國立政治大學英國語文學系博士班博士論文

指導教授：楊懿麗教授　　周碩貴教授

Advisors: Prof. I-li Yang　Prof. Shih-guey Joe

企業管理碩士班學術英文課程與教學個案研究：

以台灣某科技大學為例

A Case Study on EAP Curriculum and Instruction

in Graduate Business Administration Programs in Taiwan

研究生：林美瑩撰

Name：Ginger Mei-ying Lin

中華民國 100 年 7 月

July, 2011

A Case Study on EAP Curriculum and Instruction

in Graduate Business Administration Programs in Taiwan

A Dissertation
Presented to
Department of English

National Chengchi University

In Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy

by

Ginger Mei-ying Lin

July, 2011

Dedicated in fond memory to

Professor Cynthia Hsin-feng Wu and Beloved Friend Daniel Trausch

1956-2009   1977-1998

獻給恩師吳信鳳教授　暨　摯友 **Daniel Trausch** 喬大年

1956-2009   1977-1998

Acknowledgements

My greatest appreciation and profoundest gratitude goes first and foremost to my advisors, Prof. I-li Yang and Prof. Shih-guey Joe, for their long-lasting encouragement and guidance. Over the years, Prof. Yang has been constantly providing me with her expertise and patience. She took me under her caring wing when I entered the Graduate Institute of Linguistics at National Chengchi University. Through her guidance, I have not only gained extensive knowledge but also valuable lessons in many regards of life. She has also expended enormous time and effort to make extensive comments on the drafts of this dissertation. Prof. Joe has not only inspired and guided me into the field of ESP, but also offered tremendous support for my research. My gratitude also goes to the committee members: Dr. Richard Jenn-Rong Wu, Dr. Peng Chin-ching, and Dr. Yi-Ping Huang. They provided invaluable comments which have enabled me to make a refined revision. Through their dedication, thoroughness, and persistence, the completion of this dissertation has become a reality.

This research would not have been possible without the generous support of Dr. A and Dr. B in the targeted graduate programs. They submitted to my interviews and observation which made this research possible. Thanks are also due to the teacher who allowed me to distribute questionnaires in his class. My warmest thanks further go to the questionnaire respondents and student interviewees, especially Allen Chou. I also wish to express my gratitude to those who had helped me during the pilot tests, especially Ethan Liu, Catherine Huang, and Elbert Lan.

I would like to express my thanks to all the professors who had taught me during my studies at National Chengchi University. My sincerest gratitude goes to Prof. Po-ying Lin who built a solid academic foundation for me. Without her detailed guidance and love in the past years, I could not have reached this culminating achievement. I would also like to thank Dr. Cynthia Hsin-feng Wu. Although she has left us, her enthusiasm and passion for teaching and research will always remain in my heart.

My gratitude also goes to my classmates who constantly encouraged me on this long journey of pursuing my Ph.D. degree. Lucy Tsai, Peter Herbert, Yin-ling Chang, Cheng Hua Hsiao, and Brenda Chen accompanied me through the tough times. Thanks also to friends who helped in finding papers and provided warmth: Esther Su, Xiao-ping Xu, and Eric Lin. I am also indebted to friends who stood by me and offered their support in so many ways. Without Amy Chien, I would never have gone on the academic journey. Andrew Starck gave me the courage to become an English teacher. Anna and Ellen have been supporting me with their friendship. Jessica Hsu, May, and Monica had led me on the journey of self-improvement and guided me to achieve my goals. Daniel Trausch and Clarence Trausch have given me the most unbelievable kind of friendship.

My special thanks go to the most unique person in my life, Steven Rogers. He has been supporting me in every possible way. His everlasting encouragement has helped me pass through many ups and downs. He also devotes himself to overcoming obstacles which I encounter in my life, including spending endless time proofreading my drafts and solving all my problems. I cannot have come this far without his great support.

Finally, I would like to extend my gratitude to my family: my grandfather, my mother, and my youngest aunt, for their love and support.

Table of Contents

List of Tables

List of Figures

國立政治大學英國語文學系博士班
博士論文提要

論文名稱：企業管理碩士班學術英文課程與教學個案研究：

　　　　　以台灣某科技大學為例

指導教授：楊懿麗 教授　　周碩貴 教授

研究生：林美瑩

論文提要內容：

　　英語在貿易、科技等領域為當今國際交流的主要語言，更是學術界之主要溝通媒介，在台灣高等教育亦是如此。本研究旨在探討企業管理碩士班學術英文課程規劃之現況，以台灣某科技大學之企業管理所及國際企業管理所為對象，採問卷、課室觀察、訪談之研究方式，從教師及學生的觀點深入評析 97、98 學年度兩所的學術英文課程規劃、實施現況、學生的學術英文需求、及學生自評之學術英文能力。從兩所學生回收的有效問卷共 98 份，篩選後的學生訪談者共 14 位。兩位授課教師的訪談則分別於 97、98 學年度各進行一次。問卷結果採描述性統計加以敘述分析，課室觀察及訪談結果則以持續比較法（constant comparison method）進行分析。研究結果顯示兩所之課程規劃均注重培養教師及學生的學術英文能力；雖教師方面含海外師訓、定期教學研討會，然全英授課課程之師資來源為一困難。學生方面則從招生至畢業規定，均將促進語文能力納入整體課程規劃中。教師在教學、教材選擇、評量方面均致力培養學生的學術英文能力。學生的學術英文需求特別注重術語、讀、口語溝通、上台報告之能力，然本土文化之知識極待加強。學生普遍自評學術英文能力普通或不佳。本研究結果為商管學術英文課程規劃者及研究者提供了一個全面性的參考資料。

關鍵字：學術英文、課程規劃、需求、商用英文

ABSTRACT

English is the main lingua franca for international communication in fields such as business and technology; it is also the major medium in teaching and learning. This phenomenon has a significant impact on higher education in Taiwan. This study aimed to probe into the status quo of EAP (English for Academic Purposes) curriculum design in graduate business administration programs. An MBA and an IMBA program at a national university of science and technology in Taiwan was targeted. Questionnaires, classroom observation, and semi-structured interviews were adopted as research instruments. Teachers' and students' perspectives of the curriculum design, implementation, students' EAP needs, and students' self-evaluated EAP abilities in the academic years of 2008 and 2009 were investigated. A total of 98 valid questionnaires were collected, and 14 student interviewees were selected. Two teachers were first interviewed in the academic year of 2008, and again in 2009, respectively. The analysis of questionnaires was conducted through descriptive statistics, while the qualitative data was analyzed by constant comparison method. Results of this study indicated that the two programs included nurturing teachers' and students' EAP abilities in the curriculum design. For teachers, overseas teacher training and regular teaching seminars were provided. However, finding teachers to teach English-medium courses presented a difficulty. Developing students' language abilities was included in the overall curriculum design, from admission to graduation regulations. Teachers were committed to

cultivating students' EAP abilities in instructional practices, material selection, and evaluation. The EAP needs of terminology, reading, oral communication, and presentation abilities were particularly valued. Nonetheless, students' knowledge of local culture needed to be strengthened. Students generally rated their EAP abilities average or below average. In sum, this study may be of importance in improving EAP curriculum design in graduate business programs in future.

Key Words: EAP, curriculum design, needs, business English

CHAPTER 1

INTRODUCTION

In recent years, due to the impact of globalization and internationalization, English has become an international lingua franca. It has been reported that people around the world who speak English as a foreign or second language have outnumbered or will soon outnumber native speakers of English (Graddol, 1997 & 2000; Mackey, 2007; Warschauer, 2000). Thus, the concept of "world Englishes" has been proposed. According to Mackey (2007), "the concept of 'world Englishes' is commonly understood as the different varieties or appropriations of English that have developed around the world over time" (p. 12).

English is the major medium which links fields among trade, science, technology, and so on (Johns & Dudley-Evans, 1991; Sano, 2002; Seidlhofer, 2005; Tardy, 2004). This phenomenon also has a significant impact on English instruction in general, from elementary to higher education. It has become a trend to strengthen students' English abilities at all levels. Crystal in 1999 reported that "at that time of publishing 85% of international organizations used English as their official language; . . . some 90% of all academic texts published in certain fields such as linguistics were in English" (as cited in Mackey, 2007, p. 14). Since English is also the major medium adopted for business, this study specifically focused on how academic English is applied in business in Taiwan.

With the trend of globalization, along with the fast economic growth rising from mainland China, many businesspeople are taking interest in getting to know how to

conduct business with Chinese people. Taiwan also serves as the springboard and

testing market for those who are interested in entering mainland China markets (Lai,

2011; The Straits Times, 2010). Moreover, more Taiwanese people are hired by

foreign companies (Lai, 2011) since the official establishment of business relationship

across the Taiwan Straits (BBC news, 2009).

Background and Motivation

In mid-1990s, the Ministry of Education (MOE) in Taiwan started a reform in

technological and vocational higher education, allowing public and private junior

colleges of technology to be set up or restructured into institutes or universities of

technology. The education orientation gradually turned from non-college bound (i.e.,

employment-oriented) to college bound. The rapid expansion of the institutes or

universities in technological and vocational higher education in Taiwan resulted in the

needs of academic English.

Academic English or English for Academic Purposes (EAP) has been widely

discussed abroad but barely touched upon in Taiwan. Its definition and its

implementation are largely unclear to most people on this island (Su, Chen, & Fahn,

2007; Wang & Chen, 2007). Hence, in order to gain a clear picture of the status quo of

EAP in fields other than English/Foreign Departments in higher education, this study

aimed to investigate how EAP is applied in the business field, as there have been

more demands on the EAP abilities for graduate students in this field.

Nevertheless, as mentioned above, although the needs of academic English have

increased, many issues have also been raised from the rapid expansion of the institutes

or universities in technological and vocational higher education in Taiwan. For

instance, due to the decline in birth rate and the lowering of the threshold for

admission, students may not be able to cope with academic texts in English. In

2

consequence, not many programs in fields other than English/Foreign language institutes could provide English-medium courses.

Starting from November 2008, the researcher conducted interviews with many teachers and students in the business field regarding EAP curriculum design and students' EAP abilities, as part of a National Science Council funded project (NSC 97-2410-H-255-002-MY2). Teachers and students ranging from traditional universities to universities of technology were interviewed. Along the process, it is discovered that the type of university and students' English proficiency had great influence on the application of the EAP curriculum design in Taiwan.

While looking for qualified interviewees, the researcher discovered that not many teachers or students in graduate business programs were willing to participate, possibly due to the heavy load in teaching, researching, or studies. Results of the interviews also demonstrated that the nature of the universities (national vs. private; traditional university vs. university of technology) and students' English proficiency had great influence on whether courses or materials could adopt English. Furthermore, not many business programs with English-medium courses were available. Moreover, it was difficult for the researcher to gain support from the teachers for classroom observation in order to probe into in-depth issues. Hence, the researcher finally targeted an MBA and an IMBA program at a national university of science and technology in which the teachers and students were willing to offer great help for this research.

Purpose of the Study and Research Questions

In terms of academic English, graduate students have greater demands than undergraduates in general. Hence, this study aimed to investigate the EAP curriculum applied in the MBA and IMBA programs at the target university, from the teachers'

and students' perspectives. The following questions are explored:

1. What are the teachers' and students' perceptions of the status quo towards academic curriculum design?

2. What are the teachers' and students' perceptions of the instructional practices, material selection, and evaluation measures in EAP courses?

3. What are the teachers' and students' perceptions towards graduate students' EAP needs?

4. How do students evaluate their current academic English abilities?

Delimitation of the Study

This study mainly aimed to investigate the status quo of the EAP curriculum application perceived by teachers and students in the field of business administration in Taiwan. Due to the above-mentioned wide divergence of goals, regulations, and students' English proficiency in graduate business administration programs at different universities, the scale of this research was only limited to an MBA and an IMBA program in a national university of science and technology. In addition, since this study is of a descriptive nature, the results serve to provide an in-depth understanding for three groups of stakeholders—program organizers, teachers, and students. A framework for the EAP curriculum design does not fall into the scope of this research.

Significance of the Study

This study is significant for the following two reasons. First, there has been little research into how EAP is applied in the business field in Taiwan, as English in Taiwan serves as a foreign language. Hence, this study can be considered as one of the pioneering cross-disciplinary works in this area. The research findings can provide the

status quo of the EAP curriculum and its related issues in business programs as a useful foundation for future research.

Second, the insight into the similarities and differences from the teachers' and students' perceptions can provide practical guideline to program organizers, teachers, and students as reference for improving EAP curriculum in the business field.

Definition of Terms

This section defines the terms which appeared in this research. Some of them are specific to this study while others are commonly used in related literature.

English for Academic Purposes (EAP): In this study, EAP refers to the teaching and learning of English for the business field. More specifically, it refers to EAP curriculum design, English needs, and English application in the graduate programs of business administration. Hence, English-medium courses are the main focus. In this field, the teaching content emphasized more on professional knowledge. However, for non-native speakers of English, EAP inevitably involves basic English skills such as listening, speaking, reading, and writing.

Academic English: In this study, academic English refers to the English which students encounter in their studies at graduate business programs, e.g., specific business terms or concepts.

MBA: Graduate Institute of Business Administration. In this study, MBA students are Taiwanese students enrolled in pursuing the degree of Master of Business Administration, excluding those who enrolled in the In-Service MBA program or Executive MBA program (EMBA).

IMBA: Graduate Institute of International Business Administration. In this study, IMBA students are Taiwanese students enrolled in the target Graduate Institute

of International Business Administration program, excluding foreign students.

Medium of instruction (MOI): MOI refers to the language that a teacher adopts for teaching the classes. In this study, the major MOI adopted by the teachers in the target MBA and IMBA programs are Mandarin Chinese (shortened to Chinese in this study) and English. In addition to Mandarin Chinese and English, the language of Taiwanese mentioned in this study refers to a variant of the Southern Min dialects, and it is the most widely spoken vernacular in Taiwan.

EMC: An English-medium course. In this study, an EMC course refers to a course that has English listed as the teaching language on the course index information website.

Chinglish: It is "the Sinicized English usually found in pronunciation, lexicology and syntax, due to the linguistic transfer or 'the arbitrary translation' by the Chinese English learners, thus being regarded as an nunaccepted [unacceptable] form of English" (Li, 1993, abstract section).

Singlish: It is "a variety of English [has] developed in Singapore which can be seen as a continuum ranging from a basilect, which is barely comprehensive to speakers of British, American and Australian English, to an acrolect which differs from the higher sociolects of the above-mentioned varieties mainly by its distinctive pronunciation, particularly its patterns of intonation" (Platt, 1975, p. 363)

Perception: In this study, "perception" refers to a particular way of understanding or thinking by targeted teachers and students regarding the research questions.

Overview of the Dissertation

This dissertation comprises six chapters. Chapter 1 introduces the background and issues concerning the research questions. The definitions of terms specific to this

study are also provided. Chapter 2 reviews relevant literature and issues on EAP. Chapter 3 illustrates the methodology and research procedures adopted by this research. Chapters 4 and 5 report the quantitative and qualitative research findings respectively. Chapter 6 presents discussion, conclusions, and recommendations for future research.

CHAPTER 2

LITERATURE REVIEW

The literature reviewed will be discussed in five sections. The first section provides the theoretical underpinnings of English for General Purposes (EGP) and English for Specific Purposes (ESP). The second section introduces related literature and research on EAP. The third section presents aspects regarding curriculum design. The fourth section concerns needs analysis. The fifth section reviews the medium of instruction (MOI) and content-based instruction (CBI).

English for General Purposes and English for Specific Purposes

Numerous researchers (Dudley-Evans & St John, 1998; Far, 2008; Johns & Dudley-Evans, 1991; Swales, 1988) have pointed out that English Language Teaching (ELT) or Teaching English to Speakers of Other Languages (TESOL) can be divided into two broad categories: English for General Purposes (EGP) and English for Specific Purposes (ESP). The difference between EGP and ESP has been discussed in terms of theory and practice. According to Hutchinson and Waters (1987), there was no difference in theory between EGP and ESP; however, there was a large difference in practice.

As Al-Humaidi (n.d.) aptly defined EGP:

English for General Purposes (EGP) is essentially the English language education in junior and senior high schools. Learners are introduced to the sounds and symbols of English, as well as to the lexical/grammatical/rhetorical elements that compose spoken and written discourse. There is no particular situation targeted in this kind of language learning. Rather, it focuses on

applications in general situations: appropriate dialogue with restaurant staff, bank tellers, postal clerks, telephone operators, English teachers, and party guests as well as lessons on how to read and write the English typically found in textbooks, newspapers, magazines, etc. EGP curriculums also include cultural aspects of the second language. (¶ 5)

On the other hand, the essentials of ESP root in learners' needs (Robinson, 1984). More specifically, it is the *awareness* of learning purposes that makes ESP different from EGP (Hutchinson & Waters, 1987). ESP also seeks the balance between theory and practice. For example, according to Al-Humaidi (n.d.), "The design of syllabuses for ESP is directed towards serving the needs of learners seeking for or developing themselves in a particular occupation or specializing in a specific academic field. ESP courses make use of vocabulary tasks related to the field such as negotiation skills and effective techniques for oral presentations" (¶ 4). In view of the scope involved in ESP, Hutchison and Waters (1987) regards ESP as "an approach," rather than "a product."

Strevens (1988) proposed a definition of ESP by offering four absolute characteristics and two variables:

(1) Absolute characteristics:
ESP consists of English language teaching which is:
- designed to meet specified needs of the learner
- related in content (i. e., in its themes and topics) to particular disciplines, occupations and activities
- centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse
- in contrast with "General English"

Variable characteristics:
ESP may be, but is not necessarily:
- restricted as to the language skills to be learned (e.g., reading only)
- not taught according to any pre-ordained methodology (as cited in Flowerdew & Peacock, 2001, p. 13)

Dudley-Evans and St John (1998) later modified the definition of the variable

characteristics of ESP:

- ESP may be related to or designed for specific disciplines
- ESP may use, in specific teaching situations, a different methodology from that of general English
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level
- ESP is generally designed for intermediate and advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners (p. 5)

In early days, it was a controversial issue whether ESP would be more successful

than EGP at preparing students to study through the medium of English—a validity

issue (Johns & Dudley-Evans, 1991). Higgins (1966) and Allen and Widdowson

(1974) argued for the case and proposed reforms. However, ESP has been recognized

internationally nowadays and is less of a controversial issue, especially in EFL

(English as a Foreign Language) contexts (Johns & Dudley-Evans, 1991).

Nevertheless, as Johns and Dudley-Evans (1991) stated:

Controversies and questions within ESP remain. Principal among them are the
following:
1. How specific should ESP courses and texts be?
2. Should they [ESP] focus upon one particular skill, e.g., reading, or should the
four skills always be integrated?
3. Can an appropriate ESP methodology be developed? (p. 304)

Therefore, a debate between a "wide-angle" and a "narrow-angle" approach

began. The "wide-angle" approach suggested using specific topics to teach language

and skills, instead of teaching English from students' own disciplines or professions

(Hutchison & Waters, 1980, 1987; Spack, 1988; Widdowson, 1983; Williams, 1978).

However, the wide-angle approach was not suitable for all ESP courses, especially for graduate students and professionals (Swales, 1990) or in some EFL contexts (Johns & Dudley-Evans, 1991). Team-teaching in ESP demonstrated that students' specific needs and actual language difficulties displayed in classes needed to be addressed (De Escorcia, 1984; Johns & Dudley-Evans, 1980).

In regard to the difference between EGP and ESP, teachers and material designers nowadays take learners' needs into consideration. As a result, teachers of General English were in fact using ESP syllabuses or materials for teaching. Hence, this phenomenon "demonstrates the influence that the ESP approach has had on English teaching in general. Clearly the line between where General English courses stop and ESP courses start has become very vague indeed" (Anthony, n.d., sec. 3).

There are two subfields in ESP: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), according to Strevens (1977). However, the distinction between EAP and EOP cannot be clearly delineated. This point will be further illustrated in the following section.

Another type of classification of ESP based on the discipline or professional areas was offered by Dudley-Evans and St John (1998), as shown in the following figure:
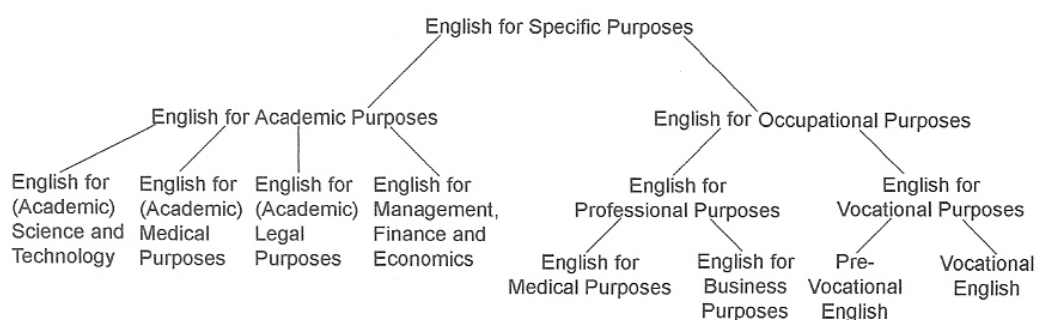
Figure 2.1. ESP Classification by Professional Area. (Dudley-Evans & St John, 1998, p. 6)

Although English for Business Purposes (EBP) was categorized under EOP, EBP could be a unique category by itself:

> This classification places English for Business Purposes (EBP) as a category within EOP. EBP is sometimes seen as separate from EOP as it involves a lot of General English as well as Specific Purposes English, and also because it is such a large and important category. A business purpose is, however, an occupational purpose, so it is logical to see it as part of EOP. (Dudley-Evans & St John, 1998, p. 7)

EBP could also be divided into English for General Business Purposes (EGBP) and English for Specific Business Purposes (ESBP). Dudley-Evans and St John (1998) further classified the level of specificity in ELT courses as follows, from the most general to the most specific:

GENERAL   SPECIFIC

1   2   3   4   5

Position 1	Position 2	Position 3	Position 4	Position 5
English for Beginners	Intermediate to advanced EGP courses with a focus on particular skills	EGAP/EGBP courses based on common-core language and skills not related to specific disciplines or professions	Courses for broad disciplinary or professional areas, for example Report Writing for Scientists and Engineers, Medical English, Legal English, Negotiation/Meeting Skills for Business People	1) An 'academic support' course related to a particular academic course. 2) One-to-one work with business people

Figure 2.2. Continuum of ELT Course Types. (Dudley-Evans & St John, 1998, p. 9)

As demonstrated in Figure 2.2, two types of courses were categorized as the most specific ones. One type was academic courses, and the other was one-to-one

work with business people.

English for Academic Purposes

As pointed out by Jordan (1997), "EAP is needed not only for educational studies in countries where English is the mother tongue, but also in an increasing number of other countries for use in the higher education sector" (p. xvii). Flowerdew and Peacock (2001) defined English for Academic Purposes (EAP) as "the teaching of English with the specific aim of helping learners to study, conduct research or teach in that language" (p. 8). Moreover, EAP could be further categorized into two types: English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP) (Blue 1993; Clapham, 2001; Dudley-Evans & St John, 1998; Jordan 1997), as shown in the following figure:
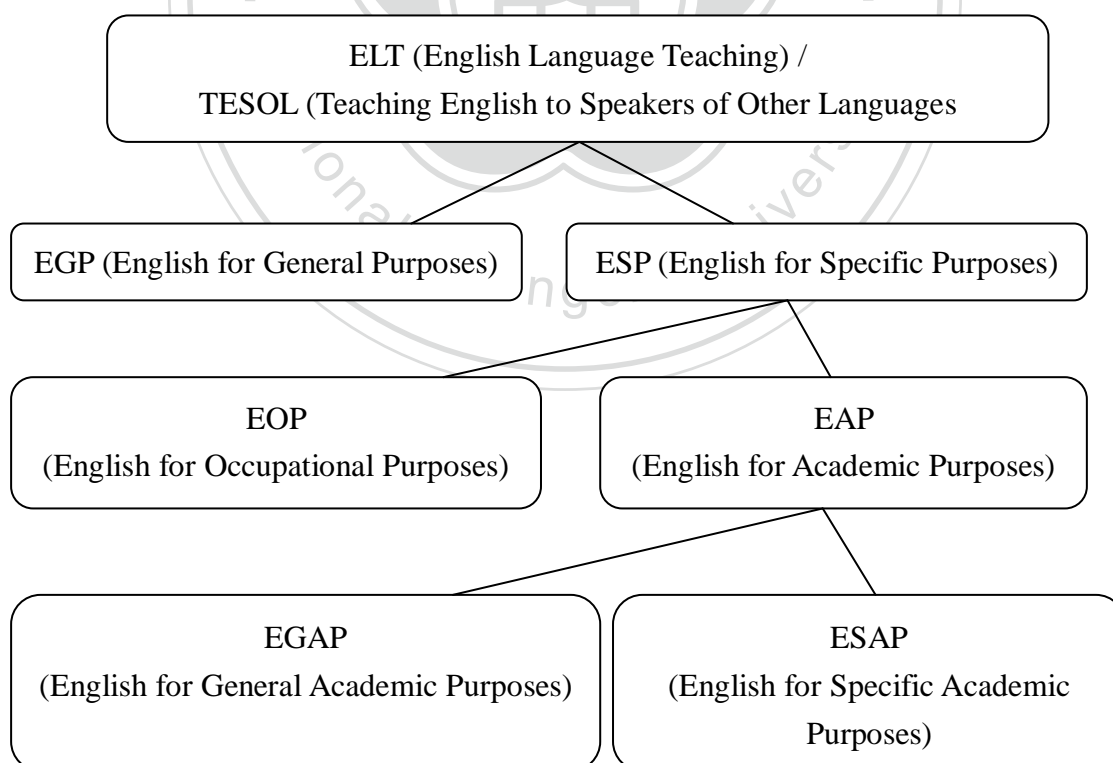
Figure 2.3. Categories of English for Language Teaching Purposes.

Jordan (1997) proposed seven main study skills to be focused for EGAP:

- academic reading

- vocabulary development

- academic writing

- lectures and note-taking

- speaking for academic purposes

- reference/research skills

- examination skills

    Three areas were included in ESAP, according to Jordan (1997):

- academic discourse and style

- subject-specific language

- materials design and production

    Although there are two main branches in ESP, EAP is often the main focus in

education, as Johns and Dudley-Evans (1991) stated:

    For most of its history, ESP has been dominated by English for academic
    purposes, . . . EAP continues to dominate internationally. However, the increased
    number of immigrants in English-speaking countries and the demand for MBA
    courses in all parts of the world have increased the demand for professional and
    business English, vocational English (VESL/EVP in the U. S., EOP in the U.K.),
    and English in the workplace (WPLT) programs. (p. 306)

    EAP, being one branch of ESP, also overlaps with EOP to a great extent, as

depicted in the following figure:
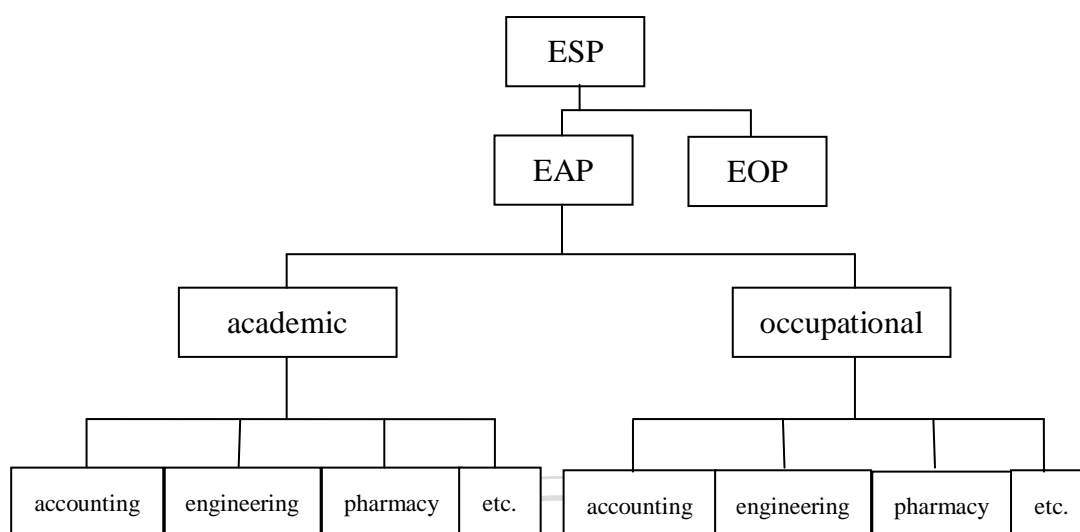
Figure 2.4. Sub-Divisions of EAP. (Flowerdew & Peacock, 2001, p. 12)

According to Flowerdew and Peacock (2001), the reason for the overlap between EAP and EOP was primarily due to the fact that academic work could be in fact preparation for occupational purposes. Therefore, they suggested that EAP should probably be further sub-divided into "EAP designed to help students with their studies and EAP directed towards professional preparation" (p. 12).

It was reported that nonnative-speaking (NNS) researchers' performance in academic development was hampered due to their limited academic English training (Kushner, 1997). Most of their time was mainly devoted to content knowledge, instead of language learning (Jenkins, Jordan, & Weiland, 1993; Orr & Yoshida, 2001). Furthermore, studies indicated that most NNS researchers were not satisfied with their own English abilities although they acknowledged the importance of English (Kuo, 2001; Orr & Yoshida, 2001; Tsui, 1991). Hence, research progress was often slackened with NNS researchers due to their English deficiency (Yang, 2006). Swales (1990) further emphasized that it was wrong to treat EAP programs as remediation, and pointed out that helping postgraduate students to achieve English competence

exceeding average native speakers was important as English is the main lingua franca in worldwide research.

In regard to the application of EAP in higher education in Taiwan, Joe and Lin (2010, 2011) investigated teachers' and graduate students' perceptions towards EAP curriculums in business colleges in Taiwan. Ten professors who had taught EMCs (English-medium courses) in graduate programs or instructed graduate students to write English theses, and 12 graduate students from business colleges in Taiwan were interviewed. Results showed that teachers (subject specialists) had not heard of the term *EAP*; therefore, their interpretations greatly differed—mainly relating to the EMCs they had taught. The perceptions of EAP for business graduate programs from teachers' perspectives included six areas or types of courses:

- basic professional terminology

- professional courses

- English reading and writing abilities

- research methods

- case study

- business English

On the other hand, business graduate students' perceptions towards EAP consisted of five English abilities:

- comprehension of professional terminology

- English conversation

- EAP materials reading

- oral presentation

- EAP writing

From the findings of Joe and Lin (2010, 2011), professional terminology was no

doubt directly related to EAP. Reading and writing for EAP were also considered as important by both teachers and students. However, for teachers in the business field, the word "academic" was mostly associated with professional courses such as research methods and case study. For students, English conversation was considered as EAP, which was connected to what teachers meant by "business English." In addition, business graduate students considered oral presentation skills important in EAP, while teachers did not particularly mention them.

Curriculum Design

The term *curriculum* has had a wide variety of definitions (Finney, 2002; Richards, 2001; Rodgers, 1989). The narrowest definition could be the synonym of *syllabus*. However, under the broader definition of *curriculum*, Kelly (1989) argued that the following must be included:

> the intentions of the planners, the procedures adopted for the implementation of those intentions, the actual experiences of the pupils resulting from the teachers' direct attempts to carry out their or the planner's intentions, and the 'hidden learning' that occurs as a by-product of the organization of the curriculum, and, indeed, of the school. (as cited in Richards & Renandya, 2002, p. 70)

The teaching and learning of EAP faces its unique challenges and issues. Hence, the curriculum or course designers have to face these challenges and take them as opportunities for changes. In the following sections, literature review regarding syllabus design, instructional practices, teaching materials, and program evaluation will be presented.

Syllabus Design

A syllabus consists of the detailed description of course objectives, procedures,

and contents (Flowerdew & Peacock, 2001; Richards & Schmidt, 2002). Many approaches were proposed for EAP syllabus design, and these approaches were greatly influenced by research in applied linguistics.

Eight approaches to EAP syllabus design were summarized by Flowerdew and Peacock (2001). The first was Lexicogrammar-based approach, which concerned the teaching of vocabulary and sentence structure. Although it was influenced by register analysis in the 1960s and 1970s, it is still influential to date. The second was Function-notional-based approach in the 1970s, in opposition to the previous form-focused approaches. Next was the Discourse-based approach in the late 1970s, which emphasized cohesion and coherence of the texts. The fourth was Learning-centered approach, proposed by Hutchison and Waters (1987). It emphasized what learners had to do in class in order to learn language items and skills, meaningful and appropriate content, as well as communication in the classroom. The fifth was the Genre-based approach, which adopted authentic materials to build up students' awareness of the conventions and genre. The next approach was the skills-based approach, which concentrated on particular skills. According to Flowerdew and Peacock (2001), this approach has been very important because it started some EAP courses to meet students' needs. Another important approach was content-based approach, which claimed that content would increase learners' motivation. The final approach was task-based approach, in which the teacher was a "guide and advisor rather than omniscient source of knowledge" (Flowerdew & Peacock, 2001, p. 184). In this approach, students were given tasks, and teachers could assist students through modeling, providing feedback, and organizing learners' cognitive structure.

Instructional Practices

In regard to teachers' actual instructional practices in the classroom, collaboration or team-teaching models, as well as cultural issues relating to EAP are introduced.

Collaboration/Team-Teaching Models

According to Flowerdew and Peacock (2001), the collaboration between specialists in different disciplines has become popular in EAP field. For example, Johns and Dudley-Evans (1980) reported that overseas students in the U.K. encountered problems concerning language teachers not being able to fulfill students' needs for completing academic work. In order to help teachers and students overcome the problems, Johns and Dudley-Evans (1980) conducted a team-teaching experiment to a small class of graduate students. They stated that a language teacher needed to be able to help both subject teachers and students:

[a language teacher] needs to be able to grasp the conceptual structure of the subject his students are studying if he is to understand fully how language is used to represent that structure; to know how the range of different subjects are taught during the course; and to observe where and how difficulties arise in order that he can attempt to help both student and subject teacher to overcome them. (p. 8)

Later on, Flowerdew (1993) reported that a similar team-teaching experiment in a larger scale was conducted to beginning university students in Oman. A science course was team-taught by paired science and language teachers. Lectures and the assigned reading were focused. The language teachers would observe and video record the science classes. The recordings would then be used in the English classes. Moreover, English and science teachers would collaborate to write and edit the

teaching materials for both science and English classes.

Barron (1992) also proposed two collaborative teaching methods for subject specialists and language teachers:

> The first of these is the subjects-specialist informant method, where the subject specialist provides insights into the content and organization of texts and the processes of the subject. The second is the consultative method, where the subject specialist is brought in to participate at specific stages in a course. He/she may suggest topics for projects, give lectures, assist in the assessment of students' work, and run discussions, among a whole range of activities. (as cited in Flowerdew & Peacock, 2001, p. 19)

Johns (1997) further suggested that EAP literacy specialists be "mediators" among administrators, faculty, and students. She believed that EAP literacy teachers should encourage subject specialists and students to work together and examine how factors such as texts, roles, and contexts could better function to serve the EAP needs. The literacy teacher should educate both subject teachers and students to understand the nature of academic literacy in their fields and the overall issues involved in a language program designed to help students in their disciplines.

Cultural Issues in EAP

There could be a mismatch between EAP teachers and learners from different cultures. According to Flowerdew and Peacock (2001), "Such mismatches may occur both where curricula with an 'Anglo' bias are employed in non-Anglo settings and where overseas NNSs study in Anglo countries" (p. 20). In other words, problems may occur in the application of EAP among English as the first, second, or foreign language contexts. For example, in a large-scale EAP project funded internationally in Egypt, Holliday (1994) discovered that foreign pedagogic models were imposed in non-Anglo EAP settings. Hence, scholars (Barron, 1992; Holliday, 1994) strongly

proposed that greater sensitivity to the social context should be taken into account for local EAP curricula.

In a 3-year ethnographic study on academic classes conducted at an English-medium university in Hong Kong, Flowerdew and Miller (1995) found that four cross-cultural communication breakdowns may occur: ethnic culture, local culture, academic culture, and disciplinary culture. Ethnic culture concerned the contrasting ethnic backgrounds of the overseas teachers and students. Local culture regarded the overseas teachers not being familiar with the local settings. Academic culture was concerned with the values, assumptions, attitudes, patterns of behavior and so on across cultures. Disciplinary culture referred to the unfamiliarity students encountered in class in terms of the theories, concepts, terms, and so forth in the target discipline. Flowerdew and Miller (1995) elaborated on the academic culture, as shown in the following table:

Table 2.1

Confucian and Western Values Relating to Academic Lectures

Confucian	Western
• respect for authority of lecturer	• lecturer valued as a guide and facilitator
• lecturer should not be questioned	• lecturer is open to challenge
• student motivated by family and pressure to excel	• student motivated by desire for individual development
• positive value placed on effacement and silence	• positive value placed on self-expression of ideas
• emphasis on group orientation to learning	• emphasis on individual development and creativity in learning

Note. From "On the notion of culture in second language lectures," by J. Flowerdew and L. Miller, 1995, *TESOL Quarterly, 29*(2), p. 348. The term *Confucian* for East Asians had a rich meaning which consisted of Chinese historical, cultural, and traditional philosophical patterns.

Numerous studies (Benson, 1989; Cortazzi & Jin, 1994; Dudley-Evans & Swales,

1980) pointed out the problems encountered by NNS students of English within the

English-speaking countries in the EAP contexts. For instance, Cortazzi and Jin (1994)

found that there were contrasting expectations between Chinese research students and

their British supervisors.

A number of articles (Cortazzi, 1990; Pennycook, 1996; Scollon, 1996) also

noted a common cultural problem towards the attitudes of plagiarism whether in L1

(first language), ESL (English as a Second Language), or EFL contexts. It was

reported that different academic cultures may have different interpretations towards

the concept of plagiarism.

Teaching Materials

It has been an uphill struggle for students to read English texts in an EFL context,

let alone reading English texts in their academic subjects. Hence, factors influencing

students' comprehension of academic texts have been investigated. Clapham (1996)

conducted a large-scale empirical study to examine the effect of background

knowledge on reading test performance to three groups of students: business studies

and social science, life and medical sciences, and physical science and technology.

The investigation included reading passages taken from six sources on the

International English Language Testing System (IELTS): academic journals,

popularizations (written for common educated people), study documents, adaptation

of university papers, government reports, and textbooks. Clapham (1996) pointed out

that several factors would influence the degree of comprehension for reading the

academic texts, despite the fact that there were various text types and different

backgrounds of the readers. Factors such as students' familiarity of the concepts or

terms, the amount of the terminology used, and the lexical cohesion had great impact

on reading comprehension. Also, whether the terminology was explained in the texts

and whether the texts demanded an understanding in one particular discipline all played a crucial role in the readers' comprehension of academic texts.

Based on a large-scale empirical study, Clapham (2001) reported that there might be an English threshold level for students to activate background knowledge in terms of text comprehension, particularly when the texts are highly subject-specific. She found that "background knowledge becomes less important at higher ability levels, as learners become able to make use of all the linguistic cues in any given text" (as cited in Flowerdew & Peacock, 2001, p. 5). Clapham (2001) concluded that the topics and genres of the texts should be checked with specialists in the field, especially genres. She also suggested that the rhetorical function might have an effect on the specificity of a text. For instance, in her study, the texts describing scientific processes were more specific than introductions to academic articles. Although there seemed to be no agreement about what an academic text consisted of, texts came from academic sources were still suggested as teaching materials for EAP courses. She further suggested that students read and listen to EGAP academic texts approved by teachers. These texts should include "different rhetorical functions such as introductions, reports of research methods and discussions of results which are common across most disciplines" (p. 99). As for ESAP texts, teachers need to ensure that students had the appropriate background knowledge before adopting such texts.

There were several forms in the academic articles (Bazerman, 1988; Swales, 1990), which made it difficult to generalize the specificity of the texts. Many kinds of discourse were also likely to appear in one single publication (Clapham, 2001; Dudley-Evans & Henderson, 1990). For example, the introduction section might be easier to read, while the following sections might contain a highly specialized description. These factors also contributed to the difficulty level of the comprehensibility for readers.

Each discipline has its own specialized style of language use, and the style should be incorporated into the teaching materials. There has been an increasing number of EAP materials designed for different disciplines by the publishers to satisfy teachers' as well as learners' needs. Northcott (2001) reported that "pre-sessional EAP programmes for prospective MBA students in the UK are increasing in frequency" and that "publishers are evincing interest in producing MBA-specific teaching materials for L2 [second language] English speakers preparing to attend MBA programmes" (p. 16). Hence, Kuo (1993) suggested that teachers use the published textbooks as a data bank and adopt the most appropriate materials for EAP courses.

Program Evaluation

There has been an increasing interest for educators and curriculum planners to carry out curriculum evaluation since the 1960s (Richards, 2001). Different aspects can be adopted to evaluate a language program (Richards, 2001; Sanders, 1992; Weir & Roberts, 1994). These aspects included curriculum design, syllabus and program content, classroom processes, materials of instruction, teachers, teacher training, students, monitoring of pupil progress, learner motivation, institution, learning environment, staff development, and decision making. According to Richards (2001), the concerns of these aspects were as follows:

- curriculum design: quality of program planning and organization

- syllabus and program content: relevance; difficulty levels; efficiency of the assessment procedures

- classroom processes: extent to which a program is implemented appropriately

- materials of instruction: specific materials that help students learn

- teachers: teaching methods; perceptions of the program; teaching content

- teacher training: training that teachers have received

- students: students' gain; perceptions of the program; students' participation

- monitoring of pupil progress: in-progress evaluations of student learning

- learner motivation: teachers' effectiveness in helping learners to achieve goals

- institution: administrative support; resources

- learning environment: fulfillment of environment for students' educational needs

- staff development: extent to which the school provides opportunities for staff to increase their efficiency

- decision making: administrators' or teachers' decisions which result in learner benefits

In addition, the evaluation for EAP particularly concerned the need to collect information and evaluate all aspects of the curriculum, from planning to implementation (Hewings & Dudley-Evans, 1996).

Needs Analysis

The need of English for nonnative speakers, as pointed out by Flowerdew and Peacock (2001), included conducting business, gaining access to technology and expertise, and having international academic publication. As ESP was addressed as an approach (Hutchinson & Waters, 1987), course designs should revolve around learners' needs. Strevens (1988) concluded that the rationale for ESP was based on four claims:

- being focused on the learner's needs, it wastes no time
- is relevant to the learner
- is successful in imparting learning
- is more cost-effective than "General English" (as cited in Flowerdew & Peacock, 2001, p. 13)

Needs analysis has drawn scholars' attention since the 1970s (Braine, 2001;

Hutchinson & Waters, 1987), and results of needs analysis studies have a great impact on ESP programs, including course design, material selection, teaching and learning, and evaluation (Orr, 2001; Strevens, 1988).

Hutchinson and Waters (1987) claimed that for ESP course design, the first step should be to identify the target situation, and then to analyze the language features in that context. Kuo (2001) further added that difficulties students would face should also be identified. In other words, needs analysis and problem analysis should both be considered in ESP course design (Johns & Dudley-Evans, 1991). Although needs analysis is considered crucial in ESP course design, the definition of needs analysis remains controversial (Cameron, 1998; Richterich, 1983; Stufflebeam, McCormick, Brinkerhoff, & Nelson, 1985; West, 1994).

Flowerdew and Peacock (2001) defined needs analysis and pointed out the relationship between needs analysis and EAP:

> There is a general consensus that needs analysis, the collection and application of information on learners' needs, is a defining feature of ESP and, within ESP, of EAP. Needs analysis is the necessary point of departure for designing a syllabus, tasks and materials. With its concern to fine tune the curriculum to the specific needs of the learner, needs analysis was a precursor to subsequent interest in 'learner centeredness.' (p. 178)

Flowerdew and Peacock (2001) further addressed the importance of the continuity of needs analysis, and commented that students should take part in course planning. Moreover, teachers should also make sure that learners be aware of the outline of the goals for the course, and even for each lesson. Since learners of different proficiency levels may well be found in an EAP classroom, Flowerdew and Peacock (2001) suggested that "needs analysis needs to reflect this likely variation in target audience" (p. 179).

Early needs analysis simply tried to get a general idea of learners' purposes for needing English outside class. Munby (1978) provided a multi-dimensional model to specify learners' uses of language in specific situations. Nevertheless, Munby was later criticized for considering only learners' target needs and disregarding other necessities. Hence, a more complete model should address learners' target needs by necessities, lacks, and wants (Flowerdew & Peacock, 2001; Hutchison & Waters, 1987). "Necessities" were learners' language requirements in target situation. "Lacks" referred to the gap between learners' current and target language proficiency. "Wants" were "learners' self-perception about their needs" (Hutchinson & Waters, 1987, as cited in Yang, 2006, p. 16). Moreover, "wants" were further divided into subjective needs—viewpoints from learners, and objective needs—viewpoints from experts (Brindley, 1989; Hutchinson & Waters, 1987). Hutchinson and Waters (1987) further pointed out that there might be conflicts between subjective and objective needs, and hence, the conflicts may have negative impact on learning motivation. Nunan (1989) also commented that the conflicts between learners and teachers were derived from not including learners' opinions in course planning processes. According to Tarone and Yule (1989), although learners' opinions towards their needs may be immature, these opinions might still provide practitioners with viewpoints which they have never considered.

Studies for needs analysis can be generally divided into two categories—undergraduates and postgraduates/scholars (Yang, 2006). However, research of needs analysis for postgraduates/scholars focused more on research-oriented skills, particularly on academic writing (e.g., Allison, Cooley, Lewkowicz, & Nunan, 1998; Canseco & Byrd, 1989; Jenkins, Jordan, & Weiland, 1993; Richards, 1988; Wang & Bakken, 2004).

Needs analysis in ESL contexts is certainly different from that in EFL contexts.

Johns and Dudley-Evans (1991) reported that graduate programs in the U.S. had not recognized the need for ESP courses for international students although there were a number of ESP teacher training programs in the U.K. There are even fewer studies of needs analysis reported in EFL contexts, compared with those in ESL contexts. Moreover, the studies conducted in EFL contexts focused more on fields such as physics, chemistry, computer science and engineering, information science, information technology, and electrical engineering (e.g. Kuo, 1987; Orr, Smith, & Watanabe, 2003; Orr & Yoshida, 2001; Tarantino, 1988) or on doctoral students (Kuo, 2001; Yang, 2006).

Yang (2006) compiled the following two tables regarding needs analysis in EFL contexts. Table 2.2 displays important English tasks selected by NNS graduate students/scholars; Table 2.3 shows difficulties they encountered in using English.
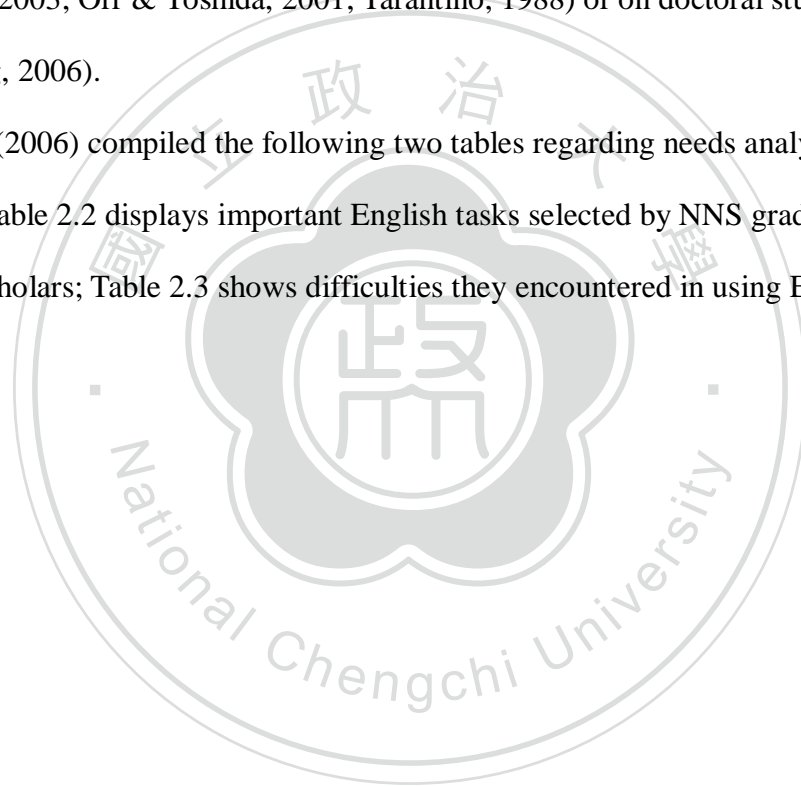
Table 2.2

Important English Tasks Selected by NNS Graduate Students/Scholars in EFL Contexts

Source	English Tasks
Orr & Yoshida, 2001	1. English e-mail correspondence
	2. Reading English reports and technical documents
	3. Writing English reports and technical documents
	4. Reading English business letters
	5. Writing English business letters
	6. Making presentations/speeches in English
	7. Participating in English meetings/discussions
Orr, Smith, & Watanabe, 2003	**Reading or Writing**
	1. papers (journals, conference, industry, etc.)
	2. announcements (products, organization, RFPs)
	3. websites (corporate, government, professional)
	4. correspondence (e-mail, business letter, cover letter)
	5. tech news (newspaper, magazine, web, newsletter)
	6. instructions (installation, use, application, submission)
	7. reports (tech, feasibility, progress, final, finance, etc.)
	8. language (names, equations, technical terminology, collocations, grammatical compounding/imbedding)
	Listening or speaking:
	9. presentations (seminar, conference, project, client)
	10. telephone talk (project, client; for info, reservations)
	11. group talk (discussion, negotiation, disagreement)
	12. small talk (with strangers, colleagues, clients)

Note. From *A Needs Analysis of English: Perceptions of Faulty and Doctoral* (p. 28), by Y. C. Yang, 2006, Taiwan: Unpublished Master's thesis, National Chiao Tung University.

Table 2.3

Difficulties of NNS Graduate Students/Scholars in Using English in EFL Contexts

Source	Difficulties
Kuo, 1987	1. Writing reports and research articles
	2. Comprehending technical articles
	3. Slow reading speed
	4. Limited vocabulary
	5. Presenting or answering/asking questions in conferences or seminars
Tarantino, 1988	**In seminars, lectures and conferences:**
	1. understanding idiomatic terminology and expressions
	2. recognizing rhetorical techniques used to communicate causality, comparison, contrast analogy, etc.
	3. question posing
	4. understanding phrasal verbs
	5. discriminating vocabulary
	In writing:
	6. use of modals
	7. use of phrasal verbs
	8. correlations, adjuncts and connectives, preposition and articles
	9. noun groups and fronting
	10. verb sequence
	11. paragraphing
	12. time and thought connectives
Kuo, 2001	**In writing:**
	1. appropriate expression of ideas
	2. correct and proper use of grammar
	3. diction

Note. From *A Needs Analysis of English: Perceptions of Faulty and Doctoral* (p. 29), by Y. C. Yang, 2006, Taiwan: Unpublished Master's thesis, National Chiao Tung University.

Yang's (2006) research focused on needs analysis of doctoral students in Taiwan. She found that although English reading and writing skills were more important for doctoral studies, the demand for listening and speaking skills were yet greater for their future careers. Hence, these doctoral students highly suggested that more training be offered for English listening and speaking.

Due to the international business nature of the MBA programs, even in the ESL

contexts, it is inevitable for MBA programs to recruit L2 English speakers. Northcott (2001) conducted a study to investigate MBA classes for EAP professionals. She collected data from lecture extracts as part of an ethnographic needs analysis, and observed L2 students in five different MBA classes over two terms at the University of Edinburgh's Management School. She and many others found that it was important to enhance students' oral and aural skills by adopting interactive lecturing style (Benson, 1989; Flowerdew, 1994; Hansen & Jensen, 1994; Mason, 1983). Her findings suggested that there was a "wide variety of lecturer and student behaviour encompassed by the term *interactive lecturing* even within the framework of one MBA programme" (p. 35) and the program should be designed to provide needs for both native and non-native speakers.

Medium of Instruction and Content-Based Instruction

As English has become the major international lingua franca for economy and science (Kennedy, 2001; McArthur, 2003; Sano, 2002; Seidlhofer, 2005; Tardy, 2004; Wood, 2001), it is natural for many educational programs to commit themselves to using English as the medium of instruction (MOI). Hence, using English to teach specialized subject matter shares similar concepts with content-based instruction (CBI).

Content-based instruction, according to Brinton, Snow, and Wesche (1989), refers to the integration of learning subject matter and language. However, the form and sequence of language presentation are dominated by content, instead of language. Hence, CBI could be beneficial to students who desire to gain strong content and language abilities through the reciprocal process (Wesche & Skehan, 2002). According to Johns and Dudley-Evans (1991), ESP is often called CBI in the U.S. There are even more EFL subscribers to *English for Specific Purposes: An*

31

International Journal than native English speakers.

Applied linguists displayed their interest in integrated instruction, in which language- and content-learning objectives were combined (Spanos, 1990). Moreover, CBI could help advance learners' English academic abilities:

> In a content-based approach, the activities of the language class are specific to the subject matter being taught, and are geared to stimulate students to think and learn through the use of the target language. Such an approach lends itself quite naturally to the integrated teaching of the four traditional language skills. For example, it employs authentic reading materials which require students not only to understand information but to interpret and evaluate it as well. It provides a forum in which students can respond orally to reading and lecture materials. It recognizes that academic writing follows from listening, and reading, and thus requires students to synthesize facts and ideas from multiple sources as preparation for writing. In this approach, students are exposed to study skills and learn a variety of language skills which prepare them for the range of academic tasks they will encounter. (Brinton, Snow, & Wesche, 1989, p. 2)

The curricular approaches indicated that there was a continuum in different models of CBI (Met, 1998; Snow, 2001; Stoller, 2004), from language-driven to content-driven. On the one end of the continuum was the weak form of CBI, using content as a springboard for language practice; hence, it was strongly language-driven (Wesche & Skehan, 2002). On the other end of the continuum was the strong form of CBI with learning content as the main objective. There are three basic types of CBI, namely, theme-based instruction, adjunct language instruction, and sheltered instruction (Brinton, Snow, & Wesche, 1989). These three basic types of CBI were briefly described as follows:

- Theme-based instruction: focuses on developing overall academic skills and is not targeted at a particular discipline.

- Adjunct language instruction: students are enrolled in both a content and a

language course dealing with the same content.

● Sheltered instruction: consists of courses run by subject specialists for second

language students in mainstream American colleges and universities.

(Flowerdew & Peacock, 2001, p. 181)

From the above description, the adjunct language instruction was similar to the

team-teaching model noted by Johns and Dudley-Evans (1980).

