline how you think the measures described above will support the institution or college in achieving the targets for growth outlined in Section 3.*

*[Please insert your response here]*

#### 4.1.6 Strengths and weaknesses

*Please outline your assessment of current strengths and weaknesses in relation to Institutional Strategy and Management.*

*[Please insert your response here]*

## 4.2 Teachers and teaching

In this section you are asked to outline the teaching staff recruitment, training, support and capacity development measures your institution or college plans to put in place to support the growth and enhancement of EMI teaching and learning.

### 4.2.1 English language proficiency

*Outline English language requirements for the recruitment of teachers and teaching assistants (TAs)*

*Please note that teachers need an absolute minimum CEFR level of B2 and preferably a C1 level to teach successfully in EMI. Teachers with a B2 level of English should be expected to reach C1 level with support provided to achieve this. Teaching Assistants will need similar CEFR levels.*

*[Please insert your response here]*

*Please indicate any specific actions that will need to be taken to support enhancement (reaching C1 level) in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

### 4.2.2 Pedagogical proficiency

*Outline any pedagogical requirements you might consider putting in place for the recruitment of EMI teachers, e.g. previous experience of teaching in English, evidence of EMI or pedagogical training.*

*Please note as EMI requires an interactive pedagogy and advanced teaching skills, EMI teachers should show evidence of EMI or relevant pedagogical training in previous teaching contexts.*

[Please insert your response here]

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

#### 4.2.3. Capacity development

*Outline the support that will be made available to enhance the EMI capacity of teachers.*

*This might include initial training in the pedagogical skills needed to teach an academic subject in EMI to an international university class; English language support to reach a C1 level; an organised mentoring system for new EMI teachers.*

[Please insert your response here]

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

#### 4.2.4. Teacher Support

*Outline the ongoing teaching support that will be made available to EMI teachers.*

*This might include availability of academic teaching and learning materials and resources in English, relevant teaching technology and IT support, lecture preparation and language support from English language experts.*

*Trained or experienced EMI teachers would also benefit from targeted EMI support given by internal and external EMI experts, teaching observation, mentoring, international staff mobility programmes, as well as initiatives to incentivise teaching in EMI which requires more preparation than teaching in a first language.*

*Please note a **Community of Practice** should be set up so that trained teachers exchange ideas and skills to ensure best practice within the College or Institution.*

*The establishment of an **EMI Support Unit** will support teachers and students within the Institution and also contribute to the dissemination of EMI materials, information, and training to other institutions in the region.*

*[Please insert your response here]*

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

#### 4.2.5 Relation to growth targets

*Please outline how you think the measures described above will support the institution or college in achieving the targets for growth outlined in Section 3.*

*[Please insert your response here]*

#### 4.2.6 Strengths and weaknesses

*Please outline your assessment of current strengths and weaknesses in relation to teachers and teaching.*

*[Please insert your response here]*



## 4.3 Students and learning

In this section you are asked to outline what student admissions and support measures your institution or college plans to put in place to support the growth and enhancement of EMI provision.

### 4.3.1 English language proficiency

*Outline English language requirements for the recruitment of students at undergraduate and postgraduate level.*

[Please insert your response here]

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

### 4.3.2 English language support

*Outline the English language support that will be made available to students to facilitate their successful participation in EMI courses.*

*This might include ongoing tailored EAP and ESP courses, assistance in improving English language proficiency (CEFR level), regular testing, any initiative to incentivise students to take EMI courses and appropriate effective English language support.*

[Please insert your response here]

*Please indicate any specific actions that will need be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

#### 4.3.3 International student experience

*Outline the measures that will be put in place to support the international student experience and to help the transition of international students to your institution and Taiwan.*

*This might include pre-arrival guidance and advice on how to study and live in Taiwan and at your institution, accommodation, an induction programme, buddy programme, academic introduction, any initiatives to facilitate international student integration inside and outside of the classroom.*

*[Please insert your response here]*

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

#### 4.3.4 Student engagement

*Outline how you plan to engage EMI students at institution, faculty, programme, course level with a view to enhancing their study experience.*

*This might include measures to regularly collect and respond to students' feedback about their EMI studies, and the possibility to involve international students in students' councils/committees if applicable.*

*[Please insert your response here]*

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

#### 4.3.5 Relation to growth targets

*Please outline how you think the measures described above will support the institution or college in achieving the targets for growth outlined in Section 3.*

*[Please insert your response here]*

#### 4.3.6 Strengths and weaknesses

*Please outline your assessment of current strengths and weaknesses in relation to students and learning.*

*[Please insert your response here]*

## 4.4. Information to students and the public

In this section you are asked to outline what measures the institution or college plans to put in place to support the growth and enhancement of EMI provision with regard to providing information to students and the public.

### 4.4.1 Information to prospective students

*Outline how you intend to provide easy to access information about EMI study opportunities.*

*This might include marketing strategy, web-site information, and measures to ensure the information provided is clear, accurate and up-to-date.*

*Information about EMI study should include, at a minimum, information about course content, learning outcomes, English language requirements, approach to teaching and learning assessment, learning resources, and academic and extra-academic support.*

*[Please insert your response here]*

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

### 4.4.2 Information to current students

*Outline how you intend to provide current students with information about EMI study options, and English language resources and support available.*

*Information to current students should include opportunities for students to provide feedback on their EMI studies, or raise complaints or appeals, and information on how international students can be involved in student bodies.*

[Please insert your response here]

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

#### 4.4.3 Information upon graduation

*Outline the information you will provide to students upon graduation about their EMI studies.*

*This should include a certificate or transcript certifying the completion of EMI Courses, including reference to the % of credits which have contributed to their qualification (e.g. E Ranking Level set out in Section 1).*

[Please insert your response here]

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

#### 4.4.4 Relation to growth targets

*Please outline how you think the measures described above will support the institution or college in achieving the targets for growth outlined in Section 3.*

*[Please insert your response here]*

#### 4.4.5 Strengths and weaknesses

*Please outline your assessment of current strengths and weaknesses in relation to information to students and the public.*

*[Please insert your response here]*

## 4.5. Quality assurance

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

### 4.5.1 Course development and monitoring

*Outline how your institution or college will ensure that standard processes for course development, approval, monitoring and review apply to EMI courses.*

*[Please insert your response here]*

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

### 4.5.2 Assessment

*Outline how your institution or college will ensure that learning outcomes of EMI provision are assessed at the same level of same or comparable non-EMI provision.*

*[Please insert your response here]*

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

#### 4.5.3 Student performance

*Outline how your institution or college plans to monitor the outcomes of students on EMI provision and compare them against the outcomes of students of same or comparable non-EMI programmes.*

*[Please insert your response here]*

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

#### 4.5.4 Stakeholder engagement

*Outline how you plan to collect and respond to stakeholders' feedback, including teachers and students, as part of regular monitoring and enhancement processes.*

*[Please insert your response here]*

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*



Action(s) to be taken	Start date / Target date	KPIs

#### 4.5.5 Relation to growth targets

*Please outline how you think the measures described above will support the institution or college in achieving the targets for growth outlined in Section 3*

*[Please insert your response here]*

#### 4.5.6 Strengths and weaknesses

*Please outline your assessment of current strengths and weaknesses in relation to quality assurance.*

*[Please insert your response here]*

## 4.6. Other initiatives for enhancement

In this section you are asked to outline any other measures the institution plans to put in place to support the growth and enhancement of its EMI provision, as well as the EMI capacity across the Taiwan sector more generally.

