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KENT STATE UNIVERSITY
College of Education, Health and Human Services

Doctoral Dissertation Defense
of
Sung-Chun Chou
For the degree of
Doctor of Philosophy
Cultural Foundations

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

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Microsoft Teams
Kent State University
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Ed.S., Higher Education Administration and Student Affairs
Kent State University, Kent, Ohio, USA, 2020

M.A., Teaching English as a Second Language
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Sung-Chun Chou is originally from Taiwan. He has experience in English language teaching as well as working with international students. During his Kent State journey, he also gained some professional experience in higher education administration. His main research interests include EMI (English as a Medium of Instruction) implementation in non-English speaking countries/regions in the educational, political, economic, and cultural contexts, internationalization of higher education (particularly in Taiwan and other East Asian countries), as well as comparative and international education.

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

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

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

This dissertation concludes by suggesting that in order to achieve the goals of the Bilingual 2030 Policy and solve the issues that Taiwan’s exam-driven culture has caused, an environment where English can be freely used and where all accents are appreciated is needed. Additionally, the Taiwanese need to regard EMI teaching and learning as a mutual process of gradual improvement through communication itself. Taiwan’s Bilingual 2030 Policy should be understood as a work in progress. Establishing the glocalized and Taiwanized EMI can be critical for Taiwan and its next generations.