The integration of different models of CBI can be summarized as follows:

```
┌─────────────────┐                                    ┌─────────────────┐
│ Weak form:      │                                    │ Strong form:    │
│ language-driven │                                    │ content-driven  │
└─────────────────┘                                    └─────────────────┘
        │──────────────────────────│──────────────────────────│
┌─────────────────┐    ┌─────────────────────┐    ┌─────────────────┐
│ Theme-based:    │    │ Adjunct: conducted by│    │ Sheltered:      │
│ conducted by    │    │ language instructor &│    │ conducted by    │
│ language        │    │ subject specialist   │    │ subject         │
│ instructor      │    │                      │    │ specialist      │
└─────────────────┘    └─────────────────────┘    └─────────────────┘
```
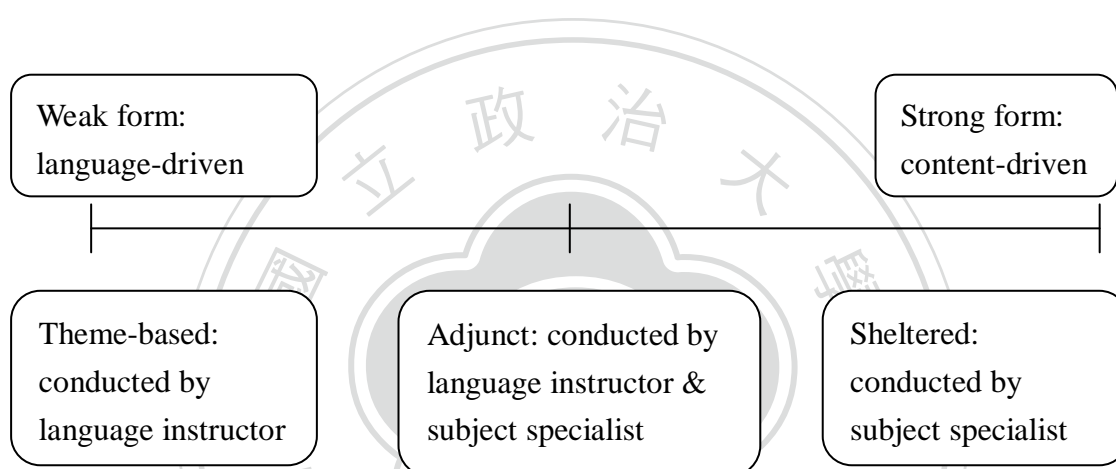
Figure 2.5. Models of CBI.

As the access to universities and technical colleges increased widely, university

lecturers have been facing the challenges of teaching "previously marginalized

student populations whose first language is not the language of instruction" (Stoller,

2004, p. 263). Case studies which probed into L2 learners' learning difficulties in

content classes were also called for (Crandall, 1993). Eight challenges met by

adopting diverse models of CBI included:

● The identification and development of appropriate content
● The selection and sequencing of language items dictated by content sources
  rather than a predetermined language syllabus
● The alignment of content with structures and functions that emerge from the

subject matter (Short, 1999)

- The choice of appropriate materials and the decision to use (or not to use) textbooks
- Faculty development that assists language instructors in handling unfamiliar subject matter and content-area instructors in handling language issues
- Language- and content-faculty collaboration
- The institutionalization of CBI in light of available resources and the needs of faculty and students
- Systematic assessment to demonstrate (1) students' language and content learning and (2) program effectiveness (Stoller, 2004, pp. 267-268)

Many countries have tried to adopt English as the MOI in educational settings for several reasons. For example, English has been encouraged indirectly to be the MOI for Hong Kong to remain its leading place in international trade (Tsui, 1996). Another example is the Philippines. Reports showed that "penalties" seemed to be "imposed on pupils using their home language on the school premises" (Manhit, 1980, 1981, as cited in Tollefson & Tsui, 2004, p. 156) because these students would not be able to compete on the job market. Moreover, due to the cuts in education budget, many schools in non-English speaking countries such as Germany, France, and Malaysia all tried to enroll international students. As a result, a move for using English as the MOI for higher education has been prompted (Gill, 2004).

On the other hand, the economic growth of China resulted in the changing of language policy, especially for places like Hong Kong and Singapore (Tan, 2006; Tollefson & Tsui, 2004). Chinese/Mandarin has been widely accepted as MOI in these places. There is also a trend of learning Chinese/Mandarin in Asia and Western countries (Ramzy, 2006). As Pakir (2004) described in the case of Singapore:

The questions that need to be addressed in the discussions and debates on these issues pertained to whether slow learners are handicapped because the main medium of instruction is English . . .; and whether students are spending too much curriculum time and after-school hours polishing their language skills at

the expense of content subjects, and failing to achieve their potential for learning.
(as cited in Tollefson & Tsui, 2004, p. 121)

Therefore, whether or not to use English in business-related courses at the expense of sacrificing students' knowledge gain remains an issue, especially when learning Mandarin has become a worldwide trend:

The ranks of students studying Chinese are small but growing rapidly. From 2000-2004, the number of students in England, Wales and Northern Ireland doing Advanced Level exams (those normally taken at age 18) in Chinese climbed by 57%. In the U.S., Chinese still lags far behind traditional foreign languages like French and Spanish, but China is the fastest growing destination for college students studying abroad. (Ramzy, 2006, ¶ 4)

Summary

This chapter has examined the issues and concerns in English for Academic Purposes in the context of higher education regarding business English. The literature review started with definitions and comparison of English for General Purposes and English for Specific Purposes. ESP was regarded as an approach, and it appeared that the line between ESP and EGP has become indistinct. Moreover, although ESP was commonly divided into EAP and EOP, it was reported that English for Business Purposes under ESP/EOP could be a unique category by itself.

Theories and issues regarding EAP were reported next. The definition of EAP and the classifications were introduced. EAP could be further categorized into English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). There was overlap between EAP and EOP, particularly in regard to business English. Studies also indicated that nonnative-speaking researchers' performance in academic development was hampered due to their limited academic English training.

Curriculum design was examined in terms of syllabus design, instructional

practices, teaching materials, and program evaluation. Different approaches of EAP syllabus design were introduced. Various models of collaborative/team-teaching models for teachers' instructional practices were reported. Different types of cultural issues arising in EAP contexts were also illustrated. Factors influencing students' comprehension of EAP texts as well as EAP text types were introduced. Different aspects for program evaluation were also presented.

Theoretical frameworks for needs analysis in EAP contexts were introduced next. Needs analysis, a crucial component in ESP course design, appeared to have controversial definitions. Various studies regarding needs analysis in business as well as EFL contexts were presented. Studies conducted in Taiwan regarding needs analysis of doctoral students were further introduced.

Finally, an explanation and description concerning the application of medium of instruction and content-based instruction in EFL contexts were provided in the final section. Different models of CBI were introduced, from language-driven to content driven. The adjunct language instruction or team-teaming model which promoted collaboration between language instructors and subject specialists was further illustrated.

This chapter presented theoretical frameworks and research literature which underpinned the analysis of the data collected in this study. Based on the literature review, explanations and discussion of the research findings will be described in Chapter 6.

CHAPTER 3

METHODOLOGY

This study aimed to explore the status quo of overall curriculum design, students' EAP needs, students' self-evaluated EAP abilities in business administration. This chapter presents the research method and design employed in this study. Descriptions of the selections for participants, instruments, and data collection procedures are presented.

Mixed Methods Research

This study adopted the *mixed methods research* approach. Johnson and Onwuegbuzie (2004) defined "mixed methods research" as "the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study" (p.17). Mixed methods research could offer more comprehensive perspectives than monomethod research (Cresswell & Plano-Clark, 2007; Herbert, 2010; Johnson & Onwuegbuzie, 2004). Line (1971) was one of the earliest researchers who adopted questionnaires, observation, and interviews to conduct research on users' needs, according to Cooper, Lewis, and Urquhart (2004). In this research, questionnaire surveys served as quantitative instruments, whereas classroom observation and semi-structured interviews served as qualitative instruments.

Participants

This study adopted a case study approach. The participants were teachers and students from an MBA (Graduate Institute of Business Administration) and an IMBA (Graduate Institute of International Business Administration) program at a national university of science and technology in Taiwan. Since the purpose of this research focused on Taiwanese students' perceptions of academic English, foreign students were excluded. A brief description of the participants will be presented in the following sections. Although both male and female participants were recruited, when referring to any individual participant, the pronoun "he" will be adopted for ethical reasons thereinafter.

Teachers

Two teachers (Dr. A and Dr. B) participated in this study. Dr. A obtained his Master's and doctoral degrees in the U.S., specializing in international studies. Dr. B received his Master's and doctoral degrees in the U.K., specializing in finance and business administration. They participated in this study for three reasons. Firstly, they conducted courses in English in both MBA and IMBA programs. They were both experienced in teaching EMCs in the target MBA programs. Secondly, they were the organizers of the IMBA program which was newly established in the academic year of 2009. Thirdly, not only were they willing to accept interviews, also they co-taught a required course in the IMBA program and gave permission to the researcher for observing and video recording the class.

MBA Students

There were 90 Taiwanese students in the target MBA program during the academic years of 2008 and 2009. A total of 84 students (93.3%) participated in filling

out the questionnaire for MBA students anonymously. However, after a close examination, one questionnaire was regarded as invalid due to its insincerity shown in conflicting answers. As a result, 83 questionnaires (92.2%) were valid. Students who were willing to accept a further interview were asked to leave their contact information.

Among the 83 valid questionnaires, 79 students (95.2%) indicated their willingness for further interviews or for responding to the researcher via e-mail. After the examination of the results of the questionnaires, nine MBA students were selected based on the following six criteria, in the order of importance: number of EMCs taken, undergraduate majors, year(s) in the MBA program, language to be used for writing thesis, future plans, and work experience. In other words, MBA students who had taken the most EMCs were the main targets. Secondly, students with different undergraduate backgrounds—engineering, foreign languages, and business, were included. Thirdly, 2nd-year MBA students, who had more experiences than 1st-year students in school, were preferred. Fourthly, since the official language requirement for theses was Chinese, students who wrote or wished to write their theses in English were included. Fifthly, students' future plans, especially for those who wished to pursue further education, was considered to have influence on their motivation in learning academic English. Lastly, students' work experiences were regarded as a factor for their motivation. Table 3.1 displayed the information of the selected MBA interviewees. The nine MBA interviewees were given an individual code, from S-1-MBA to S-9-MBA, to represent their status as MBA students:

Table 3.1

Information of MBA Interviewees

Student code	Number of EMC taken	Undergraduate major	Year in MBA	Language for thesis	Future plans	Work experience (months)
S-1-MBA	4	English	2	English	work	60
S-2-MBA	4	English	2	English	work	24
S-3-MBA	2	Education	2	Chinese	work	0
S-4-MBA	2	Business	2	Chinese	work	0
S-5-MBA	1	Engineering	2	Chinese	other: army	69
S-6-MBA	1	Business	2	Chinese	work	24
S-7-MBA	2	Business	2	English	work	48
S-8-MBA	3	English & Business	1	English	undecided	58
S-9-MBA	3	Business	1	Chinese	work	46

As shown in Table 3.1, all the MBA interviewees had taken EMCs. However, S-4-MBA and S-6-MBA were chosen because they initially stated on the questionnaires that they had not taken any EMCs. During the later interviews, both recalled having taken at least one EMC.

IMBA Students

The IMBA program was officially established in the academic year of 2009. The program was mainly set up to recruit foreign students. Nevertheless, 15 Taiwanese students were admitted into this program. All 15 Taiwanese IMBA students (100%) filled out the questionnaire for IMBA students anonymously, all valid, and all of them demonstrated their willingness to participate in the interviews.

The criteria for selecting IMBA students for interviews were different from those for the MBA students for the following three reasons. First, all courses in the IMBA programs were conducted in English, except for the course Business Research Method.

Second, unlike the MBA program, there were no prerequisites for admissions on students' backgrounds in the IMBA program. Instead, Taiwanese IMBA students' English proficiency was highly valued in the admission process. Third, since the researcher had gained permission to observe in an IMBA required course for a whole semester, students' performance in class was taken into consideration.

In the class that the researcher observed, four groups of students were formed. The first two groups consisted of Taiwanese IMBA students exclusively (IMBA group 1 & group 2). Another group consisted of 2 Taiwanese and 2 Vietnamese students (foreign group). The last group consisted of 3 Taiwanese IMBA students, 1 Taiwanese graduate student from Department of Applied Foreign Languages, and 1 junior undergraduate student from the Department of Business Administration (mixed group).

Six criteria for selecting IMBA interviewees were adopted. The first three criteria were related to the class that the researcher observed. The first criterion concerned the IMBA students' performance in class. Students with active performance and good English abilities were categorized under "excellent" or "good" performance. Students who would not actively speak up in class or whose English abilities appeared to be average were categorized under "average" performance. Students who did not speak up and could not express themselves adequately in class were categorized under "weak" performance. Second, at least one student from each of the four groups was selected. Third, the two TAs (teaching assistants; one for Dr. A, and the other for Dr. B) were included. Fourth, students' future plans were taken into account, especially for the one who wished to pursue further education. Fifth, since the language requirement for theses in the IMBA program was not restricted to English in the academic year of 2009, students' choice of language for writing their theses was considered as a criterion, too. Sixth, students' work experiences were taken into

account. Hence, based on the above-mentioned criteria, five IMBA students were selected for interviews. Table 3.2 displayed the information of the selected IMBA interviewees:

Table 3.2

Information of IMBA Interviewees

Student code	Performance	Group	TA	Future plans	Language for thesis	Work experience (months)
S-10-IMBA	average	Group 2	yes	work	Chinese	0
S-11-IMBA	good	Mixed	no	work	English	42
S-12-IMBA	excellent	Group 2	no	overseas studies	English	36
S-13-IMBA	weak	Group 1	yes	work	Chinese	30
S-14-IMBA	average	Foreign	no	work	Chinese	0

Instruments

As mentioned earlier, this study adopted the mixed methods research approach combining quantitative and qualitative research methods. In the following sections, quantitative and qualitative instruments are described.

Quantitative Instruments

The major tools adopted for obtaining the quantitative data were two similar questionnaires distributed to the MBA and IMBA students respectively. To compare the similarities and differences of students' perceptions, these two questionnaires were almost identical, except for some questions or items pertaining to the differences of the two programs. The construction of the questionnaire involved two steps: (1) pre-questionnaire construction interviews, (2) pilot tests and revisions, as described in the following sections.

42

Pre-Questionnaire Construction Interviews

Twenty-three personal interviews regarding the EAP curriculum design and students' EAP abilities with teachers and students from business programs were conducted between November, 2008 and April, 2010, as part of an NSC project (Joe, 2008). The interviewees included 10 teachers (including Dr. A and Dr. B), 1 Vietnamese graduate student, 11 Taiwanese graduate students, and 1 Ph.D. student from business programs. The interviews were conducted in Chinese, except the one in English for the Vietnamese interviewee. Interviewees were limited to teachers conducting courses in English and students who had taken EMCs. Each interview lasted from 30 minutes to 1.5 hours approximately. For further analysis, all the interviews were audio recorded for further analysis with consent from the interviewees. Issues raised from the interviews served as part of the foundation for constructing the two questionnaires.

Pilot Tests and Revisions

Due to the pioneer nature of this research, a comprehensive established questionnaire survey could not be located through an extensive review of EAP literature. Hence, the items or questions on the questionnaires were constructed from issues and themes collected in previous studies and the pre-questionnaire construction interviews. However, sections regarding students' needs and self-evaluated abilities were adapted from Yang (2006).

The first version of the pilot test was administered in December, 2009, to students in an MBA program at a private university of technology, in order to examine the appropriateness of the items or questions in the MBA questionnaire. Upon the first distribution of the pilot test, 37 questionnaires were collected. Although students

helped in filling out the questionnaires and provided their feedback on the confusing items or questions, results showed that their courses were conducted in Chinese only, and materials adopted were also mainly in Chinese. As a result, they felt confused about questions regarding EAP courses. Due to the difficulties in finding other eligible MBA students than the target participants, personal connection was made to locate another 19 students in graduate business programs to help in filling out the questionnaire and providing their feedback between April and May in 2010. After receiving all feedback from the pilot test, the final MBA questionnaire was made (Appendix A).

Based on the final MBA questionnaire, along with the classroom observation of the IMBA class, the IMBA questionnaire was drafted. It was pilot-tested to 14 IMBA students from different universities through the researcher's personal connection. Not much revision on the IMBA questionnaire was suggested. However, students expressed difficulties in answering questions concerning the course of research methods due to different regulations enforced in their programs. After an examination of the feedback from the students, the final version of the IMBA questionnaire was made (Appendix B).

Personal contact in the target university of science and technology was made to a teacher teaching Business Research Method, a required course for both MBA and IMBA programs. The teacher gave permission to the researcher to personally distribute copies of the two questionnaires in his class on May 26, 2010. All 45 first-year Taiwanese MBA students and all 15 IMBA Taiwanese students filled out the two questionnaires. As to the 45 second-year Taiwanese MBA students, the questionnaires were sent via e-mails and collected between June and October, 2010. As mentioned in the previous section, 84 questionnaires from the MBA students and 15 questionnaires from the IMBA students were collected. However, after a close

examination, one questionnaire from the first-year MBA students was considered invalid due to its insincerity shown in the conflicting answers. As a result, 83 questionnaires (92.2%) from MBA students and 15 (100%) from IMBA students were valid. The results of students' EAP needs and students' self-evaluated abilities from the two questionnaires were mainly focused in response to research Questions 3 and 4 respectively. The other sections served as reference for cross-examination relating to research Question 1, academic curriculum design, and Question 2, teachers' instructional practices, material selection, and evaluation measures.

Qualitative Instruments

The main instruments adopted for obtaining the qualitative data were classroom observation and semi-structured interviews. The description of these two instruments is provided as follows.

Classroom Observation

Classroom observation was adopted in this research to serve the purposes of studying the implementation of the programs, the processes of teachers' instructional practices, and the students' performance. Since this research is cross-disciplinary, classroom observation provided the opportunities for the researcher to gain an initial understanding, and to collect information regarding the research questions. Moreover, personal contact was established in order to build up the rapport for later semi-structured interviews.

The research technique of non-participant observation (Scott & Marchall, 2005) was applied. According to the online Oxford Dictionary of Sociology, non-participant observation refers to a technique by which "the researcher watches the subjects of his or her study, with their knowledge, but without taking an active part in the situation

45

under scrutiny."

In order to understand how EMCs worked, the researcher was encouraged by Dr. A to observe a class co-taught by Dr. A and Dr. B in the IMBA program. Classroom observation began in February, 2010 and ended in June. Because some students had to fulfill one of the graduate requirements by attending overseas studies at a partner university in the U.S. during summer, this class had to end before June 10, 2010.

In this course, Dr. B taught in the first half of the semester, while Dr. A taught in the remaining half. With permission from Dr. A and Dr. B., the researcher video recorded each class. There were three periods in each class, starting from 9 a.m. to 12 noon. The first period was for students to conduct an in-class discussion, and the teachers began teaching from the second period on.

As mentioned in the section of IMBA participants, students formed four groups by themselves in this class. The first two groups consisted of Taiwanese IMBA students exclusively (IMBA group 1 & group 2). Another group consisted of 2 Taiwanese and 2 Vietnamese students (the foreign group). The last group consisted of 3 Taiwanese IMBA students, 1 Taiwanese graduate student from the Department of Applied Foreign Languages, and 1 junior undergraduate student from the Department of Business Administration (the mixed group). In order not to interfere with each other, the four groups were instructed by Dr. B's TA to locate in two different rooms in different buildings for the discussion session in the first period. The foreign group and the mixed group remained in the classroom (Room 1), while the remaining two groups were situated in a lab provided exclusively for IMBA students. In order to examine students' discussion process during the first period, particularly their English performance, the researcher mainly focused on video taping the foreign group and the mixed group in the first period at Room 1. Two digital camcorders were set up in the front of Room 1, aiming at the discussion process of the two groups of students

respectively. However, the researcher also observed the behaviors of the other two group members when possible. A formal recording of the discussion process for the IMBA groups in the lab was also made.

Dr. B adopted Room 1 as the classroom in the first half of the semester. However, in the remaining half of the semester, Dr. A decided that Room 1 was too small, and he used Harvard Classroom which was established to simulate the actual Harvard Classroom in a teacher's training program offered by Harvard University. After the first period of discussion, students would get together in the second period to attend the class. In order not to interfere with the class, the researcher sat at the back of the classroom with two camcorders. One camcorder aimed at the teachers, and the other targeted at the students from behind. Classroom observation notes were taken. Personal contact with some students was made to clarify or gain more information, as suggested by Toma (2000) for improving qualitative data. Table 3.3 displayed the timetable of the classroom observation.

Table 3.3

Classroom Observation Information

Discussion Groups/Teachers	Location	Date	Time
Dr. B	Room 1	February 24	9:00-11:10
Mixed, foreign, & Dr. B	Room 1	March 3	9:00-12:10
4 groups & Dr. B	Room 1	March 10	9:00-12:10
English guest speech	Conference room	March 24	10:00-12:10
4 groups & Dr. B	Room 1& Lab	March 25	18:40-22:10
Mixed, foreign, & Dr. B	Room 1	March 31	9:00-12:10
Mixed, foreign, & Dr. B	Room 1	April 7	9:00-12:10
Mixed, foreign, & Dr. B	Room 1	April 14	9:00-12:10
Dr. A	Room 1	May 5	9:00-11:30
Mixed, foreign, & Dr. A	Room 1 & Harvard classroom	May 12	9:00-12:10
Dr. A	Harvard classroom	May 26	11:00-12:45
Dr. A	Harvard classroom	June 2	9:00-12:10
Chinese guest speech	Conference room	June 9	9:00-12:10

A midterm exam was administered on April 21, 2010 by Dr. B, in which the researcher did not participate. During the course, the researcher also attended two guest speeches given by the target programs—one in English, and the other one in Chinese.

Semi-Structured Interviews

The second major instrument adopted for obtaining the qualitative data was semi-structured interviews. The semi-structured interview was one of the most frequently used qualitative methods, in which "the researcher asks sets of prepared questions as interview guide to draw interviewees' insights of issues of interest" (Shieh, 2008, p. 79). The interview questions were mainly intended to shed light on research Questions 1 and 2 concerning curriculum design, teachers' instructional practices, material selection, and evaluation measures. Issues from questionnaire

results and class room observation were also addressed to students for further clarification.

Four sets of interview questions were designed. The first set was for teachers (Appendix C). The second set was for MBA students who had taken EMCs in the MBA program (Appendix D), while the third set was for those who had not (Appendix E). The final set was for IMBA students (Appendix F).

Interview questions for teachers covered differences in curriculum design, instructional practices, material selection, evaluation measures, and students' performance in the MBA and IMBA programs. Other questions concerned the difficulties and solutions for the establishment of the IMBA program, the teachers' experiences gained from the teachers' training program provided by Harvard University and the application of these experiences in the actual class, the materials or resources recommended for improving students' terminology, and EAP abilities, culture and literature knowledge students should possess.

The remaining three sets of the interview questions for students were similar in principle. Students' backgrounds and influence of the backgrounds on choosing the type of graduate program or EAP courses were first probed into. Students' experiences and opinions regarding EMCs, teachers' instructional practices, material selection, evaluation measures, and English extracurricular activities were inquired. Other questions included the suggestions students would make in terms of curriculum design for EMCs, opinions students had about the Chinese-medium required course Business Research Method, influences that graduate requirements had on their EAP abilities, EAP abilities students should have, students' self-evaluated EAP abilities, types of English difficulties students had encountered, solutions for solving difficulties, and whether students' EAP abilities had been enhanced during their graduate studies.

For MBA students who had not taken EMCs during their graduate studies, further explanations were inquired. The status quo of teachers' general instructional practices, material selection, and evaluation measures were addressed. As to the IMBA students, questions regarding the language they planned to adopt for writing the theses and the reasons were inquired.

The semi-structured interviews with two teachers, nine MBA students, and five IMBA students started in August, 2010, and ended in October. The interview questions were composed in Chinese and sent to the interviewees via e-mails. Some student interviewees also briefly supplied their answers and e-mailed them back to the researcher prior to the interviews if time permitted. All interviews were conducted face-to-face in Chinese. With the interviewees' consent, the interviews were recorded on two MP3 recorders. Responses from interviewees were reassured by the researcher to be anonymous. All interviewees were encouraged to talk for as long as they preferred. Each interview lasted from 1 to 2.5 hours approximately and was later transcribed verbatim for analysis.

Data Collection Procedures

The data in this research included questionnaire surveys from MBA and IMBA students, classroom observation of an IMBA required course, and semi-structured interviews. From the results of the pre-questionnaire construction interviews, the researcher discovered a wide divergence on the nature of school, program designs, and school regulations in Taiwan. Thus, in order to probe for in-depth information to the research questions, the MBA and IMBA programs in a national university of science and technology were targeted in February, 2010.

The first interviews with the two teachers in target programs were conducted in February, 2009, as part of an NSC research project into the EAP curriculum design

and students' EAP abilities perceived by the teachers in the business field. With the recommendation and permission from the two teachers, the researcher observed and video recorded the process of an English-medium required course in the IMBA program between February and June, 2010. Based on previous studies, results from the interviews, information gained through classroom observation, and personal contact with the participants, two questionnaires for MBA and IMBA students were piloted to students in other MBA and IMBA programs. After the revisions of the questionnaires, the two questionnaires for the 1st-year MBA and IMBA students were distributed and collected in a teacher's class on May 26, 2010. For the 2nd-year MBA students, questionnaires were sent via e-mails and collected between June and October, 2010. The vast majority of the students agreed to be interviewed. After an examination of the questionnaire results and students' performance in the classroom observation, nine MBA students and five IMBA students were targeted for semi-structured interviews.

Other than the targeted students, the two teachers also agreed to be interviewed for the second time. The interview questions were sent to the two teachers and the targeted students via e-mails. Some students briefly supplied their answers and sent them back to the researcher prior to the interviews. All interviews were conducted in Chinese and audio-recorded with prior consent between August and October, 2010. A flow chart of the research procedures is drawn as follows:

```
                    ┌─────────────────────┐
                    │  Literature review   │
                    └─────────┬───────────┘
                              │
                              ▼
        ┌───────────────────────────────────────────────────┐
        │ Interviews with teachers and students in the       │
        │ business field                                      │
        └─────────────────────┬─────────────────────────────┘
                              │
                              ▼
        ┌───────────────────────────────────────────────────┐
        │ Decision making on target MBA & IMBA programs      │
        └───────────────────────────────────────────────────┘
```
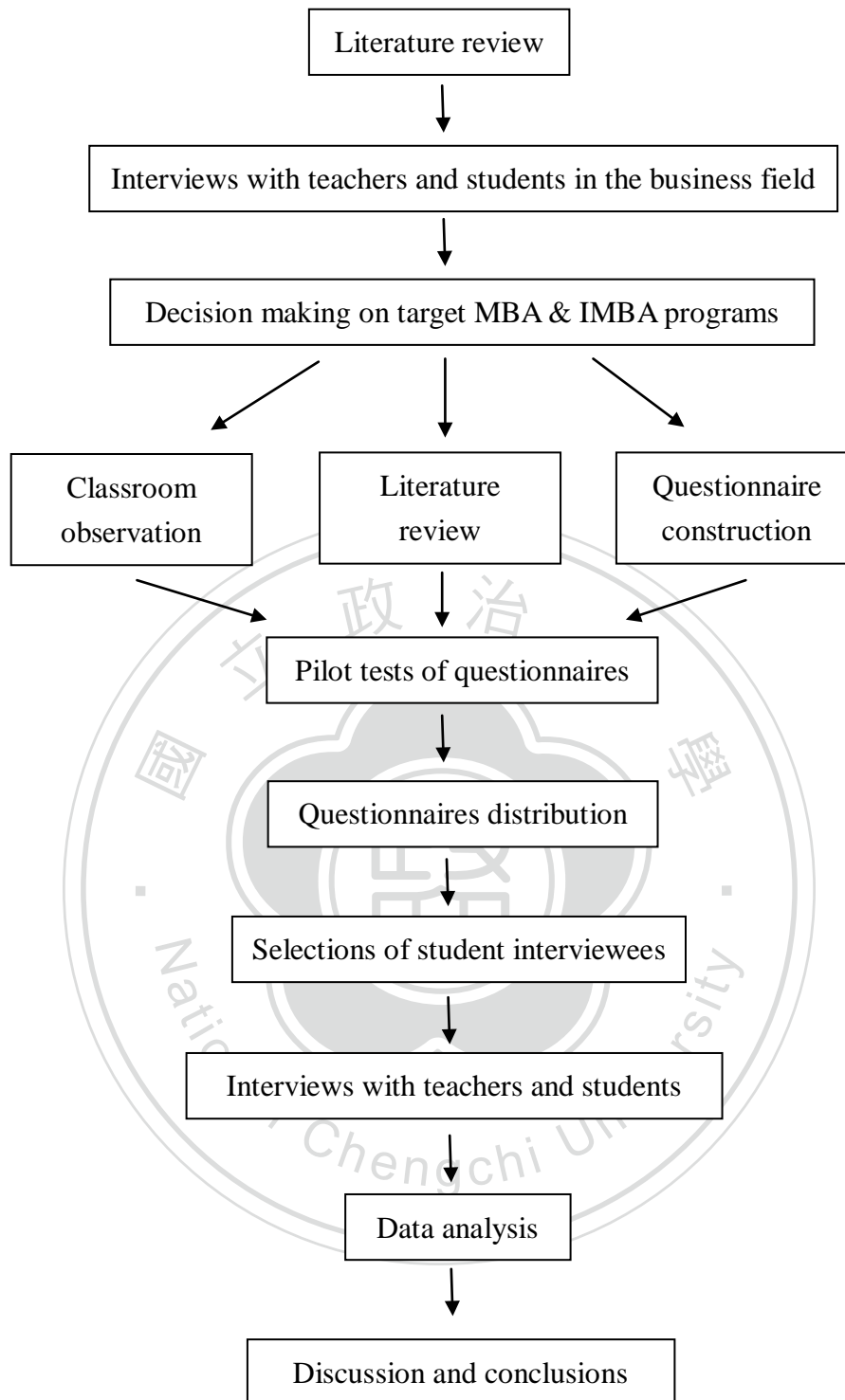
Figure 3.1. Research Procedures.

Data Analysis

Data obtained from the quantitative and qualitative instruments are analyzed with research tools and methods described in the following.

Quantitative Data Analysis

The quantitative instrument adopted in this research was two questionnaire surveys for MBA and IMBA students. The *SPSS for Windows* statistical software was used to analyze the data. Due to the limited participants in the study, only descriptive statistics were computed, including frequency, percentage, and mean. However, the questionnaire responses provided crucial information serving as important factors for selecting student interviewees.

Qualitative Data Analysis

The qualitative instrument adopted in this research included classroom observation and semi-structured interviews. Data collected from the interviews were transcribed by the researcher, verified by a native speaker of English, and analyzed by means of constant comparison method (Dye, Schatz, Rosenberg, & Coleman, 2000). The processes included "categorization, comparison, inductive analysis, and refinement of data bits and categories" (Dye, Schatz, Rosenberg, & Coleman, 2000, Abstract section). Data obtained were categorized and analyzed from different perspectives on central issues addressed in this research.

Summary

In short, this chapter describes the methodology employed in this research, including the research design of both quantitative and qualitative procedures. Selection of the target MBA and IMBA programs in a national university of science

and technology, participants, instruments, and data collection procedures are illustrated. Data were collected both quantitatively with questionnaire surveys and qualitatively with classroom observation and semi-structured interviews with teachers and students. Descriptive statistical analysis was carried out for the quantitative data, while constant comparative method was applied for the qualitative data.

CHAPTER 4

RESEARCH FINDINGS: QUANTITATIVE RESULTS

This chapter presents the quantitative results obtained from the two

questionnaires distributed to the MBA students and IMBA students in the academic

years of 2008 and 2009. The findings of these two quantitative surveys are used to

examine the similarities and differences regarding the four research questions between

the two programs. The profiles of the respondents will be illustrated first, followed by

MBA and IMBA students' perceptions of the curriculum design, teachers'

instructional practices, material selection, evaluation measures, students' EAP needs,

and students' self-evaluated abilities. Descriptive statistical results derived from the

two questionnaires and analyzed by the *SPSS for Windows* software will be reported.

Profiles of the Respondents

The quantitative results were collected from 83 out of 90 MBA students (93.3%)

and 15 out of 15 IMBA students (100%). For the MBA students, students' background

information and their experiences of EMCs in the MBA programs were probed into

(see Appendix A, Part I, Sections A & B). However, since all the courses in the IMBA

programs were conducted in English, except for the course Business Research Method,

only IMBA students' background information was presented in this part (see

Appendix B, Part I).

Table 4.1 provides information on MBA and IMBA students' background

information, which was addressed in Part I of the two questionnaires, through

numbers and percentages.

Table 4.1

Students' Background Information: MBA (N=83) and IMBA (N=15)

		MBA		IMBA	
Category	Items	N	%	N	%
Gender	Male	34	41.0%	3	20.0%
	Female	49	59.0%	12	80.0%
Age	Below 20	0	0.0%	0	0.0%
	21-25	62	74.7%	13	86.7%
	26-30	19	22.9%	2	13.3%
	31-35	2	2.4%	0	0.0%
	36-40	0	0.0	0	0.0%
	Above 41	0	0.0%	0	0.0%
Year	First	44	53.0%	15	100%
	Second	39	47.0%	--	--
Work experience	No	48	57.8%	11	73.3%
	Yes, but not specified	3	3.6%	0	0.0%
	Less than 1 year	5	6.0%	0	0.0%
	1-3 years	15	18.1%	3	20.0%
	More than 3 years	12	14.5%	1	6.7%
Undergraduate Major	Engineering	9	10.8%	0	0.0%
	English	24	28.9%	1	6.7%
	Other foreign languages	0	0.0%	1	6.7%
	Business	43	51.8%	13	86.7%
	Other	7	8.4%	0	0.0%
Plan after graduation	Work	68	81.9%	13	86.7%
	Domestic studies	1	1.2%	0	0.0%
	Overseas studies	1	1.2%	1	6.7%
	Undecided	3	3.6%	1	6.7%
	Other	10	12.0%	0	0.0%
Language for thesis	English	12	14.5%	6	40.0%
	Chinese	63	75.9%	5	33.3%
	Undecided	8	9.6%	4	26.7%

Table 4.1 (continued)

Category	Items	MBA N	MBA %	IMBA N	IMBA %
English abilities to be enhanced (Multiple answers allowed)	Listening	50	60.2%	5	33.3%
	Speaking	57	68.7%	12	80.0%
	Reading	33	39.8%	3	20.0%
	Writing	37	44.6%	10	66.7%
	Grammar	33	39.8%	6	40%
	Vocabulary	37	44.6%	4	26.7%
	Pronunciation	17	20.5%	2	13.3%
	Other	1	1.2%	0	0.0%
Overall interest in English	Extremely interested	17	20.5%	3	20%
	Interested	46	55.4%	11	73.3%
	Neutral	19	22.9%	1	6.7%
	Uninterested	1	1.2%	0	0.0%
	Extremely uninterested	0	0.0%	0	0.0%
Self-perceived general English ability	Very good	0	0.0%	0	0.0%
	Good	17	20.5%	3	20.0%
	Fair	47	56.6%	12	80.0%
	Poor	17	20.5%	0	0.0%
	Very poor	2	2.4%	0	0.0%
English importance for students' graduate studies	Extremely important	33	39.8%	10	66.7%
	Important	43	51.8%	5	33.3%
	Neutral	7	8.4%	0	0.0%
	Unimportant	0	0.0%	0	0.0%
	Extremely unimportant	0	0.0%	0	0.0%
English importance for future career	Extremely important	46	55.4%	8	53.3%
	Important	31	37.3%	7	46.7%
	Neutral	2	2.4%	0	0.0%
	Unimportant	0	0.0%	0	0.0%
	Extremely unimportant	0	0.0%	0	0.0%
	Not sure	4	4.8%	0	0.0%

Background Information of MBA Students

There were 90 Taiwanese MBA students in the academic years of 2008 and 2009, 84 questionnaires were collected, and 83 were valid. Of the 83 MBA students, 41% (n=34) were male, and 59%, female (n=49). The two major age groups were 21-25 years old (n=62, 74.7%) and 26-30 (n=19, 22.9%). Only 2 students (2.4%) were in the 31-35 year-old group. Although all 45 1st-year students had filled out the questionnaires, only 44 (53%) were valid. One questionnaire was regarded as invalid due to its insincerity shown in the conflicting answers. On the other hand, 39 (47%) valid questionnaires were collected from the 2nd-year MBA students. Over half (n=48, 57.8%) had no work experience; 15 (18.1%) with 1-3 years of work experience; 12 (14.5%) with more than 3 years; and 5 (6%), less than 1 year. In regard to MBA students' undergraduate majors, 43 (51.8%) majored in business-related fields, 28 (28.9%) in English or applied English, and 9 (10.8%) in engineering. The majors of the rest 7 (8.4%) included education (n=2, 2.4%), and 1 (1.2%) in each of the following five fields: leisure, health, radio and television, hospitality, and sports respectively. A great number (n=68, 81.9%) planned to work after getting the MBA degree; 3 (3.6%) undecided; 1 (1.2%) pursuing domestic studies; 1 (1.2%) pursuing overseas studies; 1 (12%) with other plans. The other plans after graduation illustrated by students included: 8 male students (9.6%) noted that they would be drafted into military service, and one of them (1.2%) particularly specified that he would decide what to do after the military service. Another 1 (1.2%) stated that he needed to fulfill his teacher internship, and 1 (1.2%), housewife. In terms of the language for thesis, 63 (75.9%) stated that Chinese was or would be adopted; 12 (14.5%) English; 8 (9.6%) undecided.

Seven English abilities were listed for students to choose the abilities that they wanted to enhance; multiple answers were allowed. Results showed that speaking

(n=57, 68.7%) was the ability which MBA students wanted to improve most, followed by listening (n=50, 60.2%), writing (n=37, 44.6%), vocabulary (n=37, 44.6%), reading (n=33, 39.8%), grammar (n=33, 39.8%), and pronunciation (n=17, 20.5%). Another 1 (1.2%) remarked that he wanted to improve daily English. In regard to students' overall interest in English, 17 (20.5%) were extremely interested in English; 46 (55.4%) interested; 19 (22.9%) neutral; 1 (1.2%) extremely uninterested. As to students' self-perceived general English abilities, no one claimed that their English was very good. However, more than half of the students (n=47, 56.6%) believed that their English ability was fair, followed by good (n=17, 20.5%), poor (n=17, 20.5%), and very poor (n=2, 2.4%). Around half (n=43, 51.8%) considered English important for their graduate studies, followed by extremely important (n=33, 39.8%), and neutral (n=7, 8.4%). Nevertheless, in terms of the importance of English for their future careers, more than half (n=46, 55.4%) considered it extremely important, followed by important (n=31, 37.3%), not sure (n=4, 4.8%), and neutral (n=2, 2.4%).

Background Information of IMBA Students

The IMBA program was officially established in the academic year of 2009, and 15 Taiwanese students were recruited. Fifteen questionnaires were collected and they were all valid. There were many more female (n=12, 80%) than male (n=3, 20%) recruited. The majority's age was among 21-25 (n=13, 86.7%), and the remaining, 26-30 years old (n=2, 13.3%). Most students (n=11, 73.3%) had no work experience, 3 (20%) with 1-3 years of work experience, and 1 (6.7%) more than 3 years. In regard to IMBA students' undergraduate majors, 13 (86.7%) majored in business-related fields, 1 (6.7%) in English, and 1 (6.7%) in German. Similar to the MBA students, a great number (n=13, 86.7%) planned to work after getting the IMBA degree; 1 (6.7%) pursuing overseas studies; 1 (6.7%) undecided. Regarding the language for thesis, the

language was not restricted to English for the 2009 IMBA students. The initial results indicated that 7 (46.7%) would write their theses in English, 2 (13.3%) in Chinese, and 6 (40%) undecided. However, during the later interviews, 3 IMBA students changed their minds or made the decisions to adopt Chinese to write their theses. Hence, 6 (40%) stated that English would be used; 5 (33.3%) Chinese, and 4 (26.7%) undecided.

In terms of the seven English abilities which IMBA students wanted to enhance, multiple answers were allowed. Similar to MBA students' responses, results showed that speaking (n=12, 80%) was the ability that IMBA students wanted to improve most. It was followed by writing (n=10, 66.7%), grammar (n=6, 40%), listening (n=5, 33.3%), vocabulary (n=4, 26.7%), reading (n=3, 20%), and pronunciation (n=2, 13.3%). In regard to students' overall interest in English, 3 (20%) were extremely interested in English; 11 (73.3%) interested, and 1 (6.7%) neutral. As to students' self-perceived general English abilities, the same was found for the MBA students. No one claimed that their English was very good. The majority (n=12, 80%) perceived their English abilities as fair, and the remaining 3 (20%) good. In terms of the importance of English for graduate studies, 10 (66.7%) considered it extremely important, and the remaining 5 (33.3%) important. In regard to the importance of English for their future careers, 8 (53.3%) considered it extremely important, and the remaining 7 (46.7%) important.

MBA Students' Experiences of EMCs

Although MBA students might have taken EMCs during their undergraduate studies, this research only focused on those offered by the graduate programs in Taiwan. The overseas EMCs which students audited were excluded in this section.

There was one required EMC in the MBA program in the academic years of

2008 and 2009. However, if students had taken the course during their undergraduate studies, credits could be waived and substituted by taking another course in the same domain. Hence, the following issues were probed into. That is, MBA students' experiences with EMCs during their graduate studies, reasons for taking or not taking EMCs, degree of the satisfaction, and reasons for dissatisfaction towards EMCs taken were investigated. Table 4.2 provided information on MBA students' experiences of EMCs during their graduate studies in Taiwan.

Table 4.2

MBA Students' Experiences of EMCs in the MBA Program in Taiwan

Category	Items	N	%
EMC Experiences	Yes	78	94.0%
	No	5	6.0%
Numbers of EMCs taken	0	5	6.0%
	1	54	65.1%
	2	16	19.3%
	3	6	7.2%
	4	2	2.4%
Reasons for taking EMCs (Multiple answers allowed)	Required courses	74	89.2%
	Interests in English	11	13.3%
	Force for enhancing English abilities	18	21.7%
	Interests in course content	16	19.3%
	Preference for teacher's teaching style	9	10.8%
	Aid in future studies	2	2.4%
	Aid in future career	5	6.0%
	Other	0	0.0%

Table 4.2 (continued)

Category	Items	N	%
Degree of satisfaction with the EMCs taken	Extremely satisfied	2	2.4%
	Satisfied	31	37.3%
	Neutral	38	45.8%
	Dissatisfied	6	7.2%
	Extremely dissatisfied	1	1.2%
Reasons for dissatisfaction with the EMCs taken (Multiple answers allowed)	Unable to comprehend due to insufficient English abilities	31	37.3%
	Unable to express or interact in English	50	60.2%
	Unable to make oral or written reports	7	8.4%
	Boring content	11	13.3%
	Teacher's English (native language, proficiency, accent)	17	20.5%
	Other	4	4.8%
Reasons for not taking EMCs (Multiple answers allowed)	Interested courses not offered in English.	3	3.6%
	Fear of unable to handle courses due to insufficient English abilities	2	2.4%
	Teachers not native speakers of English	1	1.2%
	Other	0	0.0%

Since there was at least one required EMC in the MBA program, most MBA students (n=78, 94.0%) reported having taken EMCs, while 5 (6%) stated otherwise. Most students (n=54, 65.1%) had taken only 1 EMC, followed by 2 EMCs (n=16, 19.3%), 3 EMCs (n=6, 7.2%), 0 EMCs (n=5, 6%), and 4 EMCs (n=2, 2.4%). In other words, the highest number of EMCs taken by the MBA students was four. As to the reasons for taking the EMCs, multiple answers were allowed. The reasons chosen by students were reported according to their ranking in the results. First, the course was a required one (n=74, 89.2%). Second, the course was taken to enhance English abilities (n=18, 21.7%). Other less important reasons included their interests in content (n=16, 19.3%), interests in English (n=11, 13.3%), personal preference for

teachers' teaching styles (n=9, 10.8%), aid in future studies (n=5, 6%), and aid in future careers (n=2, 2.4%).

In terms of students' satisfaction towards the EMCs taken, 38 (45.8%) indicated feeling neutral. It was followed by 31 (37.3%) satisfied; 6 (7.2%) dissatisfied; 2 (2.4%) extremely satisfied, and 1 (1.2%) extremely dissatisfied. In other words, around 83% of the MBA students either felt neutral (n=38, 45.8%) towards the EMCs they had taken, or felt satisfied (n=31, 37.3%).

As to the reasons for the dissatisfaction for the EMCs taken, multiple answers were also allowed. The following reasons were listed according to their ranking. First, more than half (n=50, 60.2%) were frustrated by their inability to express their opinions or interact in English. Second, 31 (37.3%) were discontent with their inability to comprehend the course content. Third, 17 (20.5%) reported that the dissatisfaction was related to the teachers' English proficiency in terms of whether English being the teachers' native language, degrees of teachers' English proficiency, accents, and so forth. Fourth, 11 (13.3%) pointed out the dissatisfaction was caused by the boring content. Fifth, 7 (8.4%) were dissatisfied with their inability to make oral or written reports. Finally, 4 (4.8%) specified their reasons for the dissatisfaction. Two (2.4%) pointed out that comprehensive communication among the teachers and students could not be established, and that teachers' English proficiency interfered with their explanation of the content. Another 2 (2.4%) stated that some students could not fully engage in class interaction. In other words, these two students were possibly dissatisfied with the lack of classroom interaction caused by other students with poorer English proficiency.

The reasons why 5 students had not taken the EMCs during their graduate studies in Taiwan included (1) the courses they were interested in were not offered in English (n=3, 3.6%), (2) they were afraid of not being able to handle such courses due

to their incapability in English (n=2, 2.4%), and (3) the teacher was not a native speaker of English (n=1, 1.2%).

Findings of Research Question One:

Perceptions of Academic Curriculum Design

The following sections present the MBA and IMBA students' perceptions of the academic curriculum design (see Appendixes A & B, Part II). There were 15 questions for MBA students, and 9 for IMBA students. The questions were basically the same for both groups of the students. However, due to the different nature of the two programs, Questions 2 to 7 regarding students' choices of the MOI for the courses (if possible), the reasons, and issues relating EMCs in the academic curriculum design were addressed to MBA students only. Also, items in Q. 15 concerning English extracurricular support from the school level were slightly different for the two programs, as shown in Table 4.3:

Table 4.3

Students' Perceptions of Academic Curriculum Design: MBA (N=83) and IMBA (N=15)

	MBA		IMBA	
Questions & Items	N	%	N	%
Q.1 Do you think the MBA/IMBA curriculum design should include nurturing English abilities?				
Yes	75	90.4%	11	73.3%
No	6	7.2%	2	13.3%
No opinion	2	2.4%	2	13.3%
Q.2 Do you think the MBA courses should all be conducted in English?				
Yes	5	6.0%	--	--
No	29	34.9%	--	--
No opinion	7	8.4%	--	--
Depends on content. Please illustrate.	42	50.6%	--	--
Q.3 If you could choose between an English-medium or a Chinese-medium course offered for the same course, which one would you choose?				
Chinese-medium (jump to Q. 4)	64	77.1%	--	--
English-medium (jump to Q. 5)	19	22.9%	--	--
Q. 4 Why would you choose the Chinese-medium course? (Multiple answers allowed)				
I can understand the content better.	58	69.9%	--	--
I can handle the exams easier.	26	31.3%	--	--
I can have more in-class interaction.	51	61.4%	--	--
I am not confident in my English.	26	31.3%	--	--
I like the teacher's teaching style.	7	8.4%	--	--
Other	0	0.0%	--	--
Q. 5 Why would you choose the EMC? (Multiple answers allowed)				
I am interested in English.	8	9.6%	--	--
I can force myself to improve my English.	15	18.1%	--	--
MBA courses are supposed to be in English.	4	4.8%	--	--
I like the teacher's teaching style.	3	3.6%	--	--
It will help in my future studies.	6	7.2%	--	--
It will help in my future career.	9	10.8%	--	--
Other	1	1.2%	--	--

Table 4.3 (continued)

	MBA		IMBA	
Questions & Items	N	%	N	%
Q. 6 Do you approve of the MBA program listing EMCs as required courses?				
Yes	29	34.9%	--	--
No	11	13.3%	--	--
No opinion	11	13.3%	--	--
Depends on content. Please illustrate.	32	38.6%	--	--
Q. 7 Do you think there should be more EMCs in the MBA program?				
Yes	41	49.4%	--	--
No	6	7.2%	--	--
No opinion	19	22.9%	--	--
Depends on content. Please illustrate.	17	20.5%	--	--
Q. 8 Have you ever taken courses related to research methods during undergraduate studies?				
Yes	38	45.8%	6	40.0%
No	45	54.2%	9	60.0%
Q. 9 Which semester is best for taking the course Business Research Method?				
1st semester in the first year	20	24.1%	2	13.3%
2nd semester in the first year	49	59.0%	11	73.3%
1st semester in the second year	14	16.9%	2	13.3%
Q. 10 Do you think that Business Research Method should be conducted in English?				
Yes	1	1.2%	2	13.3%
No	80	96.4%	12	80.0%
No opinion	2	2.4%	1	6.7%
Q. 11 Do you agree that the MBA/IMBA program intends to nurture students' English academic abilities?				
Strongly agree	5	6%	1	6.7%
Agree	36	43.4%	7	46.7%
Neutral	25	30.1%	6	40.0%
Disagree	16	19.3%	1	6.7%
Strongly disagree	1	1.25	0	0.0%
Q. 12 Do you think the MBA/IMBA graduation regulations serve to enhance the English academic abilities?				
Yes	61	73.5%	15	100.0%
No	22	26.5%	0	0.0%

Table 4.3 (continued)

Questions & Items	MBA		IMBA	
	N	%	N	%
Q. 13 Do you think the MBA/IMBA program should set an English threshold for graduation?				
Yes	71	85.5%	14	93.3%
No. Please illustrate.	4	4.8%	0	0.0%
No opinion	8	9.6%	1	6.7%
Q. 14 If the university intended to offer English courses for MBA/IMBA students, which ones do you think are needed? (Multiple answers allowed)				
English conversation	58	69.9%	7	46.7%
Presentation skills	62	74.7%	10	66.7%
Negotiation skills	45	54.2%	8	53.3%
Reading for academic purposes	36	43.4%	2	13.3%
Listening for academic purposes	32	38.6%	3	20.0%
Writing for academic purposes	25	30.1%	8	53.3%
E-mail writing	26	31.3%	3	20.0%
Letter writing for business purposes	45	54.2%	8	53.3%
Resume/Autobiography writing	36	43.4%	7	46.7%
Pronunciation	21	25.3%	0	0.0%
Grammar and rhetoric	26	31.3%	4	26.7%
Other	2	2.4%	0	0.0%

Table 4.3 (continued)

Questions & Items	MBA		IMBA	
	N	%	N	%
Q. 15 Besides official English courses, what English extracurricular support do you want the university to provide? (Multiple answers allowed)				
Conversation/writing practices with foreign students	46	55.4%	11	73.3%
Conversation/writing practices with senior undergraduate/graduate English majors	19	22.9%	2	13.3%
Conversation/writing practices with foreign teachers	57	68.7%	12	80.0%
Conversation/writing practices with Taiwanese teachers	--	--	4	26.7%
Extracurricular activities with foreign students	34	41.0%	5	33.3%
English Clinic	27	32.5%	1	6.7%
TOEIC or English proficiency test information	62	74.7%	6	40.0%
Software for self study	50	60.2%	7	46.7%
Certificates for taking EMCs	24	28.9%	--	--
English TA for every EMC	19	22.9%	2	13.3%
Business journal or magazine reading	41	49.4%	9	60.0%
Other	1	1.2%	0	0.0%

MBA Students' Perceptions of Academic Curriculum

As the table showed, there were 15 questions concerning MBA students' perceptions of the academic curriculum in this section. For Q. 1 "*Do you think the MBA curriculum design should include nurturing English abilities?*" 75 students (90.4%) stated yes; 6 (7.2%) no; 2 (2.4%) no opinion. For Q. 2 "*Do you think the MBA courses should all be conducted in English?*" around half (n=42, 50.6%) noted that it depended on the kind of course. It was followed by 29 (34.9%) reported no; 7 (8.4%) no opinion; 5 (6%) yes.

For Q. 3 "*If you could chose between an English-medium or a Chinese-medium*

course offered for the same course, which one would you choose?" 64 (77.1%) chose

Chinese-medium courses, and 19 (22.9%) English-medium. Q. 4 "*Why would you*

choose the Chinese-medium course?" inquired MBA students' reasons for selecting

Chinese-medium courses over EMCs. Multiple answers were allowed. Almost 70%

(n=58) reported that understanding the content was their main concern. It was

followed by in-class interaction (n=51, 61.4%). About one-third of the MBA students

(n=26, 31.3%) were concerned about exam scores, while another one-third (n=26,

31.3%) indicated that they had no confidence in their English. Finally, 8.4% (n=7)

expressed their preference over specific teacher's teaching style.

On the other hand, among the 19 MBA students who chose EMCs over Chinese

courses, reasons were inquired through Q. 5 "*Why would you choose the EMC?*"

Multiple answers were allowed. Most students (n=15, 18.1%) stated that they wanted

to force themselves to improve their English; 9 (10.8%) thought it would help in their

future careers; 8 (9.6%) were interested in English; 6 (7.2%) considered it helpful for

future studies; 4 (4.8%) believed that MBA courses were supposed to be conducted in

English; 3 (3.6%) liked to follow the teachers with specific teaching styles. Finally, 1

student (1.2%) specified that "Because I have an English background, and if I am able

to preview the materials, I can treat this opportunity [attending EMCs] as an

alternative learning experience."

For *Q. 6 "Do you approve of the MBA program listing EMCs as required*

courses?" 32 (38.6%) felt that it depended on the course nature; 29 (34.9%) approved;

11 (13.3%) did not approve; another 11 (13.3%) had no opinion.

For Q. 7 "*Do you think there should be more EMCs in the MBA program?*" 41

(49.4%) reported yes; 19 (22.9%) no opinion; 17 (20.5%) depends on content; 6

(7.2%) no.

Questions 8 to 10 were related to MBA students' experiences and opinions for

the course of research methods. For Q. 8 "*Have you ever taken courses related to research methods during undergraduate studies?*" 45 (54.2%) reported no, and 38 (45.8%) yes. For Q. 9 "*Which semester is best for taking the course Business Research Method?*" 49 (59%) chose 2nd semester in the first year; 20 (24.1%) 1st semester in the first year; 14 (16.9%) 1st semester in the second year. For Q. 10 "*Do you think that Business Research Method should be conducted in English?*" almost all (n=80, 96.4%) stated no; 2 (2.4%) no opinion, and 1 (1.2%) yes.

For Q. 11 "*Do you agree that the MBA program intends to nurture students' English academic abilities?*" 36 (43.4%) agreed. It was followed by 25 (30.1%) felt neutral; 16 (19.3%) disagreed; 5 (6%) strongly agreed; 1 (1.2%) strongly disagreed. In other words, 73.5% of the MBA students either agreed (n=36, 43.4%) or felt neutral (n=25, 30.1%) regarding the program's intention of nurturing students' English academic abilities. For Q. 12 "*Do you think the MBA graduation regulations serve to enhance the English academic abilities?*" 61 (73.3%) stated yes, and 22 (26.5%) no. For Q. 13 "*Do you think the MBA program should set an English threshold for graduation?*" 71 (85.5%) reported yes; 8 (9.6%) no opinion; 4 (4.8%) no. Three students also expressed their reasons for not agreeing with the establishment of the English threshold. One (1.2%) stated that alternative ways could be adopted instead of enforcing the English threshold. Another (1.2%) believed that the nurturing of the language abilities should come from students' autonomy for learning the language, especially for graduate students. Still another (1.2%) simply stated that he was worried about not being able to graduate.