### 4.6.1 Sector-wide engagement

*Outline how you intend to share expertise, lessons learned, and good practice with other institutions to help support the growth and enhancement of EMI provision across Taiwan.*

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

*You might also consider how you could utilise the dedicated EMI central unit to facilitate engagement.*

*[Please insert your response here]*

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

### 4.6.2 International engagement

*Outline whether you intend to pursue any international activities to develop your institution or college EMI capacity and/or as a result of your strengthened EMI capacity.*

*These might include students and staff mobility programmes, TNE partnerships, research collaborations, engagement with internal events or initiatives or other forms of international engagement.*

[Please insert your response here]

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

#### 4.6.3. Engagement with industry / employers

*Outline whether, and how, you plan to engage with industry and employers to support the development of EMI provision, improve the capacity of students to use English for employment purpose, and enhance the employability of EMI students*

[Please insert your response here]

*Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.*

Action(s) to be taken	Start date / Target date	KPIs

#### 4.6.4 Any other measures

*Please outline any other measures you intend to put in place to support your plans for EMI enhancement and growth which have not already been captured so far.*

*[Please insert your response here]*

#### 4.6.5 Relation to growth targets

*Please outline how you think the measures described above will support the institution or college in achieving the targets for growth outlined in Section 3.*

*[Please insert your response here]*

#### 4.6.6 Strengths and weaknesses

*Please outline your assessment of current strengths and weaknesses in relation to the above broader initiatives for enhancement.*

*[Please insert your response here]*

## Section 5: Budget

### 5.1 Requested budget

Please outline the expected budget in **US Dollars** needed to support your plans for EMI growth and enhancement.

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

Year	Requested Budget			Matching funding <sup>11</sup>
	Personnel	Operating	Capital <sup>12</sup>	
2021/22				
2022/23				
2023/24				
2024/25				
2025/26				

### 5.2 Sustainability

Please outline your strategy to ensure the long-term self-sustainability of your plans for EMI growth and enhancement after the conclusion of the Ministry funding programme.

*[Please insert your response here]*

<sup>11</sup> The matching fund should be at least 10% of the grant award

<sup>12</sup> Capital spend should be capped at 10% of the grant award

(學校名稱)

大專校院學生雙語化學學習計畫

重點培育學校

中文表件

(封面可自行設計)

註：

1. 計畫書請以 A4 紙張，直式橫書，雙面列印膠裝，14 號字，固定行高 21 點。
2. 中文表件篇幅以 **30 頁** 為限（不含封面、計畫摘要、目錄、表次、圖次、經費表、附錄及封底），計畫書封面可自行設計。
3. 不收參考附件，如須相關附件說明請置於學校網頁，於計畫書中列明附件所在網頁或 QR CODE 即可。

中華民國 112 年 6 月



**壹、111 學年度成果摘要(新申請學校免填)**

請以 2 頁篇幅簡要說明學校 111 學年度推動計畫成果。



## 貳、112-114 學年度計畫摘要

請以 2 頁篇幅簡要說明學校推動本計畫之願景與策略。

## 參、生師及課程數據

請列出全校學院，惟同時至多可申請 3 個重點培育學院，各院均應呈現 109 至 111 學年度數據（課程數及學分數採上下學期合計、人數採下學期數據、可自行增列學院）。

項目	學生			專任教師					課程			已申請重點培育學院(請打V) 並註明其人才培育對應之國家重點發展產業領域或為高度使用英文產業	
	本國	陸港澳	外國	外籍教師(具博士學位)	本國教師		專任教師總數	曾開設EMI課程教師數	全英語授課(EMI)		非全英語授課(EMI)課程數		
					具國外博士學位	不具國外博士學位			課程數	學分總數			
學院													
如:工學院 (109學年度)	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:							專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	☑申請重點培育學院(人才培育領域:半導體)
工學院 (110學年度)	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:							專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	
工學院 (111學年度)	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:							專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	
合計 (109學年度)	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:							專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	
合計 (110學年度)	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:							專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	

項目     學院	學生			專任教師					課程			已申請重點培 育學院(請打 V) 並註明其 人才培育對應 之國家重點發 展產業領域或 為高度使用英 文產業
	本國	陸港澳	外國	外籍教 師(具博 士學位)	本國教師		專任 教師 總數	曾開設 EMI 課 程教師 數	全英語授課 (EMI)		非全英語 授課 (EMI)課 程數	
					具國外 博士學 位	不具國外 博士學位			課程 數	學分總數		
合計 (111 學年 度)	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:						專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	

## 肆、績效指標

請依據以下七大面向，對應「參、願景及策略一三、績效目標」設定質量化指標，各面向可參考 SGP 設定自訂指標，至多以 5 個為限（不含部定指標），其餘請由校內自行管考。**(新申請學校填 110 學年度及 111 學年度請填學校實際執行情形)**

面向 (Dimension)	指標 (KPI)	2021 (110 學年度)	2022 (111 學年度)	2023 (112 學年度)	2024 (113 學年度)	2025 (114 學年度)
機構策略與管理 (Institutional strategy and management)	1.校級 EMI 推動專責單位					
	2.全英語教學之院系所、學位學程數、或學分學程 (Numbers of EMI programs)或其他全英語教學方案					
	3.					
	4.					
	5.					
教師與教學 (Teachers and teaching)	1.EMI 課程數(實體)	__門(__%)	__門(__%)	__門(__%)	__門(__%)	__門(__%)
	2.EMI 課程數(線上)	__門(__%)	__門(__%)	__門(__%)	__門(__%)	__門(__%)
	3.					
	4.					
	5.					
學生與學習 (Students and learning)	1.學生英語力提升情形(學生大二起英文能力達 B2 以上比率) Improvement in students' English proficiency	大二：__% 大四(畢業前)：__%	大二：__% 大四(畢業前)：__%	大二：__% 大四(畢業前)：__%	大二：__% 大四(畢業前)：__%	大二：__% 大四(畢業前)：__%
	2.大二及碩一學生所修學分 20%以上為全英語授課 (Increase in the percentage of students taking EMI courses)	大二：__% 碩一：__%	大二：__% 碩一：__%	大二：__% 碩一：__%	大二：__% 碩一：__%	大二：__% 碩一：__%
	3.畢業時英語修課人數比例及等級目標	E1 人數：__ 比例：__%	E1 人數：__ 比例：__%	E1 人數：__ 比例：__%	E1 人數：__ 比例：__%	E1 人數：__ 比例：__%
		E2 人數：__ 比例：__%	E2 人數：__ 比例：__%	E2 人數：__ 比例：__%	E2 人數：__ 比例：__%	E2 人數：__ 比例：__%

面向 (Dimension)	指標 (KPI)	2021 (110 學年度)	2022 (111 學年度)	2023 (112 學年度)	2024 (113 學年度)	2025 (114 學年度)
	(The rankings of the number and percentage of the credits earned from EMI courses upon graduation)	E3	人數:____ 比例:____%	人數:____ 比例:____%	人數:____ 比例:____%	人數:____ 比例:____%
		E4	人數:____ 比例:____%	人數:____ 比例:____%	人數:____ 比例:____%	人數:____ 比例:____%
		E5	人數:____ 比例:____%	人數:____ 比例:____%	人數:____ 比例:____%	人數:____ 比例:____%
	4.					
	5.					
資訊公開 (Information to students and the public)	1.					
	2.					
	3.					
	4.					
	5.					
品質保證 (Quality assurance)	1.					
	2.					
	3.					
	4.					
	5.					
資源共享與校際合作 (Sharing and Collaboration)	1.					
	2.					
	3.					
	4.					
	5.					
其他配套措施 (Other initiatives for enhancement)	1.					
	2.					
	3.					
	4.					
	5.					

