

# Classifications and Definitions of Full English Professional Courses at Chung Yuan Christian University

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To enhance students' English proficiency and international mobility, Chung Yuan Christian University clearly categorizes its Full English professional courses into three types (as detailed below) to support course design and quality management.

## **I. Full English-Taught Program**

Refers to programs in which all teaching activities, including content delivery, teacher-student interactions, learning and academic support materials, presentation of learning outcomes, and assessments, must be conducted 100% in English. The use of Chinese is not permitted. Examples include: The university's 2+2 dual degree programs (e.g., Chung Yuan Christian University and Temple University Undergraduate Dual Degree Program in Business Administration, Chung Yuan Christian University and University of Wisconsin – Milwaukee Undergraduate Dual Degree Program in Electrical Engineering and Computer Engineering, and Chung Yuan Christian University and Oxford Brookes University - Dual Bachelor's Degree Program in Architecture and Urban Design), The International Undergraduate Program In Business And Management (IUBM), The International Master of Business Administration (IMBA).

## **II. EMI (English as a Medium of Instruction) Courses**

According to the Program of Bilingual Education for Students in College of the Ministry of Education (MOE), EMI (English as a Medium of Instruction) courses refer to courses offered by non-English speaking institutions in which the content delivery, teacher-student interaction, learning and academic support materials, and the presentation and evaluation of learning outcomes must be conducted 100% in English. Additional guidelines include:

1. English courses that focus on language learning rather than disciplinary content should not be classified as EMI courses. However, the importance of ESL (English as a Second Language), EAP (English for Academic Purposes), and ESP (English for Specific Purposes) courses should be recognized, as English teachers play a critical role in supporting EMI programs. In other words, universities promoting EMI should also emphasize English language courses and instruction.

2. For EMI courses, the delivery of content, interactions between students and teachers, learning materials, and the presentation and evaluation of learning outcomes (e.g., oral presentations, assignments, or tests) must all be conducted 100% in English.
3. In certain circumstances, student interactions may temporarily involve Chinese—for example, during group discussions to facilitate brainstorming and creative thinking. However, students must present their discussion results in English. As students' English proficiency improves or as they take more EMI courses, they should be encouraged to use English more frequently in class discussions.
4. Students should present their discussion results in English. The use of other languages in class should be limited. While students may use other languages during group interactions to aid mutual understanding and creativity, instructors must ensure that at least 70% of classroom communication is conducted in English.
5. High-quality EMI courses should encourage students to speak and write in English as much as possible.

### **III. EAP/ESP Courses**

1. EAP (English for Academic Purposes): Refers to the English skills required by students in higher education settings for educational and academic training purposes. Applications include classroom discussions, group presentations, report writing, academic literature reading, and conducting research. These courses aim to cultivate students' abilities to communicate and express themselves effectively in English for academic purposes and serve as foundational support for undertaking EMI courses.
2. ESP (English for Specific Purposes): Refers to English courses designed for specific professional fields or workplace needs, focusing on integrating language learning with professional knowledge. The curriculum emphasizes practical application and learner-centered teaching approaches to help students use English for professional communication in specific fields and to strengthen their autonomous learning and practical application capabilities.