In terms of Q. 14 "*If the university intended to offer English courses for MBA students, which ones do you think are needed?*" Multiple answers were allowed. Table 4.4 showed the ranking of MBA students' preference:

Table 4.4

Ranking of MBA Students' Preference for English-Related Courses

Rank	English Courses	N	%
1	Presentation skills	62	74.7%
2	English conversation	58	69.9%
3	Negotiation skills	45	54.2%
3	Letter writing for business purposes	45	54.2%
4	Resume/Autobiography writing	36	43.4%
4	Reading for academic purposes	36	43.4%
5	Listening for academic purposes	32	38.6%
6	Grammar and rhetoric	26	31.3%
6	E-mail writing	26	31.3%
7	Writing for academic purposes	25	30.1%
8	Pronunciation	21	25.3%
9	Other	2	2.4%

The ranking showed that more than 50% of the MBA students valued the course of presentation skills (n=62, 74.7%), followed by English conversation (n=58, 69.9%), negotiation skills (n=45, 54.2%), and letter writing for business (n=45, 54.2%). The top three courses rated by the MBA students were all related to speaking.

In regard to Q. 15 "*Besides official English courses, what English extracurricular support do you want the university to provide? (including the extra support which could be offered or had already been offered to MBA students*)," multiple answers were also allowed. Table 4.5 showed the ranking of MBA students' suggestions:

Table 4.5

Ranking of MBA Students' Suggested English Extracurricular Support

Rank	Extracurricular Support	N	%
1	TOEIC or English proficiency test information	62	74.7%
2	Conversation/writing practices with foreign teachers	57	68.7%
3	Software for self study	50	60.2%
4	Conversation/writing practices with foreign students	46	55.4%
5	Business journal or magazine reading	41	49.4%
6	Extracurricular activities with foreign students	34	41.0%
7	English Clinic	27	32.5%
8	Certificates for taking EMCs	24	28.9%
9	Conversation/writing practices with senior undergraduate/graduate English majors	19	22.9%
9	English TA for every EMC	19	22.9%
10	Other	1	1.2%

As shown in the table, over half of the students were most concerned with TOEIC or other English proficiency test information (n=62, 74.7%), conversation or writing practices with foreign teachers (n=57, 68.7%), software for self study (n=50, 60.2%), and conversation/writing practices with foreign students (n=46, 55.4%).

IMBA Students' Perceptions of Academic Curriculum

Due to the different nature and possible needs between the MBA and IMBA programs in terms of the MOI, nine questions (Q. 1 & Qs. 8-15) were addressed to IMBA students. Most of the questions were identical to those for the MBA students. However, since all courses were conducted in English in the IMBA program, except for Business Research Method, Qs. 2 to 7 regarding IMBA students' choices of the MOI were not addressed. As mentioned above, items in Q. 15 concerning English extracurricular support from the school level were slightly different from those for MBA students.

Results of IMBA students' responses for Q. 1 & Qs. 8-11 were similar to those of MBAs'. However, for Q. 12 "*Do you think the IMBA graduation regulations serve to enhance the English academic abilities?*" all 15 (100%) IMBA students stated yes. For Q. 13 "*Do you think the IMBA program should set an English threshold for graduation?*" 14 (93.3%) reported yes, and 1 (6.7%) no opinion.

In terms of Q. 14 regarding English-related courses which could be offered to the IMBA students, Table 4.6 showed the ranking of IMBA students' preference:

Table 4.6

Ranking of IMBA Students' Preference for English-Related Courses

Rank	English Courses	N	%
1	Presentation skills	10	66.7%
2	Negotiation skills	8	53.3%
2	Writing for academic purposes	8	53.3%
2	Letter writing for business purposes	8	53.3%
3	English conversation	7	46.7%
3	Resume/Autobiography writing	7	46.7%
4	Grammar and rhetoric	4	26.7%
5	Listening for academic purposes	3	20.0%
5	E-mail writing	3	20.0%
6	Reading for academic purposes	2	13.3%
7	Pronunciation	0	0.0%
7	Other	0	0.0%

A comparison of MBA and IMBA students' rankings showed that the course of presentation skills was most valued by the two groups of students. Courses such as negotiation skills and letter writing for business purposes were valued by more than half of the MBA and IMBA students. However, IMBA students indicated more needs for EAP writing, while MBA students displayed their preference for English conversation courses. Finally, around 25% of the MBA students considered English

pronunciation courses necessary, but none of the IMBA students did.

In regard to Q. 15 concerning English extracurricular support which could be offered or had already been offered to the IMBA students, multiple answers were allowed. Table 4.7 showed the ranking of IMBA students' suggestions:

Table 4.7

Ranking of IMBA Students' Suggested English Extracurricular Support

Rank	Extracurricular Support	N	%
1	Conversation/writing practices with foreign teachers	12	80.0%
2	Conversation/writing practices with foreign students	11	73.3%
3	Business journal or magazine reading	9	60.0%
4	Software for self study	7	46.7%
5	TOEIC or English proficiency test information	6	40.0%
6	Extracurricular activities with foreign students	5	33.3%
7	Conversation/writing practices with Taiwanese teachers	4	26.7%
8	Conversation/writing practices with senior undergraduate/graduate English majors	2	13.3%
8	English TA for every EMC	2	13.3%
9	English Clinic	1	6.7%
10	Other	0	0.0%

A comparison of MBA and IMBA students' rankings showed that both groups of students preferred extracurricular activities such as having conversation or writing lessons with foreign teachers and foreign students. MBA students also expressed more interests in gaining information on English proficiency tests and software for self study, while IMBA students required more extracurricular support for business journal or magazine reading.

Findings of Research Question Two: Perceptions of Teaching in EAP Courses

The following sections present quantitative results of MBA and IMBA students'

perceptions of the teaching in EAP courses. Teachers' instructional practices (see Appendixes A & B, Part III, Section A), students' perceptions of in-class activities which could best facilitate EAP abilities (see Appendixes A & B, Part III, Section B), material selection (see Appendixes A & B, Part III, Section C), and teachers' evaluation measures (see Appendixes A & B, Part IV) were investigated. Questions addressed were identical for the MBA and IMBA students, except that EMCs were focused for the MBA students, while all courses taken in the IMBA program were focused for the IMBA students. For the five MBA students who had never taken any EMCs, questions in these sections were not addressed.

Students' Perceptions of Instructional Practices

Five items were included in this section for MBA and IMBA students, regarding the emphasis of the EAP abilities in teachers' instructional practices, namely, reading comprehension, listening, oral presentation, in-class discussion, and interaction in English.

MBA Students' Perceptions of Instructional Practices

For MBA students, only the EMCs which they had taken were addressed. Hence, the results from 78 out of 83 stating having taken EMCs are reported. Courses which students audited in overseas universities were excluded.

Table 4.8 reports the numbers and percentages for different degrees of MBA students' opinions on whether teachers' instruction emphasized different EAP abilities, ranging from strongly disagree (1 point) to strongly agree (5 points).

Table 4.8

MBA Students' Perceptions of Teachers' Instructional Practices on EAP Abilities
(N=78)

Items	1	2	3	4	5
Reading comprehension	0 (0.0%)	16 (20.5%)	21 (26.9%)	35 (44.9%)	6 (7.7%)
Listening	1 (1.3%)	13 (16.7%)	34 (43.6%)	28 (35.9%)	2 (2.6%)
Oral presentation	0 (0.0%)	5 (6.4%)	23 (29.5%)	41 (52.6%)	9 (11.5%)
In-class group discussion	5 (6.4%)	24 (30.8%)	32 (41.0%)	11 (14.1%)	6 (7.7%)
Interaction	4 (5.1%)	7 (9.0%)	25 (32.1%)	37 (47.4%)	5 (6.4%)

Note. 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree.

Explanatory examples were listed under reading comprehension in the questionnaire for clarification. That is, whether the teachers had tried to adopt ways such as translation, explanation, or discussion to make students understand the content of the English materials. Around 64% of the MBA students agreed or strongly agreed that teachers' instructional practices emphasized oral presentation in English, followed by interaction (53.8%), reading comprehension (52.6%), listening (38.5%), and in-class group discussion (21.8%).

Nonetheless, further analysis showed that, for the above-mentioned five items, most MBA students either agreed or felt neutral in terms of teachers' instructional practices, except for the item "in-class group discussion." Most students either felt neutral (n=32, 41%) or disagreed (n=24, 30.8%) that teachers emphasized in-class group discussion in English.

IMBA Students' Perceptions of Instructional Practices

For IMBA students, all courses taken in the IMBA program were focused upon, excluding courses being audited overseas. Table 4.9 reported the numbers and percentages for different degrees of IMBA students' opinions on whether teachers'

instruction emphasized different EAP abilities, ranging from strongly disagree (1 point) to strongly agree (5 points).

Table 4.9

IMBA Students' Perceptions of Teachers' Instructional Practices on EAP Abilities (N=15)

Items	1	2	3	4	5
Reading comprehension	0 (0.0%)	2 (13.3%)	3 (20.0%)	10 (66.7%)	0 (0.0%)
Listening	0 (0.0%)	1 (6.7%)	3 (20.0%)	9 (60.0%)	2 (13.3%)
Oral presentation	0 (0.0%)	0 (0.0%)	2 (13.3%)	9 (60.0%)	4 (26.7%)
In-class group discussion	0 (0.0%)	4 (26.7%)	5 (33.3%)	5 (33.3%)	1 (6.7%)
Interaction	0 (0.0%)	0 (0.0%)	3 (20.0%)	8 (53.3%)	4 (26.7%)

Note. 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree.

Around 87% of the MBA students agreed or strongly agreed that teachers' instructional practices emphasized oral presentation in English, followed by interaction (80%), listening (73.3%), reading comprehension (66.7%), and in-class group discussion (40%).

Nonetheless, similar to MBA students' responses, further analysis showed that most IMBA students either agreed or felt neutral for the items "listening" and "reading comprehension." In regard to the item "in-class group discussion," IMBA students had mixed responses, as 5 (33.3%) agreed; another 5 (33.3%) felt neutral; and 4 (26.7%) disagreed.

Students' Perceptions of In-Class Activities Best Facilitating EAP Abilities

In this section, 10 items were included to investigate MBA and IMBA students' perceptions of the ways or activities which could best facilitate students' EAP abilities. The 10 items were: using English as MOI, using English to explain terminology, reading English materials, making English oral presentation, writing English

assignments, interacting in English, emphasizing amount of speech, emphasizing

quality of speech, taking English exams and answering in English, and analyzing

English cases.

MBA Students' Perceptions of In-Class Activities Best Facilitating EAP Abilities

The in-class activities best facilitating EAP abilities perceived by 78 out of 83

MBA students who had taken EMCs are reported. Table 4.10 reported the numbers

and percentages for different degrees of 78 MBA students' opinions in descending

order, ranging from strongly disagree (1 point) to strongly agree (5 points).

Table 4.10

Ranking of MBA Students' Perceptions of In-Class Activities Best Facilitating EAP Abilities (N=78)

Items	1	2	3	4	5
Reading English materials	0 (0.0%)	0 (0.0%)	11 (14.1%)	56 (71.8%)	11 (14.1%)
Interacting in English	1 (1.3%)	1 (1.3%)	16 (20.5%)	53 (67.9%)	7 (9.0%)
Making English oral presentations	0 (0.0%)	2 (2.6%)	19 (24.4%)	49 (62.8%)	8 (10.3%)
Emphasizing quality of speech	0 (0.0%)	2 (2.6%)	22 (28.2%)	47 (60.3%)	7 (9.0%)
Writing English assignments	1 (1.3%)	3 (3.8%)	22 (28.2%)	48 (61.5%)	4 (5.1%)
Analyzing English cases	1 (1.3%)	5 (6.4%)	21 (26.9%)	47 (60.3%)	4 (5.1%)
Using English as MOI	1 (1.3%)	5 (6.4%)	27 (34.6%)	38 (48.7%)	7 (9.0%)
Using English to explain terminology	3 (3.8%)	8 (10.3%)	25 (32.1%)	33 (42.3%)	9 (11.5%)
Emphasizing amount of speech	1 (1.3%)	8 (10.3%)	32 (41.0%)	32 (41.0%)	5 (6.4%)
Taking English exams and answering in English	1 (1.3%)	15 (19.2%)	33 (42.3%)	26 (33.3%)	3 (3.8%)

Note. 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree.

MBA students considered reading English materials the best way to facilitate

EAP abilities, as 85.9% agreed or strongly agreed, followed by in-class English

interaction between teachers and students or among group members (76.9%), making

English oral presentations (73.1%), whether teachers emphasized the quality of speech made in English (69.3%), writing English assignments or papers (66.6%), analyzing English cases (65.1%), using English as the MOI (57.7%), teachers using English to explain terminology (53.8%), whether teachers emphasized the amount of speech made in English (47.4%), and whether teachers gave the exams in English and required the students to answer in English (37.1%). In short, MBA students mostly agreed that the top eight activities shown in the ranking could facilitate students' EAP abilities, while there was a decline in the percentage of the degree of agreement on emphasizing amount of speech, and taking English exams and answering in English.

IMBA Students' Perceptions of In-Class Activities Best Facilitating EAP Abilities

For IMBA students, Table 4.11 displayed the ranking of the 15 students' perceptions for the ways or activities which could best facilitate students' EAP abilities, ranging from strongly disagree (1 point) to strongly agree (5 points).

Table 4.11

Ranking of IMBA Students' Perceptions of In-Class Activities Best Facilitating EAP Abilities (N=15)

Items	1	2	3	4	5
Reading English materials	0 (0.0%)	0 (0.0%)	1 (6.7%)	8 (53.3%)	6 (40.0%)
Using English to explain terminology	0 (0.0%)	0 (0.0%)	2 (13.3%)	9 (60.0%)	4 (26.7%)
Using English as MOI	0 (0.0%)	0 (0.0%)	2 (13.3%)	8 (53.3%)	5 (33.3%)
Making English oral presentations	0 (0.0%)	1 (6.7%)	2 (13.3%)	6 (40.0%)	6 (40.0%)
Interacting in English	0 (0.0%)	0 (0.0%)	3 (20.0%)	7 (46.7%)	5 (33.3%)
Emphasizing quality of speech	0 (0.0%)	0 (0.0%)	3 (20.0%)	7 (46.7%)	5 (33.3%)
Analyzing English cases	0 (0.0%)	0 (0.0%)	3 (20.0%)	7 (46.7%)	5 (33.3%)
Writing English assignments	0 (0.0%)	1 (6.7%)	3 (20.0%)	7 (46.7%)	4 (26.7%)
Emphasizing amount of speech	0 (0.0%)	1 (6.7%)	4 (26.7%)	7 (46.7%)	3 (20.0%)
Taking English exams and answering in English	0 (0.0%)	1 (6.7%)	7 (46.7%)	5 (33.3%)	2 (13.3%)

Note. 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree.

IMBA students mostly agreed that the top nine activities shown in the ranking could facilitate students' EAP abilities, while there was a decline in the percentage of the degree of agreement on "taking English exams and answering in English." Like MBA students, IMBA students also considered reading English materials the best way to facilitate EAP abilities. Also, more than 73% of the MBA and IMBA students considered that making English oral presentations could enhance their EAP abilities. On the other hand, "taking English exams and answering in English" and "emphasizing amount of speech" were considered by both groups of students as the least helpful activities.

Students' Perceptions of Material Selection

Six items were included in this section regarding teachers' selection of the English materials, students' choice of referring to Chinese versions, and the emphasis

of the content in both MBA and IMBA programs.

MBA Students' Perceptions of Material Selection

Table 4.12 reported the numbers and percentages for different degrees of 78 MBA students' opinions, ranging from strongly disagree (1 point) to strongly agree (5 points).

Table 4.12

MBA Students' Perceptions of Material Selection (N=78)

Items	1	2	3	4	5
Main materials being English	0 (0.0%)	1 (1.3%)	2 (2.6%)	41 (52.6%)	34 (43.6%)
Supplementary materials being English	0 (0.0%)	1 (1.3%)	15 (19.2%)	32 (41.0%)	30 (38.5%)
Chinese versions	0 (0.0%)	7 (9.0%)	21 (26.9%)	29 (37.2%)	21 (26.9%)
Professional knowledge/skills	0 (0.0%)	0 (0.0%)	15 (19.2%)	52 (66.7%)	11 (14.1%)
Case study	0 (0.0%)	11 (14.1%)	21 (26.9%)	36 (46.2%)	10 (12.8%)
Project proposal analysis/writing	10 (12.8%)	31 (39.7%)	26 (33.3%)	11 (14.1%)	0 (0.0%)

Note. 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree.

Since only EMCs were focused for MBA students, almost all students (96.2%) agreed or strongly agreed that the main materials selected by the teachers were in English, followed by whether the teaching content emphasized the delivery or training of professional knowledge or skills (80.8%), supplementary materials such as journal papers being English (79.5%), whether the teaching content emphasized case studies (59%), and whether the teaching content emphasized project proposal analysis or writing (14.1%). Among the above-mentioned five items, it appeared that "project proposal analysis or writing" was teachers' least choice as teaching content. In regard to whether students would definitely try to locate Chinese versions for reference if the textbooks were in English, around 40% of the MBA students agreed or strongly

agreed.

IMBA Students' Perceptions of Material Selection

　　For IMBA students, materials and teaching content adopted by all courses they had taken in the IMBA program were focused upon. Items in this section were identical to those for the MBA students. Table 4.13 reported the numbers and percentages for different degrees of IMBA students' opinions, ranging from strongly disagree (1 point) to strongly agree (5 points).

Table 4.13

IMBA Students' Perceptions of Material Selection (N=15)

Items	1	2	3	4	5
Main materials being English	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (33.3%)	10 (66.7%)
Supplementary materials being English	0 (0.0%)	0 (0.0%)	0 (0.0%)	8 (53.3%)	7 (46.7%)
Chinese versions	1 (6.7%)	4 (26.7%)	6 (40.0%)	3 (20.0%)	1 (6.7%)
Professional knowledge/skills	0 (0.0%)	0 (0.0%)	5 (33.3%)	9 (60.0%)	1 (6.7%)
Case study	0 (0.0%)	0 (0.0%)	1 (6.7%)	9 (60.0%)	5 (33.3%)
Project proposal analysis/writing	2 (13.3%)	6 (40.0%)	6 (40.0%)	1 (6.7%)	0 (0.0%)

Note. 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree.

　　Since courses offered in the IMBA program were all EMCs, except for Business Research Method, all students (n=15, 100%) indicated that the main materials and supplementary materials selected by the teachers were in English. Similar to the MBA students' responses, "project proposal analysis or writing" seemed to be teachers' least chosen teaching content. Finally, in terms of whether IMBA students would definitely try to look for Chinese versions as reference, only around 27% of the IMBA students claimed that they would, when 40% of the MBA students concurred.

Students' Perceptions of Evaluation Measures

In this section, 10 items were included regarding different evaluation measures adopted by the teachers in the EMCs that students had taken. The 10 items were: midterm exams, final exams, oral presentation, in-class group discussion on case analysis, interaction, amount of speech, quality of speech, project proposal writing, assignment writing, and term papers.

MBA Students' Perceptions of Evaluation Measures

Table 4.14 reported the numbers and percentages for different degrees of 78 MBA students' opinions, ranging from strongly disagree (1 point) to strongly agree (5 points).

Table 4.14

MBA Students' Perceptions of Evaluation Measures (N=78)

Items	1	2	3	4	5
Midterm exams; questions set and answered in English	3 (3.8%)	17 (21.8%)	17 (21.8%)	28 (35.9%)	11 (14.1%)
Final exams; questions set and answered in English	1 (1.3%)	16 (20.5%)	20 (25.6%)	27 (34.6%)	13 (16.7%)
Oral presentation	2 (2.6%)	6 (7.7%)	9 (11.5%)	43 (55.1%)	18 (23.1%)
In-class group discussion on case analysis	2 (2.6%)	20 (25.6%)	21 (26.9%)	29 (37.2%)	6 (7.7%)
Interaction	3 (3.8%)	8 (10.3%)	19 (24.4%)	38 (48.7%)	10 (12.8%)
Amount of speech	5 (6.4%)	11 (14.1%)	32 (41.0%)	22 (28.2%)	8 (10.3%)
Quality of speech	4 (5.1%)	7 (9.0%)	36 (46.2%)	25 (32.1%)	6 (7.7%)
Project proposal writing	18 (23.1%)	28 (35.9%)	26 (33.3%)	6 (7.7%)	0 (0.0%)
Assignment writing	8 (10.3%)	23 (29.5%)	23 (29.5%)	17 (21.8%)	7 (9.0%)
Term papers	16 (20.5%)	26 (33.3%)	21 (26.9%)	12 (15.4%)	3 (3.8%)

Note. 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree.

In terms of the evaluation measures of EMCs taken in the MBA program, 78.2%

of the MBA students agreed or strongly agreed on the item of oral presentation, followed by interaction between teachers and students or among peers (61.5%), final exams—questions set and answered in English (51.3%), midterm exams—questions set and answered in English (50%), in-class group discussion on case analysis (44.9%), quality of speech (39.8%), amount of speech (38.5%), assignment writing (30.8%), term papers (19.2%), and project proposal writing (7.7%). An issue was pointed out by 2 MBA students regarding midterm and final exams. That is, the answers could be written in Chinese, although the questions were in English.

IMBA Students' Perceptions of Evaluation Measures

For IMBA students, evaluation measures adopted for all courses taken in the IMBA program were focused upon. Items in this section were also identical to those for the MBA students. Table 4.15 reported the numbers and percentages for different degrees of 15 IMBA students' opinions, ranging from strongly disagree (1 point) to strongly agree (5 points).

Table 4.15

IMBA Students' Perceptions of Evaluation Measures (N=15)

Items	1	2	3	4	5
Midterm exams; questions set and answered in English	0 (0.0%)	2 (13.3%)	6 (40.0%)	6 (40.0%)	1 (6.7%)
Final exams; questions set and answered in English	0 (0.0%)	3 (20.0%)	7 (46.7%)	5 (33.3%)	0 (0.0%)
Oral presentation	0 (0.0%)	0 (0.0%)	1 (6.7%)	8 (53.3%)	6 (40.0%)
In-class group discussion on case analysis	0 (0.0%)	1 (6.7%)	2 (13.3%)	9 (60.0%)	3 (20.0%)
Interaction	0 (0.0%)	0 (0.0%)	2 (13.3%)	9 (60.0%)	4 (26.7%)
Amount of speech	0 (0.0%)	0 (0.0%)	4 (26.7%)	7 (46.7%)	4 (26.7%)
Quality of speech	1 (6.7%)	0 (0.0%)	3 (20.0%)	10 (66.7%)	1 (6.7%)
Project proposal writing	1 (6.7%)	6 (40.0%)	7 (46.7%)	1 (6.7%)	0 (0.0%)
Assignment writing	0 (0.0%)	0 (0.0%)	6 (40.0%)	7 (46.7%)	2 (13.3%)
Term papers	0 (0.0%)	2 (13.3%)	8 (53.3%)	4 (26.7%)	1 (6.7%)

Note. 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree.

Similar to MBA students' responses, oral presentation in English was ranked as the top measure adopted by the teachers, and interaction ranked second. Around 93% of the IMBA students reported that oral presentation in English was the top evaluation measure, while around 87% stated that interaction between teachers and students or among peers was the teachers' second measure. Also, around 80% of the IMBA students reported that teachers valued in-class group discussion on case analysis. Between 60% and 74% of the IMBA students stated that evaluation measures like assignment writing, amount of speech, and content of speech were preferred by teachers. Between 33% and 47% of the IMBA students reported that final exams, term papers, and midterm exams were administered. The same as MBA students' responses, 2 IMBA students specified that some teachers did not demand IMBA students to answer essay questions in English. Finally, similar to MBA students' responses, students mostly reported that project proposal writing was the least adopted measure.

Findings of Research Question Three: Students' Perceptions of EAP Needs

In this section, both MBA and IMBA students' perceptions of the abilities needed for academic English were investigated, regardless of the MOI or the contexts being in class or extracurricular activities (see Appendixes A & B, Part V). Some of the abilities listed were adopted from Yang's research regarding doctoral students' needs analysis of English in 2006, along with some abilities reported from the pre-questionnaire construction interview results obtained from Prof. Joe's NSC research project between 2008 and 2010.

Both MBA and IMBA students were asked to rate the degree of necessity for the needs of 17 English abilities according to a 5-point Likert scale, ranging from extremely unnecessary (1 point) to extremely necessary (5 points). The 17 abilities were roughly categorized into six groups. Table 4.16 presented the mean, standard deviation, and group mean of students' needs for different abilities.

Table 4.16

EAP Needs in Different Abilities Perceived by MBA and IMBA Students

Abilities	MBA				IMBA			
	N	M	SD	GM	N	M	SD	GM
Understanding terminology	83	4.17*	0.62	4.17	15	4.07*	0.59	4.07
Having culture/literature knowledge	83	3.35	0.77	3.35	15	3.80	0.78	3.80
Listening to lectures/speeches	83	3.86*	0.74	3.81	15	4.00*	0.00	3.87
Listening to news	83	3.76*	0.82		15	3.73*	0.59	
Pronouncing comprehensible English	83	4.19*	0.76		15	4.53*	0.52	
Discussing with group members in English	83	3.36	0.81	3.76	15	3.53	0.74	4.07
Engaging in English conversation	83	3.61	0.85		15	3.87*	0.52	
Presenting in English	83	3.88*	0.72		15	4.33*	0.62	
Applying grammatical knowledge to reading	83	3.76	0.73		15	3.60	0.63	
Reading professional books/research reports	83	3.83*	0.75	3.70	15	3.87	0.74	3.73
Reading news	83	3.64	0.79		15	3.73*	0.96	
Reading professional letters	83	3.57	0.93		15	3.73	0.80	
Applying grammatical knowledge to writing	83	3.57	0.89		15	4.00*	0.54	
Writing research papers	83	3.60	0.94	3.36	15	4.20*	0.56	3.81
Writing letters	83	3.34	1.00		15	3.60	0.74	
Writing project proposals	83	3.31	1.05		15	3.53	0.74	
Writing thesis	83	3.00	1.00		15	3.73	0.70	

Note. N = numbers; M = mean scores; SD = standard deviation; GM = group mean.

* Rated by more than 70% of the MBA students as "extremely necessary" or "very necessary."

MBA Students' Perceptions of EAP Needs

The results from the MBA students showed that among the 17 abilities, 2 abilities, pronouncing comprehensible English (M=4.19) and understanding terminology (M=4.17) were needed most by MBA students. On the whole, understanding terminology was regarded as the most needed ability with the group

mean of 4.17, followed by listening (GM=3.81), speaking (GM=3.76), reading

(GM=3.70), writing (M=3.36), and culture/literature knowledge (GM=3.35).

Table 4.17 further displayed the numbers and percentages for different degrees of

MBA students' EAP needs, according to their ranking.

Table 4.17

Ranking of MBA Students' Perceptions of EAP Needs (N=83)

Abilities	1	2	3	4	5
Understanding terminology	0 (0.0%)	1 (1.2%)	7 (8.4%)	52 (62.7%)	23 (27.7%)
Pronouncing comprehensible English	0 (0.0%)	3 (3.6%)	8 (9.6%)	42 (50.6%)	30 (36.1%)
Listening to lectures/speeches	0 (0.0%)	4 (4.8%)	17 (20.5%)	49 (59.0%)	13 (15.7%)
Reading professional books/research reports	1 (1.2%)	2 (2.4%)	19 (22.9%)	49 (59.0%)	12 (14.5%)
Presenting in English	0 (0.0%)	2 (2.4%)	21 (25.3%)	45 (54.2%)	15 (18.1%)
Listening to news	0 (0.0%)	8 (9.6%)	16 (19.3%)	47 (56.6%)	12 (14.5%)
Reading news	1 (1.2%)	6 (7.2%)	22 (26.5%)	47 (56.6%)	7 (8.4%)
Applying grammatical knowledge to reading	0 (0.0%)	2 (2.4%)	28 (33.7%)	41 (49.4%)	12 (14.5%)
Engaging in English conversation	1 (1.2%)	8 (9.6%)	22 (26.5%)	43 (51.8%)	9 (10.8%)
Reading professional letters	2 (2.4%)	9 (10.8%)	22 (26.5%)	40 (48.2%)	10 (12.0%)
Writing research papers	2 (2.4%)	7 (8.4%)	26 (31.3%)	35 (42.2%)	13 (15.7%)
Applying grammatical knowledge to writing	3 (3.6%)	4 (4.8%)	28 (33.7%)	39 (47.0%)	9 (10.8%)
Writing letters	4 (4.8%)	13 (15.7%)	24 (28.9%)	35 (42.2%)	7 (8.4%)
Writing project proposals	5 (6.0%)	12 (14.5%)	27 (32.5%)	30 (36.1%)	9 (10.8%)
Discussing with group members in English	1 (1.2%)	10 (12.0%)	34 (41.0%)	34 (41.0%)	4 (4.8%)
Having culture/literature knowledge	0 (0.0%)	11 (13.3%)	36 (43.4%)	32 (38.6%)	4 (4.8%)
Writing thesis	6 (7.2%)	15 (18.1%)	42 (50.6%)	13 (15.7%)	7 (8.4%)

Note. 1 = extremely unnecessary; 2 = unnecessary; 3 = neutral; 4 = necessary; 5 = extremely necessary.

Further analysis revealed that among 6 of the 17 abilities, understanding

terminology (90.4%), pronouncing comprehensible English (86.7%), listening to

lectures/speeches (74.7%), reading professional books/research reports (73.5%), presenting in English (72.3%), and listening to news (71.1%) were rated by more than 70% of the MBA students as extremely necessary or necessary. Another 7 abilities, reading news (65%), applying grammatical knowledge to reading (63.9%), engaging in English conversation (62.6%), reading professional letters (60.2%), writing research papers (57.9%), applying grammatical knowledge to writing (57.8%), and writing letters (50.6%) were rated by more than 50% of the MBA students as extremely necessary or necessary. The rest of the 4 abilities, writing project proposals (46.9%), discussing with group members in English (45.8%), having culture/literature knowledge (43.4%), and writing thesis (24.1%) were rated by less than 50% of the MBA students as extremely necessary or necessary.

IMBA Students' Perceptions of EAP Needs

The results from Table 4.16 showed that among the 17 abilities, 6 abilities were needed most by IMBA students. The ability of pronouncing comprehensible English had the highest mean score of 4.53. It was followed by presenting in English (M=4.33), writing research papers (M=4.20), understanding terminology (M=4.07), listening to lectures/speeches (M=4.00), and applying grammatical knowledge to writing (M=4.00). On the whole, understanding terminology and speaking were regarded as the most needed abilities with the group mean of 4.07, followed by listening (GM=3.87), writing (GM=3.81), culture/literature knowledge (GM=3.80), and reading (GM=3.73).

Table 4.18 further displayed the numbers and percentages for different degrees of IMBA students' EAP needs according to their ranking.

Table 4.18

Ranking of IMBA Students' Perceptions of EAP Needs (N=15)

Abilities	1	2	3	4	5
Pronouncing comprehensible English	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (46.7%)	8 (53.3%)
Listening to lectures/speeches	0 (0.0%)	0 (0.0%)	0 (0.0%)	15 (100%)	0 (0.0%)
Writing research papers	0 (0.0%)	0 (0.0%)	1 (6.7%)	10 (66.7%)	4 (26.7%)
Presenting in English	0 (0.0%)	0 (0.0%)	1 (6.7%)	8 (53.3%)	6 (40.0%)
Understanding terminology	0 (0.0%)	0 (0.0%)	2 (13.3%)	10 (66.7%)	3 (20.0%)
Applying grammatical knowledge to writing	0 (0.0%)	0 (0.0%)	2 (13.3%)	11 (73.3%)	2 (13.3%)
Engaging in English conversation	0 (0.0%)	0 (0.0%)	3 (20.0%)	11 (73.3%)	1 (6.7%)
Listening to news	0 (0.0%)	1 (6.7%)	2 (13.3%)	12 (80.0%)	0 (0.0%)
Reading news	1 (6.7%)	0 (0.0%)	3 (20.0%)	9 (60.0%)	2 (13.3%)
Reading professional books/research reports	0 (0.0%)	0 (0.0%)	5 (33.3%)	7 (46.7%)	3 (20.0%)
Having culture/literature knowledge	0 (0.0%)	0 (0.0%)	6 (40.0%)	6 (40.0%)	3 (20.0%)
Writing thesis	0 (0.0%)	0 (0.0%)	6 (40.0%)	7 (46.7%)	2 (13.3%)
Writing letters	0 (0.0%)	1 (6.7%)	5 (33.3%)	8 (53.3%)	1 (6.7%)
Applying grammatical knowledge to reading	0 (0.0%)	0 (0.0%)	7 (46.7%)	7 (46.7%)	1 (6.7%)
Discussing with group members in English	0 (0.0%)	1 (6.7%)	6 (40.0%)	7 (46.7%)	1 (6.7%)
Writing project proposals	0 (0.0%)	1 (6.7%)	6 (40.0%)	7 (46.7%)	1 (6.7%)
Reading professional letters	0 (0.0%)	0 (0.0%)	7 (46.7%)	5 (33.3%)	3 (20.0%)

Note. 1 = extremely unnecessary; 2 = unnecessary; 3 = neutral; 4 = necessary; 5 = extremely necessary.

Further analysis revealed that pronouncing comprehensible English was rated by all of the IMBA students (100%) as extremely necessary (53.3%) or necessary (46.7%). Another ability, listening to lectures/speeches, was also rated by all of the IMBA students as necessary (100%). Among 7 of the 17 abilities, writing research papers (93.4%), presenting in English (93.3%), understanding terminology (86.7%), applying grammatical knowledge to writing (86.6%), engaging in English conversation (80%), listening to news (80%), and reading news (73.3%) were rated by

more than 70% of the IMBA students as extremely necessary or necessary. As for the rest of the 8 abilities, reading professional books/research reports (66.7%), having culture/literature knowledge (60%), writing thesis (60%), writing letters (60%), applying grammatical knowledge to reading (53.4%), discussing with group members in English (53.4%), writing project proposals (53.4%), and reading professional letters (53.3%) were rated by more than 50% of the IMBA students as extremely necessary or necessary.

Findings of Research Question Four: Students' Self-Evaluated Abilities

In this section, both MBA and IMBA students were required to self-evaluate their academic English abilities, regardless of the MOI or the contexts being in class or extracurricular activities (see Appendixes A & B, Part VI). Questions in this section are identical to those in the previous section regarding students' perceptions of EAP needs. Students were asked to grade themselves on the 17 English abilities according to a 5-point Likert scale, ranging from very poor (1 point) to very good (5 points). Table 4.19 presented the mean, standard deviation, and group mean of students' self-evaluated abilities.

Table 4.19

MBA and IMBA Students' Self-Evaluated EAP Abilities

Abilities	MBA				IMBA			
	N	M	SD	GM	N	M	SD	GM
Understanding terminology	83	3.16	0.63	3.16	15	3.20	0.56	3.20
Having culture/literature knowledge	83	2.81	0.89	2.81	15	2.93	0.88	2.93
Listening to lectures/speeches	83	3.05	0.91	2.94	15	3.33	0.62	3.13
Listening to news	83	2.83	0.81		15	2.93	0.88	
Pronouncing comprehensible English	83	3.51	0.76		15	3.47	0.64	
Discussing with group members in English	83	2.76	0.91	3.08	15	2.80	0.76	3.17
Engaging in English conversation	83	3.01	0.94		15	3.07	0.70	
Presenting in English	83	3.02	0.81		15	3.33	0.62	
Applying grammatical knowledge to reading	83	3.14	0.87		15	2.67	0.90	
Reading professional books/research reports	83	2.99	0.82	2.99	15	2.80	0.68	2.90
Reading news	83	3.01	0.79		15	3.07	0.59	
Reading professional letters	83	2.81	0.82		15	3.07	0.59	
Applying grammatical knowledge to writing	83	2.78	0.91		15	2.67	0.72	
Writing research papers	83	2.72	0.99	2.74	15	3.00	0.66	2.79
Writing letters	83	2.77	0.82		15	3.07	0.70	
Writing project proposals	83	2.30	0.87		15	2.60	0.83	
Writing thesis	19	3.11	0.99		15	2.60	0.91	

Note. N = numbers; M = mean scores; SD = standard deviation; GM = group mean.

MBA Students' Self-Evaluated EAP Abilities

The results showed that, among the 17 abilities, the MBA students'

self-evaluated abilities of pronouncing comprehensible English (M=3.51),

understanding terminology (M=3.16), applying grammatical knowledge to reading

(M=3.14), listening to lectures/speeches (M=3.05), presenting in English (M=3.02),

engaging in English conversation (M=3.01), and reading news (M=3.01) received a

mean score between 3.01 and 3.51. On the whole, MBA students perceived their abilities in understanding terminology being the best with the group mean of 3.16, followed by speaking (GM=3.08), reading, (GM=2.99), listening (GM=2.94), culture/literature knowledge (GM=2.81), and writing (GM=2.74).

Table 4.20 further displayed the numbers and percentages for different degrees of MBA students' self-evaluated EAP abilities according to their ranking.

Table 4.20

Ranking of MBA Students' Self-Evaluated EAP Abilities (N=83)

Abilities	1	2	3	4	5
Pronouncing comprehensible English	0 (0.0%)	6 (7.2%)	36 (43.4%)	34 (41.0%)	7 (8.4%)
Listening to lectures/speeches	5 (6.0%)	16 (19.3%)	33 (39.8%)	28 (33.7%)	1 (1.2%)
Engaging in English conversation	4 (4.8%)	21 (25.3%)	31 (37.3%)	24 (28.9%)	3 (3.6%)
Applying grammatical knowledge to reading	2 (2.4%)	15 (18.1%)	40 (48.2%)	21 (25.3%)	5 (6.0%)
Presenting in English	1 (1.2%)	21 (25.3%)	38 (45.8%)	21 (25.3%)	2 (2.4%)
Understanding terminology	1 (1.2%)	8 (9.6%)	51 (61.4%)	23 (27.7%)	0 (0.0%)
Having culture/literature knowledge	5 (6.0%)	27 (32.5%)	30 (36.1%)	21 (25.3%)	0 (0.0%)
Reading news	2 (2.4%)	17 (20.5%)	44 (53.0%)	18 (21.7%)	2 (2.4%)
Reading professional books/research reports	3 (3.6%)	17 (20.5%)	43 (51.8%)	18 (21.7%)	2 (2.4%)
Discussing with group members in English	5 (6.0%)	30 (36.1%)	29 (34.9%)	18 (21.7%)	1 (1.2%)
Writing research papers	9 (10.8%)	25 (30.1%)	32 (38.6%)	14 (16.9%)	3 (3.6%)
Applying grammatical knowledge to writing	5 (6.0%)	27 (32.5%)	35 (42.2%)	13 (15.7%)	3 (3.6%)
Listening to news	3 (3.6%)	25 (30.1%)	39 (47.0%)	15 (18.1%)	1 (1.2%)
Reading professional letters	4 (4.8%)	24 (28.9%)	40 (48.2%)	14 (16.9%)	1 (1.2%)
Writing letters	3 (3.6%)	29 (34.9%)	36 (43.4%)	14 (16.9%)	1 (1.2%)
Writing project proposals	15 (18.1%)	34 (41.0%)	29 (34.9%)	4 (4.8%)	1 (1.2%)
Writing thesis (N=19)	1 (1.2%)	4 (4.8%)	7 (8.4%)	6 (7.2%)	1 (1.2%)

Note. 1 = very poor; 2 = poor; 3 = fair; 4 = good; 5 = very good.

Further analysis revealed that all 17 abilities were evaluated by less than 50% of the MBA students as very good or good. In fact, only the ability of pronouncing comprehensible English came close to be rated as very good or good by 49.4% of the MBA students. It was followed by listening to lectures/speeches (34.9%), engaging in English conversation (32.5%), applying grammatical knowledge to reading (31.3%), presenting in English (27.7%), understanding terminology (27.7%), having culture/literature knowledge (25.3%), reading news (24.1%), reading professional books/research reports (24.1%), discussing with group members in English (22.9%), writing research papers (20.5%), applying grammatical knowledge to writing (19.3%), listening to news (19.3%), reading professional letters (18.1%), and writing letters (18.1%) which were rated by 18% to 35% of the MBA students as very good or good. As for the rest of the 2 abilities, writing thesis (8.4%) and writing project proposals (6%) were rated by less than 10% of the MBA students as very good or good.

IMBA Students' Self-Evaluated EAP Abilities

As to IMBA students' self-evaluated EAP abilities, the results from Table 4.19 showed that 9 out of 17 abilities obtained a mean score between 3.00 and 3.47, namely, pronouncing comprehensible English (M=3.47), listening to lectures/speeches (M=3.33), presenting in English (M=3.33), understanding terminology (M=3.20), engaging in English conversation (M=3.07), writing letters (M=3.07), reading news (M=3.07), reading professional letters (M=3.07), and writing research papers (M=3.00). On the whole, IMBA students' self-evaluated ability for understanding terminology was rated highest with the group mean of 3.20, followed by speaking (GM=3.17), listening (GM=3.13), culture/literature knowledge (GM=2.93), reading (GM=2.90), and writing, (GM=2.79).

Table 4.21 further displayed the numbers and percentages for different degrees of

IMBA students' self-evaluated EAP abilities according to their ranking.

Table 4.21

Ranking of IMBA Students' Self-Evaluated EAP Abilities (N=15)

Abilities	1	2	3	4	5
Pronouncing comprehensible English	0 (0.0%)	0 (0.0%)	9 (60.0%)	5 (33.3%)	1 (6.7%)
Listening to lectures/speeches	0 (0.0%)	0 (0.0%)	11 (73.3%)	3 (20.0%)	1 (6.7%)
Presenting in English	0 (0.0%)	0 (0.0%)	11 (73.3%)	3 (20.0%)	1 (6.7%)
Understanding terminology	0 (0.0%)	1 (6.7%)	10 (66.7%)	4 (26.7%)	0 (0.0%)
Writing letters	0 (0.0%)	3 (20.0%)	8 (53.3%)	4 (26.7%)	0 (0.0%)
Listening to news	1 (6.7%)	3 (20.0%)	7 (46.7%)	4 (26.7%)	0 (0.0%)
Having culture/literature knowledge	0 (0.0%)	5 (33.3%)	7 (46.7%)	2 (13.3%)	1 (6.7%)
Reading news	0 (0.0%)	2 (13.3%)	10 (66.7%)	3 (20.0%)	0 (0.0%)
Reading professional letters	0 (0.0%)	2 (13.3%)	10 (66.7%)	3 (20.0%)	0 (0.0%)
Writing research papers	0 (0.0%)	3 (20.0%)	9 (60.0%)	3 (20.0%)	0 (0.0%)
Writing thesis	1 (6.7%)	7 (46.7%)	4 (26.7%)	3 (20.0%)	0 (0.0%)
Engaging in English conversation	0 (0.0%)	2 (13.3%)	11 (73.3%)	1 (6.7%)	1 (6.7%)
Discussing with group members in English	1 (6.7%)	3 (20.0%)	9 (60.0%)	2 (13.3%)	0 (0.0%)
Reading professional books/research reports	0 (0.0%)	5 (33.3%)	8 (53.3%)	2 (13.3%)	0 (0.0%)
Writing project proposals	1 (6.7%)	6 (40.0%)	6 (40.0%)	2 (13.3%)	0 (0.0%)
Applying grammatical knowledge to reading	1 (6.7%)	5 (33.3%)	8 (53.3%)	0 (0.0%)	1 (6.7%)
Applying grammatical knowledge to writing	1 (6.7%)	4 (26.7%)	9 (60.0%)	1 (6.7%)	0 (0.0%)

Note. 1 = very poor; 2 = poor; 3 = fair; 4 = good; 5 = very good.

Further analysis revealed that only the ability of pronouncing comprehensible English was rated as very good or good by 40% of the IMBA students. It was followed by listening to lectures/speeches (26.7%), presenting in English (26.7%), understanding terminology (26.7%), writing letters (26.7%), listening to news (19.3%), having culture/literature knowledge (20%), reading news (20%), reading

professional letters (20%), writing research papers (20%), writing thesis (20%), engaging in English conversation (13.4%), discussing with group members in English (13.3%), reading professional books/research reports (13.3%), and writing project proposals (13.3%) which were rated by the IMBA students as very good or good. As for the rest of the 2 abilities, applying grammatical knowledge to reading (6.7%) and applying grammatical knowledge to writing (6.7%) were rated by less than 10% of the IMBA students as very good or good.

Summary

This chapter has presented the quantitative data obtained from the two questionnaires distributed to MBA and IMBA students. Overall, the majority of the MBA and IMBA students believed that the curriculum design should include the goal of nurturing English abilities. Students from both programs also agreed that teachers emphasized English oral presentations and interaction most in their instructional practices, the same as in the teachers' evaluation. In terms of language of the main and supplementary teaching materials, the vast majority of the students in both programs indicated that English materials were adopted by teachers in EMCs. Moreover, reading English materials was perceived by both groups as the best way to facilitate EAP abilities. In terms of the EAP needs, both groups perceived pronouncing comprehensible English as one of the top English abilities needed. However, IMBA students demonstrated more needs for academic English writing and less needs for reading than MBA students. In regard to students' self-evaluated EAP abilities, both groups of students mostly rated their abilities as average. Nevertheless, both groups gave their ability in pronouncing comprehensible English a higher rate. In the meantime, IMBA students displayed more confidence in their writing ability than the MBA students.

CHAPTER 5

RESEARCH FINDINGS: QUALITATIVE RESULTS

This chapter presents the qualitative results acquired from classroom observation as well as semi-structured interviews. Semi-structured interview data were obtained from two teachers, nine MBA students, and five IMBA students at the target national university. In the following sections, results combining classroom observation with semi-structured interviews are reported.

Profiles of the Programs

Although the MBA and IMBA programs are both administered by the Department and Graduate Institute of Business Administration, they have diverse goals and operations. Since the qualitative data obtained revolved around the status quo of how EAP was applied, it is necessary to elaborate on the profiles and admission requirements of the MBA and IMBA programs in advance, as the issues raised were centered on these regulations.

Profiles and Admission Requirements of the MBA Program

The MBA program was established in 1992. The fundamental principles of the MBA program were: (1) to cultivate transnational management personnel with an international perspective which involves understanding the Taiwanese, mainland China, and Asian markets, and (2) to cultivate cross-cultural virtues in the students, according to the online introduction of the program. Moreover, these management

personnel must possess professional ethics, business ethics, and concerns for the community. In order to recruit students from different fields, three kinds of backgrounds were set up as a prerequisite—engineering, foreign languages, and business.

The MBA program adopted two channels of admission—recommendation and screening, and entrance exam. Whichever channel it was, three groups of students would be included, namely, Group A—Engineering (GA-En), Group B—Foreign Language (GB-Fl), and Group C—Business (GC-Bu). For the channel of recommendation and screening, document evaluation accounted for 40%, a general English written exam 20%, and an oral exam 40%. For the channel of entrance exam, however, students would be tested for different subjects depending on their backgrounds. For GA-En, English accounted for 40%, while either Calculus or Statistics, depending on students' choice, accounted for 60%. For GB-Fl, English accounted for 60%, and Introduction to Management, 40%. For GC-Bu, English accounted for 40%, and Statistics, 60%. If a student failed to reach the average scores in general English, they had to take English courses after being officially accepted into the program. In the academic year of 2008, for MBA students who took the channel of entrance exam, after passing the written exam described above, an oral exam would be required. In other words, MBA students had to pass the written exam on different subjects in order to take the oral exam. However, the oral exam for MBA students was cancelled in 2009.

The following figure displayed the admission procedures and regulations for the MBA program:
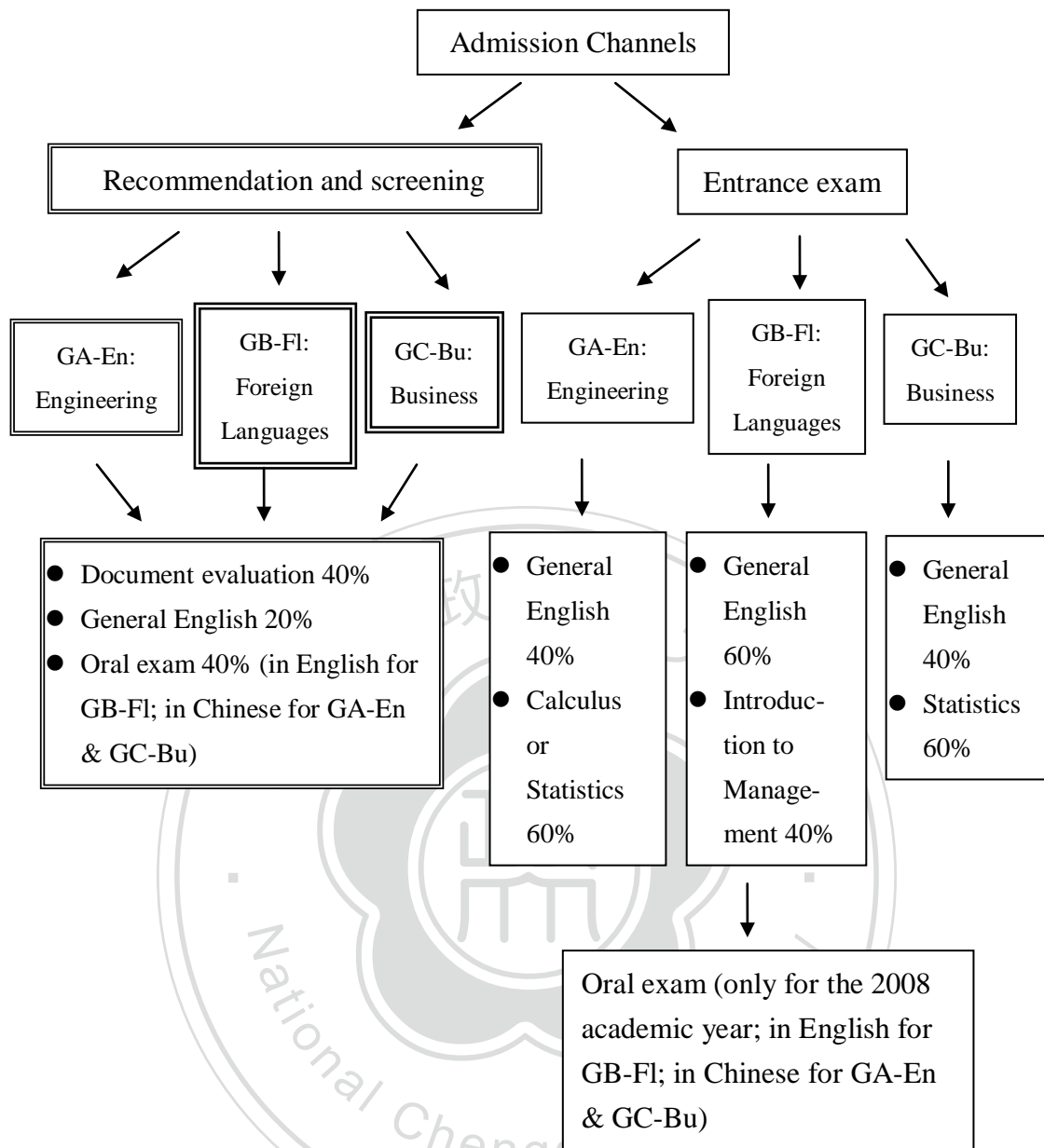
Figure 5.1. MBA Admission Procedures and Requirements.

Profiles and Admission Requirements of the IMBA Program

The IMBA program was officially established in the academic year of 2009. The program was mainly set up to recruit foreign students who were interested in entering Asian markets, particularly the mainland China market. Therefore, the program emphasized that courses would be conducted in English. However, the program also accepted 15 Taiwanese students. The ideal goal was to recruit three-fourths of foreign

students and one-fourth of Taiwanese students.

Since the IMBA program was originally designed for foreign students, English abilities, especially for Taiwanese students, took a big part on the entrance exam. For Taiwanese students, only one channel of admission was adopted—entrance exam. Upon admission, students had to pass the written exam prior to taking the oral exam. According to the online admission regulations, the written exam accounted for 60% of the total admission scores. It included exams on two subjects—General English and Introduction to Management, each accounting for 30% of the total admission scores. If students failed to reach the average scores in General English, they also had to take English courses after being officially accepted into the program. Once being informed of passing the written exam, students could then take part in the English oral exam which accounted for 40% of the total admission scores. In short, General English on the written exam, along with the English oral exam, accounted for 70% of the total admission scores. For Taiwanese students in the IMBA program, there were no limitations upon Taiwanese students' previous backgrounds, unlike the MBA admission regulations which included three background limitations—Engineering, Foreign Languages, and Business. The following figure displayed the admission procedures and regulations for the MBA program:

```
┌─────────────────────────────────────────┐
│     Admission Channel: Entrance exam      │
└─────────────────────────────────────────┘
                     │
                     ▼
┌─────────────────────────────────────────┐
│            Written exam 60%：             │
│   ● General English 30%                   │
│   ● Introduction to Management 30%        │
└─────────────────────────────────────────┘
                     │
                     ▼
        ┌───────────────────────────┐
        │    English oral exam 40%    │
        └───────────────────────────┘
```
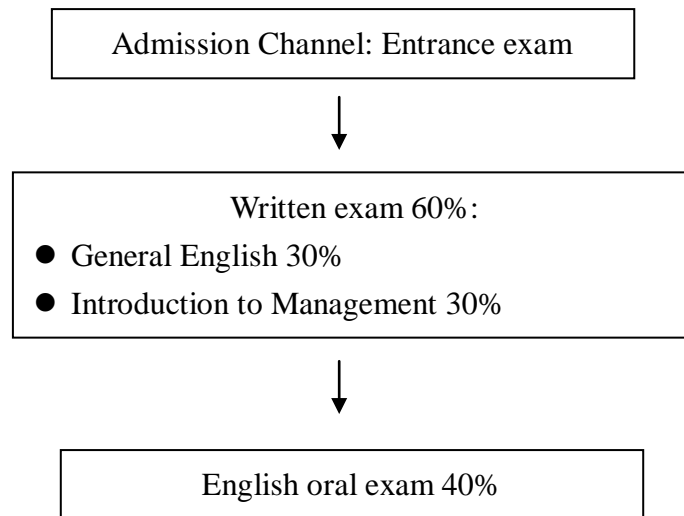
Figure 5.2. IMBA Admission Procedures and Requirements.

Graduation Regulations

This section introduces graduation regulations for both MBA and IMBA programs, including preparatory courses, credits, and graduation requirements.

Preparatory Courses

In order for the students who did not have business-related backgrounds to gain basic knowledge in Accounting, Statistics, and Economics, both MBA and IMBA students must take Accounting, Statistic Method & Data Analysis, and Economics courses, unless they could provide credit waivers. Although the credits taken from these preparatory courses would not be included in the graduation credits, they must be fulfilled in order to graduate.

For the 2008 academic year, the three preparatory courses were offered during the summer vacation—before the semester officially started in September. Nonetheless, there were no such arrangements during the summer vacation before the starting of the 2009 academic year.