註：

- 1.本計畫適用學制為日間學制班別（專科部、二技及進修部無需列計）。
- 2.有關學生之部定績效指標係針對「本國學生」，學校可另針對陸港澳、外國學生設定自訂指標（選填、非強制）。
- 3.學生英語力提升情形：
  - (1)2024 年：至少 25%學生大二起（指大一結束時）英文能力達 B2 以上（大二指 112 學年度入學）；
  - (2)2030 年：至少 50%學生大二起（指大一結束時）英文能力達 B2 以上（大二指 118 學年度入學）；
  - (3)實施時已達前述目標者，應在推動時每年以一定成長率持續提升。
- 4.學生修讀全英語授課（EMI）課程情形
  - (1)2024 年：至少 20%大二及碩一學生所修學分 20%為全英語授課（EMI）課程（大二指 111 學年度入學、碩一指 112 學年度入學）；
  - (2)2030 年：至少 50%大二及碩一學生，所修學分 50%為全英語授課（EMI）課程（大二指 117 學年度入學、碩一指 118 學年度入學）。
- 5.部定指標占比定義：
  - (1)學生英語力提升情形(學生大二起英文能力達 B2 以上比率)、大二及碩一學生所修學分

20%以上為全英語授課：「%」係指該項人數占**該年級**全校日間學制總學生人數百分比。

(2)畢業時英語修課人數比例及等級目標：「%」係指該項人數占全校日間學制**畢業生**人數百分比。

6.前述目標為本計畫需實現之最低門檻目標，學校或學院得設定更高之目標。

## 伍、計畫參與學系於三大聯合招生管道參採學測英文科情形

### (一)112 學年度參採情形

學校共\_\_\_\_\_個學院，其中\_\_\_\_\_個學院參與雙語計畫；

(學院名稱) 學院共\_\_\_\_\_個學系/學位學程，其中\_\_\_\_\_個學系/學位學程參與雙語計畫(請依參與學院分列)。

學院名稱	學系名稱 (需與招生簡章一致)	招生管道(請打 V)								
		繁星推薦			申請入學			分發入學		
		無此管道	參採	不參採	無此管道	參採	不參採	無此管道	參採	不參採

### (二)113 學年度預計參採情形

學校共\_\_\_\_\_個學院，其中\_\_\_\_\_個學院參與雙語計畫；

(學院名稱) 學院共\_\_\_\_\_個學系/學位學程，其中\_\_\_\_\_個學系/學位學程參與雙語計畫(請依參與學院分列)。

學院名稱	學系名稱 (需與招生簡章一致)	招生管道(請打 V)								
		繁星推薦			申請入學			分發入學		
		無此管道	參採	不參採	無此管道	參採	不參採	無此管道	參採	不參採

**陸、國立大學請增國際教學人才員額需求表（私立大學及無員額申請需求之國立大學免填）**

國立大學可另申請員額提撥增聘具有國外全英語授課經驗之國際教學人才協助推動全校雙語環境軟硬體建置之規劃為主，惟學校應相對提撥員額延聘 EMI 專任教師協助專業領域教學，**並需於既有系所員額外加，不得以既有系所之員額替代。**請依 112 學年度至 114 學年度需求填列以下表格。

**一、110 學年度及 111 學年度聘任情形（新申請學校免填）**

**（一）本部核撥員額**

序號	姓名	任職院系所	職級	專長領域	師資參與雙語計畫之任務	起聘日
合計		本部核撥員額：___名(已聘任___名、未聘任___名)				

**（二）學校提撥員額**

序號	姓名	任職院系所	職級	專長領域	師資參與雙語計畫之任務	起聘日
合計		學校提撥員額：___名				

（表格自行增列）

註：學校提撥員額與本部核撥員額比例至少為 1 比 1，原則學校提撥 1 名預算員額，本部提撥 1 名員額。

**二、新增延聘國際教學人才之員額申請表（私校免填）**

**（一）申請員額**

序號	擬任職院系所	職級	專長領域	擬要求之資格條件 (含學歷資格/語言條件經歷/學術條件/年資/學位/或其他)	擬起聘日
					<input type="checkbox"/> 112 學年度(112 年 8 月 1 日或 113 年 2 月 1 日) <input type="checkbox"/> 113 學年度(113 年 8 月 1 日或 114 年 2 月 1 日)



					<input type="checkbox"/> 114 學年度(114 年 8 月 1 日或 115 年 2 月 1 日)
合計	申請員額：____名				

## (二) 學校提撥

序號	編制	擬任職院系所	職級	專長領域	擬要求之資格條件 (含學歷資格/語言條件經歷/學術條件/年資/學位/或其他)	擬起聘日
	<input type="checkbox"/> 專任 <input type="checkbox"/> 專案					<input type="checkbox"/> 112 學年度 <input type="checkbox"/> 113 學年度 <input type="checkbox"/> 114 學年度
合計	學校提撥員額：____名					

(表格自行增列)

註：

1. 學校提撥員額與本部核撥員額比例至少為 1 比 1，原則學校提撥 1 名預算員額，本部提撥 1 名員額，經本部審查通過後，本部得加碼核撥至多 1 名員額(總額度視學校申請與實際審查情形而定)，若學校以「編制外專案教學人員」替代，每年以 1 名為限，每校一年度至多申請 5 名員額，本次以每校三年不超過 15 名申請員額為限。
2. 學校提撥員額需於既有系所員額外加，不得以既有系所之員額替代。

## 三、具體作法 (Approach)

本部另增撥之員額應聘任具全英語授課能力之國際雙語專業教學人才，用以協助學校進行該專業領域之英語教學、課程、研究及輔導等面向之提升，並可同時擔任英語授課指導顧問角色 (mentor)，協助培訓英語教學師資，引導學校營造全英語專業領域之環境。請就以下面向提供規劃內涵

(一)現況：目前學校員額運用情形及人事費用支出之財務現況

### 1. 目前學校員額運用情形

112 年 預算員額數(a)	進用情形(b)	控留人數(c=a-b)

### 2.財務面

## 2.1 學校專任教職員人事費占學校校務支出比率

學校專任教職員人數(人)		人事費(元)	學校校務支出(元)	比率(%)
各專任教職員數	總計			
教師				
研究人員				
職員				
其他				

## 2.2 學校循預算程序之撥款與學雜費收入占整體財務收入比率

學校循預算程序之撥款(元)(A)	學雜費收入(元)(B)	學校校務基金總收入(元)(C)	比率(%) ((A+B)/C*100%)