Credits

There were five core domains of Management in Business Administration—Industry, Marketing, Human Resources, Research and Development, and Finance. For both MBA and IMBA students, a minimum of 48 credits were demanded for graduation, including 6 credits from their Master's thesis. In other words, students were required to take 42 credits, of which 27 credits must be taken from their respective programs. Credits gained for courses taken from different programs, departments, colleges, or universities should not exceed 15 credits. For example, when an IMBA student took a course offered by MBA, the credits would be included in the 15-credit limit, and vice versa.

However, for MBA students, there were only two required courses, which accounted for 6 credits; for IMBA students, there were five required courses, which accounted for 15 credits. In other words, MBA students had 36 elective credits to take, and IMBA, 27.

To assist MBA students to choose their majors, seven elective courses were also listed as "required-elective" courses, which meant that these courses were in fact required courses, except being listed online as "elective." The seven courses were Marketing Management, Financial Management, Organization Management, Human Resources Management, Operations Management, Information Management, and International Business Management. Nevertheless, if MBA students had taken any of these specific courses during their undergraduate studies, they could apply to waive the courses in the MBA program. However, they had to take another course in the same domain to fulfill the credit requirements.

Therefore, after the MBA students took the "required-elective" courses, they had to choose their majors—one out of seven, namely, Marketing Management,

Organization/Human Resources Management, Strategy/General Management,

International Business Management, Technology Management, Financial/Accounting

Management, and Information Management, in their second year. Once the major was

chosen, three courses from that domain must be taken.

Moreover, undergraduate students with the official transcript proving their good

performance in classes were also allowed to take one to two courses in graduate

programs. Such a case had existed in the class which the researcher observed. The

following table displayed the credits required by the MBA and IMBA programs:

Table 5.1

Credit Requirements of MBA and IMBA Programs

			6 credits: 2 required courses		
MBA	48 credits	42 credits: courses	36 credits (including 15-credit limit for courses taken outside of MBA program)	21 credits: 7 required-selective courses for the 1st-year students	
				15 credits: selective courses	9 credits: 3 courses in the chosen major domain
					6 credits: 2 selective courses
		6 credits: Master's thesis			
IMBA	48 credits	42: courses	15 credits: 5 required courses		
			27 credits: selective courses (including 15-creit limits for courses taken outside of IMBA program)		
		6 credits: Master's thesis			

For the MBA students, the 2 required, 7 required-selective, and 3 selective

courses as their major had already taken up 36 credits, which left only 6 credits for

students to take other selective courses.

In terms of the EMCs offered in the academic year of 2008 for the MBA

program, 4 such courses were offered. For the academic year of 2009, 5 EMCs were

offered in the MBA program, in which 2 of them were regular courses that had been

offered in 2008. On the other hand, 9 EMCs were offered in the IMBA program in the

academic year of 2009; however, 4 of them were jointly given by both MBA and

IMBA programs. The following table displayed how EMCs were offered in the MBA

and IMBA programs in the academic years of 2008 and 2009.

Table 5.2

EMCs Offered in MBA and IMBA in Academic Years of 2008 & 2009

Academic Year	Program	Numbers of EMCs Offered
2008	MBA	4
2009	IMBA & MBA (Jointly offered)	4 (including 1 EMC also offered in 2008 for MBA students)
	MBA	1 (also offered in 2008)
	IMBA	5

As stated earlier, when an MBA student took a course offered by IMBA, the

credits would be included in the 15-credit limit, and vice versa.

Graduation Requirements

There were four categories for graduation requirements. Both MBA and IMBA

students must choose two out of the first three categories of activities—Management

Practice, Academic, and Language-Related Activities, and fulfill one activity within

that category. However, the fourth category—Participation in Speeches must exceed

at least 70% for the 2008 academic year, and 85% for 2009. These regulations were to

substitute the original requirement of the qualifying exam. Furthermore, according to

the regulations and students' statements, the Oral Test for Thesis Proposal was not

required as long as students fulfilled the graduation requirements. However, the Oral

Test for Thesis was still required.

As to the regulation regarding the language used for writing the thesis, the official language required was Chinese, for both MBA and IMBA students in the 2008 and 2009 academic years. However, students were encouraged to write their theses in English.

Regardless of the demanding requirements, both MBA and IMBA students graduated in two years. A form was designed for the department to examine students' completion of the MBA/IMBA programs, as shown in Table 5.3:

Table 5.3

Checklist for Graduation Requirements

Categories	Activity Items	Check	Brief description (e.g., date, title, content)	Remarks
I. Management Practice Activities	TIC 100 Technology Innovation Competition			
	IBT WE WIN Entrepreneurship Competition			
	Summer overseas (including mainland China) internship (over a month)			
	★Other activities with prior application & consent			
II. Academic Activities	★Annual conferences from associations (or equivalent to the ones with review mechanism)			
	Conferences on business cases			
	Master's Thesis Award			

Table 5.3 (continued)

Categories	Activity Items	Check	Brief description (e.g., date, title, content)	Remarks
III. Language-Related Activities	GEPT high-intermediate level			
	Other English proficiency tests			
	★Overseas studies (over a month)			
IV. Participation in Speeches	Participation in speeches held by the department, at least 70% (2008)/85% (2009) of the time			
Student's Signature	Advisor's Signature		Program Director's Signature	

Note. ★ = Applications need to be proposed to the departmental office in advance, and approved by the Chair.

There were four activities listed in Category I—Management Practice Activities, namely, two kinds of competitions held by different organizations, summer overseas internship, and other activities. For the competitions other than the named competitions listed on the table, students had to apply to the departmental office and gain approval from the Chair in advance. They also needed to prove their efforts in attending these competitions in order to fulfill the duty.

The second category was regarding Academic Activities, including publications in academic conferences and Master's Thesis Award. However, the papers for submission were not restricted to English. The third category was related to language, including obtaining certificates for different levels of English proficiency tests and

attending overseas studies. English proficiency tests included GEPT (the General English Proficiency Test) held by The Language Training & Testing Center (LTTC) in Taiwan, TOEIC, TOEFL, IELTS, and so on, according to the official foreign language proficiency standards set for civil servants in Taiwan.

Overseas studies required students to audit courses in overseas partner universities. Although official departmental policy required overseas studies to last for over a month, the length of time which students could visit the universities in fact depended on the terms of cooperation from both departments. Students did not have to pay tuition fees to the overseas universities since they could only audit the courses for a short period of time. The department would announce the total amount of fees for each overseas trip as well as the amount of the grant being funded to students. Students then decided whether they would like to or could afford to take the trip for overseas studies. If students wished to gain official credits for attending the overseas courses, the MBA program provided a course entitled Seminar for International Management for students to officially gain the credits. Besides auditing courses in overseas universities, field trips to industries would also be arranged by the overseas universities.

In sum, there were five main differences existing in the MBA and IMBA programs in terms of the domains, admission regulations, and graduation requirements: (1) the MBA program contained a broad domain, while the IMBA program focused on international business administration, particularly on Asian markets, (2) MBA had two admission channels, while IMBA only had one, (3) MBA recruited students from three backgrounds, while IMBA did not impose such limits, (4) English scores upon the admission accounted for a much higher proportion for MBA GB-Fl students and IMBA students than the other MBA students, and (5) MBA students had to earn 27 required and required-selective credits, while IMBA students

had to earn 15.

Findings of Research Question One:
Perceptions of Academic Curriculum Design

The following sections present results for the teachers' and both MBA and IMBA students' perceptions of the status quo towards the academic curriculum design.

Teachers' Perceptions of Academic Curriculum Design

The curriculum design in this study adopted a broad definition, ranging from the overall rationale for the EAP program, the intention of planning, the procedures adopted for the implementation, students' actual experiences, and the "'hidden learning' that occurs as a by-product of the organization" (Kelly, 1989, as cited in Richards & Renandya, 2002, p. 70). Five issues were reported by the teachers concerning curriculum design, namely, status quo of EAP implementation, EMCs, teachers for the EMCs, teacher training, and extracurricular activities and TA system.

Status Quo of EAP Implementation

The concept of embedding English teaching in their curriculum design was initiated by Dr. B, and ever since then, the department has been trying to include English teaching in their curriculum design:

> There has been a set of long-term, stable, gradual strategies embedded in our Department and Graduate Institute of Business Administration for implementing English teaching, starting with the elective courses. . . . So later on, starting from about 7 or 8 years ago in our graduate programs, we originated the recruitment of students from foreign language backgrounds, setting it as a group—the first innovation in Taiwan. (Dr. B)

The status quo of MBA and IMBA programs in curriculum design was also described by Dr. B as follows:

> We encouraged MBA students to take IMBA courses, and also welcomed IMBA students to take MBA courses. So basically, their elective courses are the same; only core courses are different. We teachers do our best to teach the IMBA core courses in English. However, if they go take the MBA courses which are not conducted in English, we also…[accept] because there are many programs in our department. Moreover, unlike other programs, Department and Graduate Institute of Business Administration emphasizes wholeness, integration, and diversity of knowledge, too. (Dr. B)

In addition, Dr. B also reported on the cooperation with the Business Communication Program from the Department of Applied Foreign Languages in order for students to have more options in taking courses, especially for the IMBA foreign students:

> If we recruit foreign students and hope that they can graduate in two years like our students, do we have enough English-medium courses for them to graduate? I once consulted this with the Chair of the Department of Applied Foreign Languages. We hoped that students from the Business Communication Program and our students could take courses from each other's program, and we could officially approve these credits. (Dr. B)

Besides the difference in the MOI for core courses in IMBA, Dr. B explained that, in general, there were three curriculum frameworks in the MBA program, namely, function, industry, and environment. Function was related to management, industry concerned knowledge, and environment involved knowledge of international environment. However, the focus for IMBA was different from that of MBA:

> In fact, our IMBA core courses basically belong to the part of international environment. Besides the courses being conducted in English, many of our IMBA core courses are related to economy and emerging markets. (Dr. B)

Dr. A described the differences in goal establishment between MBA and IMBA programs:

> The goal of IMBA was originally set up mainly for foreign students; Taiwanese students are the secondary concern. . . . The main scheme of the whole curriculum design is based on international business, Taiwan, Asian small and medium-sized enterprises, and Asian-style management. Because the main goal is for foreign students to know Asian-style management or Asian business and companies in our IMBA, of course the planning of IMBA and MBA are different. . . . So, all courses in IMBA are conducted in English. (Dr. A)

The overall goal for the graduate programs were employment-oriented, as Dr. B asserted, "We emphasized students' employability, so I hope that they have enough competitiveness in the workplace."

In order to implement the EAP curriculum, the MBA program started to recruit students from three kinds of backgrounds—engineering, foreign languages, and business. There even seemed to be an increase of students enrolling from the foreign language group, according to Dr. A:

> Although we are Graduate Institute of Business Administration, we all hope to have interdisciplinary students from different backgrounds. An engineering undergraduate may also hope to have management training to help him pursue future development in his career. So, three groups were set up as a prerequisite during enrollment. Some are from the engineering field, while a second group is [students possessing] foreign language abilities, because our [current] business field, even in the future, demands personnel with foreign language abilities. The third group, of course, covers students from the traditional business-related fields. In fact, there are more students from the second group—foreign language abilities. (Dr. A)

Dr. B also stated the causes and benefits of recruiting English undergraduates, for these students could help students from other backgrounds with their English

problems:

> I felt the need of a [language] group to help us in our classes. . . . The purpose
> behind it was that during the [classroom] presentation, I hoped someone, like an
> Applied English undergraduate, could be included in a group. There is actually a
> high proportion of Applied English undergraduates from our own university to
> join our MBA program. They have a great advantage; that is, many of them
> come from our Business Communication Program under the Department of
> Applied Foreign Languages. When they are scattered and spread into different
> groups, I would tell them that they have to play the appropriate roles of a *helper*
> in each presentation group. During recruitment, foreign languages are put into a
> stand-alone group. . . . In this way, it helps to improve the whole English
> atmosphere in English-medium courses. (Dr. B)

For the IMBA program recruitment, although the ideal goal was to recruit three-fourths of foreign students and one-fourth of Taiwanese students, unfortunately, only one foreign student was recruited in 2009. One of the program organizers, Dr. A, explained the reasons:

> One cause of this was due to the rush of establishing the program. A second
> cause was [the promotion] didn't really *hit the spot*. . . . For example, in Europe,
> you need to find a few important locations for promotion, and the same goes to
> places like the U.S. and Canada. In this way, it can really help with the
> recruitment. Without the establishments of these important locations for
> promotion, this [recruitment] is actually very difficult. (Dr. A)

Dr. A reported that the recruitment was mostly advertised through their overseas partner universities, and he also expressed the arguments among the department faculty members towards the ways for recruitment:

> Of course it can be easy—go find an agent, but our university has never adopted
> *this way* for recruitment. However, another way of thinking about it, if you
> consider how American or European universities recruit Asian students, or even
> students from Taiwan and mainland China, mostly they get an agent. (Dr. A)

When being asked whether it concerned budgeting, Dr. A did not think so:

Some faculty members can't accept this way of recruitment. In fact, the way that many American universities use *an agent* is that they have a specialized overseas study center. It is like we have many overseas study centers in Taiwan, specializing in recruiting students *for them.* So, think the other way round, we should have something like this in Europe and America to do it for us. (Dr. A)

However, Dr. A suggested that the university provided more scholarships for recruiting good foreign students. Dr. A further explained the obstacles behind recruiting foreign students, especially American or Western students:

It's what we called the *border areas* vs. *centers* of education. We belong to the border areas in higher education, but they are the centers. Such differences were caused because our Asian students, mostly from a border area would choose to go to the centers. If you want people from the centers to move to the border areas, you need to have something different. (Dr. A)

Therefore, due to the difficulties and regulations mentioned above, 15 Taiwanese students were recruited into the 2009 IMBA program, with only one foreign student.

As to the requirement regarding the language for writing their theses, the language officially stated for MBA and IMBA students in the academic years of 2008 and 2009 was Chinese. However, students were encouraged to write their theses in English, especially when their advisors, like Dr. B, preferred the thesis being written in English. For MBA students, it seemed that undergraduate English majors were more likely to write their theses in English, according to Dr. A. However, IMBA students reported that for the 2010 IMBA students, the thesis had to be written in English. Dr. B believed that it would be beneficial for students in future job hunting if their theses were written in English as well. Nonetheless, even if the regulation was changed for 2010 IMBA students, Dr. B stated the difficulties arising from the

teachers' side behind administrating such a regulation:

> Another problem lies in the teachers. They don't think they can help in correcting the thesis written in English, or, it would be very difficult for them [the teachers]. When the [IMBA] students look for advisors from the MBA program, such problems would still arise. We are aiming at making the thesis written in English compulsory in the future. However, some issues arising from the teachers need to be considered, if the teachers can't effectively advise the students. (Dr. B)

Dr. A. further stated the changes and differences regarding the thesis requirement in Taiwan and overseas:

> There used to be a school-wide Graduation Qualifying Examination, and then students needed to write Master's theses to graduate. But now even the MOE [Ministry of Education] changed the regulation, amending it already. That is, Master's theses can be replaced by technical reports. But what I meant is that, particularly for the MBA program, is the MBA degree some kind of professional training or what? If you define it as professional training, Master's theses in fact aren't academic papers. It's not a necessity. Like the MBA programs overseas, many of them do not require theses. (Dr. A)

As stated earlier, there were four categories of graduation requirements— Management Practice Activities, Academic Activities, Language-Related Activities, and Participation in Speeches. For the summer overseas internship in Management Practice Activities, Dr. B reported that students mostly went to work for companies owned by Taiwanese businesspeople in mainland China, or even Vietnam. He explained that the purpose behind the internship was to combine knowledge from the industry and the environment. It allowed students to practice in a real workplace, and also get to know the aspects and types of business operated by Taiwanese in an overseas environment.

For the fourth category—Participation in Speeches, in order to ensure the

students' attendance on the speeches held by the department, attention would be called prior to the speeches on the venues, and then photos would be taken for official attendance record. Moreover, students would dress formally when attending the speeches.

Therefore, when being asked about the department's long-term plans for developing students' English abilities, Dr. B explained the rationale behind the requirements, especially the part concerning language-related activities:

> Once our students are admitted to the programs, their language performance is one of the prerequisites for graduation. And we enforce the requirements strictly. If they really can't get, for example, 550 on the TOEFL or equivalent scores like that, we have a few other means for them to make it up. If their English is really very poor, they must attend overseas studies. . . . Test results on language are one of them, or we have overseas studies for another [language-related activity]. Still another is the internship. We institutionalized the operation. (Dr. B)

EMCs

According to Dr. B, EMCs were first initiated in the undergraduate program at the Department of Business Administration because they were assumed to be able to train students to use English in presentation and conversation. Later on, the EMCs were then implemented as required courses in graduate programs. However, as pointed out by Dr. B., there was another reason for implementing EMCs— foreign students were accidentally recruited into their program. Originally they were hoping to recruit foreign students who could speak some Chinese; however, things turned out differently:

> We started using English in class because we had foreign students coming to our department. When we have foreign students in class and they can't speak any Chinese, we need to conduct the class in English, right? Naturally, we felt the need for moving towards the direction of using only English to teach some of

the classes; it was one of the important motivations. (Dr. B)

As mentioned earlier, the IMBA program was originally aimed at recruiting foreign students; hence, all the courses were conducted in English, except for Business Research Method, which was a joint course offered by MBA and IMBA programs. According to one of the pre-questionnaire construction interviews with a teacher from Graduate Institute of Industrial Engineering and Arrangement in the College of Management at the target university, English was adopted by him and another teacher to jointly teach research methods several years ago. However, two years later, the MOI had switched to Chinese mainly because there was little interaction in class when the MOI was English:

> I think the general feeling is positive [English as MOI], so what's the difference? The difference lies in the *interaction* in class. The atmosphere was very serious. . . . For example, when I call on someone, if he can answer, he would answer; if he can't answer, it means he doesn't know the answer. However, when I used English to teach, I found a big difference. That is, when my eyes drifted towards a student, he would lower his head. This made me feel that everyone seemed to be very nervous during the whole class. And this nervousness was caused by the language.

Moreover, students would complain privately. For instance, students would consider it unfair to answer the questions in English on midterm exams due to the language barrier. Later on, this teacher had to make adjustments by starting to explain things in Chinese. Soon he found out that students quickly picked up the cues, and only listened or responded to him when he was speaking Chinese. Also, he had to ask another teacher to co-teach with him because he was not familiar with some statistical terms. They also found the dilemma the students had—as much as some students liked the course to be conducted in English, when it came down to exams and grades, students would complain. Therefore, after two years of using English to teach

115

research methods with his colleague, both teachers agreed to teach the course of research methods in Chinese.

Teachers for the EMCs

Finding teachers to teach EMCs appeared to be the biggest challenge in curriculum planning, especially in hiring foreign teachers. Taiwanese teachers who were confident to conduct the courses in English mostly received their doctoral degrees overseas. Consequently, the department also tried to recruit teachers who graduated overseas. However, it was not easy to do so, especially with recruiting foreign teachers who had doctoral degrees in the business field. Dr. A believed that using English as MOI "involves cultural issues" because a native speaker of English could possibly offer more Western cultural insight. Nevertheless, he further mentioned the difficulties involved in officially hiring such a foreign teacher, and the solution for now was hiring visiting professors:

> Foreign teachers of course require different salaries. If a foreign teacher is hired, we also need to have complementary measures. We can only hire short-term visiting professors now, so it's fine because they live in the dorm. However, for hiring a long-term teacher, things like living arrangements or complementary measures still require some resources. (Dr. A)

As pointed out in the pre-questionnaire construction interviews by another teacher from Graduate Institute of Industrial Engineering and Management at the target university, it was particularly difficult for a national university to hire a full-time foreign teacher due to the stipulations:

> I know that many private universities have no problems at all [for hiring a foreign teacher]. Why is that? The regulations for a national university in Taiwan demand at least an assistant professor to be qualified to teach in a

graduate program. So if we offer a course, the [foreign] teacher at least has to be an assistant professor or an associate professor to be qualified to teach it. So it means that he needs to have a Ph.D. degree, right?

Finding a foreign teacher who had a business-related doctoral degree and was willing to live in Taiwan presented great difficulty, especially under the regulations for a national (non-private) university. Foreign teachers with Master's degrees were more willing to work as full-time teachers in Taiwan; however, these teachers were not qualified to teach graduate courses, at least in a national university.

Hence, having foreign visiting professors was the best solution so far. The Graduate Institute of Business Administration had regular visiting professors from the U.S. and India to teach courses in the past few years. However, these foreign teachers could only come to Taiwan around Christmas time. Hence, the courses were jointly taught with Taiwanese teachers, and the classes would be very intensive during foreign teachers' time of teaching—three times per week.

In order to solve the problem for hiring foreign teachers, Dr. A proposed that hiring foreign doctoral students as lecturers in Taiwan could be one of the solutions:

> I have a thought; that is, we can cooperate with foreign universities. We can find young faculty or foreign doctoral students in this field. For example, if he [foreign doctoral student] is writing the dissertation, we can hire him to come to Taiwan, because his Master's degree would qualify him as a part-time lecturer, or even a full-time visiting lecturer. However, in the meantime, the most important job for him would be to counsel our graduate students to write Master's theses or papers. (Dr. A)

If such an idea could be put into practice, Dr. A explained that, besides helping students with writing academic papers, the foreign doctoral students could also teach in Taiwan. Or, the department could hire foreign doctoral students to come to Taiwan during summer vacations to meet students every day. Students could be divided into

three or four groups and pay some fees, while the university could pay part of basic salary to the foreign doctoral students. This could be a solution for the lack of foreign teachers, and also help in producing more academic English papers.

Another issue concerning the lack of teachers for teaching professional courses in some domains was also raised. There were five core domains of Management in Business Administration field—Industry, Marketing, Human Resources, Research and Development, and Finance. However, in the targeted MBA program, teachers' expertise was mainly in the following five domains of Management—Marketing, Human Resources, Strategy, Technology, and International Business. In other words, it seemed that there were no teachers specializing in Industry, Research and Development, or Finance in the MBA program. Nonetheless, there were graduate programs of Industry and Finance under the College of Management; hence, students could take courses in those programs.

Overseas Teacher Training Program

According to Dr. B, the Department and Graduate Institute of Business Administration had been trying to help teachers improve their teaching skills as well as their professional knowledge. The departmental budget was allocated to send teachers to attend an overseas short-term teacher training program provided by Harvard University:

> Our department is very good in sending teachers to attend overseas short-term training courses. For example, I have taken this kind of short-term courses offered by Harvard University twice, courses like Case Study. The tuition fees alone cost NT$180,000, plus the round-trip ticket and living expenses, it cost NT$300,000 for one teacher each time. Five to six teachers in our department have already attended this course. (Dr. B)

The teacher training course of Case Study offered by Harvard University was divided into two short periods consecutively in two locations. The 1st period lasted for 10 days, and the 2nd period 4 to 5 days. One of the course locations was definitely set in Harvard University in the U.S., while the other locations could be in Singapore, Xia-Men or Shanghai in mainland China, and so on. This course offered by Harvard University mainly aimed to train teachers from business colleges to teach Harvard Case Study. However, Dr. B explained that "For us, I think it in fact could help teachers to see how foreign teachers use English to teach business administration case study." The reading materials would be sent by a courier 2 weeks before the course started. Moreover, since it was an intensive training course, participating teachers had a heavy load. Although the focus of the course was mainly on content, participating teachers also gained pressure from the MOI—English, as Dr. B explained:

> The language pressure [coming from the course] was very high. For example, when having a case analysis discussion in class, the teacher asked questions very *aggressively*. That kind of class is very combative. We need to quickly respond in English. After 10 days or so, our English would be really sharpened. Besides, when doing paper reading, I probably need to read three cases which contain maybe dozens or hundreds of pages. I need to read up to a hundred pages of materials. I think it is very demanding. So, personally, I think this is actually a good English training for me. Although it is basically content training, in reality, the pressure from them made me feel that the biggest challenge came from English. (Dr. B)

Besides the challenges in reading and speaking in class, participating teachers also needed to take part in daily group discussion. In order to provide the best environment, the training course would arrange participating teachers from the same group to live in the same dormitory. According to Dr. A., a specially designed room fully equipped for discussion would be adjacent to the rooms where the group stayed. In that way, participating teachers could easily join in daily group discussion.

Moreover, participating teachers had to write homework and turn in a simulated case study as the final report in order to gain a formal certificate for attending the training program:

> We need to write a simulated case which requires at least more than 10 pages, so the pressure from reading and writing in English is very high. Because we need to try to think about how to conduct an interview in English, a case interview, and how to identify the questions, etc. They teach us the whole set, and then I have to write my own case at the end. So the pressure is very high. They will find someone to play the part of a manager, and we need to talk to him. (Dr. B)

Therefore, the whole training process not only broadened participating teachers' professional knowledge, it also demanded participants to fully utilize their English abilities in listening, speaking, reading, and writing.

The success of training program lied in its teaching, according to Dr. A. The teaching principle and method adopted by this training course—participants-centered learning and teaching, and the case method, were the key points. The former indicated that teachers' teaching needed to revolve around the participants—as the center. The latter was defined as "case method teaching" (Learning by the Case Method, 1986, p. 1). The "case" referred to "a real situation in which a specific decision must be made by a public or private official or manager." In order for the teachers in the Harvard training program to fully apply the principles in teaching a case, a complete set of facilities and a supporting system were included. Furthermore, teachers were encouraged to observe other teachers' classes. In this way, experienced and inexperienced teachers alike could both learn from each other.

Facilities in the classroom of the training program included small discussion rooms surrounding the main classroom which was designed to fit up to 90 students. Instead of the application of PowerPoint, ten to12 moveable blackboards were placed

around the classroom. Microphones were hanging all over the ceiling so that everyone's voice could be heard and projected loudly and clearly. Seats were arranged in multiple layers not only for each student to have a clear view but also for teachers to easily move about. Acrylic boards with slots for nameplates were affixed to desks in front of the students. Nameplates along with students' pictures were printed out by the program right after the students chose their seating in the first class. Moreover, in the middle of the term, students sitting in the front and back halves would be asked to switch places.

The supporting system of the training program was also designed in detail. A classroom TA would be sitting in the back of the classroom to document students' participation, including how many times a student spoke up in class. After each class, the teacher and the TA would collaborate to grade each student based on their in-class performance:

> Harvard values participation! Participation of course involves evaluation. . . . Harvard even records how many times a student speaks up in class; a TA would be sitting in the back. . . . As soon as the teacher finishes the class, he usually checks with the TA because some people talk too much nonsense, and some speak only once yet what they say is very good. So when we were in class, the teacher told us that once each class was over, the teacher, with the help of the TA, would get together to grade each student's performance for that day. (Dr. A)

According to Dr. A, the training program even paid attention to every detail in the classroom in order to enhance the teaching quality. For example, when the teacher came into the classroom, he would write down his detailed lesson plans on the blackboard, indicating the specific time for specific classroom activities, and carry out the plans precisely. In other words, students would have a clear picture from the beginning of the class, knowing exactly when and what they would be doing. There would be other teachers sitting in the back of the classroom to observe the class.

During the recess between class periods, a janitor would be in charge of using wet towels to wipe all the blackboards clean for the next period of class.

Therefore, Dr. A stated that even if a Harvard teacher came to Taiwan to teach the same course, it would not have the same effect owing to the lack of a complete set of facilities and a supporting system provided by the school. Moreover, due to the cultural differences between Western and Eastern teaching and learning, teachers' ways of conducting the class as well as students' participation were greatly different:

> Harvard students have the learning motivation. . . . Besides, Western students may be more accustomed to this kind of interactive discussion, so-called participatory teaching method. But for Taiwanese students, first of all, they may not be used to interaction. And they may also lack practical experience in the workplace. So their discussion for cases is somehow…can't go into depth. Because basically if you have more practical experiences, the angles you look at the cases and your explanation would be different. Our regular MBA students basically do not have adequate practical experiences, so mostly, they can only describe and summarize the cases. And of course there's the differences between the teachers, because our teachers are not accustomed to having interaction, or not used to asking questions; they give too much lecturing. In fact, in my Harvard experiences, what do Harvard teachers do in class? They simply ask questions. . . . Taiwanese or Asian students expect a correct answer [from the teacher]. Actually, in Harvard teaching, there's no such thing. The [Harvard] teacher just keeps asking questions, constantly probing into the real problems that everyone faces. (Dr. A)

In other words, teachers in Harvard University basically posed "good" questions, and then ended the class with a summary. The teacher "withdrew" from the discussion, while teachers in Taiwan had to "lead" the discussion. Moreover, teachers in Taiwan had to play more roles than Western teachers, especially when Taiwanese students lacked motivation, or abilities in practical experiences or languages, and so on.

According to Dr. A, several universities in Taiwan had sent their teachers to such training courses, and these teachers became "seeded teachers." Other universities

which could not provide the kind of financial support to send their teachers abroad would ask these seeded teachers to train their own teachers, or to build their own "Harvard classrooms." Hence, a simulated Harvard classroom along with small discussion rooms surrounding it was also built in the Department of Business Administration at the target university. However, there were still difficulties in copying details such as the hanging microphones and numerous blackboards.

Extracurricular Activities and TA System

The English-related extra curriculum activities held and sponsored by the department were supported by the departmental TA system:

> We have a lot of extracurricular activities related to English. For example, we have a special class for foreign students, mainly for Vietnamese students, but there are also two Americans. Our department *pays* these two Americans regularly with TAs' wages. They have to spend 2 hours per week to chat, sing, eat, do whatever they want with our MBA students—all paid by our department! So many people joined this activity. We've been holding this activity for a long time, non-stop till now. (Dr. B)

Another English extracurricular activity administered by the College of Management also made use of the departmental TA system. In this activity, 36 TAs were hired. Some of them were MBA students with foreign language backgrounds, while 12 students were from the Department of Applied Foreign Languages. Students in College of Management were divided into 36 groups, and their extracurricular activities were strictly controlled—in a way that students must speak English. Even if they went for karaoke, the department would pay for it, as long as the activities were held in English:

> Singing English songs, eating in Western restaurants and practicing etiquette or

whatever would be fine. We used our own budgets to carry out the activities. Take last semester for example; we spent around NT$320,000 dollars in around two to three months time. . . . We did this even before we were funded by the Program for Promoting Teaching Excellence of Universities.[1] We used the budgets from our own department. (Dr. B)

As for the newly established IMBA program, the IMBA students were asked to help in writing a brief English introduction of the IMBA program as a kind of English extracurricular activity for promoting the program, according to Dr. B. However, it turned out that students were not able to handle such kind of formal writing. Hence, the brochures written by the IMBA students were eventually discarded.

Students' Perceptions of Academic Curriculum Design

In this section, only the issues or problems being pointed out by the student interviewees are reported. Since MBA and IMBA students share a lot of common ground, students' perceptions regarding admission requirements, motivations, preparatory courses, credits, graduation requirements, and English extracurricular activities from both groups are reported here.

Admission Requirements

As stated in the profile sections, different admission requirements were implemented for the MBA and IMBA programs. One of the changes in the MBA admission regulations concerned the oral exam. MBA students entering the program in the academic year of 2008 had to take an oral exam after passing the written exam. However, the oral exam for MBA students was cancelled in 2009:

We had an interview in 2008, which meant that after passing the written exam,

---

[1] The "Program for Promoting Teaching Excellence of Universities" (教學卓越計畫) was developed by the Ministry of Education in Taiwan to improve teaching quality in higher education.

we had to take an oral exam in English. But in 2009, IMBA still had the mandatory oral exam, while [2009] MBA didn't require an oral exam anymore. . . . For admission channel of recommendation and screening [in 2008]. . . . only MBA students with foreign language backgrounds were required to take the oral exam in English. (S-1-MBA)

Issues such as the fairness regarding the two channels of admission—recommendation and screening, and entrance exam, were raised by the MBA students. Since students only had to provide documents for evaluation (40%), and take a General English exam (20%) and an oral exam (40%) during the process of recommendation and screening, it seemed that these students could be accepted into the MBA program as long as they performed well on the oral exam:

There are too many channels for admission. People coming to the program via recommendation and screening rely on their good grades from undergraduate studies. . . . As to the oral exam [on admission via recommendation and screening]…, you know people in the business field, they rely on their *mouth*. They can certainly *talk*. Admission via recommendation and screening…, I don't think it's fair. . . . Our statistics exam for students from the engineering field is way too easy. They can cross the threshold effortlessly. And then some students in our business field, like those coming from recommendation and screening, don't even know what statistics is about. (S-7-MBA)

Although the concept of recruiting students from different backgrounds in the MBA program was good, some students simply sought help from other students, instead of working hard themselves:

The issue came out very clearly later; that is, when we study hard, entering the program through the entrance exam, we have a very solid foundation for statistics. As long as we need to run statistics, we all know how to do it. And then some students can just take a free ride by asking us for help. (S-7-MBA)

Therefore, S-7-MBA suggested that the admission channel of recommendation

and screening should be further revised.

Motivations

Students chose the MBA program mainly because of their interests in this field. However, there are some other reasons. For example, an undergraduate student majoring in Business Administration chose to go to the MBA program in the same university because he wanted to meet and build up his connections with students from different backgrounds. Interestingly, he was also the same student who pointed out the issues arising from recruiting students from different backgrounds:

> Originally, my consideration for entering the MBA program was to meet different people, because we have students from engineering, foreign languages, plus people originally from our business backgrounds. So, there would be more impacts. Because, to be blunt, the courses are about the same [as those in undergraduate studies]. (S-7-MBA)

A student stated that he would have chosen the IMBA program, had he known that the IMBA program would be established in 2009. This student was from the 2009 MBA program with special backgrounds—both business and English. His primary reason for choosing the MBA program was that "I like international programs." However, because of his unique background, he also stated that his first criterion for choosing a graduate program was "English–medium courses." Therefore, when being asked why he did not choose the IMBA program at this university, he reported that he was admitted via the recommendation and screening channel which was held much earlier than the other channel, entrance exam. Hence, he had not obtained the information of the newly established IMBA program.

Some of the students who chose the IMBA program hoped to gain both professional knowledge and English abilities. Some chose it because of their previous

majors in related fields as well as their interests in commerce. However, some chose the program depending on the subjects being tested upon the admission. Two business undergraduates who displayed their interests in English and had at least three years of work experience were such examples:

> Because I only prepared for Economy and Business Management, I chose the programs which tested us on these two subjects. Plus I think my English abilities are fine. If English accounts for a high proportion on the entrance exam, I may have the advantage. (S-11-IMBA)

> When I was choosing what programs to attend, I was still working. So I had to consider how to prepare for the exams, which means that considering which subjects they were testing would be easier for me to prepare. However, my work experience in an international company has great impact on how I chose the *kind* of schools and departments. . . . Basically, I would choose International Business or IMBA, and if they emphasized that the courses would be conducted in English, it would become my priority for choosing the programs.
> (S-12-IMBA)

Despite the fact that S-12-IMBA had taken Statistics in undergraduate studies, he was still trying to avoid Statistics, "I just didn't prepare for Statistics for the entrance exam." Another student (S-13-IMBA) who was not performing as well in class (including his English performance), reported that he chose IMBA over MBA because Statistics would be tested for the admission of MBA. He further noted that "Preparing for the two subjects of Economy and Business Management would be enough for a student to take the entrance exams of most MBA programs." This student also admitted that he "didn't know that courses in IMBA were conducted in English, but most of the students knew this."

Preparatory Courses

Students who did not have business-related backgrounds had to take Accounting, Statistic Method & Data Analysis, and Economics courses, unless they could provide credit waivers. Some issues were raised by the requirements of the preparatory courses. For instance, one MBA student doubted the necessity of such courses:

> The preparatory courses are strange. It's like taking undergraduate courses. However, can those undergraduate courses really serve as the necessary foundation for a graduate student? I don't think so. Because for some students, even if they didn't take the preparatory courses, they could still take those undergraduate courses during their time in the graduate program. . . . Some students picked only those teachers who wouldn't call the roll or give exams. So did they really learn anything? Not necessarily. Is teaching purpose really achieved? In fact, not necessarily, either. (S-7-MBA)

In the academic year of 2008, the three preparatory courses were offered during the summer vacation. Nonetheless, according to S-5-MBA who obtained his undergraduate degree in the Department of Electronic Engineering at the same university, Economics usually was not offered due to the insufficient student enrollments. Moreover, in his case, he had not completed his obligations to the club he joined during undergraduate studies in the summer of 2008; hence, he could not take the summer preparatory courses.

As mentioned earlier, statistics seemed to be most students' fear yet crucial to applying quantitative research method in business. Even for students from the engineering field, statistics could be their problems, too. For example, S-5-MBA stated that in engineering, students mostly only needed to conduct experiments, without knowledge about any research methods. However, after entering the MBA program in 2008, he realized that statistics took a big part in the course of Business Research Method, especially when his thesis adopted the quantitative method.

Moreover, the heavy load in the first year of the MBA program disabled him from taking these courses offered by undergraduate programs. Therefore, when he finally found the chance to take the course Statistics offered for undergraduate junior students, it was his last semester in the MBA program already, which meant that he was also writing his thesis at the same time. Even so, the teacher teaching Statistics told him that the course content would not be very helpful to him, so he did not have to attend the course. The teacher simply gave him an average grade at the end for him to gain the credits. Hence, he actually learned statistics by directly asking his thesis advisor what chapters to read and studying them by himself.

Credits

Although the total credits required for graduation were both 48 in the MBA and IMBA programs, due to the different focus of the two programs, the requirements were greatly different, as stated in the profile section. For MBA students, there were in fact many required and required-selective courses to complete, which did not seem to leave MBA students with adequate credits to take selective courses. However, an important issue was raised: Can students waive the credits taken from undergraduate studies, even for the required courses? Although it was stated that another course in the same domain must be taken in order to fulfill the credit requirements, some MBA students with business backgrounds appeared to use this regulation to avoid required courses conducted in English:

> Actually I think the regulation in our MBA program is strange. Do you know that many students waive the courses in their first year of the program? Everyone would avoid the heavy courses and go for the easy ones. And then some students would think that, "Taking two courses will be just fine." (S-7-MBA)

Also as pointed out by S-7-MBA, other universities would not allow students to waive required courses. In this way, the students entering the MBA program in the same academic year would have the chance to get to know each other during required courses. Moreover, they would have an equal starting point. However, under the departmental policy, MBA students with business backgrounds could easily waive many courses. Consequently, many students questioned whether the courses taken during the undergraduate studies were equal to those in the graduate programs:

> Our school has been criticized on this ground. You can waive these credits, so it means that you acknowledge those undergraduate credits. Are those undergraduate Marketing Management courses the same as the ones in the MBA program? So what is the difference? (S-7-MBA)

S-7-MBA provided his own experience as an example. Although he took his bachelor's degree in the same university, he reported taking courses with the same title in his undergraduate studies and in the MBA program by different teachers. Not only was the content different, the difficulty levels of the materials were different as well.

There were five core domains of Management in Business Administration field—Industry, Marketing, Human Resources, Research and Development, and Financial. However, for the IMBA program, the main focus was international business. Hence, an IMBA student pointed out that the lack of a complete knowledge in other domains might cause problems for students without business backgrounds:

> IMBA programs in other universities still include courses like International Marketing, International Financial Management, but we didn't put these courses into required courses. Moreover, these courses are usually offered by the MBA program, conducted in Chinese. In other words, the five domains do not include International Business. . . . Students like us who have business backgrounds have taken those courses during undergraduate studies. However, if the

130

Graduate Institute is recruiting students from engineering and liberal arts fields, they inevitably need to acquire the basic knowledge of Business Administration from these five domains. (S-11-IMBA)

The official regulations also stated that credits gained from different programs, departments, colleges, or universities should not exceed 15. If the courses were offered by MBA, instead of being jointly offered by both programs, taking courses from the MBA program would affect IMBA students' rights, due to the 15-credit limit. Moreover, IMBA students did not necessarily conduct research regarding International Business Administration, as pointed out by S-14-IMBA. Since the IMBA program did not require students to take courses from the five core domains like MBA students did, IMBA students who were interested in those domains had to take the courses from the MBA program, and they had to consider the 15-credit limit. Hence, S-11-IMBA suggested that courses from these five domains be included in the IMBA required courses in order for IMBA students to gain the basic complete knowledge in this field.

Graduation Requirements

There were four categories of graduation requirements—Management Practice Activities, Academic Activities, Language-Related Activities, and Participation in Speeches. Both MBA and IMBA students must choose two out of the first three categories of activities—Management Practice, Academic, and Language-Related Activities, and fulfill one activity within that category. As for the fourth category—Participation in Speeches, students' attendance must exceed at least 70% for the 2008 academic year, and 85% for 2009 (see Table 5.3). The interview results seemed to indicate that most students would choose summer overseas internship from Category I (Management Practice Activities), and overseas studies from Category III

(Language-Related Activities) to fulfill the requirements.

Places for summer overseas internship were in mainland China, including Shanghai, Beijing, Xia-Men, Hang-Zhou, Guang-Zhou, and so on. Since Mandarin Chinese was the official language used in mainland China, as was in Taiwan, students mostly reported that the internship did not have influence on their English abilities. Only one student with good English proficiency reported on having English-related experiences during his internship in mainland China:

> I received foreign customers, but only during those few days. Honestly speaking, there was little chance to use English [during the internship]. When we were giving a final presentation, we also mixed Chinese with English. At the end of the internship, they wanted us to conduct a study about the industry. The directors wanted to know what we had learned. But many directors… their academic backgrounds may not be that high, and their English abilities were not so good, so we didn't give the presentation fully in English, mainly mixing Chinese with English. (S-2-MBA)

Four MBA students reported attending competitions in order to fulfill duties for Category I, Management Practice Activities. For example, S-1-MBA stated:

> My internship… I attended a competition called Long-Term Smile Contest held by Acer Foundation in Taiwan. We got into the final, the last stage, so the Chair said that we could use this experience to waive the internship, because we had been working on this competition the whole summer. It's a kind of innovative enterprise contest, so it's not really relevant to English. (S-1-MBA)

Two MBA students reported using paper publications to fulfill duties for Category II, Academic Activities. One of them adapted a former MBA graduate student's English thesis with the approval of the advisor and the student, and then submitted the paper to a conference held in Taiwan. The presentation language was Chinese; however, the content for the presentation PowerPoint file was in English.

There were also difficulties in submitting papers via using the students' own theses:

> The key point for submitting papers depended on whether the advisor allowed us to do so, because basically we needed to use our own theses for paper submission. If the advisor didn't think my thesis was OK, or I hadn't finished writing my thesis, then I didn't have anything to submit. And it would drag on till the graduation time. (S-2-MBA)

For Category III, Language-Related Activities, students either fulfilled the requirements by taking TOEIC or by having overseas studies. Many students chose to take the TOEIC, instead of overseas studies, because the test results would not only allow them to fulfill the departmental requirements, but would also benefit them in future job hunting. Although many types of language proficiency tests could be taken, TOEIC was the most valued one in business. However, there was a change in the departmental policy towards the passing grades on TOEIC. For students admitted in the academic years of 2008 and 2009, a score of at least 750 was required. The proficiency tests must be taken during their graduate studies; test results before being admitted into the graduate programs could not be accepted. However, the TOEIC passing scores allegedly would be lowered to 550 points in the following academic year of 2010. It seemed that most students had difficulties reaching the score of 750; hence, they had to join the overseas studies instead:

> We didn't have IMBA program in the academic year of 2008, so many people complained that they couldn't get such high scores on TOEIC, and they couldn't afford to go abroad. . . . If students couldn't pass the TOEIC standard, then they could only choose to submit papers and attend summer overseas internship. So, students were very likely to say, "Why is this happening? I've taken the credits and finished the thesis. Why won't you let me graduate?" (S-2-MBA)

Students with good English proficiency seemed to choose TOEIC over overseas studies because they could reach the passing scores with much less effort. For

example, S-8-MBA considered his English proficiency good, so he chose to take the TOEIC test and passed it without even having to prepare for it. In this way, he did not have to spend money on overseas studies. He only served his internship in Beijing.

As to the overseas studies in Category III, Language-Related Activities, students were offered a chance to audit in a prestigious university in the U.S. during the summer, and the other opportunity was in India during the winter vacation. As mentioned above, students could only audit some courses in overseas universities for a short period of time. However, if they wished to gain official credits for attending the overseas courses, the MBA program provided a course entitled Seminar for International Management for students to take. According to S-7-MBA who had taken his bachelor's degree in the same university, the course of Seminar for International Management was offered because former students complained about not being able to gain the official credits. Hence, such a course was provided in Taiwan as a remedy:

> Students protested, "I did take courses in the U.S. Why can't I use these credits to waive the credits in Taiwan?" Then the MBA program offered this 3-credit course. So these three credits were originally given to students who had taken courses in the U.S. because they felt angry that they paid tuition fees there, but the credits couldn't be waived in Taiwan. (S-7-MBA)

Students taking overseas courses needed to provide the papers or work done in the overseas courses to the departmental office in order to take Seminar for International Management in Taiwan. However, since the actual courses were already taken overseas, though auditing only, students did not have to attend the Seminar for International Management. In other words, as long as students prove to have taken overseas studies, and were willing to pay the tuition fees for Seminar for International Management in Taiwan, they could officially gain three credits from this course:

Because we were considered as auditing students, we didn't pay the tuition fees. Unless you wanted these credits after you come back, then you need to pay the tuition fees [in Taiwan]. If you don't want the credits, you don't have to pay anything. (S-3-MBA)

Not having to pay the tuition fees to the overseas partner university also helped students save a lot of money. For example, S-5-MBA audited two courses in the U.S. for a month, and he considered it a very good deal for paying no fees in the U.S.:

The advantage is that we didn't have to pay the tuition fees for the credits [in the U.S.] because we were only there for a month; we couldn't complete the whole courses. The courses there were conducted twice a week, and there were supposed to be 9 weeks. But we only audited for 4 weeks. . . . We only had to pay for the rest of the fees [airline tickets, accommodations, meals, aside from the grant provided by the programs], but I think the most economical part is that we saved the tuition fees [in the U.S.]. The tuition fees are $1,000 US dollars per credit. For two courses, four credits, it would cost $4,000 US dollars. (S-5-MBA)

Students with good English proficiency attending overseas studies sometimes had to play the role of the interpreter; hence, their English abilities would be further enhanced. According to S-12-IMBA who took the overseas studies in India, the trip cost around US$1,000 dollars in total, and he received NT$5,000 as the grant—about one-sixth of the total expenses. Since S-12-IMBA had plans to continue pursuing the doctoral degree overseas in the future and had work experience, he was very active in and outside of the classroom, often taking the lead. He reported that although Dr. B had accompanied the students to India, Dr. B had to leave after the first 10 days. Therefore, after that, S-12-IMBA had to be the interpreter for the remaining 10 days or so. This experience helped him improve English speaking and listening abilities, particularly in understanding the Indian accent. His ESP abilities in different industries were also improved:

The trip to India had big influence on my [English] speaking and listening, particularly on the accent. . . . Also specialized English, because we needed to undertake on-site visits to different industries. Every industry involves many fields, such as cars, agriculture, retail, technology, etc. You had to find ways to understand what they were talking about, and then be able to ask questions. Because I was the *privately assigned student*—I must ask questions. In fact, the reason that I had high level of participation in India was because in the end, I had to become the communication channel for our students, the local guide, and the Indian teacher, including rearranging our itinerary, food, water, personal hygiene, etc. I became the single communication window for negotiation. . . . We visited an agricultural center, and the English was too specialized, you just needed to try hard to understand it. (S-12-IMBA)

Therefore, besides encountering ESP in different areas, S-12-IMBA also had to deal with general English, such as helping students to order food in the restaurants, even if the menu was in English:

The real difficulties in fact lied in the unfamiliarity with daily things. For example, ordering food in their restaurants was a big problem. You could read out every word, and you also knew the English pronunciation for this dish, but you didn't know what the dish really was. . . . You just didn't know what kinds of dishes he would serve, so communication in this part was quite…[difficult]. (S-12-IMBA)

S-10-IMBA also went on the same Indian trip. He noted that besides taking many English-medium business courses in the university, they visited many industries. According to S-10-IMBA, only four students attended the trip to India in the previous year, but there were more than 20 students in the trip of 2010. Therefore, the number of students possibly affected their chances for speaking during the field trips. However, he would force himself to ask questions such as the reason for the company to choose the location for setting up a department store. The Indian accent was also his problem. He could not understand the Indian accent, unless the Indians spoke

slowly. According to him, daily English was more useful during the whole process. Moreover, besides classes and field trips, the Indian university also arranged a specific day for Taiwanese students to interact with Indian students:

> Regarding interaction, they set up a specific day for us to interact with Indian students. We needed to work together for a report. We were given a case, and had to use PowerPoint to give a presentation. (S-10-IMBA)

S-6-MBA chose to attend the overseas studies in India to test how well he could communicate in a non-English speaking country. He was interested in English; however, due to the research domain he chose—intellectual property rights, which concerned copyright laws in Taiwan and was not suitable to adopt English, he only took one required course conducted in English during his two years in the MBA program. Nevertheless, he had been taking English lessons in cram schools before entering the MBA program. The experience he gained from the EMC in the MBA program also gave him some confidence. Hence, he treated the trip to India as an opportunity to test his English proficiency:

> When we had the chance to go to India, I thought to myself, "I must go and see, just to test my English abilities. Can I actually communicate in English?" Because I know my English abilities are not very good, but I wanted to examine myself. If I needed to communicate with foreigners, and when we couldn't have mutual understanding, could we still communicate? And I found that it seemed to be OK; I could in fact communicate. (S-6-MBA)

Although the Indian accent was difficult to understand for S-6-MBA, he considered the experience to India very important. The key point he discovered was crucial to a good language learner—courage:

> I found myself more daring to speak. For example, I went out with our classmates. Some classmates' English abilities were better than mine, but they

didn't dare to speak. But when I went out, for example, I wanted to bargain, I was willing to communicate as long as I needed to. Even if my English was poor, as long as the other side could understand me, I was very willing to communicate. I felt that as long as I was thrown into that environment, I would have the capability to overcome the matters. This is how I felt during the 3 weeks. (S-6-MBA)

However, cooperating with overseas partner universities would affect the overall scheduling of the curriculum design. For example, in order for MBA and IMBA students to attend overseas studies, courses in Taiwan had to end early. Hence, some teachers had to find time to make up for the courses:

Some of the classmates were going to the U.S., so our courses ended quite early. Everybody knew that we had to finish the courses early. . . . So some classes would be held in advance. The teacher would find time to make them up. (S-9-MBA)

As to the fourth mandatory category, speeches, in the graduation requirements, most students did not recall attending any English speeches, although according to the researcher's record, at least one speech was given in English. In other words, speeches were mostly given in Chinese. However, students also understood the dilemma that the organizers faced:

Our department invited business practitioners to give a speech in the evenings regularly, and they also demanded our participation for at least 80% [85% on the formal graduation requirements] in order to graduate. However, the speeches were given in Chinese. I felt sorry for those foreign students because they couldn't attend the speeches. (S-14-IMBA)

For the overall graduation regulations, some students felt that the requirements could be further pondered upon:

I think that students wanted to fulfill the three requirements. But if the student's

family is rich, he goes abroad to have fun. He probably only wants to play, but not necessarily wants to learn English. Take the TOEIC test as an example; for some people, they can never achieve that standard throughout their life. This standard causes more harm because it makes him lose motivation for learning English. Because he thinks that he can never achieve this standard, he might as well go submit papers. He can submit papers to any journals anyway. So, it turns out to be, in order to avoid these two requirements, he does the third one. I think the MBA program wanted to do it, but they didn't consider it thoroughly. (S-3-MBA)

On the other hand, some students found the requirements demanding but helpful, especially in terms of an English environment:

The program required us to take the TOEIC, to go abroad, etc. Initially I felt that they demanded a lot, but I still felt that it helped more or less. Like asking us to take overseas studies in the U.S., although I had to spend my own money, I think it helped quite a lot—whether it was for English or for experiencing the environment. Besides, going there for a month, even if I was with my classmates most of the time, when we went out, on the streets, we still needed to speak English with local people. Everything required using English. (S-5-MBA)

English Extracurricular Activities

Different types of English extracurricular activities were held on different levels of administrative departments, from the school level, to individual programs. English extracurricular activities held by the Department and Graduate Institute of Business Administration included providing English magazines, holding the activity of English Corner, receiving foreign guests, giving English speeches, and so forth.

The most basic type of help provided by the departments was English newspapers or magazines. However, students did not seem to be interested in making use of these resources:

Our school bought stuff like *Business Week*, or [English] newspapers, hanging

right on the first floor. You could read them if you liked. All you had to do was put them back afterwards. However, I found that those things were covered in dust. I suppose no one was reading them. (S-1-MBA)

The university could make students be more aware of the access and location of these extra English reading materials, as suggested by S-12-IMBA.

An activity entitled English Corner was held by the College of Management. The main purpose was to help students improve their English. However, the "teachers" in English Corner were graduate students, also known as "departmental TAs," while participants were restricted to undergraduate or graduate students in the College of Management only. Some students considered being a "teachers" in English Corner an opportunity to make extra earnings. In the academic years of 2006 and 2007, the departmental TAs were mainly MBA students, along with one or two graduate students from the Department of Applied Foreign Languages.

Due to the difficulties in finding qualified MBA students in the first year when the English Corner began, graduate students from the Department of Applied Foreign Languages were summoned to help. However, by the second year, there were enough qualified MBA students working as departmental TAs. Hence, all departmental TAs were MBA students.

A departmental TA serving as a teacher in the English Corner had to have English background and teaching experience in order to be qualified. Classes were offered for 18 weeks, either during the lunch break or the time available for the group members. In the first year, undergraduate students in the College of Management were required to sign up for classes in English Corner lasting 1 hour per week. Hence, each departmental TA had to teach 2 to 3 hours per week; that is, two to three classes. One class consisted of four to five students. Students attending the English Corner would be issued a certificate.

During the classes spanning 18 weeks in a semester, the coordinator had to gather up all the departmental TAs and brainstorm a theme for each week. After the themes were set, related vocabulary, grammar, and conversation would be determined by individual departmental TAs. Therefore, no fixed materials were chosen:

> I would go find some articles related to the themes, and list out some vocabulary for students to memorize. The conversation would be derived from the vocabulary, and then I used Q & A to teach. For example, if the topic for today was about "greeting," then we would begin with sentences like "How are you doing?" After the initial greeting, we might talk about the weather. So I would teach ways of expressing the weather, such as "sunny," "raining," etc., the basic words, and then extend the conversation from there. (S-2-MBA)

However, due to some changes in the policy, undergraduate students from the College of Management were no longer required to attend classes in English Corner in the academic year of 2009. Therefore, the corresponding changes were made to handle the classes for English Corner:

> We made use of the bulletin to post the topic for each week. We announced what we would be discussing for that week, and the vocabulary that students would learn. . . . I was the one responsible for the content of the bulletin. . . . We only listed the vocabulary to be taught for the week. And if students wished to know more about the details, they needed to come to class. Through attending a class, they would receive a stamp. By the end of the semester, based on the amount of stamps they got, we would offer a prize. We adopted such a stimulating way to encourage students to participate. (S-2-MBA)

Departmental TAs considered themselves learning more teaching skills or vocabulary along the process. Hence, English Corner not only benefited students taking the classes but also helped these "teachers" improve their English:

> I learned some ways or skills of teaching during the process. TA's English abilities were OK to begin with, so the purpose of this activity was to "teach," to

contribute. As to my own English abilities, there was some help more or less. Because when I was searching for information for the themes, I would find interesting or new words, and I would memorize them. So this would be considered as accidental opportunity for learning. (S-2-MBA)

Teaching benefits teacher and student alike. The things I taught also served as reviews for myself. If I happened to pick a good article, I would also learn a lot from it. So I think that activity was pretty good, whether for the students or for us. It helped all of us. (S-1-MBA)

Another type of English extracurricular activity was to receive foreign teachers or students. However, only few students with good English abilities were able to participate in this activity:

When students from the American university came to visit our university, I was helping them with the translation in some athletic activities. I would interact with them, show them around, tell them what Taiwan was like, etc. . . . [The influence of attending this activity] I felt that my speaking ability needed to be improved. Because after entering the MBA program, besides giving presentations, I hardly spoke English like I used to during my undergraduate time. . . . We got to receive these foreign students because we had a good relationship with the teachers [organizing the activity] privately. Otherwise, students normally wouldn't have such a chance to get in contact with these foreign students. We had to know the teachers well enough for them to ask for our involvement. (S-1-MBA)

During the process of receiving foreign teachers or students, students encountered problems regarding words and expressions for explaining local cultural issues:

Take culture for example. They asked me things about Taoism because they saw temples on the streets. There were many sculptures like dragons in the temples or on the roofs. They asked me about the differences between the sculptures in

different temples, "Were they related to some kind of style?" I said, "No, one is Buddhism; one is Taoism." Then they asked me more about Taoism. Although I knew Taoism pretty well, I still needed to know the English words to explain it. All I could tell them was that the founder of Taoism was Lao-zi. I couldn't explain beyond that, and couldn't explain the follow-up development. They asked why we burned the incense for praying, why burned the paper money. I could only roughly explain it, but it was not enough. (S-1-MBA)

Another issue that caused trouble in receiving foreign teachers and students was about the names of the dishes, as pointed out by S-1-MBA. The American students would like to know the names of dishes and what they were made of. After a brief explanation, the American students usually had a culture shock. Hence, S-1-MBA had to make extra effort to look for information. After this experience, he even developed the habit of finding out information about local food, and further made an English menu for his family-owned restaurant.

Students who had had work experiences in receiving foreign guests tended to be willing to participate in receiving foreign teachers and students. For example, S-11-IMBA had work experience in receiving foreign customers. The difficulties he had encountered were concerning the history of the foreign country where the customers were from and also some cultural issues:

Because they were German, they would talk about German history and their cultural background. I was not familiar with their history, so I couldn't continue to have an in-depth conversation with them. . . . And I needed to know some of their important holidays. For example, they have a special beer festival [Oktoberfest] in Germany. I needed to know what they valued in life. (S-11-IMBA)

S-11-IMBA's experiences with the German customers also concerned Eastern and Western ways of directness in speech. A German customer told S-11-IMBA that Asian people seemed to always talk with circumlocution and resulted in inefficiency,

and he considered it a cultural difference. Moreover, the German customer provided an example. He had worked with an agent from Singapore. That Singaporean spent so much time evading taking responsibility for his faults, instead of simply admitting his faults and moving on to solve the problems.

Because of S-11-MBA's previous experiences and personal interests, he volunteered to help in receiving the American students, although he could not fully participate in all the activities on the itinerary. The trip included visiting places in Taipei, such as the Presidential Palace, AIT (American Institute in Taiwan), National Chiang Kai-shek Memorial Hall, the World Trade Center for computer exhibitions, and so on. In the AIT, the staff explained their purpose of having such an organization in Taiwan, how the markets had turned to focus on Asia, or how some treaties were signed. The American students then further discussed the global economy as well as industrial development with the staff. During the process, S-11-MBA strongly felt his lack of vocabulary, and how he could not express himself properly in such profound issues. Moreover, because the American students and the staff at the AIT were all native speakers of English, S-11-MBA felt that he could not catch up with the conversation. Not only did he have difficulties in listening, he was also intimidated by how Americans were eager to express their opinions. Therefore, he felt that the language was not the only barrier in a conversation; he also needed to broaden his knowledge related to a wide variety of topics in order to take part in in-depth discussions.

On the tour to the Presidential Palace, the English ability of the tour guide assigned by the Palace was not good enough, according to S-11-IMBA. Therefore, the tour guide also had trouble introducing politics and the historical development of Taiwan. During the process, S-11-IMBA further felt the lack of his language abilities, let alone his knowledge of Taiwanese history. He felt that he could only take part in

superficial conversations, and could not even properly introduce Taiwanese history or culture. From the above experiences, S-11-IMBA suggested that the ability to have an in-depth conversation with foreign guests should be incorporated into the courses as much as possible, especially for professional knowledge such as current issues regarding global economy.

S-12-IMBA was the only one who fully participated in accompanying the American students in all the activities. He also stated that he devoted a lot of effort to consult books about tourism, memorize vocabulary, and practice for introducing places like the Presidential Palace, Taipei 101, National Palace Museum, Lungshan Temple, Sun Moon Lake, night markets, and so forth. He also had to familiarize himself with the culture of Taiwan.

S-12-IMBA further elaborated on how his experiences of receiving foreign guests and attending the overseas studies influenced his English. He discovered that if he thought in Chinese first and then translated it into English, he would not be able to communicate on the spot. Hence, he had to think directly in English in order to make instant responses. Moreover, he found himself speaking "Chinglish." However, he believed that the key point to think directly in English and make instant responses was "courage." With courage, he could at least try to say the keywords or key phrases to continue a conversation.

Although some students had previous experiences in receiving foreign students, they were afraid to receive native speakers of English. For example, S-4-MBA confessed that he had used simple English while receiving students from Japan during his undergraduate time. However, he was afraid to do so in the MBA programs:

> Because the itinerary was pretty good [during undergraduate time], we could take them [Japanese students] out to have fun. And we got to go with our good friends, so I didn't feel intimidated. But in the graduate institute, maybe because

the foreign guests we were receiving were all outstanding ones, you had to be very good at English to be able to receive them. So I just didn't have the chance to get in contact with them. . . . I was thinking about going to the English Café, but there was a time conflict. So I didn't go. . . . In fact, the school had arranged a lot of activities, but I didn't participate in them. (S-4-MBA)

According to S-2-MBA, English Café, another type of extracurricular activity, was held by the Department of Applied Foreign Language. The classes in English Café were held around two times per week by two different foreign teachers, and each time was about 1.5 hours long. Topics or themes for each class would be posted online, and students had to enroll online. Only 20 students were allowed in each class. However, students could also try to wait on the site to see if there were any last minute cancellations from the students who had already enrolled. Students had to pay NT$20 on the spot. During the class, coffee was offered and the foreign teacher would interact with the 20 students. S-10-IMBA described his one-time experience for attending the class:

The most interesting thing was that although all students were Taiwanese, when someone accidentally spoke Chinese, others would say that "Can we try to talk in English?" Moreover, most students' English seemed to be pretty good. The topic of the class that I attended was about global warming, so there were many unknown words to me. They gave us handouts with a vocabulary list, but many words on the list were new to me. So I would ask the teacher about those words and learned them. (S-10-IMBA)

Although English Café was held as a regular activity, perhaps due to the limited time periods and numbers of students, not many students were able to attend the activity. Hence, S-10-IMBA suggested that more classes or time could be added in this activity.

Besides English Café, the Department of Applied Foreign Languages also offered non-official courses to help students improve their English in different

domains. For instance, S-3-MBA attended a non-official course regarding training students' English oral presentation skills. Students had to pay a deposit in advance. If students attended every class, the deposit would be refunded. Classes were held twice per week, and lasted for three to four months. Since the course was conducted by a native speaker of English, S-3-MBA initially expected the classes to be full of interesting activities. However, he realized that sometimes the foreign teacher's ways of conducting courses could be as traditional as local Taiwanese teachers'. Since the purpose of the course was to train students' oral presentation skills, the teacher typically played a tape to test students' listening abilities, and then gradually introduced the steps for giving a formal presentation, such as, greetings, self-introduction, and so on, throughout the whole course. Each student had to get on the stage to tell a story or make a speech each time. Although S-3-MBA considered the course useful in helping him make a presentation, he still found the course boring:

> Because my problems were not in speaking, it was because I was very nervous, especially when I had to speak in English! My mind went blank, and I didn't know how to speak. But by the 3rd or 4th time, it seemed like I could speak a little bit more fluently. I could make up a sentence in my mind, so I could speak more smoothly. It's just that the way of teaching was boring, unlike what I had imagined. But in fact it was helpful. (S-3-MBA)

Students with motivation of learning English sometimes also took courses from the Department of Applied Foreign Languages. S-6-MBA was such an example. However, he did not feel that he had learned anything from the course. Hence, he could not even recall the title of the course or any other details, except that the textbook was in English. Nevertheless, S-6-MBA also attended a non-official course funded by the Program for Promoting Teaching Excellence of Universities. The course took place in the evening, and lasted for only a little over half of a semester.

Students also had to pay a deposit in advance. The deposit would be fully refunded as long as the students attended all the classes.

S-6-MBA felt that he had learned much from that course. Although the teacher was a Taiwanese teacher, he was very energetic in class, and the course content was mostly about daily English. Moreover, the teacher introduced stories from Greek mythology, such as Medusa. The teacher gave handouts with vocabulary notes to students. He asked students to form groups, and assigned a paragraph to each group. Students then had to translate it into Chinese. Through the translation, students gradually understood what the story was about. The teacher would patiently lead the students to read out the words which students had difficulties with, and then ask students to use those words to make sentences. Therefore, S-6-MBA felt that although he had not learned any grammar from that course, he learned a lot of vocabulary. Also, stories like Medusa were interesting to S-6-MBA because he had never got in touch with Greek mythology. However, he stated that some students were intimidated by having to pay the deposit, and could not fully participate in all the classes. As a result, they chose not to join these activities or courses.

More importantly, most interviewees reported that they had a heavy load from trying to fulfill their graduation requirements. Therefore, they did not have the time or will to attend these activities:

> Our school held a lot of [English-related] activities, but I didn't attend any of them. . . . In fact, the university had held more activities [than the Graduate Institute of Business Administration]. But the school activities focused on undergraduate students because of the grant from the Program for Promoting Teaching Excellence of Universities. If we really wanted to attend those activities, we could indeed learn lots of things. I think the school has done enough for us; the rest depends on whether we want to study or not. (S-5-MBA)

148

A special type of English extracurricular activity was seeking help from IMBA students to establish IMBA English websites. Such an activity could be beneficial to the IMBA program as well as the students. According to S-14-IMBA, the IMBA official English website had not been fully established in the academic year 2009. Since they were the first IMBA students, the teachers were hoping that IMBA students could help in setting up the website. Therefore, all IMBA students were asked to collect related information for introducing the IMBA program to attract foreign students. Hence, some of the IMBA students would be responsible for having regular meetings with the teachers; others would help in collecting or translating information. The final written work was then presented to the IMBA teachers. After the revision, a student would type out the content, and the results were shown on the official IMBA English website.

Other suggestions concerning extracurricular activities for students to improve their English abilities included cooperating with non-profit educational organizations such as Toastmasters International (TI). The purpose for TI was to teach public speaking and leadership skills through a worldwide network. As pointed out by S-11-IMBA who had attended trainings in TI, some prestigious traditional universities had worked with TI. Hence, he suggested that the university or department could also work with TI. Another suggestion was that the university purchased more English learning software and promoted the means and accessibility for using such software to students, according to S-12-IMBA.

Findings of Research Question Two: Perceptions of Teaching in EAP Courses

The following sections present qualitative results for the teachers' and both MBA and IMBA students' perceptions of the status quo towards the teaching in EAP courses, namely, EMCs in this study. Three main categories—teachers' instructional

practices, material selection, and evaluation measures—are included.

Teachers' Perceptions of Instructional Practices

The teachers' perceptions of instructional practices mainly concerned MOI and in-class presentation.

MOI

In EMCs, lectures on the topics or issues in question were typically explained or elaborated in English. However, Dr. B stated that in academic year of 2008, he would try to adopt simpler, more understandable English vocabulary in the MBA program. By the academic year of 2009, because of the establishment of the IMBA program, a lot of EMCs were jointly offered by MBA and IMBA programs. Hence, he stated that he did not try to distinguish the English teaching between the two programs. In the class that the researcher observed, Dr. B did not simplify his English. However, he would try to offer more examples, elaborate, or sometimes even use Chinese to make his meanings clear. In terms of important theories, Dr. B would use Chinese to explain the concepts, at least the keywords. According to Dr. B, he used around 20% to 30% of Chinese in class for courses offered by the MBA program, and stated the reason for doing so—the great differences among students' English levels.

The issue of accents was also addressed by Dr. B. From one trip to the U.S. with students, he discovered that the students appeared to understand his Taiwanese English accent better than native English speakers' or even other foreigners' accents:

> I took students to the university in the U.S. for a month in 2007. They said they had many problems in class. When the American teacher asked questions, I would express my opinions because I was in class, too. After I answered the American teacher's questions, students told me that they could understand my

English, but not the American teacher's—they only understood maybe fifty percent. Things like this happened because they had taken my courses, knew my habits, vocabulary, ways of expression. They said they could understand me completely, but for the American teacher…, their listening ability was not as good. (Dr. B)

According to Dr. B, the American teacher was a typical native English speaker without heavy accents. However, students said that they only understood 50% or maybe 70% of what the American teacher said. As pointed out by Dr. B, a teacher in another traditional university voiced his concern regarding local Taiwanese teachers teaching EMCs—another kind of Singlish might appear.

As to the course Business Research Method, which was conducted in Chinese in the academic years of 2008 and 2009 for both MBA and IMBA programs, the teachers addressed the difficulties for adopting English in that course. As pointed out by Dr. A, "I think it would be a very big challenge for the teacher to teach research methods in English, and it will be a very big challenge for students as well." Ideally, the course would be offered in English from the academic year of 2010 in the IMBA program. Nevertheless, there was a long official process, and a lot of effort had to be made in order for the same course to be given into two classes simply because of its difference in MOI, according to Dr. B. Therefore, the solution could be offering the course in two different semesters. The English-medium Business Research Method possibly could be offered to Taiwanese IMBA students optionally, as proposed by Dr. B. In other words, Taiwanese IMBA students could choose to take it in Chinese or in English. The same issue appeared to occur in other IMBA programs in traditional prestigious universities as well. According to the researcher's personal contact during the pilot study, it was reported that the course Research Methods was given in Chinese in other traditional prestigious universities, too. However, since their IMBA programs only admitted EMCs, as a result, those IMBA students did not take the

Chinese-medium Research Methods course.

In-Class Presentation

Presentation with PowerPoint seemed to become a fashion for teachers in MBA and IMBA programs to conduct a course. Reading materials would be assigned to students for oral presentation. As pointed out by Dr. A, PowerPoint was an important tool for teaching. Both teachers and students made use of PowerPoint to give presentations in class. According to Dr. B, due to his passion of including teaching English in his classes, he particularly made full use of the course TAs to assist students with English oral presentations. Each teacher would choose one person from the course to be the TA, and the TA could get paid from the department. For the joint course, each teacher would have his own TA for the same course. Dr. B's course TAs were mainly 2nd-year graduate students with English background:

> Normally, I ask my students to give presentations to my TAs to ensure that their presentation would be *understandable* in class. Moreover, I tell them that "You can't just directly adopt the content from the English textbook into your PowerPoint, or simply read it." I do not allow such kind of presentation. So to them, this kind of procedure gives them some pressure. Although it's pressure, I think the operation is not going too badly; it's running pretty well. Because after such kind of pressure, we can proudly say that our students, no matter undergraduate or graduate students, can give a presentation in English. (Dr. B)

In other words, even for class presentations, Dr. B pushed his students to make extra efforts to rehearse to his TAs prior to the actual presentation in class. If students still performed poorly, he would ask the students to present it again in the next class. He believed that such kind of pressure could be beneficial. Moreover, he illustrated on what he meant by "understandable"—correct English pronunciation. Students' English pronunciation had to be at least intelligible in order for communication or

interaction to take place.

Another task the TAs performed for Dr. B was to help students with the genre. Students usually directly adopted what was in the textbooks to their PowerPoint files. However, the texts were originally in written form; the language was very formal. Hence, TAs would help students change the formal texts to more colloquial forms for oral presentations.

Since there were usually a lot of students in one class, especially in required courses, teachers mostly adopted grouping technique for presentations. However, heterogeneous grouping was favored so that students from different backgrounds could benefit each other. Since English textbooks or supplementary materials could be difficult for non-English majors, while the business-related knowledge was unfamiliar to English majors, mixing students from different backgrounds was a good way for students to help each other. For example, Dr. A illustrated on how he adopted the heterogeneous grouping by having at least one English major in each presentation group:

> We all use grouping technique now, for discussion and presentation. When grouping students, we would mix students from different backgrounds. There is an English major in each group, along with students from engineering or business-related backgrounds. . . . Students with English background could help in English, while those with business backgrounds could explain what management is about. (Dr. A)

According to Dr. A, the principles of participants-centered learning and teaching from the Harvard training courses had been adopted to motivate students in discussion. For instance, he tended to walk around in class, posed questions for students to ponder on, and tried to ask each student to answer at least one question. He valued students' oral communication skills. Dr. B also stated that he would pose questions and further

ask for students' comments. Additionally, the group responsible for reporting the topic would be required by Dr. B to answer other students' questions. In that way, students would become the teachers and "teach other students."

Another example of Dr. A applying his Harvard experiences to actual teaching was the use of discussion time in the beginning of the classes. Students were asked to have a group discussion regarding the topics in question 20 minutes before the class started. Students could exchange opinions about what they had learned and raise questions in class. With the heterogeneous grouping technique, Dr. A also hoped that students could benefit from peer learning.

In terms of the overall teachers' instructional practices, Dr. A believed that interaction was a necessity in EMCs. To have a successful course, firstly, the teachers needed to prepare his lessons well, and such preparation included material selection. Secondly, a successful EMC involved the accumulation of teaching experiences. Thirdly, the teachers should be able to express themselves well in English. Fourthly, supporting resources, such as the TA system, should be available. Moreover, students needed to be prepared psychologically—to be able to accept EMCs. From Dr. A's teaching experiences, he discovered a change taking place within students in the past few years—from resisting to gradually accepting EMCs.

As to the improvement of teaching, Dr. A suggested that teachers observe other teachers' classes or make use of Internet resources. Furthermore, regular seminars regarding the improvement of teaching quality or experience sharing could be held:

> You can go to observe other teachers' teaching more often, or watch videos—in fact, there are plenty on YouTube. We also have a team of teachers including those who have been to the Harvard training courses; we get together regularly, about twice per semester at least. We share our teaching experiences and thoughts with each other, and sometimes we hold a one-day or half-day seminar, inviting teachers teaching Harvard Case Study from other universities to share

their experiences. Or they would actually teach a case to us. (Dr. A)

Teachers' Perceptions of Material Selection

Teachers' concerns for selecting English textbooks and English supplementary materials would differ as they gained more teaching experiences. For example, one of the reasons that Dr. A did not take the language of the textbooks into concern was that students would consult the Chinese versions, as reported from the interview with Dr. A in the academic year 2008:

> In fact, I didn't take it [language] into consideration because, first of all, the textbooks have Chinese versions. I know that students all read Chinese versions; I can tell from my classes. But I didn't choose textbooks because they have Chinese versions. I choose a textbook because it is very important and popular in this field. Of course you know our Taiwanese markets, they would translate such a textbook because it will be well accepted. Although the English textbooks have the latest editions, for example, the textbook we used in last semester was the sixth edition, and the Chinese version was the fourth edition, but the content would be pretty much the same, especially keywords. So, of course students would read Chinese versions by themselves. It is good for students in a way, so I wouldn't consider whether the textbooks have Chinese versions or not. (Dr. A)

Dr. B also addressed the same issue regarding whether the English textbooks had Chinese versions. He reported that he deliberately chose the English textbooks without Chinese versions as teaching materials in earlier days. However, later on, he considered that Chinese versions could help students in understanding the concepts, and as long as students could interpret them in English in class, he would not mind the Chinese versions. Nevertheless, the "readability" of the language adopted by the textbooks was one of Dr. B's main concerns for choosing the materials, particularly when theories were involved. When Dr. B selected teaching materials, the language concern could take more proportion than the content concern, around 55% for

language, or even 60%.

Another reason for adopting English textbooks could be the utilization of heterogeneous grouping technique, in which students with English backgrounds could help other classmates:

> We adopted heterogeneous grouping to assign reading materials for each group. So for reading materials, you don't have to choose easier or Chinese articles because of students' specialties or English difficulties. (Dr. A)

Nonetheless, an English textbook adopted by Dr. A in the academic year of 2009 made him realize that if the textbook was too theoretical, students would have trouble understanding it. In this case, students found the textbook boring. Hence, Dr. A amended his opinions and stated that for graduate students, especially 1st-year students in their first semester, the adoption of English textbooks which were too academic or theoretical should be carefully considered. In view of that, Dr. A reported that he would take the understandability of the language and the practicability of the content as factors for selecting reading materials for MBA and IMBA students. According to Dr. B, the English textbooks adopted by graduate programs generally were not too difficult for students to understand. Whether students would spend time reading the materials was the key issue.

The teaching materials could also include the PowerPoint files used by teachers in class, as pointed out by Dr. A. Therefore, PowerPoint content, cases, sources of current issues, and assignments should all be in English or adopted from English professional newspapers or magazines.

In the course which the researcher observed regarding "Harvard case study," Dr. B taught the first half semester, and Dr. A, the second half. Cases concerning different companies were researched and reported by Harvard scholars. Before the class, the

teachers had to gain permission from the Case Program in Harvard University, and some fees had to be paid for using the cases in class. Therefore, after students formed their own groups, the TA would help to assign the cases to different groups for class presentation. According to the syllabus, there should be one case for each week. However, the first case took up 2-week's time, and there was still intense discussion by the end of the second week. When being asked about the reason for it, Dr. B noted that he would deliberately choose a big case to begin the class. The "big case" referred to a case "containing many issues for discussion, and allowing students to dig out more information." In this way, the group responsible for presenting the first case would serve as a guide for the following classes:

> I usually assigned a big case for the first group. I did it on purpose. After the first presentation, when they felt that they had done well already, I would ask them to look deeper, showing them that there was actually a big gap between [their presentation/understanding and] my demands. (Dr. B)

Dr. A would personally visit the actual enterprises or companies in the cases, in order to gain personal experiences as well as to verify the statements reported in the cases:

> Those Harvard cases were all reports from real enterprises. Or, sometimes Harvard graduates would set up their own companies, and these would become the sources of the cases. So I would personally go to those restaurants or companies. Not only did I take pictures of those places, I also talked to people there, sort of like an interview, but only chatting. So I collected a lot of information about these cases. We had the written papers already, so I think we could try to get more familiar with the cases and improve our ways of presenting these cases to students. This is what we teachers can do for students to gain more understanding of the cases. (Dr. A)

However, cases provided by Harvard were not likely to include sufficient Asian,

Taiwanese, or mainland China cases. Hence, for the IMBA program whose primary

goal was to introduce Asian markets to foreign students, it was necessary for

Taiwanese organizations to collect such cases. Dr. A further reported that:

> When we took the Harvard training courses, the cases were all American ones.
> In the past three years, there were basically around two to three organizations
> which were responsible for promoting cases of Taiwanese enterprises. One
> organization was the Ministry of Education (MOE); another one was the
> National Science Council (NSC). Because for teaching cases, you need to have
> the teaching materials first. . . . If we could include Taiwanese enterprises, it
> would be good for our Taiwanese students, because we live in Asian
> environments. Our MOE and NSC both have been promoting the writing of the
> materials for Taiwanese enterprises; so many cases have been accumulated.
> Therefore, when selecting teaching materials, I also picked cases from these
> databases. (Dr. A)

According to Dr. A, the IMBA program focused more on helping foreign

students be familiar with features of Asian management. Hence, if the courses were

offered in IMBA program, the selection of the cases would focus more on Asian

enterprises. On the other hand, for courses jointly offered by MBA and IMBA

programs, a balance between American and Asian cases should be achieved.

Teachers' Perceptions of Evaluation Measures

Four evaluation measures were commonly adopted by the teachers, namely,

in-class presentation, written exams, participation, and assignments.

In-Class Presentation

Since group presentations were a common way for teachers to conduct courses,

one crucial part of the grading came from students' presentation performance.

Students with good performance during the presentation often caught teachers'

attention, and their presentation performance would be reflected on their grades. For example, even within a group presentation, Dr. A still distinguished individual performance from the whole group:

> It still depends on his personal, on-site oral performance and what he presents [for Dr. A] to give individual grading—the content he presents and his overall performance. (Dr. A)

For the joint courses given by the MBA and IMBA programs, teachers' grading for the two groups of students would differ, particularly in students' English performance. For example, in a course jointly given by the MBA and IMBA programs, Dr. A noticed that MBA students often formed their own groups, while IMBA students formed theirs. However, since IMBA students were expected to have better performance in English, individual English performance would be one of Dr. A's grading criteria, while MBA students' English performance would not. Dr. B also felt that individual students would receive different grades based on their performance in the oral presentation, even if they were in the same group:

> In fact, [individual] grades for oral presentation were not quite the same. Even though I didn't give them grades right away, I knew in my heart, because obviously, it was always the same people who performed well. (Dr. B)

Written Exams

For EMCs, exam questions were certainly addressed in English. For essay questions, students were supposed to answer in English as well. However, it appeared that students often answered in Chinese. Hence, teachers sometimes had to announce the language to be written on the exams beforehand. According to Dr. A, the purpose for requiring students to write in English was to train students' English writing ability. However, for MBA students, sometimes the teachers did not require the answers to be

written in English.

In regard to the mistakes students made in writing, the first problem appeared to be related to terminology, as pointed out by Dr. A. Secondly, students mostly had difficulties expressing themselves in English, particularly academic English. For instance, in the course which the researcher observed, Dr. B gave students a case to analyze as his midterm exam. However, even for IMBA students, answering questions in English could be very challenging. Dr. B stated that one IMBA student had big problems in answering questions in English, and he believed that this student could have performed better if he had written in Chinese:

> He wrote vey poorly, and I think that if he could have written in Chinese, he would have performed better, but not in English. He just couldn't express himself clearly! And he couldn't write in more details to make it clearer. (Dr. B)

Therefore, Dr. B had to try to understand what this student possibly meant through reading the student' answers from the angles of Chinese. According to Dr. B, this student wrote the correct answers, but language was the barrier for him to make himself understood, even though this was an IMBA student. Hence, teachers faced the dilemma of not being able to determine whether the poor test results came from students' insufficient English ability or from the lack of professional knowledge:

> So the difficulty I am facing is, I don't know whether it was because he couldn't express himself well in English, or it was the knowledge he lacked. This became an obstacle. (Dr. B)

As Dr. B explained, in the past, if he did not require the answers to be written in English, many students would write in Chinese. However, since the IMBA program was newly established in the academic year of 2009, many factors needed to be taken into consideration. Due to this particular incidence, Dr. B was considering adjusting

his regulations for answering exam questions in English in the future, even for IMBA students. In order for teachers to ensure that the professional content had been acquired, Chinese might be allowed for answering essay questions:

> Our main focus is to train students' listening, speaking, and reading abilities. Personally, I think writing is very difficult, more difficult than oral expressing ability. So I don't know if we should force them to write [in English] at this stage. For written exams, I leave it optional. This is what I think now. . . . After all, for written exams, we have to consider the credibility and reliability of the exams. For instance, what are we really testing them? Basically, we are measuring their knowledge. (Dr. B)

Participation

Grading of the participation reported by Dr. A included interaction in class, as well as the students' attendance. For instance, Dr. A would call on individual students to answer his questions, and check for their interaction in the meantime. However, some teachers would even ask their course TAs to record the number of times that students spoke up in class. Through the TAs' recordings, they hoped to encourage students in participation. Dr. B was one of the examples.

For evaluating students' participation, especially in a large class with new students, some teachers would ask students to wear a name tag. According to Dr. A, some students in the U.S. would even make specially-designed name tags to make themselves known to the teachers.

Assignments

The grading of the written assignments was often different for MBA and IMBA students. As pointed out by Dr. A, he made a distinction in grading the written assignments by MBA and IMBA students. Not only did he expect IMBA students to

perform better in English, he also expected IMBA students to read and list out more foreign references in their written assignments.

The importance of the nature of a course would also affect students' efforts made for the class. For example, Dr. B reported that the average scores for MBA and IMBA students in a joint course, International Business Management, were quite different—10% higher for IMBA students. This course was a required course in the IMBA program, and a required-elective course in the MBA program. The great difference for the final grades could be caused by the focus of the course for the two programs:

> When I was teaching the course International Business Management, a joint course by MBA and IMBA, the final average scores for IMBA students were 10% higher than those for MBA students. . . . Maybe because this was the main course in the IMBA program, but not so in the MBA program. So I think that the efforts students put in were different. It's a required course for both programs, but it has high importance in the IMBA program. For the MBA students, this is one of many elective [required-elective] courses, but it's the most important course for IMBA. . . . Fourteen MBA students [out of 45] were flunked, while one IMBA student [out of 15] was flunked. There was a great difference in ratio as well. (Dr. B)

In the course the researcher observed, Dr. B proposed five questions in the first class, and each group must write answers to these five questions as assignments. The assignments should be sent to the TA within the designated time. After the TA collected all the assignments for the course, they would be sent to Dr. B for grading. However, as pointed out by Dr. B, it was difficult to distinguish individual performance in group written assignments. Hence, group members most likely would receive the same grades.

Other types of assignments included asking individual students to write the answers to the questions either as assignments, midterm reports, or term papers.

Moreover, teachers such as Dr. B sometimes would further assign a team to present the case in addition to the term papers. Therefore, the assigned team sometimes would be asked to rehearse with Dr. B in advance, to ensure that the presentation contained a complete theoretical framework.

As pointed out by Dr. B, all teachers seemed to agree that graduate students from English background generally outperformed students from other backgrounds in terms of the overall academic performance. According to Dr. B, such a scenario did not occur in their university only. A teacher from a very prestigious traditional university also noted that graduate students from the Department of Foreign Languages and Literatures who took courses in the Graduate Institute of International Business program usually received the highest grades and outperformed their own graduate students. Moreover, it seemed that students with foreign language backgrounds tended to perform well on human resources management or organization which was related to psychology, according to Dr. B. Not only did these students have more advantages in English, they also seemed to have more motivation for learning:

> Their [Students with English background] personal quality or characteristics tend to make me feel that they are willing to work hard without complaints, or they can face the uncertainties or difficulties better. . . . I think undergraduate English majors seem to fear for their future after getting their bachelor's degrees. They get panicked after graduation because they don't know what they can do. Being able to enter the MBA program…, I feel that they all cherish the chance for being able to study again. Because many senior English majors find themselves facing many painful choices, they don't know what their specialties or talents are. So I think in terms of learning attitude, they have the best performance. To me, that attitude determines the final performance, because I think their learning motivation seems to be the strongest. (Dr. B)

Students' Perceptions of Instructional Practices

Students' perceptions of the teachers' instructional practices include MOI,

in-class presentation, interaction, and teachers' instructional practices in EMCs.

MOI

Taiwanese teachers who could conduct the courses in English mostly received their doctoral degrees overseas, especially teachers in the IMBA program. However, on the whole, not many teachers with such backgrounds were available in graduate institutes. Moreover, students felt that there was a correlation between the length of a teacher's staying in an English-speaking country and the teacher's English proficiency. That is, the longer a teacher stayed in an English-speaking country, the better his English would be:

> One teacher had stayed in the U.K. for a very long time, so his English is pretty fluent. He made me feel that he can express himself fluently in professional wording or expressions. And then other teachers, their English may be OK, but I feel that their expressions were too simple. . . . When they try to explain some words or express something, they would probably go back to Chinese. . . . Maybe, whether a teacher has the experience of staying abroad for a lengthy time does make a difference. (S-1-MBA)

However, the length of a teacher staying in an English-speaking country might not directly affect how he conducted the EMCs or the proportion of the language used. Other teachers who also stayed in English-speaking countries for a long period of time were also reported to use a lot of Chinese in some of the EMCs.

Moreover, students sometimes decided whether they wanted to take an EMC on the basis of the teachers' English proficiency:

> If you go into a class, and find the teacher's English very poor, will you still be interested in it? It would greatly affect your feelings for an EMC. But if you go into a class, and the teacher's English is very fluent, students would be respectful, and feel that they can immerge into this environment. (S-1-MBA)

Some students pointed out the psychological procedures that non-native speakers of English would have regarding translating their thoughts from the native language to English, whether they were teachers or students:

> When a teacher tries to express something in English, he might have to process it first in Chinese in his mind, and then turn it into English. There is an information process already. When the teacher processes it into English, then we try to catch it, but the problem is that we can't catch the meanings a hundred percent. And then when we process what we hear into our own stuff…, the whole processing involved…, the meanings that we catch are not very complete anymore. (S-11-IMBA)

The vast majority of the interview results indicated that Dr. B had great passion in teaching professional content as well as English. Several ways of instructional practices that Dr. B adopted were reported. First of all, Dr. B appeared to be the one that used the most English in class. Moreover, he told foreign students to directly correct his English mistakes in class, if any. Also, because of his personal experiences overseas and his passion for English teaching and learning, he was able to share more interesting experiences with students. More importantly, he made effort to enhance students' academic English abilities:

> Dr. B insisted on conducting the course fully in English; some difficult parts would be explained in Chinese. (S-2-MBA)

> When Dr. B expresses something in English, it's closer to the mother tongue. Unlike some teachers, their English is a bit closer to Chinese English. Although he speaks very fast, in fact we could understand him. . . . We can feel that he would pay attention to things like grammar. He would make us feel that he had actually studied abroad. (S-1-MBA)

> Dr. B is the one who usually tells us whether our wording is formal or not

during the class, whether the words are appropriate in the business field. He would tell us which word to use is more appropriate, more academic. If we learn this word, we can apply it when writing the theses. (S-12-IMBA)

He adjusted his English to make it understandable for us. He would lower his speed, and use more understandable vocabulary for us. Moreover, he tended to encourage us to speak or ask questions in English. . . . If we were suddenly called on or we wanted to speak, we tended to get very nervous. So the grammar or sentence structures we spoke might not be so smooth. He would tell us how we could better express ourselves in English [by rephrasing]. (S-14-IMBA)

The interview results indicated that the perception of the teachers' speaking rate in fact depended on students' English proficiency, because some students reported that Dr. B spoke very fast, while some claimed otherwise.

As mentioned earlier, Dr. B sometimes would demand students to make extra efforts in rehearsing oral presentations to himself or to his TAs before letting students make formal presentations in class. The purpose of the rehearsal focused a lot on students' English, while in the formal class presentations, Dr B's comments would mainly focus on the content. In other words, Dr. B not only intentionally included English learning into his teaching goals but also spending extra time helping students with their English or presentation:

Dr. B would observe students' English performance in class. If a student appeared to have problems with English, then he would focus on this student. He wanted to improve this student's oral presentation ability before class. If this student's English performance was OK, Dr. B would not focus on him. (S-14-IMBA)

You needed to rehearse the presentation to Dr. B. He would question your listening ability, pronunciation, wording, terms—whether the usage was correct. . . . The night before the presentation, he might spend 2 to 3 hours helping you rehearse. . . . He really made you feel that he valued your

presentation and your performance. If you really performed poorly [in class], you needed to do it again in the next week. (S-2-MBA)

I only rehearsed once. The TA said that we were doing fine, so it wasn't all that necessary to rehearse to him. You just took the PPT [PowerPoint] file to the TA, and simulated your presentation in front of him. He would check whether the English in your PPT file was OK, the wording. He would suggest better wording or ways of speech. You could ask for his opinions. If you didn't know how to pronounce a word, you could ask him too, and he would tell you how to pronounce it. (S-11-IMBA)

According to S-12-IMBA, Dr. B insisted that English be used by IMBA students, regardless of students' great difference in English proficiency:

Perhaps because there are gaps between students' English proficiency, Dr. B would demand us to answer or ask questions in English. If students encounter words or phrases that they don't know in English, he would ask them to use other ways [to express the meaning] or he would offer keywords for the students, so the students could express themselves. Or, after the oral presentation, Dr. B would summarize for the students, and then ask them whether it is what they are trying to express. (S-12-IMBA)

When students could not express themselves well in class, Dr. B would even ask them what they were trying to say in Chinese, and then asked other students to help in translation. In other words, he would ask students to help each other first, before providing the correct answers.

Students also reported that Dr. B would introduce useful English websites for students to improve their English:

Dr. B introduced an English listening training website [http://www.neospeech.com/] to us. It's the software that allow you to copy and paste newspaper or magazine articles onto the webpage, and then you can choose between a male's and a female's voice. You can listen to the male's pronunciation first and then the female's with the same content. You cut and

paste your own script. For example, if you see a piece of news on the *Financial Times* website, you can paste it to that software, and then you press "play," it will start reading. The pronunciation is pretty good, rather authentic, although it's still a bit robotic. . . . Dr. B thinks that listening and speaking abilities are possibly the weakest for both undergraduate and graduate students. So he introduced this software to us at the beginning of the semester. (S-12-IMBA)

In EMCs, ideally, the MOI should be restricted to English only. However, as mentioned earlier by the teachers, even for courses offered by the IMBA program, the teachers inevitably had to adopt some Chinese in order to satisfy students from different English levels. Nevertheless, students pointed out that teachers sometimes spoke Chinese unintentionally, and even mixed it with Taiwanese phrases. Some teachers sometimes even spoke much more Chinese than English in class. In consequence, three MBA students even forgot that they had taken some courses listed as EMCs until being reminded during the interviews:

> XXX course listed online as an EMC. . . . However, the teacher didn't speak much English in class, so it didn't help with my English. . . . There was a Vietnamese student in the class, but he sort of understood some Chinese. (S-2-MBA)

> In the beginning, we did feel that teachers tried their best to lecture in English. However, towards the end of the semester, the proportion [of using English]…, I think I heard more Chinese than English. However, although the teacher spoke Chinese in class, in fact, he still wrote in English. There would not be any Chinese written on the whiteboard. (S-1-MBA)

S-4-MBA considered his English poor. He did not even remember taking two EMCs until being reminded in the interview. For him, the ideal proportion of MOI was 30% of Chinese, and 70% English.

The same problem occurred in the IMBA program. For example, S-12-IMBA took 12 courses in the academic year of 2008. Nine of them were listed as EMCs.

However, around 2 to 3 courses among the 9, the teachers used a lot of Chinese towards the end, even up to 80% to 90% of Chinese in class.

Teachers sometimes used Chinese to explain important concepts or cases which occurred in Taiwan or mainland China, but sometimes Chinese was used in a way not related to the above-mentioned occasions:

> [The teacher spoke Chinese] when he thought that there might be more [English] vocabulary which we Taiwanese students couldn't understand, or, things which would be easier to explain in Chinese and would make us understand the meanings. (S-14-IMBA)

Some students justified the teachers' use of Chinese and pointed out the related cultural issues:

> In the beginning, the teacher would be more likely to find faults with our ways of giving oral presentation, like correcting our English grammar. But our students were probably more passive, and were afraid to speak English. I remember at that time, everybody was pretty nervous, saying, "I need to speak English. What can I do?" . . . But towards the end, the teacher probably considered students' reactions unenthusiastic, so he increased the proportion of Chinese. The teacher was doing the right thing because the reactions from the students made him feel that he needed to speak more Chinese. However, I think that if the teacher continued to insist on speaking English, maybe students would adapt to it as time went by. I think Taiwanese students are afraid of so-called "face." We are afraid of being laughed at when we can't express ourselves. (S-1-MBA)

The arrangement of EMCs by the institute caused concerns even for students whose English was good. In other words, even students with good English abilities supported teachers' partial use of Chinese for explanation:

> When a teacher teaches a course fully in English, sometimes it might have adverse effect because I can't catch his points. Then in the end, I can't improve

any academic English. . . . Using English to teach can improve our English ability, but it doesn't mean that we can understand so-called *academic English*. . . . When the teachers keep using English to explain this kind of stuff [professional knowledge], students probably can't even catch his explanation, and turn out to lose both [content and language]. (S-2-MBA)

If a student can't understand English in class, his [English] abilities can't really be improved. The teacher might as well use Chinese and makes sure students understand it. And then when students need to write in English, or, the teacher asks students to hand in English reports, the teacher can help with students' English reports, or ask the TA to help, etc. In this way, I think it might be more helpful in improving students' English abilities. (S-12-IMBA)

Students with insufficient English abilities sometimes even had problems with asking questions in English, let alone engaging in interaction. Also, not every student in the IMBA program had sufficient or good English abilities, either. Hence, students of this kind also hoped that the teachers could use Chinese to help explanation difficult concepts or terminology:

Although English-medium courses could help to train our language abilities, sometimes I couldn't understand it [English]. So it reduced the teaching intention. . . . Although sometimes a class was interesting, and I was also interested in the terminology [in the class], still, maybe because of my English, I couldn't really understand. (S-13-IMBA)

Others also stated their opinions towards the issues brought up by EMCs:

I know that our institute wanted to improve our English through English-medium courses. However, I think that it would result in enrolling students who are interested in English or who dare to speak English to take the courses, unless they are required courses. (S-1-MBA)

When the teachers are teaching, they aren't teaching English. . . . So when the teachers lecture, they wouldn't care if every student understands their English,

especially in a large class. Many MBA students didn't know what the course was about. They didn't know what they were learning in class—they couldn't understand! (S-12-IMBA)

Although some teachers might have concerns over students' different English abilities, especially in a large class, hence, they tried to adopt more Chinese. However, some teachers seemed to be accustomed to speaking Chinese, even in a small class. According to S-1-MBA, a teacher spoke only around 50% of English in a course which only six Taiwanese MBA students enrolled:

Initially, the course was fully conducted in English, and then in the end…, it was still…. There were very few students enrolling in this course, only six. . . . No foreign students; all MBA students. Maybe because we were all Taiwanese students, he [the teacher] spoke Chinese, around 50%. Since there were only few students in this course, I think the teacher could have tried to speak fully in English. So I hoped it could have been a 100% EMC. (S-1-MBA)

Since teachers inevitably had to use some portion of Chinese even with the presence of the foreign students in class, students' feelings and ways teachers handled such situations were inquired. First of all, both Taiwanese and foreign students felt that teachers needed to increase their English proficiency. According to S-1-MBA, foreign students felt that some teachers' English abilities needed to be strengthened. Moreover, foreign students felt that the teachers could understand their English, but sometimes the foreign students could not fully comprehend the teachers' English.

Second, while teachers unintentionally spoke Chinese and failed to care for foreign students, enthusiastic Taiwanese students had to help in translation. Taiwanese students with good English proficiency would become private interpreters for the teachers. As a result, foreign students tended to sit with local students with good English abilities:

Sometimes in the middle of the class, we often needed to help teachers explain what they were talking about. For example, sometimes the teacher wanted to tell a joke or to quote a case. The case happened to be a Taiwanese local case from some enterprises, and then the teacher perhaps only mentioned some keywords in English, not fully in English. Foreign students felt that they were confused, didn't know what the teacher was talking about. So they relied on us to explain to them. (S-1-MBA)

Third, some teachers would consider foreign students' feelings in class while speaking Chinese. These teachers would adopt both Chinese and English in class, although some students might consider it a waste of time in EMCs:

He used Chinese first for Taiwanese students, and then he would translate it again to the Vietnamese and foreign students. (S-11-IMBA)

For foreign students, the teacher would ask us to help in translation, if it's important. Or, if it involved foreign students' participation, the teacher would ask us to use English to help foreign students understand the situation. (S-12-IMBA)

He would announce that he wanted to explain something in Chinese first, and then later on, when he explained it to foreign students, the content was simplified. The [English] content would not be as complete as it was in Chinese. (S-14-IMBA)

The materials adopted appeared to have influence on MOI, especially when they were in Chinese:

If the reading materials were in Chinese, we would use Chinese. So the teacher would ask the students to translate on the spot. If the students couldn't translate, the teacher would do it himself. Only the important parts would be asked for translation. The student who was responsible for presenting those parts had to translate. . . . It's a waste of time. This is an EMC. Why speak Chinese? (S-8-MBA)

172

In terms of the sequence of the languages used by the teachers, some students suggested that English be used first. As pointed out by S-11-IMBA, if a teacher conducted the course mostly in English, and only occasionally use Chinese, it might be better to use English first:

> I think it might be better to use English first because when the teacher speaks English, everyone would still try hard to listen. After students try to listen and find themselves unable to fully comprehend the teacher, they should at least be able to understand 70 percent to 80 percent. And then if the teacher uses Chinese to explain it again, students can verify whether what they have heard is correct or not. (S-11-IMBA)

Regardless of the amount of English spoken by teachers in class, students still reported that all teachers would try to help students improve their English in some ways:

> After students' oral presentation in class, the teacher would provide his feedback, including our intonation, wording, volume, etc. Grammar, basically he wouldn't have high demand for oral presentation. He wouldn't correct it, basically no. Pronunciation, yes. When we couldn't read out or when we stuttered, he would tell us how to pronounce the words, or where the stresses were. Things like these. (S-12-IMBA)

> When he found out that we couldn't understand, firstly, he would slow down his speed or use simpler words. Then if it still didn't work, he would use Chinese. He might write words related to the case on the whiteboard, and then ask, "What do you see in this case?" Some students might tell their viewpoints, then the teacher would write down the viewpoints, the keywords. When the whiteboard was full, he then used these keywords to tell us a story. (S-3-MBA)

> The teacher would play video clips from YouTube, and he would explain the parts that might cause problems for students due to the speaker's accent. Afterwards, he would play it again so that the students could listen to the accent again. (S-2-MBA)

One student even suggested that teachers in Chinese-medium courses adopted some English to explain terminology. In this way, students' academic English ability could be further improved:

> If it's a Chinese-medium course, and the teacher uses English to explain why it is called "product diversification" here, then he uses English to explain its definition. In this way, when students read papers, they can see the scholars mention the definition of "diversification," and other scholars mention it again. Then using English to explain the terminology will be helpful. (S-2-MBA)

Although some courses were listed as EMCs, there were complications. For example, some were jointly taught by local Taiwanese teachers and foreign visiting professors from overseas. Local Taiwanese teachers did not lecture in English; only foreign teachers did:

> It was a course jointly taught by three teachers—two foreign teachers, one Taiwanese teacher. This course was meant to be a whole-English course. The Taiwanese teacher was supposed to teach in English, but he didn't. However, I know that he gave the same course this year [academic year 2010], still jointly taught by three teachers, he has changed to teaching in English. . . . In our first class, he taught in English. But he saw that we didn't have any foreign students. He then said, "Let's use Chinese." (S-8-MBA)

Some students reported having trouble understanding foreign teachers' accents. Several students stated that they could not understand the Indian teachers' accents. For example, S-7-MBA stated that even if he had read the teaching materials, he still could not fully comprehend the Indian visiting professor due to the heavy accent, even for daily English:

> For example, he spoke of "talk phone" one time. I thought it was "dog phone." I asked my classmates, "What is dog phone?" My classmates said, "It was

'talk'!" Then when he was giving examples, he would talk about daily life stuff. But we still couldn't understand what the daily life stuff he was talking about. Even the classmates with foreign language backgrounds were very confused, too. But there was one student, he had solid English foundation. He could understand it, so the teacher mostly interacted with him. (S-7-MBA)

Another reason for students having difficulties in understanding the Indian teacher's English could be due to the English spoken being academic-oriented. For instance, S-6-MBA had the experience of being taught by an Indian teacher and teachers from different countries in a cram school prior to entering the MBA program. He reported that although he considered his English listening ability fine, he still had problems understanding the Taiwanese and the Indian teachers in the MBA program. He stated the differences between the Indian teacher in the cram school and the Indian visiting professor in the MBA program:

Maybe he [the one in the cram school] thought that I was a foreigner, so he would use simpler words. But the Indian visiting professor would use professional terminology to explain what this course was about. I think it could be the cause. It was all about terminology. Otherwise, I could understand. (S-6-MBA)

Taiwanese students were accustomed to American English. Therefore, sometimes it was also more difficult for Taiwanese students to understand British accents, even if the teachers were Taiwanese who had studied in the U.K.

However, some students seemed to consider different accents beneficial. For example, S-5-MBA reported that students in the U.S. class came from different countries such as Hong Kong, India, Thailand, and so on; hence, there were many kinds of accents in the class. Besides experiencing the genuine English-speaking environment, his ability for understanding different accents was greatly improved after being in the U.S. classes for a month.

175

Another example of complication for EMCs was caused by the nature of the course being a seminar:

> Five guest speakers were invited to the course in 5 different weeks, and we went on a field trip to an industry. Among the five guest speakers, two were foreigners, two from mainland China, and one was a Taiwanese executive working for a foreign company. They came to share their experiences. (S-12-IMBA)

In the seminar course, about two-thirds of the weeks were conducted by local teachers in English, while the other weeks were seminars with guest speakers and a field trip. However, it was very difficult for teachers to find guest speakers who could give a lecture in English. Hence, one student expressed his disappointment for not being able to listen to some guest talks, because it was his main reason for choosing this seminar course:

> The teacher originally said that he would arrange two people who had experiences working overseas to give a talk, so we could understand the real situation. But half of the semester passed by, I asked the teacher when those guest talks would be held. The teacher said that he was still arranging the time. However, the two guest talks were never held. There was one problem—we had foreign students in this course. But if these Taiwanese businesspeople gave a talk, they couldn't speak English. (S-3-MBA)

Some students felt that teachers did not have to include English teaching into their goals; it was students' responsibility to study English by themselves:

> I think we are graduate students already. Studying English is our own business, so the teacher doesn't have to consider teaching English to us because I think studying English relies on our own efforts. (S-5-MBA)

For IMBA students, English abilities were highly valued upon entering the program. Therefore, S-12-IMBA also stated that students should learn English by

themselves, instead of asking teachers to include English teaching in the teaching goals:

> Helping us to improve our English abilities was not their teaching purpose, unless the teacher brought in new stuff or used different teaching methods to help us find…, for example, English learning channels. (S-12-IMBA)

Some students simply did not take the MOI into consideration when taking a course. In other words, they were content-oriented—gaining professional knowledge was their primary concern. Students with such an attitude did not necessarily feel that their English was good. They simply had more motivation for learning the content, and thought that English was an extra gain. S-6-MBA and S-7-MBA were such examples. However, S-7-MBA was able to take three EMCs, while S-6-MBA could only take one required EMC due to the nature of his research domain not suitable for EMCs.

S-5-MBA was another example of content-oriented student. His undergraduate major was engineering. He had taken three EMCs during his undergraduate studies in the same university, and also had good English performance at that time. However, he admitted that after entering the MBA program, he deliberately chose not to take EMCs:

> If I really wanted to learn something, I couldn't completely grasp the gist in an English-only course. . . . Another reason was, when I took the XXX course in my first semester in the program, the teacher would explain something in Chinese first, and then in English. But when I compared what he said in Chinese and in English, I found out that he simplified the content in English. Because of this, I thought to myself, "If he really conducted a course fully in English, would the content be lessened, too?" . . . He omitted the interesting parts when speaking English, only talked about the key points. (S-5-MBA)

A typical introductory EMC was International Business Management. It was

177

currently a required EMC offered in the first semester of an academic year for the 1ˢᵗ-year students in both MBA and IMBA programs. S-1-MBA stated that although this course often gave the newcomers a big shock because of its MOI being English, it was also a course suitable for leading and guiding students to explore English vocabulary from different domains, as long as students read the materials.

As to another required course Business Research Method, the MOI was in Chinese for the academic years of 2008 and 2009, for both MBA and IMBA programs. However, almost all students from both programs asserted that this course should be taught in Chinese, instead of English. The reason was that the course involved theoretical, mathematical, logical thinking, and moreover, statistical concepts:

> First, from the teacher's standpoint, I think it must be difficult for him to express everything in English. Second, from the students' standpoint, many students said that they had no idea what the teacher was talking about after coming back from the class. If the problems occurred even when the teacher was using Chinese already…. Because besides statistics, there was also an introduction to different research methods, or an explanation of the terminology or their relations. Especially when the teacher was inclined to explain it in detail [in Chinese], we didn't know what he was saying. . . . Probably even the student who asked the question didn't understand the explanation, either. (S-11-IMBA)

However, the few students who supported using English for Business Research Methods were motivated by the difficulties from reading papers/journal articles for their theses:

> First, we have foreign students. Second, the papers that we are required to read now are in English. If the course is taught in Chinese, I can't relate what I have read in the English papers to the research methods we learned in Chinese. Especially if I don't learn well in this course, or my language ability is insufficient, I can't make the connection. . . . Besides, the content of research methods basically is translated from English to Chinese, and then it depends on my English ability to translate it from Chinese back to English. It's just hard for

us to match the concepts even if the teacher teaches it in Chinese. . . . I think what's important is when we read papers, we need to be aware of it [terms/concepts]—"Where have I seen this? How am I going to find the information by myself?" Or, "How can I find other stuff to make me comprehend and interpret the papers that I'm reading now?" (S-12-IMBA)

In-Class Presentation

As mentioned above, in-class presentation via PowerPoint was the most common way for teachers and students to engage in a class. However, for all the students in a large class to have the chance to participate in class was a challenge. Therefore, most teachers adopted group presentations:

> The teacher wanted us to initiate the talk, but [Taiwanese] students were shy. There were many people in that course, about 40 or 50 students. The large-sized classroom was almost full. So students who didn't dare to speak just didn't speak. Students who often spoke up in that course were usually those few students. Or, sometimes foreign students would ask questions. Then the teacher felt that such kind of interaction wasn't working. He then divided us into groups, presenting in groups. Students formed the groups by themselves. (S-1-MBA)

Hence, the grouping technique was generally adopted, especially with a large class. The forming of the groups was sometimes instructed by the teachers and sometimes by students themselves. For some courses, teachers even demanded a group for presentation and another group for posing questions or, the presentation group had to be responsible for posing questions as well. As a result, sometimes only those groups with tasks would participate in class:

> In XXX course, the teacher would ask a group to be in charge of the presentation, and ask another group to ask questions. The first two hours were all these two groups' work. Others were only there to watch a show, especially when there were so many students in that course. But only about 10 students were participating in the first two hours. (S-2-MBA)

In consequence, many students appeared to read the materials or participate passively only when they were responsible for presentation. According to S-2-MBA, even in a class with only 18 students, many of the students still did not read the course materials unless they were the presenting group, and the teacher had to find a way to stimulate interaction:

> Only students responsible for presentation would prepare for the course. Other groups had no motivation to prepare. After the presentation, the teacher asked the whole class to pose one question in order to make everyone think of the question. (S-2-MBA)

Some teachers adopted the heterogeneous grouping technique in order to achieve the goal of peer learning:

> By the second week of the course, the teacher roughly knew those who spoke good English. Because in the first week, he was checking our interaction in class. I remember that everyone got to speak in the first week, so he was probably testing students' English abilities. It seemed like we were only chatting with him during the first two weeks. But by the time of grouping, I found that students with good and poor English abilities would be mixed together in one group. So I think the teacher hoped that we could learn from one another. (S-1-MBA)

In order to make arrangements for oral presentations, a teacher even checked out MBA students' undergraduate backgrounds via the admission results before the class. According to S-1-MBA, students with foreign language backgrounds were called individually to the teacher's office to make a 15-minute presentation. During the individual presentation, the teacher would comment on the student's presentation skills and content, English pronunciation, grammar, even PPT layout, and so forth. Then the teacher would deliberately ask these students to present in class first, in

order to give others a model. Although this course was a required course for MBA and IMBA, and even for graduate students from Business Communication Program in Department of Applied Foreign Languages, the teacher still managed to ask students to make individual presentations, instead of group presentations:

> This teacher is special in a way that he probably hoped that students wouldn't be afraid of giving oral presentations in English. So 2 weeks before the class, he asked us who had English background to talk to him privately, all of us with foreign language backgrounds. He wanted us to present first, and set an example for others. . . . The teacher told us in advance that he didn't want us to read from the draft. It was like, you looked at your PPT file, and you just talked. He hoped to make other students feel that English presentation could be easy. . . . He wanted us to look at the other students and have interaction with them. (S-1-MBA)

S-1-MBA further reported that this teacher did not tell the other students about privately asking students with foreign language backgrounds to present first. The teacher only commented in class by saying that these students made a good presentation, and if the other students encountered English problems in the future, they could ask these students for help. This teacher also provided the same kinds of feedback to other students in class. Moreover, the teacher would suggest including video clips in the PPT files to make the presentation more powerful. Like the teachers, the students also mostly looked for video clips from YouTube. However, students would try to find the ones with subtitles in order to help other students understand more.