### (二) 延攬雙語人才面：

1. 擬延攬全英語授課國際師資與學校培育重點領域雙語人才之雙語政策連結。
2. 前項需求員額表格內，學校運用該員額擬聘任之國際雙語專業教學人才之所需資格、條件、專業、具體協助學校提升英語教學品質角色、任務等規劃作法(並呼應「參、願景與策略—四、執行策略」說明)
3. 學校整體配套措施及條件(包括所提供的設備及經費或配套資源等)。
4. 績效指標、預期成效及影響預期成效(以五年為期描述)

➤ 預期成效及質量化績效目標(包含如何協助學校提升 EMI 教學品質)

➤ 分年目標：

分年目標	第 1 年	第 2 年	第 3 年
自訂績效評估基準			

➤ 預期影響(例如對學生、學校、老師三個面向的影響)

### (三) 學校搭配提供員額之運用：

學校提撥之員額亦應投入學校推動雙語教學相關系所或學院擔任全英語授課教學人員，併請說明學校提撥員額對於學校雙語教學推動之角色及任務，及其於系所與學院推動雙語教學之規劃。

(四) 其他：得提高本計畫執行成效之相關措施說明(無則免填)

## 參考資料：大專校院學生雙語化學習計畫全英語授課（EMI）指引

本指引歸納自英國文化協會（BC）與英國牛津大學全英語授課培訓（EMI Training）專家學者諮詢會之建議，係以學術研究與國外實務推動經驗為基礎，包括定義、教學目的、教學方法與基礎能力要求三大面向，供學校推動雙語化學習計畫參考，學校仍可視實際需求彈性調整教學規劃，不以本指引為限。

**一、EMI 操作型定義：**EMI 係指在英語非母語的教育機構（non-English speaking institutions）提供的學習課程，其內容的傳遞、師生互動、學習及學術支持教材、學習成果展示與評量 100%使用英語。相關原則說明如下：

- （一）著重於語言學習而非專業學科內容之英文課程不應列為 EMI 課程，惟 ESL、EAP 或 ESP 課程之重要性應予以重視，且英文教師係推動 EMI 課程之重要支撐。換言之，大學推動 EMI 相關計畫時，應重視英文課程及英文教師。
- （二）就 EMI 課程而言，授課內容、師生互動、學生學習成效之呈現（例如口頭簡報或報告）及評量需以全英方式進行。學生間之互動在特定情況下可使用中文，例如於分組討論時得短暫使用中文以利創意發想與腦力激盪。但學生仍需以英文提出其討論成果，且當學生的英文能力有所提升或選擇更多 EMI 課程時，應鼓勵學生在課堂討論時更常使用英文。
- （三）學生在課堂使用其他語言的方式與情況應予限定，學生在分組時之互動可使用其他語言，以利彼此間的理解與創意發想。但教師仍應確保至少 70% 班級溝通是以英文進行。
- （四）高品質的 EMI 課程應鼓勵學生儘可能地以英文進行口說與書寫。

**二、教學目的：**EMI 之目的應是培養學生畢業時，具備有在學術界或職場中流暢使用英語溝通、表達專業的能力。

**三、教學方法：**

教師語言意識、學生小組討論及國際學生參與，是 EMI 的三大成功關鍵，此外並提供針對師生的支持與互動建議如下。

- (一) 教師語言意識：教師在教學過程必須具備高度的語言意識（language awareness），瞭解當下使用語言為英語而非中文，以同理心、學習者中心的角度進行教學。
- (二) 學生小組討論：在教學過程中儘量給予學生小組討論交流的時間，鼓勵採英文討論（必要時可輔以中文進行，報告時則應採取全英文發表），增進學習參與感並有助教學成效。
- (三) 國際學生參與：若能在教學分組或分班時加入國際學生，使學生組成多元化，將有助於促進學生自然而然地以英語進行討論，進而強化 EMI 效果。
- (四) 強化協助措施：推動 EMI 課程時，必須提供學生更多英語學習之協助，例如同時提供學術英文課程（EAP）供學生修讀等，以確保學生能達到與中文學習相同的學習成效。
- (五) 英語專業教師：英語專業教師扮演重要角色，雖然英文課不界定為 EMI，惟 EAP/ESP 等課程係推動 EMI 之重要支援，學校除了提供英語能力教學課程外，可引導英語專業教師與專業系所教師合作開設 EAP/ESP 等課程，同步培養學生英語能力、專業能力。
- (六) 明確說明原則：課堂一開始便應明確說明教學進行的原則，包括師生全英語互動、小組討論方式、報告與作業繳交規範等，讓學生有清楚的依循準據並建立正確的學習態度。
- (七) 正向教學氛圍：全英語授課並非代表在教學現場禁止使用英語以外的語言，課堂應營造正向教學氛圍，避免造成教師或學生過度壓抑，反而對教與學帶來負面影響。
- (八) 同儕觀課回饋：學校可視情況推動教師同儕觀課，觀課重點在於協助與回饋教學，而非督導或成效考核，目的是提供教師間友好的教學支持機制。

#### 四、基礎能力要求：

- (一) 教師：教師具備 CEFR B2 等級的說寫聽讀能力，是 EMI 的基本條件，以確保在課堂上能清楚教授專業知識，並流暢地與學生進行互動討論。
- (二) 學生：
  - 1. 掌握起點能力：學校應在學生入學時即掌握其英語能力之評估，一方面有助瞭解能力成長變化，另方面可作為教學分班或分組之參考。

2. 學科領域差異：一般而言，學生具備 CEFR B2 等級的能力，是 EMI 課程有效學習的起點，但依據學科領域略有差異，以理工學科撰寫實驗報告與人文學科撰寫申論報告為例，二者在說寫聽讀的能力要求上可能有所不同，課程規劃時可視情形彈性調整。
3. 放寬學習門檻鼓勵修習並輔以支持系統：為了讓學生有更多機會培養專業的英語溝通能力，在學校提供完備的學習協助措施下，可適度放寬上述 CEFR B2 的學習門檻，開放學生嘗試全英語學習的可能性。並應同時提供學生英語能力提升及修讀 EMI 之充分語言及專業學習支持系統與資源。

(學校名稱)

大專校院學生雙語化學習計畫

重點培育學院

中文表件

(封面可自行設計)

(申請學院應「個別」提報計畫，但仍以學校為統籌申請單位)

註：

1. 計畫書請以 A4 紙張，直式橫書，雙面列印膠裝，14 號字，固定行高 21 點。
2. 中文表件篇幅以 **30 頁** 為限（不含封面、計畫摘要、目錄、表次、圖次、經費表、附錄及封底），計畫書封面可自行設計。
3. 不收參考附件，如須相關附件說明請置於學校網頁，於計畫書中列明附件所在網頁或 QR CODE 即可。