Regarding whether students could improve their English abilities through the presentation, although many students gave positive feedback, the English abilities that had been improved were not necessary academic English abilities, as pointed out by S-12-IMBA:

Besides using simple words to make the presentation, students' reports are merely…, for example, telling you what a case is about. Or, using easier words to tell you what the story is about. But this has nothing to do with academic English ability. (S-12-IMBA)

Interaction

Classroom interaction involved issues from many aspects. In Taiwanese culture, students were unlikely to take an active role in interaction. Hence, six factors influencing classroom interaction were reported, namely, teacher initiation, students' language proficiency, cultural differences, special ways, class size, and classroom size.

Teacher Initiation. Teachers would use different means to try to initiate the interaction in class. The typical way was for teachers to ask questions. Some teachers asked questions regarding the reading materials in order to check whether students had read them. Some challenged students to think and speak:

He would suddenly asked me, "Do you think what he said is correct?" Or, "What's your opinion of his presentation?" (S-1-MBA)

He would interrupt your linear thinking to make you think non-linearly, or to train your logical thinking in different ways. . . . The teacher challenged you to speak. So the first thing was about logical thinking in English, then the instant reaction, and then the response. You needed to understand the questions that the teacher asked, and then when you answered, you needed to be able to say it systematically. So, students had great improvement on English speaking and listening, especially for students who didn't talk much. (S-2-MBA)

Another example was that some teachers would require the presentation group or another group to be in charge of posing questions. Hence, the posed questions would

generate new ideas and thoughts:

> It would make you feel like brainstorming, make you think about the reasons behind. Why did you want to say things this way? What was your motivation? Why were such issues formed? Then it stimulated you to think of its relationship with the topics in this chapter. (S-2-MBA)

Some teachers were reported to set aside time for classroom discussion and then demanded answers from each group:

> This teacher would give students time for discussion. He first posed his questions, and then stated that, "In the next 5 to 10 minutes, your group would make the discussion." Five to 10 minutes later, after students thought of the answers, he would ask for the answers group by group. (S-14-IMBA)

As mentioned earlier, some teachers would record the number of times students spoke up and gave extra points in grading, which would make shy students or students with poor English try to grasp a chance to speak. One teacher typically gave extra points to students who were first to answer or ask questions in order to stimulate the atmosphere. The effect was greatly reflected in a large class—students would be eager to be the first one to ask or answer questions:

> That teacher would randomly ask a question, and see who answered first. This was his special way of teaching. So it would make us feel like focusing more on the content he was teaching. . . . He would record by himself, if a student asked a good question, or answered the question well. He's got his own recording sheet. . . . Students in this course became eager to answer, so generally speaking, our grades were higher in this course. . . . He would also pop a question suddenly, because he said, "I can see that you are falling asleep. Fine. Then I'll ask a question for extra points." (S-2-MBA)

> I'm not like those students with good English abilities. . . . I can't speak well. Not that I'm stupid, but because what I say would make people feel that the

content is poor. . . . If you record the number of times, maybe I would speak 10 or 20 times. Initially, my speech content probably wouldn't be good, but by the 10th or 20th time, my content would become richer and richer. My expressing ability would gradually improve because I speak more often. I've got the knowledge in my brain; I just can't express it. (S-3-MBA)

To me, it would be a kind of encouragement to force me to speak—because I had to speak! Our team members would make some arrangement to give everyone an equal chance to speak, like "You have to answer this time." Or, we would help each other—"It's your turn to answer." Then we would raise our hands. (S-6-MBA)

The questions he asked weren't that difficult. Maybe he asked you to explain a theory. In fact, if you had read the materials or if you had the Chinese version with you, you could answer the questions. He mostly asked you to give an example. It was easier to express your thoughts when giving an example, more flexible. It turned out that graduate students from Department of Applied Foreign Languages did a lot of talking. . . . It was like the resources were unevenly distributed because the teacher preferred to speak to them in the end. They had better interaction. (S-7-MBA)

S-12-IMBA, who was once a course TA, stated that although the teacher asked him to record the number of times students spoke up, how serious the teacher took the record into consideration in the final grading was unknown. Since teachers and TAs would not particularly remind students of the number of times they had already spoken, some students were not affected by this regulation. Moreover, S-12-IMBA felt that the motivation was different between the ones being called on and the ones who volunteered to answer; thus, he made separate records for the different circumstances, without being asked to do so by the teacher. He also announced his way of recording to his classmates. Even with the teacher's and the TA's efforts, some students still did not want to speak. Students who were more likely to speak appeared to be the same group of students. Moreover, S-12-IMBA also believed that the

richness of the speech content should be more important than the amount of speech.

However, students also stated the problems they encountered when speaking up in class:

> Maybe because we had a lot of classes in the first year, we didn't have enough time to read. . . . Our English abilities are unlike those ones who have English background. We can't read that fast or express ourselves well like them. Even if they didn't read the materials, they could still quickly scan the reading materials in class and get the key points. So they could still participate in discussion. We don't have English background. If we didn't read the materials [before class], we couldn't read that fast [in class]. So later on, gradually, students like these [without English background] did not speak up often. Although the teacher called on them and asked, "What have you seen?" . . . People like me would still choose to answer the teacher's question. However, some students just didn't want to speak up anymore. (S-3-MBA)

Due to the lack of responses from students, some teachers gradually talked to the active students only. In consequence, students with poor English abilities did not improve their English. Also, some teachers would choose students they knew to answer questions:

> He seemed to know some of the students, so I remember that he would call on the ones he knew, though these students' English wasn't necessarily good. (S-3-MBA)

Sometimes the teachers would offer the answers himself and move on to continue the lessons:

> When the teacher asked questions, there was usually silence. The interaction became very terrible. Sometimes the teacher just answered by himself. Or he would keep asking, until someone answered him. (S-8-MBA)

Some teachers used video clips, especially from YouTube, to engage students in

discussion and interaction. English video clips on YouTube often did not offer

subtitles. Therefore, some students had problems understanding the content.

Consequently, they could not participate in the interaction:

> The video clips from YouTube were supposed to be helpful for learning. But
> they were mostly in English, and with no subtitles. So, personally, I couldn't get
> the information well. (S-13-IMBA)

Students' Language Proficiency. Due to the large gap in students' English

proficiency, MOI was one of the main factors influencing students' interaction. Some

students thought that lack of interaction was caused by the undesirable MOI, because

only students with good English proficiency were most likely to actively participate in

EMCs. Yet, the students with poor English proficiency could participate more actively

in discussion in Chinese-medium courses:

> According to my observation, students who didn't have a lot of interaction or
> responses in this [English-medium] course performed OK in Chinese-medium
> courses. So I think that their English ability in expressing themselves still
> affects their performance in class. (S-1-MBA)

According to S-2-MBA, some students could not even explain a basic term in

English because they even lacked general English proficiency, let alone academic

English proficiency. When these students had questions regarding the content,

sometimes they did not even know how to address the questions in English.

Consequently, they could not participate in the discussion.

Not every IMBA student's English was good enough for them to express

themselves. Therefore, students with lesser English abilities would seek help from

their capable peers. Also, whether students had previewed the reading materials

played a crucial role in producing interaction, as stated by S-13-IMBA:

I would turn to my classmate to ask them what the teacher was asking me about. If what the teacher was asking about something concerning the case content that I had read, then maybe I would be able to answer. . . . One time in another course, the teacher asked me a question. Because I had read that part of the texts well, I did try to use my own words to answer the teacher's question. (S-13-IMBA)

Cultural Differences. Western and Eastern styles of teaching and learning are quite different. Western graduate students would not expect the teachers to be omniscient or to have all the answers like Eastern students would. Moreover, Western students were used to having interaction with the teachers, while Eastern students tended to be passive (Flowerdew & Miller, 1995). An example was shown in the interview with S-8-MBA. He complained that the teacher did not give direct answers in class and only provided reference books:

I think he gave me the feelings that he didn't want to tell us all the stuff he knew. He only told us to read such and such books, to read them by ourselves. For example, when we had questions about something, he just gave us the title of a book, and said that we could read it. He didn't tell us directly what the answers were. . . . Why didn't the teacher tell us the answers directly? He could have told us what inspiration he had got from the book. And if students were still interested in it, then he could tell the students which book to read. (S-8-MBA)

In the course when Dr. A and Dr. B adopted the teaching model of the Harvard training program, they deliberately saved the first period of the class for students to make in-class group discussion. For this period, Dr. B posed five questions for each case as written assignments for each group. Hence, all students tended to use the first period of discussion time to get together and worked on the group written assignments:

Dr. B would ask us questions about what we had discussed in the first period of class, so we would discuss in the first period. . . . But we usually finished the discussion the day before the class. . . . We discussed orally on the day before the class, and then the next day we would type the answers in the first period of the class. (S-11-IMBA)

Students all used Chinese to interact in the first period, except for the group with Vietnamese students in it. Even so, there was little interaction among the Taiwanese students and the Vietnamese students.

Dr. A was hoping that students would make use of the first period to ponder on more questions for in-class interaction. He did not assign specific questions for students to discuss. As a result, students often took the first period off, and only showed up before the teacher arrived. Hence, Dr. A's intention could not be fulfilled, and many students only read or participated in the parts for their own presentation. Therefore, some students suggested that the teachers begin the class from the first period, or, monitor their discussion:

The teacher could either tell the students what specific things to do, or the teacher could go around and monitor the discussion. If the teacher did not specify what to do before or during the class, then he could ask for a written feedback, kind of like keeping the notes for the discussion in the first period. (S-12-IMBA)

I think I still hope that there's time for in-class discussion. But I hope that the teacher could be around to check on the discussion process. It might be better this way—a kind of forced constraint. I think there were cultural differences between Taiwanese students and Western students. Some Taiwanese students were more other-directed. . . . I think if the teacher could watch us discuss, maybe he could also demand that we discuss in English. (S-14-IMBA)

Special Ways. Some teachers encouraged or guided students to use different ways to make a presentation in order to stimulate more interaction. For example, one

188

teacher suggested that the students put on a role play if a case contained dialogues. Another teacher encouraged students to design games, questions, or brainstorming activities, and so on. The questions that students designed did not have to be difficult; they could be for fun. The teacher merely said that students had to find a way to involve others. This teacher also suggested that small prizes could be offered by the presentation group in order to arouse more interest:

> Students were shown three flags, and the questions were simply, "Which one is the real national flag?" The purpose was to let other students pay attention. . . . And then there would be presents offered by the presentation group. . . . One time, a group even put on a play. They wanted us to guess the theme of their play. I performed an opera. We wanted others to guess which country was famous for its operas. (S-13-IMBA)

A Western teacher who taught business ethics played games with students. Hence, students would pay more attention to the teacher and further absorb the content through such an interactive way of teaching, as stated by S-13-IMBA. Another student reported on how this teacher combined games and lessons:

> He would play games. I remember it was something X, Y, and there were several groups. If every student picked Y, everyone would win. If one person picked X, some points would be deducted, because he was talking about team cooperation. After the activity, there would be rankings. And then he started to ask questions. . . . Because he undertook the techniques of Western education, his way of teaching really attracted me. I found it very interesting. (S-8-MBA)

Class Size. Most students reported that large classes would affect their chances of having interaction with the teacher in class. When class size was small, it was easier for the teachers and students to have better interaction:

> There were 15 students. . . . Because there were fewer students, and the teacher

would demand that we say something. He would call on students. He would also call on the ones who didn't speak up often, so there were more chances of interaction. (S-10-IMBA)

When there were fewer students in a class, every one would be more daring to speak. If there were many people in a class, like the XXX course, more than 50 students, everybody would feel embarrassed to speak because they were afraid of being laughed at. (S-1-MBA)

However, there were still cases in which the class size was not very large, yet students were still afraid to speak up in class:

The truth is, everyone was afraid to speak English. There were a total of 20 students or so in this course, including the auditing students. But only 10 to 15 regulars would show up, sometimes even less than 10. (S-12-IMBA)

Classroom Size. A small classroom would make students more relaxed over time, and students would not be intimidated. However, when the same group of students went to a bigger classroom, they tended to spread out and sit with their own small groups. When the big classroom was not well-equipped like the actual Harvard classroom, it tended to be very hard for the teacher to stimulate interaction. Especially when students did not have microphones or did not like to speak into the microphone, it was difficult for the other students to hear their speech. It was the same with the teacher when he did not use a microphone; some students could not hear the teacher well in a big classroom. However, such a problem could be overcome:

Let's say that the teacher finished talking to a student over here, he would come back to ask whether the others had more questions. . . . he was already using the microphone to talk to that student, but afterwards, he would still explain it again to all of us through the microphone. (S-11-IMBA)

Active students also tended to sit in the front to interact with others, while

passive students normally sat in the back to avoid having interaction with the teachers, as pointed out by some students.

Teachers' Instructional Practices in EMCs

Students' perceptions of teachers' instructional practices in EMCs were divided into two categories: Western and Eastern styles. There were regular overseas visiting professors from the U.S. and India to jointly teach courses with local Taiwanese teachers. Also, many MBA and IMBA students chose to undertake the overseas studies in the U.S. or India to fulfill the requirements. Western teachers in question mainly referred to the American teachers, while Eastern teachers mainly referred to the Taiwanese and Indian teachers.

As pointed out by some students, American teachers tended to be more active and could use different ways to generate discussion and interaction. On the other hand, Eastern teachers seemed to give more lectures. The Taiwanese students targeted in this study also tended to actively participate in Western visiting teachers' classes, regardless of their English abilities. On the contrary, only active students or students with good English abilities participated in the Eastern visiting teacher's classes, according to the interview results.

In a course jointly offered by a Western visiting teacher, a Taiwanese teacher, and an Indian teacher, not only did the Western teacher adopt special ways as described above to involve students in interaction, he would also include Eastern ethics or Confucian tradition such as benevolence and integrity in his lessons regarding business ethics. Students who had taken or audited this teacher's class all praised him for the way he conducted the course. Without asking for students' group presentation, he was able to propose questions in a very logical way and further generate intensive interaction in class. Moreover, even students with poor English abilities fought to

speak out their opinions.

According to S-12-IMBA, the way that this teacher conducted the course was via "questions, follow-up questions, forwarded questions, and reversed questions" instead of giving lectures first. Therefore, the discussion got deeper and deeper into the content. For example, after the teacher asked a question, he would ask students to try to find more questions that he found from the students' answers. Or he would ask for other students' opinions and reasons for agreement or disagreement. By the end of the interaction or discussion, students would discover diverse viewpoints or angles that arose from such issues and gained a deeper understanding. Moreover, he would relate the questions to students' personal experiences and general opinions of such issues, and then find overlapping viewpoints. Then the teacher would offer his professional opinions to help students make their own judgments. Additionally, at the end of the class, the teacher was able to lead the discussion back to the central ideas that he wished to teach. During the process, sometimes the interaction between students turned into intensive debates:

> Everyone had their opinions. And everyone would try to refute others' opinions, trying to convince others. So even students with poor English tried to state their opinions. (S-12-IMBA)

> The way he taught the class was, for example, he had a topic. No tests; no reports. . . . He would briefly explain the issue and the side issues generated from the main issue, and then told us that *anyone* was welcome to talk about these side issues. . . . The teacher also said that you could oppose to others' opinions. . . . The students just kept raising their hands. . . . In the end, it turned into group attacks. . . . Everyone kept taking turns to speak. Finally, the teacher had to say, "Good, good, good. Let's stop first. Please send a representative to speak [for your group]." . . . No matter how poor some students' English was, they still tried to talk. . . . So the atmosphere in his class made the students feel that "I just want to express my opinions. It doesn't matter whether you

understand me or not." (S-7-MBA)

Students who had attended their overseas studies in the U.S. would compare the ways the American teachers adopted with local Taiwanese teachers'. Students seemed to feel that American teachers provided more encouragement through their behaviors and valued each individual's opinions, despite the fact that Taiwanese students were only auditors:

> Our teachers here, initially, would say, "I encourage you to speak." But their behavior didn't reflect what they said. They might say that I would give you extra points for speaking up…. But the foreign teacher [a teacher in the U.S.], his behavior would make you *feel* that, "Yes, he's encouraging me to speak." Of course he would praise you when you speak well, but he encouraged you to speak through his behavior. I think the foreign teacher actually considered that we were there to learn language and experience the culture. He also asked us to give presentations, although we didn't pay any tuition. He asked us to team up with American students—completely random grouping. The advantage of this was to prevent us Chinese from grouping together. . . . because it was a "cross culture" course. (S-3-MBA)

In terms of American teachers' teaching strategies, S-3-MBA further pointed out that the teacher would put many pictures in the PowerPoint files, instead of words. He would ask every student for opinions. When S-3-MBA could only answer in single words because of his nervousness, the teacher would wait for him. Afterwards, the teacher would use his own words to try to interpret S-3-MBA's meanings, and asked the student whether the interpretation was correct. Even if S-3-MBA could not express himself in full sentences, through the teacher's interpretation, S-3-MBA would hear the complete expressions. Another teacher in the U.S. would also rephrase students' opinions in his own words. Through this way, it gave S-3-MBA more confidence and made him feel that he was understood by other students. More importantly, S-3-MBA reported that teachers in the U.S. valued students' opinions,

regardless of their English abilities:

> In fact, when they were teaching, whatever you said, they would consider it a good opinion. They would not deny you or not call on you because your English was poor or your opinion was bad. They wouldn't ignore your opinions. (S-3-MBA)

However, according to S-3-MBA, he could hardly get a chance to speak up in Taiwan because active students usually took the chance to speak before he did:

> When I was about to speak, the students with good English abilities had already spoken, and they could express their meanings clearly. But I might need to think first, and then I could speak. So by the time I finished organizing my speech, the chance was lost. The teacher might have called on someone else already, and I just didn't get to speak. (S-3-MBA)

As for the Indian teachers, whether they were visiting teachers in Taiwan or teachers in India, students stated that the teaching style was more lecture-oriented:

> His course was more like he lectured on the stage, and we listened down there. Of course, he would demand that we say something. So when we were called on, we *had to* say something. He still asked us to give group presentations. It was just a traditional way of teaching. (S-12-IMBA)

> Students mostly complained about his heavy accent. . . . His way of teaching was about the same, but not as active as the American teacher. He also asked questions, but I'm not sure whether it was because of his personal traits or his heavy accent, interaction in class was poor. When he asked questions, students would still answer the questions. However, the atmosphere…, one [the American teacher] made you feel that it was cheerful; the other [the Indian teacher] made you feel heavy. (S-8-MBA)

An issue about short-term teaching by foreign visiting professors was the intensive timeframe of the classes. Students had classes three times per week, around

4 hours each time. As a result, they did not have time to prepare for the courses:

> We had a course in which a Taiwanese teacher taught the first half of the semester, and then the Indian teacher taught the second half. However, those foreign teachers would come here before Christmas time to teach part-time. In that way, the classes were rather intensive. . . . I remember that we had classes three times a week, each time for about 4 hours, from around 6 p.m. to 11 p.m. We even had classes on Christmas Eve! We were so unhappy! . . . I also audited the Western teacher's course. He was here for only 3 weeks, so he had classes three times a week, too. (S-7-MBA)

Students' Perceptions of Material Selection

In the following section, students' perceptions about language and types of the materials, namely, textbooks, handouts, computer resources, learner-generated materials, and students' background experiences, as well as their application are reported.

Language of Materials

The language for most of the teaching materials in EMCs was English. However, when the cases or content were related to issues in Taiwan or mainland China, the language of the materials could be in Chinese. Some teachers would assign Chinese reference books as supplementary materials. The Chinese reference books could be in simplified Chinese characters as the authors were mainland Chinese.

Students also reported that when they were asked to collect information or data regarding non-English speaking or Asian countries like Japan, they encountered great difficulties, because the information or data were written in neither English nor Chinese.

As to the language of materials for all courses, either English- or

Chinese-medium, students' responses differed, depending on the nature of the course. Sometimes it depended on the teachers' choices:

> Most of the required courses adopted English textbooks, but not so with selective courses. Sometimes we would read English journal articles. . . . However, it depends on the teachers. (S-6-MBA)

Owing to the special nature of some courses, English materials could not be adopted. For example, S-6-MBA's research domain was concerning intellectual property rights in Taiwan. Hence, the language of the materials in his research domain was mainly Chinese.

Some teachers offered different language versions to different students. For instance, S-9-MBA stated that one teacher gave Taiwanese students the Chinese versions of handouts and English versions for foreign students. When being asked upon why the teacher did not give Taiwanese students the English versions, S-9-MBA assumed that the teacher might feel that Taiwanese students read faster with Chinese versions. However, the teacher announced that Taiwanese students could ask for the English versions if they wished to.

Students also reported that reading English journal papers would help in getting familiar with academic English. However, the goal of English learning for graduate students was more application-oriented. In other words, applied English could be more useful to the graduate students. Hence, students often did not feel the need for academic English.

An issue regarding the course of Business Research Method was brought up by students who adopted the qualitative method for their theses. Since the quantitative research methods were mostly adopted in graduate programs, the teacher of Business Research Method mostly focused on teaching the quantitative research methods and

statistical software like *SPSS*. Therefore, the qualitative methods were not really

covered in the course, let alone the MOI and materials all being in Chinese.

Consequently, students who adopted the qualitative method found it difficult to find

resources for conducting research.

Textbooks

As stated above, English textbooks were adopted in EMCs. However, many

students would refer to their Chinese versions:

> Sometimes, for cases or thick textbooks, students all know where to find the
> Chinese versions. (S-1-MBA)

Some students also confirmed Dr. A's opinions regarding adopting theoretical

and academic textbooks:

> Maybe because the textbook was about politics or economy, it wasn't as easy to
> read as other textbooks. It contained more profound academic terms. It wasn't
> easy to understand the first time you read it. Usually, you could understand what
> a book was talking about by reading through it once. However, that book
> required a lot more time to read, and you needed to read it a few more times.
> Even so, you still couldn't really get the point. (S-11-IMBA)

The layout of a textbook also affected the student's interests in reading:

> It was completely full of words, no pictures. And it was in black and white, no
> colors, just like the regular English books. Only it was smaller. . . . I just didn't
> really feel like reading it. (S-13-IMBA)

Since learning language and international business both involved cultural issues,

the book *International Management: Culture, Strategy, and Behavior* was adopted for

the course Cross Cultural Management in the academic year 2009. The book

introduced the culture of a region at the end of each chapter, including Taiwan:

> The course content was more about daily life stuff; it also mentioned concepts and theories in management, but it [the textbook] was more about each country. . . . At the end of the chapters, an introduction of the humanistic characteristics in different countries was focused. It made us understand the people and cultural features in countries from North, Central, South America, as well as countries in the Middle East, Europe. . . . One chapter talked about Taiwan. . . . both Taiwan and mainland China, pretty interesting. (S-2-MBA)

However, as suggested by S-2-MBA, the teacher could provide supplementary materials, such as videos:

> I think the teacher could find more supplementary materials. The introduction to each country at the end of the chapter was only one page, A4, probably less than a page of A4. If the teacher could use a 20-minute video to help students understand the country from its origins to the current arts and culture, it would help us gain deeper understanding. (S-2-MBA)

Handouts

A single textbook sometimes was not sufficient to cover all the issues that the teachers wished to address; hence, the teachers would adopt related papers, articles from journals, newspapers, magazines, or single chapters from books, and so on, as supplementary materials:

> Besides the English textbook, the teacher would give us extra journal articles, like *Harvard Business*. In fact, there were Chinese versions, but he gave us English papers. He hoped that we could read English versions. (S-1-MBA)

Nevertheless, some students were not able to handle such a heavy load of reading:

> Besides the textbook, there was a case to study for each week. There was

assigned content from the textbook and a case each week. . . . The amount [of reading] was a bit heavy for a week. (S-3-MBA)

The textbook was so thick already, and we had to read other papers. For example, the paper could be only about the term "globalization." However, the teacher asked us to read a very long paper. I think some students weren't interested in this field already. The teacher asked them to read the whole paper, and then write their thoughts. . . . He originally wanted us to write down our thoughts, but later he didn't ask us to turn in the assignment. (S-7-MBA)

Teachers might only need to read and prepare the materials once, and they could use the same materials repeatedly. However, for students, they were overwhelmed by the loading and even doubted the importance of the papers. Particularly for students with business-related backgrounds, they might have known the concepts already. Therefore, they did not feel that they needed to read the old materials. However, they still had to present and write these concepts in English. Hence, they tended to complain about the heavy load.

Some courses did not adopt textbooks. The teachers would give handouts to students in the beginning of the semester, and stated on the course syllabuses which handout would be used for which session. However, some handouts were given shortly before the classes. Hence, students sometimes did not have time to read the handouts. Such problems occurred most often in foreign visiting professors' courses.

Computer Resources

Computer resources and equipments became a necessity in business courses. If a classroom was not equipped with computers, the teachers would ask their course TAs to set up a laptop prior to the class. The most common computer resources were Internet websites and PowerPoint files made by teachers.

Some teachers would especially make use of computer resources in their first

class to encourage students to speak English. Through this way, students gained a strong impression and felt encouraged:

> In the first class, the teacher played a PowerPoint file. In his last slide, the teacher meant to tell us that no matter how good or bad our English was, we just needed to try to speak. And he also told us to be brave to speak English. He wouldn't laugh at us for our English. He prepared our state of mind, and we were willing to speak, in the 1st and 2nd weeks. (S-3-MBA)

Because of the wireless support on campus, teachers and students could have easy access to the Internet. Hence, not only did the teachers make use of the Internet in class, many students also brought their own laptops to class. Therefore, websites were also used as class materials. Some teachers looked for information online, and sometimes directly used the links to show students the information in class.

Some teachers heavily relied on online video clips on YouTube as supplementary materials. However, when the relationship between the targeted content and the video clips was unclear, students could not comprehend the key connection of the video clips and the teaching point, especially when the video clips did not provide subtitles:

> Using video clips from YouTube was supposed to help learning. But the video clips were in English, and there were no Chinese subtitles. So personally, I couldn't learn well. (S-13-IMBA)

Some teachers did not adopt textbooks or give handouts. Instead, they made their own PowerPoint files as class materials. They would upload the files to a designated webspace offered by the school on the Internet, and asked students to download the files by themselves. The students needed to use their school accounts and passwords to log into the webspace. An example was the Indian visiting professor. According to S-8-MBA, although the Indian teacher used his own PowerPoint files to lecture, he was reluctant to give students the files. The students first tried to ask the teacher for

the files without success. However, 2 weeks later, the teacher eventually agreed to provide the files under students' constant request. Nevertheless, the students found out that the files given by the Indian teacher were somewhat different from what the teacher used in class. The students were not sure whether it was because the teacher spontaneously changed the teaching content in class or that the files he gave were different from the ones he used in class. Moreover, some files were never provided to the students.

Learner-Generated Materials

Some teachers simply offered an outline in which topics or themes were listed for the course, and asked students to find information as a form of materials. Neither textbooks nor handouts were adopted. However, teachers such as Dr. B would make extra efforts to help students prepare the report:

> The teacher told us from the beginning that his arrangement for the course was that he would teach [demonstrate] for the first few weeks. He didn't adopt textbooks; he prepared his own materials. Because the course was about emerging markets, and he focused on mainland China, he would prepare information about the enterprises in mainland China. After his introduction, each group had to present; the content was also the introduction of some enterprises, just like his. We needed to find an enterprise and analyze it. He gave us specific themes. (S-3-MBA)

> The teacher announced the theme 1 week ahead. For example, he would say, "You can report on the car industry in China." . . . The night before the [one-hour] class presentation, the students needed to meet with the teacher face to face. The teacher would offer his suggestions for the content, telling you what parts could be reinforced. Or, he would tell you what he knew and suggest that you search for more information that night to add in the presentation. (S-2-MBA).

Some students still hoped that handouts or reading materials could be provided by the teachers or by the reporting groups. Otherwise, they felt that they had no materials for previewing or reviewing:

I still hoped that the teacher could provide us with more English cases for reading. Because the teacher gave you a big direction, and you needed to find all the information by yourself. (S-1-MBA)

I hoped to have reading materials in the class. At least when we were giving a presentation, we could make our own outlines and give them to the other classmates. Because after all, our pronunciation wasn't as good as the native speakers'. . . . Sometimes I can't understand the English spoken by Chinese people. . . . Or, if the presentation group could give us the outlines before class, we could have an idea about what they would be talking about, and we could prepare for the lessons as well. . . . In this way, we would know better about the course and be able to remember what the course was about afterwards, instead of just listening to the presentations. . . . Even if you listen to Chinese or the teacher's speech, you might forget about it after class, let alone listening to it in English. If there's no hard copies offered, I would surely forget. (S-3-MBA)

Another issue brought up by learner-generated materials was regarding the language. Because the course was about emerging markets, and the themes that the teacher assigned were mainly focused on mainland China and Vietnam, the information that students found might not be in English:

There happened to be an exchange student from Holland in this course. He couldn't understand Chinese. So when you needed to explore cases about mainland China, we all looked for information from the company websites in mainland China. But the exchange student couldn't read Chinese, how could he look for information? In the end, he had to look for information from India, which was available in English. (S-11-IMBA)

In order to broaden the scope for the emerging markets, S-11-IMBA suggested

that the teacher incorporate themes from other markets included in "BRIC," namely, Brazil, Russia, India, and China, instead of focusing only on China and Vietnam.

It was also reported that other teachers would ask students to find information by themselves; however, it would be based on the themes or topics listed in the textbooks. Students were free to report whatever information they could find about the topics.

Students' Background Experiences

Some teachers made good use of the experiences of foreign students as part of the course materials:

> We happened to have a student from mainland China and another one from Holland. The one from mainland China had been to North Korea, so the teacher asked him to report his experiences in North Korea. And then the teacher asked the student from Holland to report on the politics in Holland and their relationship with the European Union. (S-11-IMBA)

Students' Perceptions of Evaluation Measures

In the following section, results about four common ways of teachers' evaluation measures are reported, namely, in-class presentation, written exams, participation, and assignments. Moreover, students' evaluations for the teachers as well as for the course TAs are also illustrated.

In-Class Presentation

In-class presentation was the most common way adopted by teachers to measure students' performance. Naturally, students' performance during presentations would become one of the criteria for teachers to grade students. Some teachers graded students directly during their presentation in class. Some teachers also took interaction and cooperation among team members in the oral presentation into account. Some

teachers further took this chance to help students with their English:

> I remember during the first time I gave an oral presentation, the teacher told me that I needed to work on my pronunciation. He also suggested us not to directly read from the PPT file. Some students' English levels were higher, so they could speak fluently. In the end, the teacher said that we had made progress. However, people like me, I still couldn't do it. I could only read off the screen.
> (S-13-IMBA)

Some teachers graded students by observing students' oral presentation performance as well as their participation in class; no other means of measures were adopted. For example, one teacher divided the issues to be discussed for the whole semester into eight parts. The only formal grading was students' final oral presentations; no class presentations, exams, or written assignments were required. During the final 3 weeks, students were asked to draw lots from one of the issues and find information by themselves to make a 50-minute oral presentation. According to S-2-MBA, because the course content was very theoretical, and not much background history of the actual events or examples were given in class, the group members had a difficult time applying the theories to their final report:

> [The course content] was all about theories. We got stuck here [by theories] when preparing for the final presentation, and couldn't write much on theories. The presentation had to be 50 minutes, so we thought that we could talk about events. Then we discussed with the teacher. The teacher said it was fine. So we used events from news and history to elaborate why the textbook described Japan as having a closed type of social and political culture—because of some events, their nationality, etc. We also included interesting stuff like Bushido, sumo—some special humanistic activities, adding their cultural features. So we broadened the scope. (S-2-MBA)

Written Exams

Written exams in graduate programs were not as common as presentations. Some

students reported that most teachers did not give midterm exams, but some would give final exams. As to the language required for writing the answers, even IMBA students stated that English was not absolutely demanded:

> They didn't ask us to write in English, but the questions would be in English. There was only one time that the teacher required us to write in English. . . . Most teachers did not give midterm or final exams; they usually used [oral] presentation performance to grade us. Only required courses had exams, like the XXX course. We had essay questions. The questions were in English, but the teacher said that we could still answer in Chinese. (S-13-IMBA)

> Both teachers [from the same course] gave exams. Midterm and final exams were all in English, and required us to write in English. However, one teacher allowed us to take the final exam open book. He said that, "The final exam wouldn't account for a large proportion; your presentation was the main base for my grading." (S-1-MBA)

In the student interviews, students mostly replied that they would write in Chinese, even for the IMBA students, unless the teachers firmly required the answers to be written in English. Nonetheless, S-9-MBA still reported that he would write in Chinese even if the teachers had already announced the that the answers had to be written in English. He claimed that as long as the teachers did not clearly state on the exam papers regarding the language to be written, he would just write in Chinese. However, he did not think that writing in Chinese affected his scores.

Exams, if any, mostly took the form of essay questions, according to S-10-IMBA. However, it could be very demanding for teachers to grade the exam papers, especially in a large class. Therefore, other forms of exam questions were adopted, such as true or false questions, multiple choice questions, and terminology explanation. Some teachers did not give essay questions at all, merely multiple choice

questions. However, an item bank might be offered to students before the exam. Moreover, some teachers would ask students to write their opinions for the courses on the exam for extra points. Students could write in either Chinese or English to gain these extra points:

> The midterm exam [for a course jointly offered by two teachers] was all multiple choice questions. The first teacher gave us the item bank. . . . I didn't finish reading the item bank, but basically the questions on the exam seemed to be different from those in the item bank. Because there were many questions in the item bank, about 600 to 700 questions, he gave us the item bank about 1 or 2, or 2 to 3 days before the exam. So I couldn't finish reading it. . . . The second teacher also gave us the final exam. . . . The questions on the final exam were in English, too, but I forgot whether we were required to write in English or not. However, there was a question for gaining extra points. That question could be answered in Chinese. (S-3-MBA)

Participation

Participation in this section referred to students' interaction with the teachers and the classmates. In an EMC, students would interact with the teachers in English. However, even in class, students still interacted with their classmates in Chinese privately. Only when they had to interact with the teachers or foreign students would they speak English.

Some teachers greatly valued interaction in class, and hoped that students could actively participate in discussion or speak up:

> The way that the teacher graded us depended on whether we voluntarily responded. He hoped that students could pose questions by themselves, and interact with other students. It didn't have to be like a debate, but more like a discussion. The questions could come out from the chatting, and then we discussed together—the teacher hoped to create such an atmosphere. He told us from the beginning of the class that fifty percent of our grades would come from

our interaction with him. (S-1-MBA)

However, it was unlikely for Eastern students to initiate discussion or pose questions, especially in a large class. Hence, most of the time, the teachers had to call on students and ask for answers. Some teachers would not mind if the students could not answer; they simply asked other students or provided answers by themselves. However, some preferred to push students to speak:

> If we asked questions in class, we would gain extra points. In that way, we would feel more like speaking. However, sometimes points would be deducted if we were called on, and didn't answer the questions. When we spoke, we gained extra points. . . . If a student never spoke in class, sometimes he might be flunked. The first teacher's teaching style was more like that of an American. If we didn't speak up, he just let go. But the other teacher was more like… tough love. He would demand that we answer. (S-7-MBA)

Some teachers were good at recognizing students and remembering students' names, especially the students who had more interaction with the teachers, while other teachers needed some techniques to record the interaction in class. Hence, teachers had own ways to record the interaction in class. According to S-13-IMBA, a teacher asked the students to fill out a form in the first class. Information regarding students' names, interests, expectations for the course, and so on, was inquired. In the following few weeks, the teacher would use the forms to draw names and ask questions; in the meantime, it also functioned as roll calling. Because there were not many students in this course, soon it was easy for the teacher to recognize every student and find out who was absent as well.

As mentioned earlier, some teachers would ask the course TAs to record the number of times that students spoke up in class in order to encourage participation:

> If we spoke up more, our final grades would be higher. He recorded the number

of times we spoke in both of his courses. (S-14-IMBA)

It would make me want to speak at least once. The teacher hinted that everyone should speak up at least once. Sometimes he asked a simple question, the students would grab the chance to speak. (S-5-MBA)

Since students' speech quantity was not equal to speech quality, some teachers would not only record the number of times a student spoke, they would give more extra points for good content. In this way, both quantity and quality would be counted in the scoring for participation.

Teachers sometimes would officially call the roll in class to check students' attendance. Some did it once in 2 or 3 weeks. As reported by S-12-IMBA, even the two foreign visiting professors—American and Indian—would call the roll. The institutes would offer a name list along with students' pictures next to their names for teachers to keep records. S-8-MBA stated that the students had made English name tags, and put them on the desk for the foreign teachers to recognize them.

When the teachers did not call the roll in a large class, problems might arise. For instance, some students stopped attending the class after fulfilling the teachers' requirements:

In fact, after some students made their one and the only presentation in class, they stopped coming to class because they felt bored. Because, there were 18 weeks, 18 groups, so one group gave a presentation each week. Some came to class once in 2 to 3 weeks because the teachers didn't call the roll. (S-7-MBA)

Since most of the courses were conducted through group efforts, some teachers would care for individual contribution in the team. Hence, as reported by S-13-IMBA, a teacher would ask the students to grade their own team members. The teacher would first distribute a group evaluation sheet to each student, and then ask them to give the

other team members a point on the scale of 1 to 10, and comments could be added.

However, when there were too many students in one class, some teachers seemed to fail to include students' individual presentation performance or participation in the grading, especially in a group presentation:

> The teacher actually didn't remember who we were. For example, I was not an English major, but after my presentation, the teacher asked me whether I was an English major. When I said no, he told me that I spoke very smoothly, very well. However, my final grades did not make me feel that. My final grades were 70, the passing scores. So later on, I regretted working so hard on that presentation. I never saw him giving grades during the presentation. Maybe because there were so many people, I think he couldn't remember who we were. (S-9-MBA)

Situations like this could easily happen to new students in their first semester, especially in a large class. In S-9-MBA's case, the teacher had already asked the students to put on a name tag, S-9-MBA had also been called on by the teacher a few times during the class, and the teacher was satisfied with his answers as well. However, because S-9-MBA did not perform well in the midterm and final exams, he felt that his final grades only reflected his test results, but not his participation or presentation. He stated that his group members received about the same final grades as his, but he performed much better during the presentation. Hence, he was not happy about his grades.

Assignments

Assignments included homework, midterm papers, and term papers. Some teachers would offer questions as guidance for students to write their assignments or papers. Some directly assigned students to answer the designated questions in their PowerPoint files during oral presentation:

During the class presentation, if there were questions for us to answer for a case, the teacher would also check our answers shown in the PowerPoint files, and pointed out grammatical mistakes. (S-13-IMBA)

Some teachers used unsolved questions in class for assignments:

He may directly pose some questions in class. For example, he once asked why there were some racial issues in this country. But we couldn't provide the answers right away. Then he would ask us to find information to get back to him, or to write the answers as a group assignment. (S-13-IMBA)

Besides the textbook, we needed to find more information on our own. The so-called "information" was extended information we had to find for this report. (S-11-IMBA)

Other teachers asked students to do outside reading or movie watching, and then wrote their reflections as assignments. However, the teachers usually allowed MBA students to write their reflections in Chinese, but not for IMBA students. Some teachers would state that extra points would be gained for writing the assignments in English. However, some students still considered it troublesome to write in English. Moreover, even if students wrote the assignments in English, they tended to use simple and basic English, especially for MBA students. For example, S-9-MBA used an avoidance strategy; that is, he only used the words he knew in simple sentences to write the assignments.

Some teachers returned the assignments to students, and even offered their comments on students' English problems, particularly to IMBA students. Teachers' feedback could be a nice surprise to students, as S-10-IMBA reported:

I was shocked when I received the teacher's e-mail. Why did the teacher write to me? He wrote his feedback or suggestions to every student. . . . The feedback he gave me was that he thought I put my heart into the writing. (S-10-IMBA)

In the case study course which the researcher observed, Dr. B proposed five general questions in the first class, and asked each group to answer these five questions for each case as written assignments. In other words, although each case was presented only by a group, the written assignments were for every group. In this way, even if the group was not responsible for presenting the case, they all had to read each case and find their own way to work on the written assignments. Each group had to send their assignments to the course TA within the time the TA requested. Finally, the TA would collect all the e-files of the assignments and send them to the teacher for grading.

In one of Dr. B's courses, he asked the students to write papers as midterm and final reports. The midterm papers were reflections of the topics that students had found by themselves. For the term papers, the students needed to find another topic. However, Dr. B asked his TA to set up a blog for that course, and the students had to post Chinese/English news or articles related to their own reporting topics on the blog. The purposes for setting up such a blog were for class interaction, supplementary materials, and for those students who missed the class.

Some teachers asked students to write their opinions about current events and their solutions to the problems. The students then discussed their solutions in the following week:

> The teacher gave us current events or issues to think about. If we were they [the people or company involved], what would we do? For example, there was a rumor saying that Samsung was going to invest in Taiwan, and it would threaten our D-RAM industry. So the teacher asked us that if we were the D-RAM enterprises in Taiwan, what would we do? Every group worked on this assignment, thinking about our strategies. And then next week, the teacher would ask each group to share ideas. (S-10-IMBA)

211

Some teachers combined final term papers with oral presentations. However, there might not be sufficient time for every student to give the oral presentation. Hence, the teachers would call on some students to orally present their opinions regarding the issues of their term papers. Still some teachers gave students a final assignment for extra points. However, since the assignment was optional, students like S-3-MBA did not turn in the assignment.

In one specific case reported by S-5-MBA, in a Chinese-medium course, the teacher asked students to translate English cases or papers into Chinese, stating that the purpose of the assignment was to replace the midterm exam. According to S-6-MBA, he also thought that the purpose for such an assignment was for the teacher to train their English ability in translation. The teacher did not explain that these Chinese translations would possibly serve as teaching materials for future students. In the meantime, students in this course also received cases or papers in Chinese; however, they did not know that these Chinese papers were translated by previous students. Since the students were not necessarily good in English, some of the Chinese translations were not comprehensible at all. Moreover, the teacher did not give students the original English papers, nor their original references, so what students received were the printed Chinese versions of Word files translated by previous students. When the students questioned about the incomprehensible Chinese, the teacher then said that it came from previous students' poor translations. Such an explanation made the students realize that their midterm translation assignments would possibly become future students' reading materials:

We didn't understand why we had to translate that [English cases/papers], until one time the teacher accidentally revealed that…. There was one paper in which the [Chinese] translation was very bad. We discussed [the Chinese translation] for a long time in class, but just couldn't understand that case. We didn't know

212

why the author wrote it that way, and then the teacher said, "It was probably because the previous students didn't translate them well." . . . Our midterm assignment was to translate a case from English to Chinese. That teacher did that in all his courses. Our translations would be used for the students two years from now. (S-5-MBA)

Our midterm exam was to translate a very thick case. Our group would be in charge of the translation [from English to Chinese], and then we turned in our Chinese translation for the case to the teacher. . . . We had to turn it in by midterm. The teacher would give us the case beforehand. Then we would start to assign parts to each member. If we had problems in translating our own parts, we would get together to discuss. . . . It was really up to the individuals to do the translation. For the same English sentence, although everyone's translation was more or less the same, the Chinese wording could be different. . . . We needed to have a unified standard for wording. (S-6-MBA)

Students' Evaluation of Teachers and TAs

The university had a formal online evaluation form for students to make their evaluation and comments for the course teachers. However, most student interviewees seemed to disregard or forget about this online evaluation form. Moreover, different opinions were reported by these interviewees, especially for the course jointly taught by two or more teachers. The course in which the researcher observed had two teachers. Hence, there were two different TAs in that course. The course TAs stated that they had to be formally evaluated respectively, by the students as well. However, the evaluation form for the course TAs was in the paper format. At the end of a semester, the department would ask the TAs to distribute the TA evaluation form to students taking the course to make their evaluation for the course TAs. Therefore, it seemed like students confused the teachers' online evaluation form with the TAs' paper evaluation form. For example, S-14-IMBA stated that he never went online to evaluate the teachers, but he remembered filling out the paper evaluation forms. The

following interview results indicated that students were confused by different

evaluation forms:

I remember that there was only one form [for the joint course by two or more teachers]. The school didn't separate the form for two different teachers. . . . We didn't volunteer to make the evaluation. We did it because we had to. If we didn't make the online evaluation, we couldn't sign up for the courses in advance [online] for next semester. (S-3-MBA)

[Evaluation for two teachers jointly teaching a course] In my memory, there was one evaluation form. . . . In the end of the semester, the TA would bring in the [paper] evaluation forms while the teachers were out, and ask us to fill out the forms. So it didn't distinguish which teacher we were evaluating. . . . I usually made my evaluation based on the one I liked more. (S-11-IMBA)

As long as the course was jointly offered by two or more teachers, the school wouldn't allow us to make the evaluation for teachers. There would be no evaluation form for that course. . . . I took my bachelor's degree in this university, so I knew well—as long as the course was a jointly-offered course, there was no evaluation form to fill out, because the school would try to prevent…. For two teachers, some students made the evaluation based on the first one, some, the second one, and some combined the two. In this way, the evaluation form would be invalid. I've been filling out the evaluation forms since undergraduate studies, so I'm skilled. (S-5-MBA)

However, another student who also took his bachelor's degree in the same

university stated differently from S-5-MBA:

Your evaluation was a combined one. Some students were unhappy with one of the teachers. . . . You combined your opinions for the two teachers. If one teaches well, and the other doesn't, you combine your opinions for both to make the evaluation. The school needs the [official] results to report to the MOE. The most you can do is to write down your comments. (S-7-MBA)

According to S-7-MBA, some students gave unfair evaluation to some of the

teachers because they disliked the course content. For example, in the course of Business Research Method, some students planned to conduct qualitative research. However, the teacher's expertise was in quantitative research; therefore, not much about qualitative research methods was discussed in class or in the textbooks. As a result, the students conducting qualitative research felt that they were forced to take the course. Hence, these students gave the teacher a poor evaluation. In consequence, the actual teaching quality was difficult to examine, according to S-7-MBA.

Since there were all kinds of confusing answers, the researcher asked one of the course TAs to consult the departmental staff. He reported that there was an online teachers' evaluation form. However, since it was organized by the university, the departmental staff did not know how the forms were organized.

Lastly, S-12-IMBA, once a course TA who also had excellent performance in the course the researcher observed, was able to give more details about the whole evaluation system. He stated that the course TAs would be officially documented by the department. Moreover, there would be two evaluation forms for the course TA—one for self evaluation, the other for student evaluation:

> There was one self evaluation form, and the other one was for students taking this course. The self evaluation form was for TAs to evaluate themselves; the other was given to students. After students filled out the form anonymously, we collected them. [Items in the self evaluation form] Questions like "How well do you know the course?" "Did the teachers deliver their opinions to the students clearly?" "What have you done for the teachers?" "What functions do you think the TA serves?" Questions like these. Some were open questions; some required you to put a check on the items. [Items in the students' evaluation form for the TA] They are about the same, just being asked reversely. Questions like "What functions do you think the TA serves?" "Did the TA answer your questions? Deliver the teacher's messages?" There were five to six items for students to check whether the TA had done his job. There were open questions, too. Open questions were like "What are your suggestions?" Or, "What improvements do

you think this course can make?" (S-12-IMBA)

According to S-12-IMBA, students had to go online to make the teachers' evaluation, and for a course jointly taught by two or more teachers, there would be separate forms for evaluating each teacher. He thought that many students confused the teachers' evaluation forms with the TAs':

> For evaluating the teachers, we had to go online! [For a course jointly taught by two teachers] In my memory, there would be separate evaluation forms for different teachers. For example, if this course was taught by two teachers, we had to fill out two forms. . . . The two forms would have the two teachers' names on them so you knew who you were evaluating. . . . Other students must have been talking about the TA evaluation forms, because for evaluating the teachers, you had to go online! (S-12-IMBA)

Findings of Research Question Three: Perceptions of Students' EAP Needs

In the following sections, students' EAP needs are reported from the teachers' viewpoints and those of the students'.

Teachers' Perceptions of Students' EAP Needs

Teachers' perceptions of the students' EAP needs contain four basic parts: terminology, reading skills, oral communication skills, and writing skills. Terminology ranked the highest, followed by reading, oral communication, and writing skills respectively. However, the teachers' perceptions of culture and literature are also probed into.

Terminology

Students' understanding towards basic English terminology was considered by

both Dr. A and Dr. B as the primary element for EAP. They both declared that they

had not heard of the term "EAP" or known anything about it. However, Dr. A

intuitively pointed out the differences between EAP and EGP:

> Firstly, you need to be very familiar with all the basic terminology in that
> field. . . . For example, how do you express "cross culture" in English within the
> field of international business, or how do you express this from Chinese to
> English. Secondly, of course, professional English, or, English proficiency, these
> are two phrases, right? Professional English means the English which covers
> terminology in certain subject. English proficiency refers to your English, basic
> English abilities—listening, speaking, reading, and writing. Of course, in
> academic English, maybe reading and writing would account for more. It may
> not be simple speaking and writing. Reading and writing particularly require
> more attention in academic English. (Dr. A)

When referring to EAP, Dr. A emphasized the importance of terminology, as well

as reading and writing abilities. According to Dr. A, English majors mostly would not

have problems in general English; it was the professional business terminology and

knowledge that these students lacked. On the contrary, non-English majors most

likely had problems with general English. Therefore, reading became the most

important ability for students to make up for their insufficiency in other English skills.

As to the improvement of students' ability in comprehending English

terminology, reading from different English resources seemed to be the best way:

> Firstly, just read the textbooks! English textbooks are pretty good now in a way
> that they provide glossaries at the end of the textbooks. Secondly, read more
> business-related newspapers, and journals. . . . For English, you can read the
> *Financial Times*, *Fortune*. Also, *Time* [Magazine] and *Newsweek* are the general
> types that include all sorts of news. They also contain financial and economic
> news. I think *Far Eastern Economic Review* is pretty good because we have
> been taking American viewpoints, but it includes more viewpoints from Europe.
> (Dr. A)

In terms of English newspapers published in Taiwan such as *The China Post*, Dr. A remained cautious about the English quality of the reports because some of the reports were written by non-native speakers of English. Hence, the quality of English writing was inconsistent.

Three English online resources were recommended by Dr. B to students who were interested in studying business. According to Dr. B, these three online resources were more academic-oriented:

> I think students nowadays lack background knowledge. They need to do more reading, such as reading *Businessweek*, *The Economist*, *McKinsey Quarterly*. These are very well-known magazines on business management. . . . I think if students read these more often, we can synchronize our terminology with theirs. *The Economist* is more difficult to read. *Businessweek* would be easier, and *McKinsey Quarterly* is pretty easy, too. When IMBA students first entered the program, I would recommend that they subscribe to these three e-magazines. (Dr. B)

Reading Skills

Reading could help students in amending their lack in other English skills, in listening, speaking, and writing, as pointed out by both Dr. A and Dr. B. Reading ability was ranked the most important among the four skills by Dr. A:

> I think reading should rank the highest. . . . You need to read a lot of stuff in this field. So I think students need reading ability the most, among the four skills. . . . When a student takes an EMC, he has to read first. Reading is his homework, before and after the class, especially before the class. After he reads, he is then able to grasp what he hears in class. If he doesn't read, he won't know the terms or the content. Even for someone who has professional English background, he may not fully comprehend some of the terms or content in the business field. So reading is pretty important. (Dr. A)

Dr. B did not think that the English reading materials adopted by the teachers

were too difficult for Taiwanese students:

> I think Taiwanese students basically do not have difficulties in reading because the textbooks in our programs are not too difficult. Generally, they can comprehend the reading materials. So their reading ability is OK. The question is whether they are willing to spend time on reading. They may encounter a bit of listening obstacles. But for reading, I think maybe they can understand ninety-five percent. (Dr. B)

If students had previewed the assigned reading materials, even students with poor English abilities could try to grasp keywords, understand the lessons, and even engage in some kind of interaction. Moreover, students could at least try to copy the sentence structures from the reading materials, and add in their own ideas to help in writing.

Oral Communication Skills

Oral communication skills involved both listening and speaking abilities. In EMCs, listening was the minimum requirement. However, since classroom interaction was highly valued, oral communication skills were considered important. Dr. B considered listening and speaking important, especially for graduate students:

> Why are listening and speaking important in graduate programs? Because take our MBA grogram as an example, it emphasizes the students' employability. I hope they can have sufficient competitiveness. In that case, I think they need better presentation skills. That's why their listening and speaking abilities are pretty important. (Dr. B)

According to Dr. B, some students might consider their speaking ability good, while in fact, there were a lot of problems regarding students' performance in speaking:

In fact, I generally think students' speaking ability is pretty poor because of their grammar. It's mainly language for communication purposes. . . . So generally, a lot of students considered their speaking ability pretty good; in fact, it's pretty poor. (Dr. B)

Students should strengthen both business English ability and applied business English ability, as pointed out by Dr. B. He defined the former as the ability to read good English business journal articles, and the latter as the ability to make a presentation with PowerPoint or write English business letters.

Writing Skills

English writing skills appeared to be the least needed, even for EMCs. Also, for the academic years of 2008 and 2009, the language for thesis was not required in English, even for the IMBA program. Therefore, writing was mostly required in two situations, as pointed out by Dr. A:

Regarding writing, because our class presentation uses PowerPoint, this is the first part. The second part is writing exams. Students didn't have to write much in PowerPoint, right? It could be a short sentence or you could directly adopt the parts you wanted from the articles or textbooks, and put them in PowerPoint, right? So next are the exams in English. From the tests, you can tell that English majors had more advantages. They could write long sentences, cohesive sentences, but non-English majors probably only remembered some keywords from a paragraph. You can detect the differences in their English writing. (Dr. A)

In regard to grammar, although teachers considered it important as a basic English skill, they normally would not correct students' grammatical mistakes. Dr. A considered grammar or sentence structure as basic elements for having good English abilities. Nevertheless, he stated that he did not correct students' grammatical mistakes because English was not his major. Dr. B also asserted that he did not think

that grammar in students' writing was a big issue. He would ask students from different backgrounds to help each other. However, students' choice of wording was a big issue, as pointed out by Dr. B. It appeared that students often had problems with the choice of wording to express themselves:

> I'm very concerned about how students master English words. When we express something in Chinese, we would look at the context and then choose appropriate words. But sometimes students' choice of wording is not so appropriate [in English]. In their choice of wording and rhetoric usage, I think they have poor skills. This is a big problem in writing. Because for grammar, basically you only need to follow some specified stuff. In fact, generally speaking, it's very mechanical. . . . Especially for foreigners like us to write English, as long as it's [the meaning] clear, the structures are fine, meanings can be clearly expressed, statistic results can be explained well, I don't think the writing is too difficult. (Dr. B)

For students who wished to write theses in English, teachers like Dr. B would provide a sample English thesis for them. Students basically copied the sentence patterns and then paraphrased the content for their own research topics.

Culture and Literature

Cultural factors were important in conducting business; hence, courses like Cross Cultural Management have been offered in business programs. However, as pointed out by both Dr. A and Dr. B, Taiwanese students lacked cultural knowledge, especially the part about their own culture:

> I think our students lack the knowledge of other cultures, even the knowledge of our own culture. You need to know your own culture before knowing other cultures. After you know your own culture, you'll learn to respect and understand other cultures. (Dr. A)

Hence, Dr. A suggested that for teaching culture, Taiwanese or Chinese culture should be taught first because knowing Chinese culture would help the students in communication, especially when the IMBA program focused on Asian markets. According to Dr. A, culture also included human behavior, languages, education, and so on, like the "tip of an iceberg." However, students often saw the external or superficial level of the culture, and overlooked the hidden levels. Therefore, the causes of a culture should be probed into, such as the formation, the sources, and the roots of the culture. Moreover, for Asian cultures, Chinese, Indian, and Japanese cultures could be further studied, as suggested by Dr. A. In regard to Western culture, students should gain a basic understanding of European and Christian cultures. Moreover, how people from different cultures conducted business was also a key issue. For example, American people were likely to make personal contact and discuss business over playing sports, while Chinese people were likely to discuss business through having meals or drinks, as pointed out by Dr. A when discussing a case in class.

According to Dr. B, culture involves politics as well; hence, he proposed "inward looking" which implied that students should get to know Chinese and Taiwanese history and culture, and further broaden and deepen their understanding. Students often knew little of their own culture, let alone the cultures of other countries. Therefore, when some students went to mainland China or Vietnam, they could not deal with the matters objectively, according to Dr. B's observation. Some Taiwanese students underrated people in mainland China, while others overrated them. Such results were caused by a lack of the understanding for native and foreign cultures. In consequence, some students and even teachers spoke to people from mainland China in an inappropriate manner, as observed by Dr. B. As a result, students from mainland

China often felt that Taiwanese people were divided into two extreme groups, either too despising or too worshiping mainland China.

Literature was also considered as part of culture because sometimes literature would be cited in good English journal articles in the business field. For example, as pointed out by Dr. A, trading was discussed in the literature, such as Shakespeare's *The Merchant of Venice*. Another literature classic from Shakespeare was *Macbeth*, which involved the fighting for the power between different parties. Hence, as suggested by Dr. A, these classic literature works could be introduced to students. However, since students nowadays lacked the habit of reading, autobiographies of famous businesspeople or stories about enterprises could be used as English teaching materials.

Since students often did not have the habit of reading, in order to arouse students' interests in literature, video watching and novel reading could be adopted for teaching, as suggested by Dr. B. For instance, a course entitled Politics and Literature was offered in a prestigious traditional university, in which the teacher made use of different movies to bring out different themes for discussion. Moreover, according to Dr. B, great literature pieces also probed deeply into "the pulse of the society." The subtle and gradual changes of the society would be described in literature works such as novels or movies. Also, there seemed to be a trend of "inward looking" in Taiwanese movies, in which history and issues in Taiwan were probed into, as pointed out by Dr. B. Since 85% of the Taiwanese investment was put into mainland China, and around 10% in Vietnam, Dr. B recommended reading novels or watching movies from mainland China and Taiwan. Moreover, as stated by Dr. B, Taiwanese students' advantages depended on their English abilities and business ethics to apply their knowledge to the task of transacting and mediating between mainland China and

foreign-funded enterprises. Hence, literature works regarding business, culture, or even politics could be introduced via video watching and novel reading, whether for business or language teaching purposes.

Students' Perceptions of EAP Needs

Students' perceptions of EAP needs are basically in line with the teachers' perceptions. However, students generally do not seem to be entirely sure about what their needs are in terms of academic English. Hence, more elements are reported. The needs of knowledge for terminology, reading skills, oral communication skills, English presentation skills, journalistic English and world views, writing skills, and culture and literature are reported.

Terminology

Interviewees considered that knowing English terminology was the most basic and important thing in academic English:

> When you give a presentation, answer a question, or write homework, you use a technical term which enables you to express yourself completely. In that way, you don't have to use a lot of words to explain. Others would understand you immediately [with the terminology], and it can reduce misunderstanding in communication and save you time. (S-11-IMBA)

Besides understanding basic terms in academic English, the ability of associating a term with its related terms or theories was also required:

> When you see this term, you need to think about what it is associated with, too. What does that term mean? How do you spell it? For example, if we see "diversification," we would further think of "diversification discount." This is a theory brought up by other scholars later on. (S-2-MBA)

Other interviewees had different opinions regarding their perceptions of the terminology needed. According to S-9-MBA, knowing terminology was a necessity especially in reading journal articles, and S-3-MBA believed that students should know both Chinese and its equivalent English terms. Both S-5-MBA and S-12-IMBA focused more on the terminology applied for analyzing business models. Finally, students like S-7-MBA associated academic English with their research domain, which was related to business, application, and psychology:

> In the marketing field, many courses are related to psychology because they are about consumers' behavior. So not only do you have to know the marketing field, you also have to gradually penetrate into the psychology field. (S-7-MBA)

Reading Skills

Although most interviewees did not directly address their needs for reading, it was found that most students needed to improve their reading skills in order to cope with the excessive amount of reading materials. Students considered the reading load heavy. Hence, with or without students' previous knowledge or training of reading strategies, most students found their own ways to do their reading assignments. Capable students reported their ways of using certain reading strategies, while incapable students encountered great difficulties in reading:

> We need the ability to read English papers…, because there was quite a large amount of reading, you couldn't read it thoroughly. So you needed to be able to pick out the key points. (S-11-IMBA)

> Some people couldn't find the focus. They *read*, but only read the examples. Some only read Chapter [section] 5 [conclusion/discussion]. Some only read Chapter [section] 1 to get a rough idea. Some were even more ridiculous—only read the abstract, and claimed that they knew what the papers were talking about. I said, "How can it be possible? Don't you have to read…?" Anyway,

they read in tricky ways. (S-7-MBA)

Students also shared their experiences learned from others. According to S-14-IMBA, most Taiwanese students did not like to read English books or materials because it took much more time to read English than Chinese. Hence, students who were familiar with reading strategies would suggest not to read word by word or not to consult the dictionary every time they encountered a new word. Also, the reading strategies he had learned in high school taught him to read from the contexts:

> The teacher told us to try to read the whole context and then infer the meaning of the new word. You only needed to understand the general meanings. If the word had appeared many times or it was an important word, then you consult the dictionary. If the word only appeared once, you just needed to know the overall meaning and let it go. The most important thing was to understand the whole sentence. So I think whether you can speed up your reading depends on how fast you can find the real key points in a thesis, and then you need to look into the parts you want. (S-14-IMBA)

The Chair of the Graduate Institute of Business Administration also instructed students to scan first, in order to get the gist:

> He encouraged us to read the thesis outline [abstract/introduction] first; the author would tell you what this thesis was about. Then we could read the conclusion. The beginning and the end. Or, if it contained important figures and tables, it would be easier to read. Then we could read the explanations for the figures and tables. In this way, we wouldn't be reading words only, because texts full of words usually made us feel sleepy. . . . When you write a thesis, you need to write literature review. You need to quote from others' theses in the literature review. So naturally, you need to read a lot of theses. The faster you can read and get the points, the more information you can quote. It also gives your thesis higher credibility. (S-14-IMBA)

As stated earlier, students were not sure what the definition of academic English

226

should be. For example, S-8-MBA was not sure whether English textbooks could be counted as academic English. His idea of academic English was English journals. In other words, he believed that reading English journals was important for developing academic English. On the other hand, S-12-IMBA believed that grammar would affect the interpretation of reading, especially with inverted sentences or participial constructions.

Moreover, students reported that even general English would be used in papers to illustrate a theory or concept. In such a case, general English could not be separated from academic English:

> When a paper explains something [a theory/concept], it would directly use a daily life situation like shopping and tell you what this kind of situation is being named. In other words, it would use daily life example to explain things. (S-11-IMBA)

Oral Communication Skills

Oral communication skills were considered very important from students' viewpoints. However, the skills needed were more related to basic general English communication:

> I think for an MBA student, communication ability is more important because first of all, you need to be able to communicate with each other without any misunderstanding. It would be bad if the person you are talking to misunderstands you. (S-1-MBA)

> The most basic ability is based on the daily life stuff. You need to have the basic ability to communicate with others. The business administration field focuses more on the application side. (S-11-IMBA)

> Students' speaking and listening abilities really need to be enhanced. Because

when you are talking to people overseas, reading is no use. You can't write notes to communicate, so listening and speaking are really very important. Especially speaking, it takes courage, and your vocabulary of course. (S-12-IMBA)

If you want to learn business English, the most basic type is general communication. You need to have basic foundation for English communication. And then you can move on to business English. In that way, you will be able to apply what you have learned later. (S-4-MBA)

In order to provide more incentives for improving listening and speaking abilities, some students suggested hiring more native speakers of English to teach the EMCs:

Personally, if I have a lot of chances to meet foreigners, I'll push myself to enhance my listening and speaking abilities. For instance, if you hire more foreign teachers or visiting professors to teach more EMCs, I'll consciously cover the subtitles or read more English newspapers and magazines like *BBC*, *New York Times*, *Financial Times* before class, in order to understand. If the teachers ask about what's happening around the world, instead of what's happening in Taiwan, I'll know how to answer their questions. Basically, Taiwanese teachers ask in Chinese, you would answer in Chinese. In that way, you won't consciously try to understand more, or to improve your [English] listening abilities. (S-12-IMBA)

To sum up, for the overall EAP needs perceived by the students, the priorities identified were English communication ability, English presentation skills, and world views/common sense/news.

English Presentation Skills

Presentations with PowerPoint were commonly adopted in class or conferences. Hence, students recognized the importance of the presentation skills. However, students considered it very difficult for a graduate student to make a presentation with professional English, especially with the diverse English abilities existing among

MBA students:

> Does "giving a good presentation" count [in EAP]? Because I think what we need most is to *tell* what this is about, instead of just reading it and knowing it well. You need to synthesize others' stuff. For example, the teacher told us to read journals about retailing and the development of new products. I think the key point is not in understanding every word or sentence. The point is about knowing what theory it is talking about and what kind of implications it can bring. After knowing it, we should be able to tell and explain it to others. . . . I think a simple presentation is a necessity. However, I don't think it necessary to use big words or sentences like those in GRE. (S-9-MBA)

> You should be able to systematically explain in English about the business theories that you have learned and the knowledge you have gained, and be able to engage in basic discussion with native English speakers or scholars. When foreign scholars come to visit or have interaction with you, their expertise might be in strategies or marketing. You need to have some sense to discuss it with them. You need to know what topics in the strategic theories would be brought up. When they talk about their opinions of some theories, you have to be able to have a basic conversation with them. (S-2-MBA)

Since giving a presentation with the tool of PowerPoint was considered very important in the business field, a teacher in the U.S. partner university also provided a guide for students to make the PowerPoint files. According to S-14-IMBA, the teacher called it "10, 20, 30 rule," which meant that the teacher's ideal format was: 10 slides for 20 minutes, with the font size 30.

According to S-12-IMBA, even IMBA students tried to use general English to express themselves during presentation or in class. Therefore, he did not think it very helpful for academic English. For example, when he used the word *paradigm*, others might not understand him. However, when he changed *paradigm* to *example*, everybody knew what he meant.

Journalistic English and World Views

In the business field, world views were important for graduate students, whether for academic or occupational purposes. In order to broaden one's world views, reading or listening to English news was crucial. However, even the students themselves pointed out Taiwanese students' lack of world views:

> Taiwanese students need more world views. Because sometimes when we chatted with the exchange student from Holland, he would say that Taiwanese students were too shy, and cared less about international issues. The student from mainland China told me the same thing. (S-1-MBA)

Although gaining knowledge of international world views through reading or watching news was important, students reported that it required extra effort outside the class, instead of attending a course on journalistic English in graduate programs:

> You need to read and listen to English news by yourself after you enter the program, but not specifically making it into a course to teach news. . . . It can be blended into the courses. (S-2-MBA)

Some students did not think that reading journalistic English was necessary to learning academic English. Students also preferred gaining world views through reading Chinese newspapers. For example, S-10-IMBA stated that students would read Chinese newspapers to get information, unless they had the motivation to learn English. S-10-IMBA did not think journalistic English was that helpful in improving academic English ability. S-9-MBA agreed with S-10-IMBA, and further stated that due to his unpleasant experiences in studying journalistic English in high school, he still resisted reading English newspapers to this day:

> I've read *BBC* [materials given by high school teachers] before. I thought they were so difficult! . . . Maybe personally I'm not so interested in journalistic

English, I don't think I need to learn [academic English] through listening or reading newspapers. I don't think listening to English news would be effective. They speak very fast, so I can't really understand it. In my experience of reading English newspapers, I found their wording or expressions difficult to understand, even after the teacher's explanation. So from previous experiences, I still resist reading English newspapers, but not English magazines. . . . I don't think journalistic English was that directly related to our field because I'm not in the program of Journalism and Communications. (S-9-MBA)

Some students believed that business news or news related to cultural issues could help in comprehending the theories or cases read in the textbooks, as pointed out by S-12-IMBA. The starting points for students to read or listen to English news was not really about knowing what was happening in the world, but about improving their English listening, reading, or writing abilities. Therefore, S-12-IMBA recommended reading *Financial Times*, *Harvard Business Review*, *McKinsey Quarterly*, and *TED* (Technology, Entertainment, Design) to improve business English abilities, especially *TED*. However, according to S-12-IMBA, journalistic English and academic English were different. Journalistic English was more difficult to read:

In fact, reading academic English was fine. As to journalistic English. . . . sometimes the author needed to temporarily leave behind what he was writing at that moment, and quoted some theories or viewpoints, and then finally came back to his original points. If the students' reading ability was weak, he would lose the focus because the key points were separated. . . . Sometimes the author would give a counterexample. But if you don't have the kind of sensibility, you would wonder why this author writes this and that [at the same time]. . . . Such kind of writing basically wouldn't appear in academic English. (S-12-IMBA)

Writing Skills

Some students thought of writing as typical of academic English. Nevertheless,

writing skills appeared to be the least important among the fours skills for graduate students, especially when MBA and IMBA students were not required to write the thesis in English for the academic years of 2008 and 2009. Writing in English was required only when the teachers gave English assignments in EMCs or when students planned to write their theses in English. The most common writing applied in class was making the PowerPoint files. However, students often adopted the texts from the textbooks directly. Hence, not much writing was actually required.

For students who intended to improve their English writing or wished to write their theses in English, particularly the IMBA students, they felt the needs for the academic writing courses:

> If we need to write in English, especially with the IMBA program that we have right now, the graduate programs could consider offering an academic English writing course. (S-8-MBA)

According to S-12-IMBA, he did not think that the graduate programs intended to nourish students' academic writing ability whether by encouraging them to take courses in the Department of Applied Foreign Languages or by offering such courses. Even if they could take such courses in the Department of Applied Foreign Languages, they had to consider the 15-credit limit. For the IMBA students in the academic year of 2010, theses were supposed to be written in English. Hence, the English academic writing course would be more important for the IMBA students, and such a course could be offered by the IMBA program, as suggested by S-10-IMBA.

Culture and Literature

The importance of culture in the business field was obvious, especially for international business. Hence, the course Cross Cultural Management was a required

course in the IMBA program. Students also reported taking cultural courses in their overseas studies in the U.S. The students who had received foreign guests in Taiwan or took overseas studies strongly felt that their lack of knowledge about local cultures led to superficial communication.

However, when being asked upon whether English literature was needed in the academic business field, student interviewees mostly reported that it could be useful but there was no direct relation:

I think the knowledge of English literature is also necessary. You need to have a basic understanding of English/American culture and literature. I strongly felt the needs recently because I had taken courses like Introduction to Western Literature and gained some understanding. So when I see some words, knowing how they are derived, I have things to talk about with foreigners. Because if you know about their culture, you can go beyond greetings. . . . For example, in literature, there was a girl named Europa. It turned out that the word Europe is derived from it. So when you are chatting with foreigners, you can understand their jokes or stuff they say because you have a basic understanding for literature. . . . If you have extra ability or time, you can get to know some literature. (S-1-MBA)

I always think that Greek mythology is pretty important in Western life, so stories like that could be brought up in class. When foreigners talk to you or use some metaphors, they would suddenly bring up related issues like those, and also the Bible because those were the most precious things in their culture; this is the first level. The second level is, take Americans for example, they especially love to talk about professional baseball and basketball games and outdoor sports. So if you talk to them about ball matches, [sports] stars, they would be very interested. Through that, we can get to know more about their opinions for the matches or stars. . . . so far, I don't remember seeing Shakespeare's works being mentioned, but maybe Western history or cultural history can be introduced in class, because I think these two [Greek mythology and Western cultural history] are quite useful when talking to Europeans. (S-11-IMBA)

When I see the word literature, . . . I would think of Shakespeare or the Bible. So I don't think we would use it in daily life. (S-3-MBA)

Academic English sometimes required readers to have some cultural background in order to understand the connotation that the cases implied, according to S-12-IMBA. Only when students took a personal interest in gaining knowledge about culture and literature would they make efforts to learn it. However, famous quotations from literature works were often cited in the beginning of a chapter in the textbooks. For example, *The Road Not Taken* by Robert Frost was often quoted, according to S-12-IMBA. Magazines such as *Time* and *The Economist* would also contain the latest issues which included culture, business administration, politics, and economy. Moreover, as suggested by S-12-IMBA, movies based on literature works or novels related to business could be used in teaching. For example, he recommended two books entitled *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything* and *The Paradox of Choice: Why More Is Less*. The former combined pop culture and economics, while the latter discussed the excess illusional choices one faced in daily life. He explained that these two books were less academic but more entertaining, and yet they could be interesting reading materials.

Findings of Research Question Four: Students' Self-Evaluated Abilities

In the following sections, students' explanations for their self-evaluated abilities based on the items checked in their questionnaires are reported. The results of the students' self-evaluated English abilities are mainly displayed in the questionnaire, which were reported in Chapter 4. Based on the questionnaire results, some interviewees' explanation are added in this section. Moreover, the ways for students to enhance their English abilities are probed into.

Terminology

Some students asserted that their understanding of English terminology was insufficient. A common problem that students encountered was related to literature review in thesis writing. For example, S-14-IMBA's research domain involved technology management and intellectual property rights. However, he was not familiar with some specific English terminology and contents in the journal articles or theses he read in his research domain. Even if he consulted the dictionary, he still could not understand them. Hence, his solution was to discuss with his advisor. The same problem occurred to S-10-IMBA who considered his understanding of English terminology poor. Although they both had business background, the textbooks used during undergraduate studies were all in Chinese, as pointed out by S-10-IMBA. Hence, he found many new technical terms in academic papers.

Reading Skills

The reading problem that students encountered was similar to the reason stated for the difficulties in understanding terminology. Since students could not understand English terminology or texts, they considered their reading ability poor. S-14-IMBA was an example. Besides terminology, students' reading difficulties could also be caused by the MOI of the courses and the Chinese textbooks. As a result, when students were reviewing English papers for their research topics, they often had difficulties in relating what they had learned in the courses to English papers or journal articles they read, even after consulting the dictionary.

Some students considered their English reading ability for professional business letters very poor. For example, S-5-MBA could not understand his American classmates' e-mails during his overseas studies. He claimed that his American

classmates often used abbreviations or acronyms like *ASAP*. He stated that *ASAP* was

a common acronym which he had no problem with. However, he felt that some

abbreviations or his American classmates' writing was difficult for him to

comprehend. Hence, with S-5-MBA's permission, the researcher asked him to forward

e-mails from his American classmates for further examination. Five e-mails were

forwarded by S-5-MBA. However, the researcher discovered that the American

student's e-mails were written in polite and formal tone; the content did not contain

professional knowledge or terminology.

Oral Communication Skills

MBA students were more likely to express their insufficiency in oral

communication skills due to the fact their courses were mostly conducted in Chinese.

In consequence, they did not have sufficient opportunities to communicate in English:

> My reading and writing abilities are better, but my speaking ability is less…,
> because I didn't have many experiences in practicing. (S-7-MBA)

English Presentation Skills

Since making an English presentation was important in the business field, some

students felt that their oral presentation skills needed to be enhanced. As pointed out

by S-14-IMBA, his mind went blank in the middle of a presentation, and he had to

rely on PowerPoint—to a point that he could only read out the words in the

PowerPoint. The causes of the blankness could be the nervousness and language

barrier:

> If I were presenting in Chinese, I could remember the content faster. So it would
> be easier for me to express it. But with English, I needed to translate in my mind,
> so I tend to get nervous during the presentation. And then I wouldn't be able to

speak fluently. If I didn't want to translate, I would have to memorize the content well. It would be like memorizing the textbook, so the presentation would not be so vivid. Besides, if I forgot the content, I wouldn't know what I was talking about. So I think it's better to train myself to treat English as my native language, and think completely in English. (S-14-IMBA)

Ways Students Adopted to Improve English

Students generally hoped to improve their English abilities in listening, speaking, reading, presenting, and conducting research during their graduate studies. Few students considered their writing skills being improved because there were not many chances for writing in English.

Students with stronger motivation for learning English reported the ways they applied to improve their English abilities outside class:

I improved my English abilities in vocabulary and grammar through discussion or information collection during the process of preparing for the presentation and writing the thesis. (S-2-MBA)

I used to subscribe to a magazine called *Biz*. They would adopt news from CNN, so I learned some phrases from it. Moreover, because it's related to business, it often tells you how to make a business presentation in English, and how to communicate in English. That is pretty good. There are three levels of magazines from the same publisher: *CNN*, *Biz*, *A Plus*, depending on your preference. *CNN* is more English news-oriented, *Biz* contains more business English, and *A Plus* is more advanced. . . . I learn English from reading cases. . . . I have the habit of reading English newspapers, and I subscribe to *China Post*. (S-1-MBA)

I'll cover the subtitles when I watch English programs, or read more English newspapers and magazines like *BBC*, *New York Times*, or *Financial Times*. . . . There's a Widget on *BBC*. You can download stuff there and put it in your computer, then you can listen to its broadcast. You can practice speaking, and it provides scripts. Another website I often listen to is *TED*; this is more related to

business. . . . or technology, technicians. For example, how they use Wii in teaching in Africa. Impressive, right? Because they can turn a Wii machine into an electronic whiteboard. (S-12-IMBA)

I think I'll take TOEIC later because I think it will help me find a job in my career. Although I've been on overseas studies, I still want to take the TOEIC test. I also hope to reach the departmental standard of 750 points. (S-14-IMBA)

Summary

This chapter has presented the qualitative data collected from two teachers and representative informants from the MBA and the IMBA programs. Overall, the qualitative results indicated that the curriculum designs, teachers' instructional practices, material selection, and the standards of the evaluation were somewhat different for MBA and IMBA students, particularly in the courses not jointly offered by the two programs. Numerous issues have emerged from student interviewees' data. In addition, there was a high degree of similarity in the perceptions of the EAP needs from the teachers' and the students' viewpoints. A detailed discussion of the quantitative and qualitative findings will be presented in the next chapter.

CHAPTER 6

DISCUSSION AND CONCLUSIONS

This chapter summarizes the findings pertaining to the four research questions, and sets forth discussion regarding related research and theories. Conclusions are drawn. Implications for pedagogy and future research are presented next. The limitations of the present study are discussed, followed by recommendations for future research.

Summary of Major Findings and Discussion

This section presents the findings for each research question, including results obtained from two questionnaires, classroom observation, and interviews with teachers and students. Related discussion is also provided.

Research Question One: Perceptions of Academic Curriculum Design

In terms of the first research question, "*What are the teachers' and students' perceptions of the status quo towards academic curriculum design?*" the findings indicated that the MBA and IMBA programs included nurturing students' and even teachers' English academic abilities in the curriculum design.

For teachers, participating in an overseas teacher training program offered by Harvard University to improve teaching skills and professional knowledge was encouraged and sponsored by the graduate programs. The teachers adopted "participants-centered learning and teaching" from the Harvard teacher training

program. This teaching principle is in line with the Learning-centered approach

proposed by Hutchison and Waters (1987). Furthermore, regular seminars regarding

the improvement of teaching quality or experiences were also held. However, finding

teachers to teach EMCs was reported as the biggest challenge in curriculum planning,

especially in hiring foreign teachers to teach in graduate programs. Hence, courses

taught by foreign visiting professors were offered regularly. Furthermore, the graduate

programs also implemented a TA system to promote teaching quality.

For students, their English abilities were tested upon admission. In the MBA

program, students with foreign language backgrounds were specifically recruited to

facilitate peer learning. In the IMBA program, all courses were conducted in English,

except for Business Research Method. There was a category in graduation

requirements directly relating to language. Students were required to either achieve a

certain score on English proficiency tests or undertake overseas studies. Most students

from both programs also agreed that the graduation regulations served to enhance

students' English academic abilities and that an English threshold should be set. The

graduate programs further provided a variety of English extracurricular activities to

enhance students' English abilities. However, both groups of students suggested that

activities such as conversation with foreign teachers and foreign students be provided

as English extracurricular support. MBA students also expressed more interests in

gaining information on English proficiency tests and some software for self study,

while IMBA students required more extracurricular support for business journal or

magazine reading. It is suggested that the English extracurricular support be

established and coordinated among different departments, and be promoted for

students to gain information about these resources.

Although both MBA and IMBA programs intended to nurture students' English

academic abilities, only around half of the students from both groups expressed their

agreement on the programs' endeavor to pursue such a goal. Around 30% of the MBA students and 40% of the IMBA students felt neutral about this issue. There are a number of possible explanations. Firstly, although the programs established various means to help students develop English abilities via admission regulations, EMCs, graduation requirements, and extracurricular activities, students might not be able to see the whole curriculum design from the administrative standpoint. With the intensive training and requirements for students to obtain the Master's degree, students mostly struggled to fulfill all the requirements and tended to see things differently.

Another explanation is that the goal of the graduate business programs and students' learning motivation mainly focused on content. As pointed out by Jenkins, Jordan, and Weiland (1993) and Orr and Yoshida (2001), NNS researchers' time is mainly devoted to content knowledge, instead of language learning. This is particularly true with the MBA students. It can be evidenced by the fact that 65% of the MBA students had taken only one EMC, and 89% reported that the reason for taking the EMC—International Business Management, is that it was a required course. Moreover, since the MBA program allows students to waive credits taken from undergraduate studies, even for the required course, MBA students who had taken International Business Management during their undergraduate studies could waive this EMC. On the other hand, IMBA students were prepared for EMCs upon entering the program; hence, EMCs were perceived as required. Although some of the IMBA students had the intention of gaining both professional knowledge and language abilities, most students still focused on content. Therefore, although one of the goals for having EMCs was to develop students' content and language abilities, the EMCs were the strong form of CBI (Wesche & Skehan, 2002). As a result, students might not feel that English support directly relating to EMCs is offered by the programs.

241

Still another explanation rests in students' awareness of their insufficient English proficiency. As indicated by the quantitative results, MBA students' frustration with EMCs mostly came from their insufficient abilities to express, interact, and comprehend English in class. As a result, students with good English proficiency were more likely to participate in any English-related programs, courses, or activities, whereas less proficient students might try to avoid English as much as possible. It was also found that students with less English proficiency or less motivation for learning English were not able to recall details or provide information regarding the EMCs they had taken. These less proficient students tended to answer questions related to the content they had learned and failed to answer the researcher's questions from the perspectives of English learning.

The fourth explanation may be that students were confined to the 15-credit limit; that is, credits gained for courses taken from different programs, departments, colleges, or universities should not exceed 15 credits. For MBA students particularly, after fulfilling the required and required-selective credit requirements, they had limited credits left for participating in English-related courses offered by other programs (including the IMBA program) or departments. Therefore, unless MBA students were extremely motivated to learn English, they were usually not interested in improving their English abilities. IMBA students also expressed their concerns over the 15-credit limit. However, IMBA students' concerns were more related to the content learning because their English proficiency was generally better than MBA students'.

In regard to the requirements for nurturing students' English academic abilities, students' loading and financial situation may need to be taken into account in curriculum planning. When students struggle to fulfill all the graduation requirements, they are less likely to have spare time for learning English. Although the graduation

requirements demand students to reach a certain standard in language-related activities, the standard should be set within in a reasonable range. For instance, when students cannot obtain a score of at least 750 on TOEIC, they have to undertake overseas studies, which not everyone can afford. For students with less English proficiency, it is unlikely for them to obtain such a score. According to the quantitative results, around 75% of the MBA students wished to gain extracurricular support on TOEIC, since TOEIC is "the de-facto standard measure of English proficiency in many parts of Asia, at least in business contexts" (Chapman & Newfields, 2008, p. 32). Due to the difficulties for students to obtain such a high score on TOEIC, the MBA program lowered the scores for TOEIC to 550 in the academic year of 2010, while IMBA students still have to obtain a score of at least 750. Students also expressed their concerns over the financial burden for fulfilling their graduation requirements. In addition to the overseas studies, most students also attended the overseas internship; as a result, they had to consider their finance for both requirements.

According to the interview results, students with different backgrounds do help each other during graduate studies. Students with foreign language backgrounds also prove to outperform other students, and they become valuable resources for the graduate programs. In other words, the goal of recruiting students from different backgrounds to help one another in the MBA program has been achieved.

Based on the responses gained in pre-questionnaire construction interviews and pilot tests, some IMBA programs required students to have a minimum of 2-year work experience in order to enter the program. It is also shown in this study that students with at least 2 years of full-time work experience tended to display more interest and motivation in learning content as well as language. Therefore, establishing a criterion to recruit students with a certain amount of work experience might be a way to ensure

students' motivation for learning. Moreover, students' work experiences can further contribute to in-class interaction and discussion.

Research Question Two: Perceptions of Teaching in EAP Courses

In terms of the second research question, "*What are the teachers' and students' perceptions of the instructional practices, material selection, and evaluation measures in EAP courses?*" the summary of findings and discussion of teachers' instructional practices, material selection, and evaluation measures in EMCs are reported respectively in the following sections.

Instructional Practices

The application of teachers' instructional practices involves the following issues: MOI, in-class presentation, and interaction in EMCs.

MOI. A comparison of the teachers' and students' perceptions of instructional practices indicated that the following factors all played a crucial role in the application of adopting English as the MOI: (1) the nature of the courses, (2) teachers' teaching goals, (3) teachers' and students' English proficiency, (4) teachers' awareness of the use of MOI, and (5) teachers' accents.

The content or nature of a course could have major influence on the MOI. It was reported that introductory courses introducing fundamental concepts were considered suitable for adopting English as the MOI. For example, students reported that International Business Management, a current required EMC for both MBA and IMBA students, was an ideal introductory EMC which guided students to explore English vocabulary from different domains. On the other hand, it was difficult for courses regarding cases in Taiwan or mainland China to adopt English as the MOI since the materials were in Chinese. Another example was courses concerning

intellectual property rights in Taiwan. Other courses involving theoretical, mathematical, logical thinking, and statistical concepts also presented a big challenge for adopting English as the MOI. For instance, both teachers and students favored the use of Chinese as the MOI for the course Business Research Method because it involved statistical concepts. As shown in the interview results, students were generally afraid of statistics, no matter which type of background they had. Moreover, according to information gained from the pilot tests, it seems that graduate business programs in other prestigious traditional universities in Taiwan did not offer the course of research methods in English for unknown reasons. Nevertheless, the target IMBA program has successfully negotiated with the administrative departments and managed to offer the course Business Research Method in English in academic year of 2010. The difference in MOI for this course may bring challenges, as stated by both teachers and students.

Some EMC teachers included language learning into their teaching goals. These teachers would make extra efforts to devise various means to enhance students' English abilities. For example, Dr. B made effort to improve students' academic abilities by teaching students formal wording. He also asked his students to rehearse the presentation to him or to his TAs, and English pronunciation was one of his focuses during the rehearsal. Dr. B believed that if the English was unintelligible to the audience, communication could not take place. Some teachers asked the TA to record the number of times that students spoke up in class. Others gave extra points to encourage students to speak. Some would try to adopt simpler, more understandable vocabulary for MBA students, but not so for the IMBA students. Other teachers also tended to have more English demands for IMBA students than for MBA students. Nevertheless, some students claimed that teachers did not have to include English learning in the teaching goals because students should be responsible for learning

English by themselves, especially for IMBA students.

Both NNS teachers' and students' English proficiency had impact on instructional practices. NNS teachers' English proficiency was also one of the factors which influenced students' decision in taking the EMCs. Some students noted that the length of a Taiwanese teacher's staying in an English-speaking country correlated to the teacher's English proficiency. However, although the Taiwanese teachers teaching EMCs all received their doctoral degrees in English-speaking countries, not all of them were accustomed to speaking English in class. Since Taiwanese teachers and students are non-native speakers of English, the psychological process involving input, intake, and output of a non-native language (Ellis, 1995; Krashen 1985; Long 1983; Pica 1992; Swain 1985) is inevitable. Moreover, since there is a trend of learning Chinese/Mandarin in Western countries and even Asia (Ramzy, 2006), the use of English or Chinese as MOI may become a debatable issue, particularly with Taiwan being a springboard and testing market for those who are interested in entering mainland China markets (Lai, 2011; The Straits Times, 2010).

In terms of teachers' awareness of the use of MOI, Chinese was partially adopted in EMCs to explain important concepts and to compensate for the great differences in students' English proficiency. Teachers would take students' overall reactions in class into account, and adjust their MOI. Both MBA and IMBA students supported the partial use of Chinese in EMCs. However, the proportion of Chinese used in EMCs differed according to the content, teachers' English proficiency, and teachers' awareness. Some teachers seemed to speak too much Chinese in EMCs. As a result, three MBA students could not even recall that they had taken the EMC until being reminded in the interviews. Some teachers appeared to speak Chinese or even Taiwanese unintentionally. It often happened that, proficient students had to interpret for foreign students. On the other hand, some teachers would care for foreign students

in class, and adopt both Chinese and English in class. However, there might be more explanations in Chinese, and English was used to briefly explain the key points. One student sensed the difference in teachers' explanations in Chinese and in English, so he deliberately avoided taking EMCs. Regardless of the amount of English spoken by teachers in class, students still reported that all teachers would try to help students improve their English in some ways. One student further suggested that teachers adopt English to explain terminology in Chinese-medium courses. He believed that it would help to improve students' academic English ability. It is suggested that teachers explain their reasons for using Chinese in the EMC, as some of the teachers did, for both Taiwanese and foreign students to gain a better understanding of teachers' switching of the MOI.

The teacher's accents, regardless of native or non-native speakers of English, presented a challenge for students. Taiwanese students were accustomed to American English. Therefore, even proficiency students reported having difficulties understanding Taiwanese teachers' British accents, let alone other accents such as Indian. Some teachers noticed the problem caused by the accents, and they would point out the differences for students. However, some students seemed to be able to understand the teachers' "Taiwanese English" better than the English spoken by native speakers. This phenomenon has caused concerns for some teachers to fear for the appearance of Chinglish. Nevertheless, as the concept of "world Englishes" (Mackey, 2007) being developed and English being the important international lingua franca (Johns & Dudley-Evans, 1991; Sano, 2002; Seidlhofer, 2005; Tardy, 2004), it is critical for students, especially business majors, to understand the importance of learning different accents. Hence, it is suggested that teachers raise students' awareness of the accents and that the concept of "world Englishes" be introduced to students in the beginning of the class.

It is interesting that around 87% of the IMBA students considered that using English as the MOI and using English to explain terminology could enhance their EAP abilities. On the other hand, only around 54% to 58% of the MBA students considered so. The results support Clapham's (2001) suggestion that there might be an English threshold level for students to activate background knowledge in terms of text comprehension, particularly when the texts are highly subject-specific. In other words, students may encounter difficulties in academic English if they cannot exceed the English threshold.

In-Class Presentation. Presentation with PowerPoint was the most frequent means adopted by teachers to conduct courses, as pointed out by both teachers and students. Teachers typically assigned reading materials to different groups of students, especially in a large class, and the group members would be in charge of presenting the assigned content. It was reported that some teachers made use of presentation to help students with English pronunciation, formal wording, genre (written vs. oral), ways of expressing themselves, grammar, and even presentation skills. To take full advantages of students from different backgrounds, heterogeneous grouping technique was favored. Some teachers would take the first two weeks to observe students' English performance and then make arrangements for grouping. One teacher even made extra effort to check students' backgrounds and pre-trained proficient students to be presentation models. Some teachers would further assign different groups to pose questions or answer questions in order to engage students in peer learning. The adoption of videos or Internet resources was also commonly included in the presentation. However, some issues were reported by students regarding group presentations. First, many students appeared to read the materials only when they were responsible for presentation. Some even relieved themselves of the burden of

248

reading by simply listening to others' report. Second, only the assigned groups would most likely participate during the in-class presentation, particularly in a large class. Students who were not responsible for presentation mostly sat and listened. Students with poor English abilities could not even be sure of what they had heard. Third, the English that had been improved through presentation was not necessarily academic English. Some teachers corrected students' English pronunciation or grammar which is more related to EGP, instead of EAP.

Findings obtained from the quantitative results revealed students' overall thoughts regarding whether teachers' instructional practices emphasized students' oral presentation, reading comprehension, and listening abilities in EMCs. Around 64% of the MBA students and 87% of the IMBA students agreed that teachers emphasized oral presentation abilities in EMCs. For reading comprehension, around 53% of the MBA students and 67% of the IMBA students indicated their agreement. For listening, around 39% of the MBA students and 73% of the IMBA students agreed. As shown in the results, IMBA students had a higher percentage of agreement than MBA students. Since most of the courses that IMBA students took were EMCs, and these students also had better English proficiency than MBA students, it is not surprising that IMBA students felt that teachers had tried to care for their oral presentation, reading, and listening abilities in class. On the other hand, the MBA students' responses indicated that teachers somewhat cared for their oral presentation and reading abilities, but not so much for their listening ability. It explains that during presentation, students mostly sat and listened unless they were responsible for giving the presentation.

In terms of the in-class activities which could best facilitate students' EAP abilities, both MBA and IMBA students gave "reading English materials" the highest rate. More than 73% of the MBA and IMBA students also considered that "making English oral presentation" could enhance their EAP abilities. The results indicated that

students recognized the importance of reading and giving oral presentation. However, a serious problem which hindered students' improvement of English academic ability arose from the fact that students did not read the materials. Furthermore, reading correlates with listening. If students preview the reading materials, they would be able to understand the class better. As students had a heavy reading load from all the courses they took, they normally did not have enough time to read all the materials, especially less proficient students. Most students only read the materials when the teachers imposed some measures to force them. Since teachers typically adopted group presentations to conduct the courses, most students only read when they were responsible for presentation. Even so, most of them still developed their own "group assignment" strategy—reading materials were further divided and assigned to individuals. Hence, most students only read the parts assigned to them, made their parts of the PowerPoint file, got together to report their parts of the readings to others, and then discussed how to put all the individual files into the final PowerPoint file. During the whole process, little reading occurs, and thus, students' English academic ability could not be enhanced. It is suggested that teachers adopt ways to engage all students in reading assignments to ensure students' learning.

Heterogeneous grouping (Anderson & Pavan, 1992; Gutierrez & Slavin, 1992; Miller, 1990) may be a good way to facilitate peer learning. The MBA program recruited students from different backgrounds so that students can help one another in class. Therefore, some teachers would adopt heterogeneous grouping. However, heterogeneous grouping does not guarantee academic gains (Daniel, 2007; McAvoy, 1998; Slavin, 1990). Even so, such kind of grouping technique is still encouraged. If heterogeneous grouping is not deployed, students are likely to form their own groups and the purpose of recruiting students from different backgrounds cannot be accomplished.

Interaction. Students reported that teachers in EMCs all tried to engage students in classroom interaction. However, several issues were raised in regard to teachers' instructional practices for interaction. Firstly, teachers had to find ways to initiate interaction because Taiwanese students were unlikely to take an active role. In addition, students' English proficiency greatly influenced their motivation for interaction. Moreover, Eastern students tended to rely on the teachers to provide answers, give commands, and monitor the process. The results also showed that the number of students in a class as well as the size of the classroom both had impacts on interaction. Fewer students and small classrooms could render more interaction.

Quantitative results showed students' overall perceptions regarding whether teachers' instructional practices emphasized students' interaction and in-class group discussion. Around 54% of the MBA students and 80% of the IMBA students agreed that teachers emphasized interaction in EMCs, whether it was between teachers and students, or among students. More than 77% of the MBA and IMBA students believed that "interacting in English" could facilitate their EAP ability. As to whether teachers emphasized students' in-class group discussion, only around 22% of the MBA students and 40% of the IMBA students indicated their agreement. Classroom observation further revealed that Chinese was used by students in in-class discussion even in EMCs.

As pointed out by the students, interaction with teachers particularly involved factors such as students' English proficiency and courage. For example, students stated that some teachers would give a "pep talk" to encourage students to speak up in class, especially to new students. With such encouragement, students would at least try to speak up in the first two weeks or so. However, later on, students with good English proficiency tended to dominate the interaction, especially in Eastern teachers'

(in this study, Taiwanese and Indian teachers) classes.

The four cross-cultural communication breakdowns—ethnic, local, academic, and disciplinary culture (Flowerdew & Miller, 1995) seem to occur during the interaction process. In terms of ethnic culture, Taiwanese students were familiar with Eastern teachers' (in this study, Taiwanese and Indian teachers) teaching styles, and also seemed to appreciate the Western teachers' (in this study, the American teachers) interactive way of teaching. Hence, not many ethnic cultural breakdowns seemed to occur. In terms of local culture, it seemed that the Indian teachers may have some difficulties in getting students to interact with them. However, one of the difficulties might come from the teachers' accents. In regard to academic culture, cultural differences seemed to cause communication breakdowns in terms of values, assumptions, attitudes, and patterns of behavior and so on across cultures. The academic culture in Taiwan belongs to the Confucian style wherein students respect the authority, place positive value on silence, and emphasize group orientation to learning (Flowerdew & Miller, 1995). Moreover, students expect the teachers to be omniscient and to be able to provide answers to all questions. As a result, teachers generally encounter difficulties in getting students to interact with the teachers. However, it is interesting that students did not seem to experience too many academic breakdowns with the American teachers, whether in Taiwan or in the U.S. According to the interview results, students gave very positive feedback to the American teachers. One American visiting teacher appeared to have excellent skills in posing questions. Even students with poor English proficiency were fighting to express their opinions in that class. However, one reason for students to get highly involved in interaction was that this American teacher brought up controversial ethical topics. Other students reported that the American teachers in the U.S. seemed to have more patience with less proficient students, and would offer equal opportunities for individuals to speak

up. Moreover, they would help to rephrase and summarize students' opinions. During the process, students felt respected and felt that they had learned English from the teachers' rephrasing and summarizing. A possible explanation is that Eastern teachers and students are likely to share the same kind of thoughts regarding how a course should be conducted, since teachers and students grow up in the same culture. However, students might have a different standard for Western teachers; hence, their feelings and expectations might change accordingly. Finally, recruiting students from different backgrounds inevitably resulted in disciplinary cultural breakdowns. Students would encounter difficulties in terms of unfamiliar theories, concepts, or terms, even for business undergraduates.

Material Selection

Teachers' selection of materials could be examined from two perspectives: language and sources. The quantitative results showed that the language of the materials for IMBA students, whether main or supplementary materials, were all in English. However, around 96% of the MBA students agreed that the main materials in EMCs were in English. For supplementary materials, only 80% of the MBA students stated that they were in English. From the teachers' reports, the selection of English materials differed as they gained more teaching experiences. Hence, the readability of the language and the practicability of the textbooks became important factors for teachers to select materials, particularly when the courses involved theories. Both teachers and students confirmed that students would consult Chinese versions of the materials to avoid reading English. According to the quantitative results, 40% of the MBA students claimed that they would definitely look for Chinese versions first, while only around 27% of the IMBA students would do so. Nevertheless, teachers reported that reading Chinese versions might help students in comprehending the texts,

253

and thus, whether or not the texts had Chinese versions would not influence their choice.

The sources of the texts included textbooks, handouts, computer resources, learner-generated materials, and students' background experiences. Textbooks adopted by teachers were typically the "bible"—a book that is considered the most important one in a particular domain. Handouts usually referred to papers, journal articles, or business cases. According to the quantitative results, 59% of the MBA students claimed that teachers adopted case studies as the materials, while around 93% of the IMBA students claimed so. Case studies provided by Harvard University appeared to be well accepted in business programs. Both teacher interviewees also attended a teaching training program offered by Harvard University to learn and teach Harvard cases. "Participants-Centered Harvard Case Study in International Management" was even a required course in the IMBA program. Therefore, it explains why IMBA students rated "case study" as one main source of course materials. However, as pointed out by Dr. A, Harvard cases were not likely to include sufficient Asian, Taiwanese, or mainland China cases. Hence, it is necessary for Taiwanese organizations to collect such cases. It is reported that the Ministry of Education and the National Science Council in Taiwan are promoting cases of Taiwanese enterprises. Therefore, there are databases from which the teachers can select cases. However, more effort regarding the collection of cases from Asian, Taiwanese, mainland China and the translation into English is required, especially for the IMBA program. Another issue concerning the adoption of handouts was the distribution time. Handouts should be given to students prior to the class. However, it was particularly difficult with foreign visiting professors. As reported by students, foreign visiting professors taught very intensively during their one-month stay. Handouts were given upon their arrival. Hence, students found themselves

overwhelmed by the intensive class schedule and the heavy load of reading. Since foreign visiting professors can only co-teach a course with Taiwanese teachers, it is suggested that the handouts be provided to students in the beginning of the course via Taiwanese teachers, if possible.

An additional piece of information regarding using Harvard cases for language teaching purposes was obtained from a speech attended by the researcher. The Harvard cases were purchased by an ESP language program in a prestigious university in Taiwan. The teachers adapted the materials and simplified the language in an attempt to make them easier for business undergraduates. After one year of hard work, the adaption was completed, and the program notified Harvard University of such changes, and asked for permission to use the adaption as language teaching materials. The request was declined by Harvard University, and thus, the effort of making the adaption was in vain. This information is valuable for language teachers who intend to use Harvard cases as teaching materials. Suggestions may be offered to Harvard University to adapt the materials for language teaching purposes.

The third resource for class materials involved computer resources such as online video clips or Internet resources. Video clips from YouTube proved to be a good resource. However, some students reported that they could not see the connection between the videos and the course topics. Therefore, it is suggested that teachers make clear to students about the connection or the use of videos to engage students in interaction. Some teachers made their own materials into PowerPoint files and uploaded the files to a designated webspace for students to download. Also, with the evolution of technology, campus-wide wireless networks were offered. Hence, it was common for teachers and students to use laptops in class and directly looked for online information. However, the interview results indicated that one Indian visiting professor was reluctant to offer his PowerPoint files to students. Since the only

255

materials he adopted were his own PowerPoint files, students could not preview the materials. A possible explanation for the teacher's unwillingness to share the PowerPoint files with students could be due to the protection of his copyrights. Another explanation could be that the teacher intended to conduct in-class activities in which some information had to be kept from students temporarily. Nevertheless, it is still suggested that teachers share their materials with students for students to preview and review.

The fourth resource for class materials was generated by students. Some teachers did not adopt any textbooks or handouts; they gave students a guideline and direction about the topics to be discussed in the beginning of the course. Students had to look for information by themselves and made a presentation in class. Two issues are raised—one concerning teachers' expertise and the other concerning the language of the materials. For teachers who adopted no other materials but asked students to find their own information, it presented a challenge to teachers. The teachers could not prepare the lessons beforehand, and might need to cope with the pressure from Taiwanese students' expectations. However, solutions can be made. For instance, Dr. B asked the students to give a presentation to him in advance. Not only could students receive advice from Dr. B regarding the presentation content and related English problems, Dr. B could also gain an idea about students' presentation content. Another issue concerned language—not all information was in English. Students sometimes had to look for information about other countries, especially the IMBA students. Students typically searched for information online. However, the information obtained from non-English speaking countries is unlikely to be in English. Although there are websites and software to help with translation, these translations appear to be highly unreliable. Therefore, the solution to this problem requires further investigation.

The final resource of materials adopted by teachers was students' background

experiences. Foreign or exchange students appeared to be one of the valuable

resources. Some teachers made good use of these students' unique backgrounds or

experiences to be class materials. Foreign students were asked to report the political,

cultural, or economic situations in their countries. In this way, teachers and students

can all benefit from each other and gain first-hand information.

Evaluation Measures

Four evaluation measures were reported by teachers and students: in-class

presentation, written exams, participation, and assignments. According to the

quantitative results, both MBA and IMBA students asserted that in-class presentation

was the most common evaluation measure. However, according to the teachers,

IMBA students' English performance was valued more than that of MBA students. As

mentioned earlier, most presentations were conducted in groups. Hence, teachers

reported that they would try to distinguish individual performance from the group and

grade the individuals, if possible. Some teachers would demand students to make a

peer evaluation as reference.

The second evaluation measure was written exams. The quantitative results

indicated that written exams, whether mid-term or final, were not so common in the

MBA or IMBA program. Moreover, since EMCs were the focus of this study, it was

assumed that questions on the midterm and final exams would be set in English and

that students would be required to answer essay questions in English. However, both

MBA and IMBA students stated that the answers to essay questions were allowed to

be written in Chinese, especially MBA students. According to the teacher

interviewees, students were likely to make mistakes regarding the use of terminology,

or students simply could not express themselves in English on the written exams. As a

result, it was difficult for teachers to determine whether the poor test results came

from students' insufficient English ability or from the lack of professional knowledge. Moreover, grading students' writings was very time-consuming. Hence, other forms of questions such as true or false and multiple-choice questions were also adopted by teachers.

The third evaluation measure was participation which included students' in-class interaction, group discussion, amount of speech, quality of speech, and attendance. The quantitative results indicated that in-class interaction, group discussion, amount of speech, and quality of speech were highly valued in the IMBA program, while these four evaluation measures gained a much lower rate in the MBA program. Some teachers would call on individuals, examine their responses, and check for their attendance at the same time. Another common way for evaluating and encouraging students to speak up was to record the number of times that each student spoke up. Extra points would be given to students who answered questions first or provided good answers. For foreign visiting professors, the institutes would offer a name list along with students' pictures for teachers to keep records.

The grading of each individual student's performance in a large class presented a challenge to teachers. When students' individual performance failed to be recorded in class, the grading could be unfair. Another problem arose when teachers did not call the roll in a large class—some students stopped attending classes after fulfilling teachers' requirements. Therefore, it is suggested that teachers make the grading of individuals known to students in class. In this way, not only can teachers save time recalling students' individual performance, the teachers can also gain their credibility of grading.

The fourth evaluation measure was assignments, which included homework, midterms, papers, and term papers. Some teachers made good use of assignments to force students to read all the materials. For instance, Dr. B posed five questions for

students to analyze each case taught in his course. In this way, students had to read each case and write group assignments. Nevertheless, grading written assignments was time-consuming, and teachers sometimes could not grade and give the assignments back to students in time. Hence, some teachers asked students to include their answers in the in-class presentation; the teachers then graded and gave comments in class. This could be a good way to ease teachers' burden for grading written assignments. Moreover, all students could benefit from teachers' public comments.

English proficiency may have correlation with students' general performance, according to Dr. B. Students with good English proficiency seemed to outperform others. Therefore, the standard for grading MBA and IMBA students was also different. IMBA students' English proficiency was more valued during grading, and they also seemed to outperform MBA students. IMBA students were also expected to read and list more foreign references in their written assignments.

A different type of assignment concerning English translation was adopted by a teacher in his Chinese-medium courses. The teacher asked students to translate English cases or papers into Chinese, and students' translation was adopted as teaching materials for future students. Although this is a Chinese-medium course, it is suggested that teachers offer English materials in order to enhance students' EAP abilities. If teachers feel the need of offering previous students' translation as reference, students should be informed and the original sources of the materials should be provided.

In terms of students' evaluation for teachers and TAs, students had to make separate evaluation for teachers and the corresponding course TAs. The evaluation for teachers was offered online. However, the graduate programs developed their own evaluation form for course TAs in paper format. If the course was taught by two

teachers, there would be two TAs. The TA's evaluation form was further divided into two types, one for the course TA to evaluate himself, and the other for students to evaluate the TA. At the end of the semester, the course TA would be informed to collect the TA evaluation forms from the departmental office. Besides evaluating himself, the TA would distribute the course TA evaluation form to the students. Since there were different types of evaluation forms to fill out and students usually took many courses in one semester, many student interviewees appeared to be confused regarding the whole evaluation system. Some students also appeared to give unfair evaluation to teachers because they disliked the course content. Since the teachers' expertise may not necessarily meet students' needs, the dissatisfied students may give the teachers a poor evaluation. In consequence, the actual teaching quality may not be reflected. Therefore, it is suggested that the programs take a closer examination on students' evaluation of the teachers.

Research Question Three: Perceptions of Students' EAP Needs

In terms of the third research question, "*What are the teachers' and students' perceptions towards graduate students' EAP needs?*" seven aspects were examined: terminology, reading, oral communication, presentation, journalistic English, writing, and culture and literature.

The first and foremost EAP need perceived by teachers and students was the comprehension of English terminology. To improve students' English terminology proficiency, terminology explanation in English was sometimes adopted on the exams. More importantly, reading from different English resources appeared to be the best way recommended by teachers and students for improving terminology competence. The perceptions of the needed terminology, however, could be highly associated with students' research domains, besides the basic terminology.

260

The second EAP need perceived by teachers and students was reading skills. Both teacher interviewees considered that reading could help in amending students' lack in other English skills such as listening, speaking, and writing. A comparison of MBA and IMBA students' needs of reading indicated that MBA students' ranking of reading needs was higher than that of the IMBA students'. "Reading professional books or research reports" was rated as needed by more than 70% of the MBA students, while "reading news" was rated as needed by more than 70% of the IMBA news. In other words, the two groups of students seemed to focus on different kinds of reading. A possible explanation for this phenomenon may be that students' needs for English inquired on the questionnaires referred to their needs in general, regardless of the MOI or the contexts being in class or extracurricular activities. IMBA students need to be familiar with international affairs, so they may have more demands for reading English news. Another issue related is about reading strategies. According to the interview results, different reading strategies seemed to be adopted by students from different backgrounds. Some students had received training on reading strategies, while others had not. Therefore, it is recommended that reading strategies be taught in order to build students' reading foundation.