中華民國 112 年 6 月





**壹、111 學年度計畫成果(新申請學院免填)**

請以 2 頁篇幅簡要說明 111 學年度學院推動本計畫成果。

## 貳、112-114 學年度計畫摘要

請以 2 頁篇幅簡要說明學院推動本計畫之願景與策略。

## 參、生師及課程數據

各申請之學院（至多 3 個）均應呈現 109 至 111 學年度（課程數及學分數採上下學期合計、人數採下學期數據、可自行增列學院）。

項目  學院	學生			專任教師					課程			擬精進成為重點 培育學院，請註 明其人才培育對 應之國家重點發 展產業領域或高 度使用英文產業
	本國	陸港澳	外國	外籍教 師(具博 士學位)	本國教師		專任 教師 總數	曾開設 EMI 課 程教師 數	全英語授課 (EMI)		非全英語 授課 (EMI)課 程數	
					具國外 博士學 位	不具國外 博士學位			課程 數	學分總數		
如:工學院 (109 學年 度)	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:						專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	
工學院 (110 學年 度)	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:						專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	
工學院 (111 學年 度)	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:						專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	
如:商學院 (109 學年 度)	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:						專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	
如:商學院 (110 學年 度)	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:						專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	
如:商學院 (111 學年 度)	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:						專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	

## 肆、績效指標

請依據以下七大面向，對應「參、願景及策略一三、績效目標」設定質量化指標，各面向可參考 SGP 設定自訂指標，至多以 5 個為限（不含部定指標），其餘請由校內自行管考。**(新申請學院 110 學年度及 111 學年度請填學院實際執行情形)**

面向 (Dimension)	指標 (KPI)	2021 (110 學年度)	2022 (111 學年度)	2023 (112 學年度)	2024 (113 學年度)	2025 (114 學年度)
機構策略與管理 (Institutional strategy and management)	1.校級 EMI 推動專責單位					
	2.全英語教學之院系所、學位學程數、或學分學程 (Numbers of EMI programs)或其他全英語教學方案					
	3.					
	4.					
	5.					
教師與教學 (Teachers and teaching)	1.EMI 課程數(實體)	__門(__%)	__門(__%)	__門(__%)	__門(__%)	__門(__%)
	2.EMI 課程數(線上)	__門(__%)	__門(__%)	__門(__%)	__門(__%)	__門(__%)
	3.					
	4.					
	5.					
學生與學習 (Students and learning)	1.學生英語力提升情形(學生大二起英文能力達 B2 以上比率) Improvement in students' English proficiency	大二：__% 大四(畢業前)：__%	大二：__% 大四(畢業前)：__%	大二：__% 大四(畢業前)：__%	大二：__% 大四(畢業前)：__%	大二：__% 大四(畢業前)：__%
	2.大二及碩一學生所修學分 20%以上為全英語授課 (Increase in the percentage of students taking EMI courses)	大二：__% 碩一：__%	大二：__% 碩一：__%	大二：__% 碩一：__%	大二：__% 碩一：__%	大二：__% 碩一：__%
	3.畢業時英語修課人數比例及等級目標	E1 人數：__ 比例：__%	E1 人數：__ 比例：__%	E1 人數：__ 比例：__%	E1 人數：__ 比例：__%	E1 人數：__ 比例：__%
		E2 人數：__ 比例：__%	E2 人數：__ 比例：__%	E2 人數：__ 比例：__%	E2 人數：__ 比例：__%	E2 人數：__ 比例：__%

面向 (Dimension)	指標 (KPI)	2021 (110 學年度)	2022 (111 學年度)	2023 (112 學年度)	2024 (113 學年度)	2025 (114 學年度)
	(The rankings of the number and percentage of the credits earned from EMI courses upon graduation)	E3	人數:____ 比例:____%	人數:____ 比例:____%	人數:____ 比例:____%	人數:____ 比例:____%
		E4	人數:____ 比例:____%	人數:____ 比例:____%	人數:____ 比例:____%	人數:____ 比例:____%
		E5	人數:____ 比例:____%	人數:____ 比例:____%	人數:____ 比例:____%	人數:____ 比例:____%
	4.					
	5.					
資訊公開 (Information to students and the public)	1.					
	2.					
	3.					
	4.					
	5.					
品質保證 (Quality assurance)	1.					
	2.					
	3.					
	4.					
	5.					
資源共享與校際合作 (Sharing and Collaboration)	1.					
	2.					
	3.					
	4.					
	5.					
其他配套措施 (Other initiatives for enhancement)	1.					
	2.					
	3.					
	4.					
	5.					

註：

- 1.本計畫適用學制為日間學制班別（專科部、二技及進修部無需列計）。
- 2.有關學生之部定績效指標係針對「本國學生」，學校可另針對陸港澳、外國學生設定自訂指標（選填、非強制）。
- 3.學生英語力提升情形：
  - (1)2024 年：至少 25%學生大二起（指大一結束時）英文能力達 B2 以上（大二指 112 學年度入學）；
  - (2)2030 年：至少 50%學生大二起（指大一結束時）英文能力達 B2 以上（大二指 118 學年度入學）；
  - (3)實施時已達前述目標者，應在推動時每年以一定成長率持續提升。
- 4.學生修讀全英語授課（EMI）課程情形
  - (1)2024 年：至少 20%大二及碩一學生所修學分 20%為全英語授課（EMI）課程（大二指 111 學年度入學、碩一指 112 學年度入學）；
  - (2)2030 年：至少 50%大二及碩一學生，所修學分 50%為全英語授課（EMI）課程（大二指 117 學年度入學、碩一指 118 學年度入學）。
- 5.部定指標占比定義：
  - (1)學生英語力提升情形(學生大二起英文能力達 B2 以上比率)、大二及碩一學生所修學分

20%以上為全英語授課：「%」係指該項人數占**該年級**全校日間學制總學生人數百分比。

(2)畢業時英語修課人數比例及等級目標：「%」係指該項人數占全校日間學制**畢業生**人數百分比。

6.前述目標為本計畫需實現之最低門檻目標，學校或學院得設定更高之目標。

**伍、計畫參與學系於三大聯合招生管道參採學測英文科情形**

**(一)112 學年度參採情形**

(學院名稱) 學院共\_\_\_\_\_個學系/學位學程，其中\_\_\_\_\_個學系/學位學程參與雙語計畫(請依參與學院分列)。

學院名稱	學系名稱 (需與招生簡章一致)	招生管道(請打 V)								
		繁星推薦			申請入學			分發入學		
		無此管道	參採	不參採	無此管道	參採	不參採	無此管道	參採	不參採

**(二)113 學年度預計參採情形**

(學院名稱) 學院共\_\_\_\_\_個學系/學位學程，其中\_\_\_\_\_個學系/學位學程參與雙語計畫(請依參與學院分列)。

學院名稱	學系名稱 (需與招生簡章一致)	招生管道(請打 V)								
		繁星推薦			申請入學			分發入學		
		無此管道	參採	不參採	無此管道	參採	不參採	無此管道	參採	不參採

**陸、國立大學請增國際教學人才員額需求表（私立大學及無員額申請需求之國立大學免填）**

國立大學可另申請員額提撥增聘具有國外全英語授課經驗之國際教學人才協助推動全校雙語環境軟硬體建置之規劃為主，惟學校應相對提撥員額延聘 EMI 專任教師協助專業領域教學，**並需於既有系所員額外加，不得以既有系所之員額替代。**請依 112 學年度至 114 學年度需求填列以下表格。

**一、110 學年度及 111 學年度聘任情形（新申請學院免填）**

**（一）本部核撥員額**

序號	姓名	任職院系所	職級	專長領域	師資參與雙語計畫之任務	起聘日
合計		本部核撥員額：___名(已聘任___名、未聘任___名)				

**（二）學校提撥員額**

序號	姓名	任職院系所	職級	專長領域	師資參與雙語計畫之任務	起聘日
合計		學校提撥員額：___名				

（表格自行增列）

註：學校提撥員額與本部核撥員額比例至少為 1 比 1，原則學校提撥 1 名預算員額，本部提撥 1 名員額。

**二、新增延聘國際教學人才之員額申請表**

**（一）申請員額**

序號	擬任職院系所	職級	專長領域	擬要求之資格條件 (含學歷資格/語言條件經歷/學術條件/年資/學位/或其他)	擬起聘日
					<input type="checkbox"/> 112 學年度(112 年 8 月 1 日或 113 年 2 月 1 日) <input type="checkbox"/> 113 學年度(113 年 8 月 1 日或 114 年 2 月 1 日)



					<input type="checkbox"/> 114 學年度(114 年 8 月 1 日或 115 年 2 月 1 日)
合計	申請員額：____名				

## (二) 學校提撥

序號	編制	擬任職院系所	職級	專長領域	擬要求之資格條件 (含學歷資格/語言條件經歷/學術條件/年資/學位/或其他)	擬起聘日
	<input type="checkbox"/> 專任 <input type="checkbox"/> 專案					<input type="checkbox"/> 112 學年度 <input type="checkbox"/> 113 學年度 <input type="checkbox"/> 114 學年度
合計	學校提撥員額：____名					

(表格自行增列)

註：

1. 學校提撥員額與本部核撥員額比例至少為 1 比 1，原則學校提撥 1 名預算員額，本部提撥 1 名員額，經本部審查通過後，本部得加碼核撥至多 1 名員額(總額度視學校申請與實際審查情形而定)，若學校以「編制外專案教學人員」替代，每年以 1 名為限，每校一年度至多申請 5 名員額，本次以每校三年不超過 15 名申請員額為限。
2. 學校提撥員額需於既有系所員額外加，不得以既有系所之員額替代。

## 三、具體作法 (Approach)

本部另增撥之員額應聘任具全英語授課能力之國際雙語專業教學人才，用以協助學校進行該專業領域之英語教學、課程、研究及輔導等面向之提升，並可同時擔任英語授課指導顧問角色 (mentor)，協助培訓英語教學師資，引導學校營造全英語專業領域之環境。請就以下面向提供規劃內涵

(一)現況：目前學院員額運用情形及人事費用支出之財務現況

### 1. 目前學院員額運用情形

112 年 預算員額數(a)	進用情形(b)	控留人數(c=a-b)

### 2.財務面

## 2.1 學院專任教職員人事費占學校校務支出比率

學校專任教職員人數(人)		人事費(元)	學校校務支出(元)	比率(%)
各專任教職員數	總計			
教師				
研究人員				
職員				
其他				

### (二) 延攬雙語人才面：

1. 擬延攬全英語授課國際師資與學校培育重點領域雙語人才之雙語政策連結。
2. 前項需求員額表格內，學院運用該員額擬聘任之國際雙語專業教學人才之所需資格、條件、專業、具體協助學校提升英語教學品質角色、任務等規劃作法。
3. 學院整體配套措施及條件(包括所提供的設備及經費或配套資源等)。
4. 績效指標、預期成效及影響預期成效(以五年為期描述)

➤ 預期成效及質量化績效目標(包含如何協助學校提升 EMI 教學品質)

➤ 分年目標：

分年目標	第 1 年	第 2 年	第 3 年
自訂績效評估基準			

➤ 預期影響(例如對學生、學校、老師三個面向的影響)

### (三) 學院搭配提供員額之運用：

學院提撥之員額亦應投入學校推動雙語教學相關系所或學院擔任全英語授課教學人員，併請說明學院提撥員額對於學校/院雙語教學推動之角色及任務，及其於系所與學院推動雙語教學之規劃。

### (四) 其他：得提高本計畫執行成效之相關措施說明(無則免填)

## 參考資料：大專校院學生雙語化學習計畫全英語授課（EMI）指引

本指引歸納自英國文化協會（BC）與英國牛津大學全英語授課培訓（EMI Training）專家學者諮詢會之建議，係以學術研究與國外實務推動經驗為基礎，包括定義、教學目的、教學方法與基礎能力要求三大面向，供學校推動雙語化學習計畫參考，學校仍可視實際需求彈性調整教學規劃，不以本指引為限。

**一、EMI 操作型定義：**EMI 係指在英語非母語的教育機構（non-English speaking institutions）提供的學習課程，其內容的傳遞、師生互動、學習及學術支持教材、學習成果展示與評量 100%使用英語。相關原則說明如下：

- （一）著重於語言學習而非專業學科內容之英文課程不應列為 EMI 課程，惟 ESL、EAP 或 ESP 課程之重要性應予以重視，且英文教師係推動 EMI 課程之重要支撐。換言之，大學推動 EMI 相關計畫時，應重視英文課程及英文教師。
- （二）就 EMI 課程而言，授課內容、師生互動、學生學習成效之呈現（例如口頭簡報或報告）及評量需以全英方式進行。學生間之互動在特定情況下可使用中文，例如於分組討論時得短暫使用中文以利創意發想與腦力激盪。但學生仍需以英文提出其討論成果，且當學生的英文能力有所提升或選擇更多 EMI 課程時，應鼓勵學生在課堂討論時更常使用英文。
- （三）學生在課堂使用其他語言的方式與情況應予限定，學生在分組時之互動可使用其他語言，以利彼此間的理解與創意發想。但教師仍應確保至少 70% 班級溝通是以英文進行。
- （四）高品質的 EMI 課程應鼓勵學生儘可能地以英文進行口說與書寫。

**二、教學目的：**EMI 之目的應是培養學生畢業時，具備有在學術界或職場中流暢使用英語溝通、表達專業的能力。

**三、教學方法：**

教師語言意識、學生小組討論及國際學生參與，是 EMI 的三大成功關鍵，此外並提供針對師生的支持與互動建議如下。

- (一) 教師語言意識：教師在教學過程必須具備高度的語言意識（language awareness），瞭解當下使用語言為英語而非中文，以同理心、學習者中心的角度進行教學。
- (二) 學生小組討論：在教學過程中儘量給予學生小組討論交流的時間，鼓勵採英文討論（必要時可輔以中文進行，報告時則應採取全英文發表），增進學習參與感並有助教學成效。
- (三) 國際學生參與：若能在教學分組或分班時加入國際學生，使學生組成多元化，將有助於促進學生自然而然地以英語進行討論，進而強化 EMI 效果。
- (四) 強化協助措施：推動 EMI 課程時，必須提供學生更多英語學習之協助，例如同時提供學術英文課程（EAP）供學生修讀等，以確保學生能達到與中文學習相同的學習成效。
- (五) 英語專業教師：英語專業教師扮演重要角色，雖然英文課不界定為 EMI，惟 EAP/ESP 等課程係推動 EMI 之重要支援，學校除了提供英語能力教學課程外，可引導英語專業教師與專業系所教師合作開設 EAP/ESP 等課程，同步培養學生英語能力、專業能力。
- (六) 明確說明原則：課堂一開始便應明確說明教學進行的原則，包括師生全英語互動、小組討論方式、報告與作業繳交規範等，讓學生有清楚的依循準據並建立正確的學習態度。
- (七) 正向教學氛圍：全英語授課並非代表在教學現場禁止使用英語以外的語言，課堂應營造正向教學氛圍，避免造成教師或學生過度壓抑，反而對教與學帶來負面影響。
- (八) 同儕觀課回饋：學校可視情況推動教師同儕觀課，觀課重點在於協助與回饋教學，而非督導或成效考核，目的是提供教師間友好的教學支持機制。

#### 四、基礎能力要求：

- (一) 教師：教師具備 CEFR B2 等級的說寫聽讀能力，是 EMI 的基本條件，以確保在課堂上能清楚教授專業知識，並流暢地與學生進行互動討論。
- (二) 學生：
  - 1. 掌握起點能力：學校應在學生入學時即掌握其英語能力之評估，一方面有助瞭解能力成長變化，另方面可作為教學分班或分組之參考。

2. 學科領域差異：一般而言，學生具備 CEFR B2 等級的能力，是 EMI 課程有效學習的起點，但依據學科領域略有差異，以理工學科撰寫實驗報告與人文學科撰寫申論報告為例，二者在說寫聽讀的能力要求上可能有所不同，課程規劃時可視情形彈性調整。
3. 放寬學習門檻鼓勵修習並輔以支持系統：為了讓學生有更多機會培養專業的英語溝通能力，在學校提供完備的學習協助措施下，可適度放寬上述 CEFR B2 的學習門檻，開放學生嘗試全英語學習的可能性。並應同時提供學生英語能力提升及修讀 EMI 之充分語言及專業學習支持系統與資源。

大專校院學生雙語化學習計畫  
普及提升學校  
**111 學年度自評報告暨  
第二階段(112-114 學年度)計畫書**

(學校名稱)

1. 請以 A4 紙張，直式橫書，雙面列印膠裝，14 號字，固定行高 21 點。
2. 自評報告暨計畫書篇幅以 50 頁為限（不含封面、目錄、表次、圖次及封底），封面可自行設計。
3. 相關佐證資料請以電子檔提供，可置於學校網頁，或列明附件所在網頁或 QR CODE 即可。

中華民國 112 年 6 月



## 壹、111 學年度自評報告(新申請學校免填)

### 一、計畫自評總結摘要

- (一) 請以兩頁篇幅簡要陳述學校執行本計畫之自評總結摘要，包含學校**發展雙語計畫之特色**以及**成果亮點概述**。
- (二) 說明學校完成自我評估之方式，包含校務層級如何協助執行單位進行自評作業，自評流程如何運作以及自評諮詢對象給予之建議。



## 二、績效指標達成情形

面向 (Dimension)	指標 (KPI)	2021/22 (110 學年度) 目標值	2021/22 (110 學年度) 達成值	2022/23 (111 學年度) 目標值	2022/23 (111 學年度) 達成值
學生	1.英語課採全英語教學比率	_____ %	_____ %	_____ %	_____ %
	2.大二及碩一學生修讀全英語授課(EMI)課程情形	_____ %大二及碩一學生，修讀 1 門 EMI 課程	_____ %大二及碩一學生，修讀 1 門 EMI 課程	_____ %大二及碩一學生，修讀 1 門 EMI 課程	_____ %大二及碩一學生，修讀 1 門 EMI 課程

註：

- 1.本計畫適用學制為日間學制班別（專科部、二技及進修部無需列計）。
- 2.有關學生之部定績效指標係針對「本國學生」，學校可另針對陸港澳、外國學生設定自訂指標（選填、非強制）。
- 3.英語課採全英教學：
  - (1)2024 年：至少 20 所大專校院英語課採全英授課比率達 30%以上。
  - (2)2030 年：至少 40 所大專校院英語課採全英授課比率達 80%以上。
- 4.學生修讀全英語授課（EMI）課程情形：
  - (1)2024 年：至少 5%大二及碩一學生修習至少 1 門全英語授課（EMI）課程（大二指 111 學年度入學、碩一指 112 學年度入學）。
  - (2)2030 年：至少 10%大二及碩一學生，修習至少 2 門 EMI 課程（大二指 117 學年度入學、碩一指 118 學年度入學）。
- 5.占比定義：
  - (1)英語課採全英語教學比率：「%」係指採全英語教學之英語課占全校英語課總數百分比。
  - (2)大二及碩一學生修讀全英語授課(EMI)課程情形：「%」係指至少修讀 1 門 EMI 課程之大二及碩一學生人數，占全校大二及碩一總學生人數百分比。

### 三、經費執行情形

補(捐)助項目		2022/23 (111 學年 度) 教育部核定 計畫金額 (A)	2022/23 (111 學年度) 截至 112.06.15 實 支總額 (B)	計畫結餘款 (C=A-B)	執行率 (D=(B/A)*100%)
經常門(B)	人事費 (C)				
	業務費 (D)				
	小計 (B=C+D)				
資本門(E)					
核定經費 小計(A=B+E)					
學校配合款(F) (至少為核定經費之 10%)					
合計(G)					

#### 四、執行成果

請於下表簡述學校修正計畫書所列各項策略之執行情形。

※如學校修正計畫書有其他面向之策略，請依實際內容新增執行情形。

※表格如不敷使用，請自行增列。

各項策略／達成情形自我檢核／執行情形

(一)學生英語能力提升措施

請學校就全校學生英語能力提升，以整體、組織、教師、學生、課程、資源共享與校際合作、其他特色等面向敘明執行情形。

本項策略達成情形自我檢核：

☐已達成 ☐部分達成 ☐未達成 ☐其他：\_\_\_\_\_

執行情形：

## (二)建構校內英語教學及支持系統措施

1. 請敘明學校成立校級專責單位之情形，以及逐步從與涉外或國際事務相關之人才培育系院等教學單位逐步落實計畫策略之執行情形。
2. 擇定部分院系所實際推動計畫之執行情形。

本項策略達成情形自我檢核：

☐已達成 ☐部分達成 ☐未達成 ☐其他：\_\_\_\_\_

執行情形：

### (三)其他配套措施

學校在機構策略與管理、教師與教學、學生與學習、資訊公開、品質保證、資源共享與校際合作、其他配套措施等面向之具體執行情形。

本項策略達成情形自我檢核：

☐已達成 ☐部分達成 ☐未達成 ☐其他：\_\_\_\_\_

執行情形：

#### (四)管考機制

包含學校定期掌握計畫推動進度、績效指標與經費執行之作法，以及如何結合校務研究，以證據本位的原則確保計畫成效及品質，並據以回饋改進計畫執行。

本項策略達成情形自我檢核：

☐已達成 ☐部分達成 ☐未達成 ☐其他：\_\_\_\_\_

執行情形：

## 五、執行本計畫尚未克服之困難或面臨之挑戰

請概述學校執行本計畫尚未克服之困難或面臨之挑戰，以及預計施行的解決方案。

序號	面向	尚未克服之困難或面臨之挑戰	預計施行的解決方案或政策建議
1	學生英語能力提升措施		
2	建構校內英語教學及支持系統措施		
3	其他配套措施		
4	管考機制		



## 貳、112 學年度至 114 學年度計畫書

### 一、計畫摘要

請以 1 頁篇幅簡要說明學校推動本計畫之願景與策略。

## 二、生師數據

請列出全校 109 至 111 學年度數據（人數採下學期數據）。

項目   學院	學生			專任教師					
	本國	陸港澳	外國	外籍教師(具博士學位)	本國教師		專任教師總數	曾開設 EMI 課程教師數	曾開設 EAP、ESP 課程教師數
					具國外博士學位	不具國外博士學位			
合計 (109 學年度)	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:						
合計 (110 學年度)	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:						
合計 (111 學年度)	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:	專科: 學士: 碩士: 博士: 總計:						

### 三、現況評估

#### (一) 理念

請簡要說明學校參與本計畫之理念。

#### (二) 參與本計畫之理由

(三) 說明學校參與本計畫如何對接與支持學校之整體發展策略及使命。

#### (四) 說明現行學校英語教學措施

(五) 說明現行學校如何確認學生聽說讀寫四種技能水準（CEFR）之作法。

## 四、計畫內容

### (一)願景

應包括學校推動雙語化教學之理念，以及對於提升學生英語能力、強化教師英語教學能力之展望，並應依據願景規劃推動架構、績效目標與執行策略。

### (二)推動架構

請以架構方式呈現願景、績效目標與執行策略，並得採圖示呈現。

### (三)執行策略

請針對「學生英語能力提升措施」與「建構校內支持及資源系統措施」兩大面向，說明學校逐步強化英語學習環境及學生英語能力之策略，以及學習支持體系之策略，包括英語教學支持系統、學生英語能力提升及教學評鑑等。

1. 學生英語能力提升措施：請學校就全校學生英語能力提升，以整體、組織、教師、學生、課程、資源共享與校際合作、其他特色等面向提出推動策略。
2. 建構校內教師英語教學支持系統：請學校以成立專責單位推動，可擇定部分院系所或課程規劃推動並提出規劃及策略。
3. 配合資源共享及校際合作機制：如參與跨校課程研發、教師培訓、工作坊及講座等規劃；學校亦可選擇與資源中心洽談合作辦理教師增能或大一英語課程改革推動機制等事項，如有相關規劃及執行情形，可填列附表「學校參與雙語計畫資源中心活動或與資源中心合作情形調查表」。

## 五、績效指標

自訂指標至多以 5 個為限，其餘請由校內自行管考。

面向	指標	2021 (110 學年度)	2022 (111 學年度)	2023 (112 學年度)	2024 (113 學年度)	2025 (114 學年度)
學生	1.英語課採全英語教學比率	_____ %	_____ %	_____ %	_____ %	_____ %
	2.大二及碩一學生修讀全英語授課(EMI)課程情形	_____ %大二及碩一學生，修讀 1 門 EMI 課程	_____ %大二及碩一學生，修讀 1 門 EMI 課程	_____ %大二及碩一學生，修讀 1 門 EMI 課程	_____ %大二及碩一學生，修讀 1 門 EMI 課程	_____ %大二及碩一學生，修讀 2 門 EMI 課程

註：

- 1.本計畫適用學制為日間學制班別（專科部、二技及進修部無需列計）。
- 2.有關學生之部定績效指標係針對「本國學生」，學校可另針對陸港澳、外國學生設定自訂指標（選填、非強制）。
- 3.英語課採全英教學：
  - (1)2024 年：至少 20 所大專校院英語課採全英授課比率達 30%以上。
  - (2)2030 年：至少 40 所大專校院英語課採全英授課比率達 80%以上。
- 4.學生修讀全英語授課（EMI）課程情形：
  - (1)2024 年：至少 5%大二及碩一學生修習至少 1 門全英語授課（EMI）課程（大二指 111 學年度入學、碩一指 112 學年度入學）。
  - (2)2030 年：至少 10%大二及碩一學生，修習至少 2 門 EMI 課程（大二指 117 學年度入學、碩一指 118 學年度入學）。
- 5.占比定義：
  - (1)英語課採全英語教學比率：「%」係指採全英語教學之英語課占全校英語課總數百分比。
  - (2)大二及碩一學生修讀全英語授課(EMI)課程情形：「%」係指至少修讀 1 門 EMI 課程之大二及碩一學生人數，占全校大二及碩一總學生人數百分比。

## 六、管考機制

說明學校定期掌握計畫推動進度、績效指標與經費執行之作法，以及如何結合校務研究，以證據本位的原則確保計畫成效及品質，並據以回饋改進計畫執行。

## 七、經費需求與永續發展機制

### (一)經費總表

單位：新臺幣元

項目 年度	補助經費(A)					學校配 合款(F) (至少占 補助經 費 10%)	合計 (G)
	經常門(B)			資本門(E) (至多占補 助經費 10%)	補助經費 小計 (A=B+E)		
	人事費(C)	業務費(D)	小計 (B=C+D)				
2021 (110 學 年度)							
2022 (111 學 年度)							
2023 (112 學 年度)							
2024 (113 學 年度)							
2025 (114 學 年度)							

填報  
單位

會計  
單位

學校  
校長

### (二)永續發展機制

針對如何確保在本部資源挹注結束後，雙語計畫能夠長期自我維持之策略與機制說明。

附表

學校參與雙語計畫資源中心活動或與資源中心合作情形調查表

學校名稱：\_\_\_\_\_

學校參與單位：\_\_\_\_\_

資源中心名稱	合作/洽談項目及內容		執行/規劃情形簡述 (請就時間、辦理內容及辦理情形加以說明，並輔以量化數據呈現)	
	EMI 師培課程	參與中心開設之 EMI 師培課程	<input type="checkbox"/> 是，參與方式：線上／實體 <input type="checkbox"/> 否	
		諮詢中心協助開設學校自有 EMI 師培課程	<input type="checkbox"/> 是 <input type="checkbox"/> 否	
		與中心合作開設共同 EMI 師培課程	<input type="checkbox"/> 是，參與方式：線上／實體 <input type="checkbox"/> 否	
	EMI 跨校教師社群	參與中心舉辦之 EMI 跨校教師社群活動	<input type="checkbox"/> 是 <input type="checkbox"/> 否	
		諮詢中心以協助籌組 EMI 跨校教師社群	<input type="checkbox"/> 是 <input type="checkbox"/> 否	
	教學(TA)助理培訓	參與中心辦理之教學(TA)助理培訓	<input type="checkbox"/> 是，參與方式：線上／實體 <input type="checkbox"/> 否	
		諮詢中心協助辦理教學(TA)助理培訓	<input type="checkbox"/> 是 <input type="checkbox"/> 否	
		與中心合作辦理共同教學(TA)助理培訓	<input type="checkbox"/> 是，參與方式：線上／實體 <input type="checkbox"/> 否	
	其他	除上述活動外，能展現學校主動性與積極性之作為，例如：洽談中心到校輔導、成為聯盟學校…		

註(1)學校參與單位，請說明係全校或學院或系所單位，若僅有特定學院或系所參與，請填寫該學院或系所名稱