The third EAP need perceived by teachers and students was oral communication skills. Oral communication skills involved listening and speaking abilities. Based on the quantitative results, MBA students' ranking of needs for listening was higher than that of speaking. On the contrary, IMBA students ranked the needs of speaking higher than that of listening. The need of speaking comprehensible English ranked second (around 87%) for MBA students, and ranked first for all IMBA students. However, compared with the quantitative results obtained from Part II regarding academic curriculum design for graduate programs, only around 25% of the MBA students considered pronunciation courses needed, and none of the IMBA students considered

so. One explanation for this is that graduate students consider pronunciation courses suitable for undergraduate students. Hence, it is also recommended that English pronunciation be included in undergraduate English curriculum design. On the other hand, quantitative results obtained from Part II regarding the need of "English conversation" course for graduate programs indicated that MBA students demonstrated more needs for the course of "English conversation" than IMBA students did.

The fourth EAP need perceived by students was English presentation skills. Since courses in graduate programs were conducted mostly by group presentation, this skill was greatly valued by students, but it was not particularly mentioned from the teacher's perspective. Nevertheless, students reported that general English was possibly more needed in presentations because students would need it to express themselves. Even professional terminology would be explained or substituted by general English expressions. The quantitative results obtained from Part II regarding the need of "presentation skills" course also indicated that both groups of students rated "English presentation skills" to be the most needed course for business graduate students.

The fifth EAP need perceived by students was journalistic English. Gaining world views through reading or listening to news is important for business graduates, particularly for IMBA students. However, according to the interview results, only students who were interested in English would read, watch, or listen to English news. In other words, students could gain world views by reading or watching Chinese news, too. It was reported that Taiwanese students still lacked world views. Students also pointed out that journalistic English and academic English possibly had different genres, and journalistic English was more difficult to read. Students also stated that business news or news related to cultural issues would help in comprehending

theories or cases read in the textbooks. Hence, it is suggested that journalistic English be incorporated into graduate courses involving politics or culture.

The sixth EAP need perceived by teachers and students was writing. Although English writing was one of the EAP skills which the teacher and some student interviewees first associated with, it appeared to be the least needed skill, especially for MBA students. Writing involves grammar, which belongs to EGP. Although the teacher interviewees considered grammar important for students, they stated that they would not correct students' grammatical mistakes because they were not English teachers. Writing was mostly required when students were making PowerPoint files for presentation. However, since students were reporting the assigned reading materials in the presentation, they mostly adopted the texts directly. Hence, no actual writing was performed when students gave a presentation. Other likely scenarios for writing to occur were written exams, written assignments, and thesis writing. As reported earlier, students were usually allowed to write in Chinese for written exams or assignments, particularly for the MBA students. Therefore, the need for EAP writing was greatly reduced. As to thesis writing, MBA and IMBA students recruited in the academic years of 2008 and 2009 could write their theses in Chinese. However, the language for writing thesis sometimes depended on the advisors. Many content teachers had difficulties in instructing students to write theses in English. According to Dr. B, students' choice of wording, which was related to EAP, was also a big problem in writing. Thus, for thesis writing, Dr. B would provide a sample English thesis as students' reference. Quantitative results confirmed that IMBA students demanded more needs for writing than MBA students did. Therefore, students suggested that an English academic writing course be offered in the IMBA program.

The seventh EAP need investigated was concerning culture and literature. It appeared that students particularly lacked the in-depth understanding towards their

own culture, and thus, conversation with foreigners often remained on the superficial level. It was reported that some teachers and students had bias towards mainland China. However, since Asian, Chinese, and Taiwanese markets were one of the focuses of the graduate programs, a deeper understanding of these cultures was required. As to literature, it is considered as part of the culture. However, based on the quantitative results, both MBA and IMBA students perceived literature knowledge as one of the least EAP needs. Despite the fact that literature works or quotes could be found in business journal articles or textbooks, students still could not see the direct relation between literature and business. Hence, only students who took an interest in literature would try to gain a deeper understanding.

Research Question Four: Students' Self-Evaluated Abilities

In terms of the fourth research question, "*How do students evaluate their current academic English abilities?*" the results for this question were mostly obtained through questionnaires.

MBA and IMBA students generally rated their EAP abilities average or below average. Both groups of students rated their EAP abilities for understanding terminology and speaking to be the highest, although the mean scores were only between 3.08 and 3.20 on a 5-point Likert scale. According to the interview results, one of the students' problems with terminology and reading came from reviewing papers/journal articles while writing their theses. Since the MOI and materials adopted by teachers were mostly in Chinese, students appeared to have difficulties understanding English academic terminology and content. The ability of "pronouncing comprehensive English" was rated by both groups of students as their best ability, with a mean score of 3.51 for MBA students, and 3.47 for IMBA students. IMBA students' self-evaluated ability of "presenting in English" was higher than that

264

of MBA students. Writing was rated by both groups of students as their poorest ability. One interesting finding was that MBA students ranked their reading abilities better than IMBA students did. In fact, IMBA students ranked their reading abilities to be the second worst, next to writing. A possible explanation for this result may lie in the fact that the courses IMBA students took were mostly EMCs. Teachers may not have to worry about IMBA students' reading proficiency, and thus, the English materials adopted may be more difficult for IMBA students than they were for MBA students. In terms of students' self-evaluated ability of having culture/literature knowledge, IMBA students gained a mean score of 2.93, while MBA students gained 2.81. This finding confirmed that students' knowledge towards culture and literature needed to be improved.

Conclusions

Although the target MBA and IMBA programs are mainly content-oriented, the goal of nurturing students' and teachers' English academic abilities is clearly included and implemented. Therefore, despite the fact that these two programs are not language programs, they could be evaluated by the framework of a language program. The findings of this study have proven that the target graduate programs have carefully covered the objectives of language learning in their curriculum design, syllabus and program content, classroom processes, materials of instruction, teachers, teacher training, students, monitoring of pupil progress, learner motivation, institution, learning environment, and decision making—aspects proposed by Richards (2001) to evaluate a language program.

In conclusion, the overall curriculum and syllabus design is the strong form of CBI—strongly content-driven. However, the fulfillment of enforcing language learning has been ensured during the whole application process, starting from

265

students' admission, teachers' instructional practices, MOI, material selection, evaluation of teachers and students, learning environment, to adopting graduation regulations to strengthen students' learning motivation. Teachers are further encouraged and sponsored to attend a Harvard teacher training program to enhance teaching skills and professional knowledge. Students' English academic abilities are developed with or without students' acknowledgement. It is also indicated that EGP, EAP, EGAP, EOP are all intertwined and needed for business graduate students.

As pointed out by numerous scholars (Dudley-Evans & St John, 1998; Ellis & Johnson, 2002; Johns & Dudley-Evans, 1991; Pickett, 1989; Robinson, 1991; St John & Johnson, 1996; Zhang, 2007), business English has been studied in ESP; however, further studies targeted on EAP in the business field are limited. Hence, it is hoped that this study may lead to a better understanding of the status quo of the EAP curriculum and its related issues in business programs as a useful foundation for future research.

Pedagogical Implications

Several pedagogical implications can be drawn from this study. In terms of the evaluation towards students' academic English performance, ESP/EAP testing remains in a neglected area (Alderson, 1988; Alderson & Waters, 1983; Olaofe, 1994; Robinson, 1991). For students studying in English-speaking countries, tests such as TOEFL and IELTS are taken to evaluate students' English academic abilities. However, for students in an EFL context such as Taiwan, without the collaboration between language and subject specialists, it is difficult to help student improve their EAP abilities. Hence, the team teaching model of adjunct language instruction (Barron, 1992; Brinton, Snow, & Wesche, 1989; Flowerdew & Peacock, 2001; Johns, 1997; Johns & Dudley-Evans, 1980) which advocates collaboration between language

teachers and content teachers is suggested. Courses can be team-taught by paired content and language teachers, and students enroll in both content and language courses dealing with the same content. The language teachers may observe and record the content teachers' classes and use the recordings as language teaching materials. Language and content teachers can also work together to compile materials for both professional and language courses. Moreover, language teachers may serve as coordinators and mediators among administrators, language teachers, content teachers, and students.

Some suggestions regarding EAP teaching materials or content are offered by teacher interviewees, whether for business or language programs. First, Chinese and Taiwanese cultures should be addressed in the teaching materials. Students should be able to understand their own culture first and be able to explain the cultural issues in depth in English. Students' and even some teachers' viewpoints towards mainland China should also be broadened to avoid bias or inappropriate manners. Second, materials regarding Western literature or psychology can be introduced. Classic Western literature such as stories from Greek mythology or the Bible is sometimes cited in business journal articles or news. Also, business correlates with psychology. For instance, consumers' behaviors are usually analyzed from the psychological perspectives. Hence, students may also enhance their EAP abilities through gaining a basic knowledge in these domains. Third, diverse materials which can arouse students' interests or can be related to students' personal lives may be adopted. For example, news, magazines, movies, and novels can be adopted as teaching materials. Since students nowadays do not have the habit of reading, using movies or novels as teaching resources can be a good way to broaden students' views in culture, literature, and even politics. In addition, EGAP texts or study skills (Clapham 2001; Jordan, 1997) can be focuses for ESP/EAP language teachers.

For language teachers, it is suggested that language teachers include paraphrasing and summarizing in EAP writing courses. The concept of plagiarism should also be addressed.

Limitations and Recommendations for Future Research

There are four limitations to this study. First, due to the limited sources and willingness of support from business program organizers, teachers, and students within a single program, only one MBA program and one IMBA program at a university of science and technology was investigated. The population of the study is limited; hence, the results cannot be generalized. Second, because of the time limit, only students from the academic years of 2008 and 2009 are included. Third, owing to the MOI being limited to English and the teachers' willingness to allow the researcher's video recording the class, only one class is observed for one semester. Fourth, due to the fact that the questionnaires were designed prior to the interviews, the design of the questionnaires is not without flaws.

This study points out some possibilities for future research. A more detailed longitudinal study with the assessment of business graduate students' EAP abilities can be conducted. An additional interesting avenue of investigation might be to focus on IMBA or business doctoral students who are non-native speakers of English, and yet who might prefer texts (written or spoken) relating to their academic area. Control experiments can be designed to examine or verify the many issues discussed in the present study. Finally, more research can be carried out in Chinese-medium courses to investigate the application of related EAP curriculum design.

REFERENCES

Alderson, J. C. (1988). Testing and its administration in ESP. In D. Chamberlain & R. J. Baumgardner (Eds.), *ESP in the classroom: Practice and evaluation* (pp. 87-97). Hong Kong: Modern English Publications and The British Council. ELT Documents 128.

Alderson, J. C. & Waters, A. (1983). A course in testing and evaluation for ESP teachers or how bad were my tests. In A. Waters (Ed.), *Issues in ESP* (1st ed., pp. 39-61). Oxford: Pergamon Press.

Al-Humaidi, M. M. (n.d.). *English for specific purposes: Review of literature*. Retrieved May 9, 2011, from http://faculty.ksu.edu.sa/alhumaidi/Publications/English%20for%20Specific%20 Purposes%20Review%20of%20Literature.pdf

Allison, D., Cooley, L., Lewkowicz, J., & Nunan, D. (1998). Dissertation writing in action: The development of a dissertation writing support program for ESL graduate research students. *English for Specific Purposes, 17*(2), 199-217.

Allen, J. P. B., & Widdowson, H. G. (1974). Teaching the communicative use of English. *International Review of Applied Linguistics XII*(1), 1-20.

Anderson, R. H., & Pavan, B.N. (1992). *Nongradedness: Helping it to happen*. Lancaster, PA: Technomic Publishing Company.

Anthony, L. (n.d.). *English for Specific Purposes: What does it mean? Why is it different?* Retrieved May 9, 2011, from http://www.antlab.sci.waseda.ac.jp/abstracts/ESParticle.html

Barron, C. (1992). Cultural syntonicity: Co-operative relationships between the ESP unit and other departments. *Hong Kong Papers in Linguistic and Language Teaching, 15*, 1-14.

Bazerman, C. (1988). *Shaping written knowledge: The Genre and activity of the experimental article in science*. Madison: University of Wisconsin.

Benson, M. J. (1989). The academic listening task: A case study. *TESOL Quarterly, 23*(3), 421-445.

Blue, G. (1993). Nothing succeeds like linguistic competence: the role of language in academic success. In G. Blue (Ed.), *Language, learning and success: Studying through English*. Hemel Hempstead: Phoenix ELT.

Braine, G. (2001). Twenty years of needs analyses: Reflections on a personal journal. In J. Flowerdew & M. Peacock (Eds.), *Research perspectives on English for academic purposes* (pp. 195-207). Cambridge: Cambridge University Press.

Brindley, G. (1989). The role of needs analysis in adult ESL program design. In R. K. Johnson (Ed.), *The second language curriculum* (pp. 63-78). Cambridge: Cambridge University Press.

Brinton, D. M., Snow, M. A., & Wesche, M. (1989). *Content-based second language instruction.* New York: Newbury House.

Cameron, R. (1998). A language-focused needs analysis for ESL-speaking nursing students in class and clinic. *Foreign Language Annals, 31*(2), 203-218.

Canseco, G., & Byrd, P. (1989). Writing required in graduate courses in business administration. *TESOL Quarterly, 23*(2), 305-316.

Chapman, M., & Newfields, T. (2008, April). The 'new' TOEIC®. *Shiken: JALT Testing & Evaluation SIG Newsletter, 12*(2). Retrieved May 9, 2011, from http://www.tnewfields.info/Articles/PDF/newTOEIC.pdf

China and Taiwan investment deal. (2009, April 26). *BBC news*. Retrieved May 9,

2011, from http://news.bbc.co.uk/2/hi/business/8019068.stm

Clapham, C. (1996). *The development of IELTS: A study of the effect of background knowledge on reading comprehension*. Cambridge: Cambridge University Press.

Clapham, C. (2001). Discipline specify and EAP. In J. Flowerdew & M. Peacock (Eds.), *Research perspectives on English for academic purposes* (pp. 84-100). Cambridge: Cambridge University Press.

Cooper, J., Lewis, R., & Urquhart, C. (2004). Using participant or non-participant observation to explain information behavior. *Information Research, 9*(4) paper 184. Retrieved May 9, 2011, from http://InformationR.net/ir/9-4/paper184.html

Cortazzi, M. (1990). Cultural and educational expectations in the language classroom. In B. Harrison (Ed.), *Culture and language classroom*. ELT Documents 132.

Cortazzi, M., & Jin, L. (1994). Narrative analysis : Applying linguistics to cultural models of learning. In D. Graddol & J. Swann (Eds.), *Evaluating language* (pp. 75-90). Clevedon: Multilingual Matters.

Crandall, J. A. (1993). Content-centered learning in the United States. *Annual Review of Applied Linguistics, 13*, 110-126.

Crystal, D. (1999). The future of Englishes. *English Today, 15*(2), 10-20.

Cresswell, J. W., & Plano-Clark, V. (2007). *Mixed methods research*. Thousand Oaks, CA: Sage.

Daniel, L. (2007). *Research summary: Heterogeneous grouping*. Retrieved May 9, 2011, from http://www.nmsa.org/Research/ResearchSummaries/HeterogeneousGrouping/tabid/1264/Default.aspx

De Escorcia, B. A. (1984). Team teaching for students of economics: A Colombian experience. In R. Williams, J. M. Swales, & J. Kirkman (Eds.), *Common ground: Shared interests in ESP and communication studies* (ELT Documents No. 117,

271

pp. 105-144). Oxford: Pergamon Press and the British Council.

Dudley-Evans, T., & Henderson, W. (1990). *The language of economics: The analysis of economics discourse*. ELT Documents 134. London: Modern English Publications.

Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press.

Dudley-Evans, T., & Swales, J. (1980). Study modes and students from the Middle East. In G. M. Greenall & J. E. Price (Eds.), *Study modes and academic development of overseas students.* ELT Document 109.

Dye, J. F., Schatz, I. M., Rosenberg, B. A., & Coleman, S. T. (2000, January). Constant comparison method: A kaleidoscope of data [24 paragraphs]. *The Qualitative Report* [On-line serial], *4*(1/2). Abstract retrieved May 9, 2011, from http://www.nova.edu/ssss/QR/QR4-1/dye.html

Ellis, M., & Johnson, C. (2002). *Teaching Business English*. Shanghai: Shanghai Foreign Language Education Press.

Ellis, R. (1995). Interpreting tasks for grammar teaching. *TESOL Quarterly, 29*(1), 87-106.

Far, M. M. (2008, April 5). On the relationship between ESP & EGP: A general perspective. *English for Specific World, 7*(17), Article 4. Retrieved May 9, 2011, from

http://www.esp-world.info/Articles_17/PDF/On%20the%20Relationship%20bet ween%20ESP%20&%20EGP%20(Mohseni%20Far).pdf

Finney, D. (2002). The ELT curriculum: A flexible model for a changing world. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: an anthology of current practice* (pp. 69-79).

Flowerdew, J. (1993). Content-based language instruction in a tertiary setting. *English for Specific Purposes, 12*(2), 121-138.

Flowerdew, J. (1994). *Academic listening*: *Research perspectives.* Cambridge: Cambridge University Press.

Flowerdew, J., & Miller, L. (1995). On the notion of culture in second language lectures. *TESOL Quarterly, 29*(2), 345-374.

Flowerdew, J., & Peacock, M. (Eds.). (2001). *Research perspectives on English for academic purposes*. Cambridge: Cambridge University Press.

Gill, S. K. (2004). Medium-of-instruction policy in higher education in Malaysia: Nationalism versus internationalization. In J. W. Tollefson & A. B. M. Tsui (Eds.), *Medium of instruction policies: Which agenda? Whose agenda?* (pp. 135-152). Mahwah, NJ: Lawrence Erlbaum.

Graddol, D. (1997). The Decline of the native speaker. *English in a changing world*. AILA Review 13.

Graddol, D. (2000). *The future of English*. London: The British Council.

Gutierrez, R., & Slavin, R. E. (1992). Achievement effects of the non-graded elementary school: A best evidence synthesis. *Review of Education Research, 62*(4), 333-376.

Hansen, C., & Jensen, C. (1994). Evaluating lecture comprehension. In J. Flowerdew (Ed.), *Academic listening: Research perspectives* (pp. 241-268). Cambridge: Cambridge University Press.

Herbert, P. (2010). *A study of a native and non-native speaker co-teaching program in Taiwanese elementary schools.* Doctoral dissertation, National Chengchi University, Taipei, Taiwan.

Hewings, M., & Dudley-Evans, T. (1996). *Evaluation and course design in EAP*. Hertfordshire, UK: Prentice Hall Macmillan.

Higgins, J. J. (1966). Hard facts (Notes on teaching English to science students). *English Language Teaching, 21,* 55-60. (Reprinted in J. Swales [Ed.], *Episodes in ESP* [pp. 28-34], 1988, New York: Prentice Hall)

Holliday, A. (1994). *Appropriate methodology and social context.* Cambridge: Cambridge University Press.

Hutchinson, T., & Waters, A. (1980). ESP at the crossroads. *English for specific purposes* (Newsletter)*, 36,* 1-6. Oregon State University. (Reprinted in J. Swales [Ed.], *Episodes in ESP* [pp. 174-185], 1988, New York: Prentice Hall)

Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centered approach.* Cambridge: Cambridge University Press.

Jenkins, S., Jordan, M. K., & Weiland, P. O. (1993). The role of writing in graduate engineering education: A survey of faculty beliefs and practices. *English for Specific Purposes, 12,* 51-67.

Joe, S. G. (周碩貴) (2008). Quan Qiu Hua Xia De Tai Wan Ying Yu Jiao Xue Zong Ti Jian—Xue Shu Ying Wen Neng Li Yu Xue Shu Ying Wen Ke Cheng Yan Jiu/Overall examination on English teaching in Taiwan under the influence of globalization—A study on EAP abilities and EAP curriculum (全球化下的臺灣英語教學總體檢－學術英文能力與學術英文課程研究). Project sponsored by National Science Council, Taiwan, R.O.C. NSC 97-2410-H-255-002-MY2.

Joe, S. G., & Lin, M. Y. (周碩貴、林美瑩) (2010). Teachers' perceptions of EAP for graduate programs at business colleges in Taiwan. *The Proceedings of 2010 International Symposium on ESP and Its Application in Nursing & Medical English Education.* Kaohsiung, Taiwan: Fooyin University.

Joe, S. G., & Lin, M. Y. (周碩貴、林美瑩) (2011). Cong Yan Jiu Sheng De Guan Dian Tan Tao Shang Guan Xue Yuan Shuo Shi Ban Zhi Xue Shu Ying Wen Jiao Xue/Graduate students' perceptions of EAP teaching at business colleges (從研

究生的觀點探討商管學院碩士班之學術英文教學）. In S. G. Joe, S. M. Su, & M. N. Yang (Eds.), *Pedagogical issues of EGP and ESP: Theory and practice Vol. II*. (pp. 11-28). Taipei: Crane Publishing.

Johns, A. M. (1997). *Text, role, and context: Developing academic literacies*. Cambridge: Cambridge University Press.

Johns, A. M., & Dudley-Evans, T. (1991). English for specific purposes: International in scope, specific in purpose. *TESOL Quarterly, 25*(2), 297-314.

Johns, T. F., & Dudley-Evans, A. (1980). An experiment in team teaching overseas postgraduate students of transportation and plant biology. In *Team teaching in ESP* (ELT Documents No. 106, pp. 6-23). London: British Council. (Reprinted in J. Swales [Ed.], *Episodes in ESP* [pp. 137-156], 1988, New York: Prentice Hall)

Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher, 33*(7), 14-26.

Jordan, R. R. (1997). *English for academic purposes: A guide and resource book for teachers*. Cambridge: Cambridge University Press.

Kelly, A. V. (1989). *The curriculum: Theory and practice* (3rd ed.). CA: SAGE Publications Inc.

Kennedy, C. (2001). Language use, language planning and EAP. In J. Flowerdew & M. Peacock (Eds.), *Research perspectives on English for academic purposes* (pp. 25-41). Cambridge: Cambridge University Press.

Krashen, S. (1985). *The input hypothesis.* London: Longman.

Kuo, C. H. (1987). *A needs analysis of university undergraduates, graduates, and technical professionals.* Paper presented at the 4th National Conference on English Teaching and Learning in the Republic of China, Taipei, Taiwan.

Kuo, C. H. (1993). Problematic issues in EST materials development. *English for*

Specific Purposes, 12(2), 171-181.

Kuo, C. H. (2001). *Academic competence: Design an EAP course for Ph.D. students.*
Paper presented at the Proceedings of the 8th Conference on English Teaching
and Learning in the Republic of China, Taipei, Taiwan.

Kushner, S. (1997). Tackling the needs of foreign academic writing. *IEEE
Transactions on Professional Communication, 40*(1), 20-25.

Lai, J. (2011, March 17). Making their springboard to China. *Common Wealth.*
Retrieved May 9, 2011, from
http://english.cw.com.tw/article.do?action=show&id=12692

Learning by the case method (N15-86-1136.0). (1986). MA, U.S.: Case Program,
Kennedy School of Government, Harvard University.

Li, W. (1993). China English and Chinglish. *Foreign Language Teaching and
Research, 4*. Abstract retrieved May 9, 2011, from
http://en.cnki.com.cn/Article_en/CJFDTOTAL-WJYY199304003.htm

Line, M. B. (1971). The information uses and needs of social scientists: An overview
of INFROSS. *Aslib Proceedings, 23*(8), 412-435.

Long, M. (1983). Native speaker/non-native speaker conversation and the negotiation
of comprehensible input. *Applied Linguistics, 4*, 126-141.

Mackey, P. (2007). The future Englishes of the world: One lingua franca or many?
[Electronic version]. *EA Journal, 23*(2), 12-19. Retrieved May 9, 2011, from
http://www.englishaustralia.com.au/index.cgi?E=hcatfuncs&PT=sl&X=getdoc&
Lev1=pub_jour_23_&Lev2=EAJ_23_2_mac

Manhit, B. J. (1980). The case for reading: A socio-political perspective. *Education
Quarterly, 26*(4), 32-41.

Manhit, B. J. (1981). Alternatives for functional literacy: A socio-psychophilo-
sophical perspective. *Education Quarterly, 27*(4), 1-25.

Mason, A. (1983). *Understanding academic lectures*. Eaglewood Cliffs NJ: Prentice

Hall.

McArthur, T. (2003). Tackling the needs of foreign academic writing. *IEEE*

Transactions on Professional Communication,40(1), 20-25.

McAvoy, D. (1998, November 15). *Heterogeneous grouping of students and its effects*

on learning. Retrieved May 9, 2011, from

http://ruby.fgcu.edu/courses/80337/McAvoy/HETERO~1.html

Met, M. (1998). Curriculum decision-making in content-based language teaching. In J.

Cenoz & F. Genesee (Eds.), *Beyond bilingualism: Multilingualism and*

multilingual education (pp. 35-63). Philadelphia, PA: Multilingual Matters.

Miller, B. (1990). *The multi-grade classroom: A resource book for small rural school*

districts. (ERIC Document Reproduction Service No. ED320719)

Munby, J. (1978). *Communicative syllabus design*. Cambridge: Cambridge University

press.

Northcott, J. (2001). Towards an ethnography of the MBA classroom: A consideration

of the role of interactive lecturing styles within the context of one MBA

programme. *English for Specific Purposes, 20*(1), 15-37.

Nunan, D. (1989). Hidden agendas: The role of the learner in program

implementation. In R. K. Johnson (Ed.), *The second language curriculum* (pp.

176-186). NY: Cambridge University Press.

Olaofe, I. (1994). Testing English for academic purposes (EAP) in higher education.

Assessment & Evaluation in Higher Education, 19(1), 37-48. Retrieved May 9,

2011, from http://dx.doi.org/10.1080/0260293940190104

Orr, T. (2001). English language education for specific professional needs. *IEEE*

Transactions on Professional Communication, 44(3), 207-211.

Orr, T., Smith, I., & Watanabe, H. (2003, September). *A proposal for professional*

English language support for graduate schools in Japan: Initial studies and preliminary results. Paper presented at the 2003 IEEE International Professional Communication Conference, Orlando, Florida.

Orr, T., & Yoshida, K. (2001). *Orienting university students to the language and culture of their disciplines.* Paper presented at the 2001 IEEE International Professional Communication Conference, Sante Fe, New Mexico.

Pakir, A. (2004). Medium-of-instruction policy in Singapore. In J. W. Tollefson & A. B. M. Tsui (Eds.), *Medium of instruction policies: Which agenda? Whose agenda?* (pp. 117-133). Mahwah, NJ: Lawrence Erlbaum.

Pennycook, A. (1996). Borrowing others' words: Text, ownership, memory and plagiarism. *TESOL Quarterly, 30*(2), 201-230.

Pica, T. (1992). The textual outcomes of native speaker-nonnative speaker negotiation: What do they reveal about second language learning. In C. Kramsch & S. McConnell-Ginet (Eds.), *Text and context: Cross-disciplinary perspectives on language study* (pp. 198–237). Lexington, MA: D. C. Heath.

Pickett, D. (1989). The sleeping giant: Investigations in Business English. *Language International, 1,* 5-11.

Platt, J. T. (1975, October). The Singapore English Speech Continuum and Its Basilect 'Singlish' as a 'Creoloid.' *Anthropological Linguistics, 17*, 363-374.

Ramzy, A. (2006, June 19). Get ahead, learn Mandarin. *Time Magazine.* Retrieved May 9, 2011, from http://www.time.com/time/asia/covers/501060626/story.html

Richards, J. C. (2001). *Curriculum development in language teaching*. NY: Cambridge University Press.

Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice.* NY: Cambridge University Press.

Richards, J. C., & Schmidt, R. (2002). *Longman dictionary of language teaching &*

applied linguistics (3rd ed.). London: Pearson Education Limited.

Richards, R. T. (1988). Thesis/Dissertation writing for EFL students: An ESP course

design. *English for Specific Purposes, 7,* 171-180.

Richterich, R. (1983). Introduction. In R. Richterich (Ed.), *Case studies in identifying*

language needs (pp. 11-13). Oxford: Pergamon Press.

Robinson, P. C. (1984). Definitions of ESP. In *ESP (English for Specific Purposes)*.

Oxford: Pergamon Press.

Robinson, P. C. (1991). *ESP today: A practitioner's guide*. Hemel Hempstead:

Prentice-Hall.

Rodgers, T. (1989). Syllabus design, curriculum development and polity

determination. In R. K. Johnson (Ed.), *The second language curriculum* (pp.

24-34). New York: Cambridge University Press.

Sanders, J. R. (1992). *Evaluating school programs: An educator's guide*. Newbury

Park, CA: Corwin Press.

Sano, H. (2002). The world's lingua franca of science. *English Today, 18*(4), 45-49.

Scollon, R. (1996). Plagiarism and ideology: Identity in intercultural discourse.

Language in Society, 24, 1-28.

Scott, J., & Marchall, G. (Eds.). (2005). *Non-participant observation*. Oxford

Dictionary of Sociology. Oxford University Press. Retrieved May 9, 2011, from

http://www.enotes.com/oxsoc-encyclopedia/non-participant-observation

Seidlhofer, B. (2005). English as a lingua franca. ELT Journal, 59(4), 339-341.

Shieh, W. Y. (2008). *Needs and performance in hospitality English in Taiwan as*

perceived by hotel practitioners. Doctoral dissertation, National Taiwan Normal

University, Taipei, Taiwan.

Short, D. J. (1999). Integrating language and content for effective sheltered

instruction programs. In C. J. Faltis & P. Wolfe (Eds.), *So much to say:*

Adolescents, bilingualism, & ESL in the secondary school (pp. 105-137). New York: Teachers College Press.

Slavin, R. E. (1990). Achievement effects of ability grouping in secondary schools: A best-evidence synthesis. *Review of Educational Research, 60*(3), 471–499.

Snow, M. A. (2001). Content-based and immersion models for second and foreign language teaching. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp. 303-318). Boston: Heinle & Heinle.

Spack, R. (1988). Initiating ESL students into the academic discourse community: How far should we go? *TESOL Quarterly, 22*(1), 29-52.

Spanos, G. (1990). On the integration of language and content instruction. *Annual Review of Applied Linguistics, 10*, 227-240.

St John, M. J., & Johnson, C. (1996). Why this volume. *English for Specific Purposes, 15*(1), 1-2.

Stoller, F. L. (2004). Content-based instruction: Perspectives on curriculum planning. *Annual Review of Applied Linguistics, 24,* 261-283.

Strevens, P. (1977). Special purpose language learning: A perspective. *Language Teaching and Linguistics Abstracts, 10,* 145-163.

Strevens, P. (1988). ESP after twenty years: A re-appraisal. In M. Tickoo (Ed.), *ESP: State of the art* (pp. 1-13). Singapore: SEAMEO Regional Language Centre.

Stufflebeam, D. L., McCormick, C. H., Brinkerhoff, R. O., & Nelson, C. O. (1985). *Conducting educational needs assessment*. Boston: Kluwer Nijhoff Publishing.

Su, S., Chen, H. C., & Fahn, R. L. （蘇秀妹、陳秀潔、范瑞玲）(2007). Towards a process-oriented ESP course design for the EFL nursing professional. *Proceedings of 2007 International Symposium on ESP and Its Application in Nursing & Medical English Education.* Kaohsiung, Taiwan: Fooyin University.

Swain, M. (1985). Communicative competence: Some roles of comprehensible input

and comprehensible output in its development. In S. Gass & C. Madden (Eds.),

Input in second language acquisition (pp. 235-252). Rowley, MA: Newbury

House.

Swales, J. (Ed.). (1988). *Episodes in ESP: A source and reference book for the*

development of English for science and technology. New York: Prentice Hall.

Swales, J. M. (1990). *Genre analysis: English in academic and research settings*.

Cambridge: Cambridge University Press.

Taiwan a springboard to China. (2010, September 14). *The Straits Times*. Retrieved

May 9, 2011, from

http://www.straitstimes.com/BreakingNews/Lifestyle/Story/STIStory_578418.ht

ml

Tan, C. (2006). Change and continuity: Chinese language policy in Singapore.

Language Policy, 5(1), 41-62.

Tarantino, M. (1988). Italian in-field EST users self-assess their macro- and

micro-level needs: A case study. *English for Specific Purposes, 7,* 33-53.

Tardy, C. (2004). The role of English in scientific communication: Lingua franca or

Tyrannosaurus rex? *Journal of English for Academic Purposes, 3*, 247-269.

Tarone, E., & Yule, G. (1989). *Focus on the language learner.* Oxford: Oxford

University Press.

Tollefson, J. W., & Tsui, A. B. M. (Eds.). (2004). *Medium of instruction policies:*

Which agenda? Whose agenda? Mahwah, NJ: Lawrence Erlbaum.

Toma, J. D. (2000). How getting close to your subjects makes qualitative data better.

Theory into Practice, 39, 177-184.

Tsui, A. B. M. (1996). English in Asian bilingual education: From hatred to harmony:

A response. *Journal of Multilingualism and Multilingual Development, 17*(2),

241-247.

Tsui, C. J. (1991). English communication skills needs of professionals in Taiwan's high-technology industries. *IEEE Transactions on Professional Communication, 34*(2), 79-82.

Wang, M. F., & Bakken, L. L. (2004). An academic writing needs assessment of English-as-a-second-language clinical investigators. *the Journal of Continuing Education in the Health Professions, 24,* 181-189.

Wang, Y. C., & Chen, H. C. (2007). An investigation of L2 learners' EAP skills on business English courses for vocational purposes at the institute of technology in Taiwan. *Proceedings of 2007 International Symposium on ESP and Its Application in Nursing & Medical English Education* (pp. 153-172). Kaohsiung, Taiwan: Fooyin University.

Warschauer, M (2000). The Changing Global Economy and the Future of English Teaching. *TESOL Quarterly, 34*(3), 511-536.

Weir, C., & Roberts, J. (1994). *Evaluation in ELT.* Oxford: Blackwell.

Wesche, M. B., & Skehan, P. (2002). Communicative, task-based, and content-based language instruction. In R. B. Kaplan (Ed.), *The Oxford handbook of applied linguistics* (pp. 207-228). NY: Oxford University Press.

West, R. (1994). Needs analysis in language teaching. *Language Teaching, 27,* 1-19.

Widdowson, H. G. (1983). *Learning purpose and language use*. Oxford: Oxford University Press.

Williams, R. (1978). EST–Is it on the right track? In C. J. Kennedy (Ed.), English for specific purposes [Special issue]. *MALS Journal* (Midlands Applied Linguistics Association) (pp. 25-31), The University of Birmingham, U.K.

Wood, A. (2001). International scientific English: The language of research scientists around the world. In J. Flowerdew & M. Peacock (Eds.), *Research perspectives of English for academic purposes* (pp. 71-83). Cambridge: Cambridge

University Press.

Yang, H. Y. (楊秀榆) (2006). *A needs analysis of English: Perceptions of faulty and doctoral students.* Unpublished master's thesis, National Chiao Tung University, Hsinchu, Taiwan.

Zhang, Z. (2007). Towards an integrated approach to teaching Business English: A Chinese experience. *English for Specific Purposes, 26,* 399-410.

Appendix A

MBA Questionnaire

企業管理碩士班學術英文課程需求與現況研究

親愛的同學　您好：

　　近年來在全球化的浪潮中，英語文教育備受重視，英語文教學儼然已呈顯學，加上大學國際化的趨勢，技專校院的英語文教育正面臨前所未有的挑戰與契機。本研究針對 A 科技大學**企業管理所**（簡稱：企管所）碩士班（MBA）之研究生進行問卷調查，藉以瞭解學術英文課程之規劃情形及需求。本問卷所得之回答與內容僅供學術研究之用，請您放心作答。您的意見，將協助我們瞭解科技大學企業經營管理研究所學生之學術英文課程需求與現況，也將提供學界規劃學術英文課程的參考。謝謝您的協助！

指導教授：國立政治大學英語系　　　　　　　　　楊懿麗教授
指導教授：長庚技術學院嘉義分部　　　　　　　　周碩貴教授
國立政治大學英語系英教組博士生　　　　　　　　林美瑩　敬上

2010 年 5 月

一、個人資料 （請直接在□中點選答案）

A、基本資料

1. 性別：□(1)男　□(2)女
2. 年齡：□(1) 20 歲以下　□(2) 21-25 歲　□(3) 26-30 歲　□(4) 31-35 歲
　　□(5) 36-40 歲　　□(6) 41 歲以上
3. 年級：□(1)碩一　□(2)碩二
4. 工作經驗：□(1)無　□(2)有（含專兼任共 _____年/_____月）
5. **大學/專科**主修（以大學/二技之主修為主；若專科生以同等學歷就讀研究所，則以專科主修為主）：□(1)理工　□(2)外文 (_____文)
　　□(3)商管　□(4)其他：_____

6. 您研究所畢業後之計畫：☐(1)工作　☐(2)國內進修　☐(3)國外進修
　☐(4)尚未決定　☐(5)其他：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

7. 您的畢業論文是否要以英文撰寫？☐(1)是　☐(2)否　☐(3)尚未決定

8. 就英文能力而言，您目前最想加強的部分為：（可複選）
　☐(1)聽力　☐(2)口說　☐(3)閱讀　☐(4)寫作　☐(5)文法　☐(6)字彙
　☐(7)發音　☐(8)其他 ＿＿＿＿＿＿＿＿＿＿＿＿＿

9. 整體而言，您對英語文：
　☐(1)很感興趣 ☐(2)感興趣 ☐(3)普通 ☐(4)沒什麼興趣 ☐(5)完全沒興趣

10.整體而言，您覺得自己的英文程度：
　☐(1)很好　☐(2)不錯　☐(3)普通　☐(4)不佳　☐(5)很差

11.整體而言，英文能力在您目前學業上之重要性：
　☐(1)非常重要　☐(2)重要　☐(3)普通　☐(4)不重要　☐(5)非常不重要

12.英文能力在您未來工作上之重要性：
　☐(1)非常重要☐(2)重要☐(3)普通☐(4)不重要☐(5)非常不重要☐(6)不確定

B、下列問題針對您個人在 A 科大企管所所修之全英文授課課程（簡稱：全英授課）之經驗做調查（不含大學時期之修課經驗，也不含海外修課之經驗）

13.您是否有修過全英授課之課程：
　☐(1)是（若勾選此項，請繼續至**#14**作答）
　☐(2)否（若勾選此項，請跳至**#18**作答）

14.您至今修過幾門全英授課課程？＿＿＿＿門

15.您修全英授課課程之原因：（可複選）
　☐(1)必修　　　　　　　　　　　☐(2)對英文有興趣
　☐(3)藉以強迫自己提升英文能力　☐(4)對課程內容本身有興趣
　☐(5)喜歡該授課教師之個人上課風格　☐(6)有助日後深造
　☐(7)有助日後工作
　☐(8)其他：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

16.您對所修過之全英授課課程的滿意度大致為：
　☐(1)非常滿意　☐(2)滿意　☐(3)普通　☐(4)不滿意　☐(5)非常不滿意

17.您對所修過之全英授課課程不滿意之原因：（可複選；填答完本題，請至下一大題作答）
　☐(1)上課聽不懂，自己英文程度待加強
　☐(2)上課無法以英文表達自己的意見或互動
　☐(3)無法以英文做口頭或書面報告
　☐(4)課程內容本身無趣/貧乏
　☐(5)教師本身之英文問題（教師之母語、英文程度、口音等）
　☐(6)其他：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

18.您未曾修過全英授課課程之原因：（可複選）
　☐(1)有興趣之課程未開設以全英授課
　☐(2)英文不佳，怕無法應付全英授課的需求
　☐(3)授課教師的母語非英美語
　☐(4)其他：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

二、企管所課程規劃（若無特殊註明，則為單選題）

1. 您認為企管所教師之課程安排，是否亦需顧及學生英語文能力之培養？
   □(1)是　□(2)否　□(3)無意見

2. 您認為企管所教師授課語言是否應為全英文？□(1)是　□(2)否　□(3)無意見
   □(4)視課程內容而定 (請說明：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿)

3. 如果企管所內，同一課程同時開設中文授課與英文授課時，您會選哪一種？
   □(1)中文授課（若勾選此項，請繼續至**#4**作答）
   □(2)英文授課（若勾選此項，請跳至**#5**作答）

4. 如同一課程同時開設中文授課與英文授課，您選擇中文授課課程之原因：
   （**可複選**，此題做完，請跳至**#6**作答）
   □(1)較能瞭解授課內容　　　　□(2)較易面對考試
   □(3)較能做課堂討論與互動　　□(4)對自己英文能力較沒信心
   □(5)喜歡該授課教師之個人上課風格
   □(6)其他：＿＿＿＿＿＿＿＿＿＿＿＿

5. 如同一課程同時開設中文授課與英文授課，您選擇英文授課課程之原因：
   （**可複選**）
   □(1)對英文有興趣　　　　　　　□(2)較能強迫自己提升英文能力
   □(3)企管所之課程本來就應以英文授課 □(4)喜歡該授課教師之個人上課風格
   □(5)有助日後深造　　　　　　　□(6)有助日後工作
   □(7)其他：＿＿＿＿＿＿＿＿＿＿＿＿

6. 您是否贊成全英授課之課程應列為必修？□(1)贊成　□(2)反對　□(3)無意見
   □(4)視課程內容而定 (請說明：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿)

7. 您是否希望本企管所能多開一些全英授課之課程？□(1)是　□(2)否
   □(3)無意見　□(4)視課程內容而定 (請說明：＿＿＿＿＿＿＿＿＿＿＿)

8. 您在**大學/專科**時是否曾修過「研究方法」或與其相關之課程？
   □(1)是　□(2)否

9. 您認為「研究方法」開設之最佳學期為何？
   □(1)碩一上　□(2)碩一下　□(3)碩二上

10. 您是否贊成「研究方法」應以英語授課？□(1)贊成　□(2)反對　□(3)無意見

11. 您是否同意本企管所規劃之課程，整體上有意培養學生之學術英語文能力？
    □(1)非常同意　□(2)同意　□(3)普通　□(4)不同意　□(5)非常不同意

12. 您認為本企管所規劃之畢業門檻，是否有助於學術英文能力之提升？
    □(1)是　□(2)否

13. 您認為本企管所是否應該限定英文畢業門檻？
    □(1)是　□(2)否，原因：＿＿＿＿＿＿＿＿＿＿　　□(3)無意見

14. 若學校有意為企管所學生開設一些提升英文能力之相關課程，您認為哪些課程
    是較為需要的？（**可複選**）
    □(1)英語會話課程　　　　　　□(2)英語簡報技巧課程
    □(3)英語談判/協商技巧課程　　□(4)學術英文閱讀課程
    □(5)學術英語聽力課程　　　　□(6)英語期刊論文寫作課程
    □(7)英文電子郵件寫作課程　　□(8)英文商用書信寫作課程
    □(9)英文簡歷/自傳寫作課程　　□(10)英語發音課程
    □(11)英文文法與修辭課程
    □(12)其他：＿＿＿＿＿＿＿＿＿＿＿＿

15.除了正式英文課程以外，您希望學校提供哪些英文學習活動？

（ 可複選 。如學校已提供該活動，亦可打勾）

☐(1)提供課外與外籍學生做英語會話/寫作練習

☐(2)提供課外與英語系大四以上之學生做英語會話/寫作練習

☐(3)提供課外與外籍教師做英語會話/寫作練習

☐(4)舉辦英語日或英語角落等英語課外活動，請外籍生參與，以製造全英語情境

☐(5)提供英語能力診療所給學生預約，解決英語文相關問題

☐(6)提供 TOEIC（多益）或其他英檢相關資訊

☐(7)提供多樣英文學習軟體或資訊，供學生自修

☐(8)頒發修畢全英授課課程證書

☐(9)凡全英授課之課程均提供教學助教，並在固定時間與地點供上課學生做諮詢

☐(10)定期舉行 Business Week、CNN、Wall Street 等期刊或商業英文雜誌之導讀

☐(11)其他：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

三、課程教法、教材、學習：以下單元針對您在 A 科大企管所修過之全英授課課程做調查。若您在 A 科大企管所未修過全英授課之課程，問卷到此結束，如您願意接受訪談，請跳至最後一頁填寫聯絡資訊。

A、本單元針對您在所內所修過之 全英授課 課程中，教師之授課方式是否著重學生之英文能力做調查

題項	非常同意	同意	普通	不同意	非常不同意
1. 教師授課方式著重學生的英文閱讀理解（例如以翻譯、解說、討論等方式讓學生瞭解教材內容）	☐	☐	☐	☐	☐
2. 教師授課方式著重學生的英語聽力	☐	☐	☐	☐	☐
3. 教師授課方式著重學生的英語口語報告能力	☐	☐	☐	☐	☐
4. 教師授課方式著重課堂小組英語討論	☐	☐	☐	☐	☐
5. 教師授課方式著重課堂內師生與同儕間的互動與討論	☐	☐	☐	☐	☐

B、您<u>認為</u>以下哪些<u>課堂活動或方式最能增進學術英文能力</u>？

題項	非常同意	同意	普通	不同意	非常不同意
6. 教師用英語授課	☐	☐	☐	☐	☐
7. 教師用英語解釋專業術語	☐	☐	☐	☐	☐
8. 閱讀英文教材	☐	☐	☐	☐	☐
9. 英語口頭報告	☐	☐	☐	☐	☐
10. 英文書面作業/報告撰寫	☐	☐	☐	☐	☐
11. 上課時師生或組員以英語互動	☐	☐	☐	☐	☐
12. 教師注重課堂英語發言之次數	☐	☐	☐	☐	☐
13. 教師注重課堂英語發言之內容	☐	☐	☐	☐	☐
14. 教師以英文出考題並以要求以英文作答	☐	☐	☐	☐	☐
15. 英文個案分析	☐	☐	☐	☐	☐

C、本單元針對您<u>在所內所修過之</u><u>全英授課</u>課程中，教師採用之**教材及授課內容**做調查

題項	非常同意	同意	普通	不同意	非常不同意
16. 課程之主要教材均為英文教材	☐	☐	☐	☐	☐
17. 課程之輔助教材亦以英文報告、英文期刊等為主	☐	☐	☐	☐	☐
18. 若課程採英文原文書,您一定會試著找中譯本做參考	☐	☐	☐	☐	☐
19. 教師授課內容著重專業知識/技巧的傳授或訓練	☐	☐	☐	☐	☐
20. 教師授課內容著重個案分析(case study)	☐	☐	☐	☐	☐
21. 教師授課內容著重企畫案分析/撰寫	☐	☐	☐	☐	☐

四、課程評量：本單元針對您<u>在所內所修過之</u><u>全英授課</u>課程中，教師<u>評量方式</u><u>之實際情況</u>做調查

題項	非常同意	同意	普通	不同意	非常不同意
1. 採期中考，以英文命題及作答	☐	☐	☐	☐	☐
2. 採期末考，以英文命題及作答	☐	☐	☐	☐	☐
3. 強調英語上台報告能力	☐	☐	☐	☐	☐
4. 著重平時分組，以英語做個案分析	☐	☐	☐	☐	☐
5. 著重學生或教師間即席之英語互動	☐	☐	☐	☐	☐
6. 著重課堂英語發言次數	☐	☐	☐	☐	☐
7. 著重課堂英語發言內容	☐	☐	☐	☐	☐
8. 著重以英文撰寫企畫案	☐	☐	☐	☐	☐
9. 著重以英文繳交作業/撰寫報告	☐	☐	☐	☐	☐
10. 著重以英文撰寫期末報告	☐	☐	☐	☐	☐

五、對學術英文的需求評估（<u>指本企管所開設的所有課程與活動，不管課程是否以英文授課</u>）以下是您修課中可能會使用到英文之情境，請勾選您認為<u>需要該情境</u><u>的程度</u>：

題項	非常需要	需要	普通	不需要	非常不需要
1. 瞭解英文專業術語	☐	☐	☐	☐	☐
2. 具備英美基本文化/文學的知識	☐	☐	☐	☐	☐
3. 聆聽英文授課/演講	☐	☐	☐	☐	☐
4. 聆聽英文新聞報導	☐	☐	☐	☐	☐
5. 發音能讓對方聽懂	☐	☐	☐	☐	☐
6. 用英語進行小組討論	☐	☐	☐	☐	☐
7. 用英語交談	☐	☐	☐	☐	☐
8. 以英語上台報告/發表	☐	☐	☐	☐	☐
9. 應用英文文法知識來協助閱讀	☐	☐	☐	☐	☐
10. 閱讀英文專業書籍/研究報告	☐	☐	☐	☐	☐
11. 閱讀英文新聞報導	☐	☐	☐	☐	☐
12. 閱讀英文專業書信	☐	☐	☐	☐	☐
13. 應用英文文法知識來協助寫作	☐	☐	☐	☐	☐

題　項	非常需要	需要	普通	不需要	非常不需要
14. 以英文撰寫書面報告	☐	☐	☐	☐	☐
15. 以英文書寫信件	☐	☐	☐	☐	☐
16. 以英文撰寫企畫案	☐	☐	☐	☐	☐
17. 以英文撰寫論文	☐	☐	☐	☐	☐

六、對學術英文的自我能力評估（指本企管所開設的所有課程或活動，不管課程是否以英文授課）以下是您修課中可能會使用英文之情境，請勾選您**自評**的**能力**為何：

題　項	很好	不錯	普通	不佳	很差
1. 瞭解英文專業術語	☐	☐	☐	☐	☐
2. 具備英美基本之文化/文學的知識	☐	☐	☐	☐	☐
3. 聆聽英文授課/演講	☐	☐	☐	☐	☐
4. 聆聽英文新聞報導	☐	☐	☐	☐	☐
5. 發音能讓對方聽懂	☐	☐	☐	☐	☐
6. 用英語進行小組討論	☐	☐	☐	☐	☐
7. 用英語交談	☐	☐	☐	☐	☐
8. 以英語上台報告/發表	☐	☐	☐	☐	☐
9. 應用英文文法知識來協助閱讀	☐	☐	☐	☐	☐
10. 閱讀英文專業書籍/研究報告	☐	☐	☐	☐	☐
11. 閱讀英文新聞報導	☐	☐	☐	☐	☐
12. 閱讀英文專業書信	☐	☐	☐	☐	☐
13. 應用英文文法知識來協助寫作	☐	☐	☐	☐	☐
14. 以英文撰寫書面報告	☐	☐	☐	☐	☐
15. 以英文書寫信件	☐	☐	☐	☐	☐
16. 以英文撰寫企畫案	☐	☐	☐	☐	☐
17. 以英文撰寫論文（**論文擬用中文撰寫者不用填答**）	☐	☐	☐	☐	☐

如您修過全英授課課程，問卷到此結束，謝謝您寶貴的時間及意見！如您有意願進一步接受約 1 小時之訪談，以便我能更深入瞭解您對英文學術課程之需求及問卷答案（**訪談費 1,000 元**，訪談時會錄音，但內容保密，僅供學術用途），敬請於以下☐中打勾，我將盡快與您聯絡，謝謝您的幫忙！

☐ 我願意接受訪談。我的聯絡電話：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

E-mail: ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿　　MSN:＿＿＿＿＿＿＿＿＿＿＿＿＿＿

最佳聯絡時間：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Appendix B

IMBA Questionnaire

國際企業管理碩士班學術英文課程需求與現況研究

親愛的同學　您好：

　　近年來在全球化的浪潮中，英語文教育備受重視，英語文教學儼然已呈顯學，加上大學國際化的趨勢，技專校院的英語文教育正面臨前所未有的挑戰與契機。本研究針對 A 科技大學**國際企業管理所**（簡稱：國企所）碩士班（IMBA）之研究生進行問卷調查，藉以瞭解學術英文課程之規劃情形及需求。本問卷所得之回答與內容僅供學術研究之用，請您放心作答。您的意見，將協助我們瞭解科技大學企業經營管理研究所學生之學術英文課程需求與現況，也將提供學界規劃學術英文課程的參考。謝謝您的協助！

　　　　　指導教授：國立政治大學英語系　　　　　　　　楊懿麗教授
　　　　　指導教授：長庚技術學院嘉義分部　　　　　　　周碩貴教授
　　　　　國立政治大學英語系英教組博士生　　　　　　　林美瑩　敬上

　　　　　　　　　　　　　　　　　　　　　　　　　　　　2010 年 5 月

一、個人基本資料　（請直接在□中點選答案）

1. 性別：□(1)男　□(2)女
2. 年齡：□(1) 20 歲以下　□(2) 21-25 歲　□(3) 26-30 歲　□(4) 31-35 歲
　　□(5) 36-40 歲　□(6) 41 歲以上
3. 工作經驗：□(1)無　□(2)有（含專兼任共 ＿＿＿＿＿年＿＿＿＿＿月）
4. **大學/專科**主修（以大學/二技之主修為主；若專科生以同等學歷就讀研究所，則以專科主修為主）：□(1)理工系　□(2)外文 (＿＿＿＿＿＿＿＿＿＿文)
　　□(3)商管系　□(4)其他：＿＿＿＿＿＿＿＿＿＿＿＿＿
5. 您研究所畢業後之計畫：□(1)工作　□(2)國內進修　□(3)國外進修
　　□(4)尚未決定　□(5)其他：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿
6. 您的畢業論文是否要以英文撰寫？□(1)是　□(2)否　□(3)尚未決定

7. 就英文能力而言，您目前最想加強的部分為：(**可複選**)

☐(1)聽力　☐(2)口說　☐(3)閱讀　☐(4)寫作　☐(5)文法　☐(6)字彙

☐(7)發音　☐(8)其他 ＿＿＿＿＿＿＿＿＿＿＿＿＿＿

8. 整體而言，您對英語文：

☐(1)很感興趣 ☐(2)感興趣 ☐(3)普通 ☐(4)沒什麼興趣 ☐(5)完全沒興趣

9. 整體而言，您覺得自己的英文程度：

☐(1)很好　☐(2)不錯　☐(3)普通　☐(4)不佳　☐(5)很差

10.整體而言，英文能力在您目前學業上之重要性：

☐(1)非常重要　☐(2)重要　☐(3)普通　☐(4)不重要　☐(5)非常不重要

11.英文能力在您未來工作上之重要性：

☐(1)非常重要☐(2)重要☐(3)普通☐(4)不重要☐(5)非常不重要☐(6)不確定

二、國企所課程規劃（若無特殊註明，則為單選題）

1. 您認為國企所教師之課程安排，是否亦需顧及學生英語文能力之培養？
☐(1)是　☐(2)否　☐(3)無意見

2. 您在**大學/專科**時是否曾修過「研究方法」或與其相關之課程？
☐(1)是　☐(2)否

3. 您認為「研究方法」開設之最佳學期為何？
☐(1)碩一上　☐(2)碩一下　☐(3)碩二上

4. 您是否贊成「研究方法」應以英語授課？☐(1)贊成　☐(2)反對　☐(3)無意見

5. 您是否同意本國企所規劃之課程，整體上有意培養學生之學術英語文能力？
☐(1)非常同意　☐(2)同意　☐(3)普通　☐(4)不同意　☐(5)非常不同意

6. 您認為本國企所規劃之畢業門檻，是否有助於學術英文能力之提升？
☐(1)是　☐(2)否

7. 您認為本國企所是否應該限定英文畢業門檻？
☐(1)是　☐(2)否，原因：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿　☐(3)無意見

8. 若學校有意為國企所學生開設一些提升英文能力之相關課程，您認為哪些課程是較為需要的？（**可複選**）

☐(1)英語會話課程

☐(2)英語簡報技巧課程

☐(3)英語交涉技巧課程

☐(4)學術英文閱讀課程

☐(5)學術英語聽力課程

☐(6)英語期刊論文寫作課程

☐(7)英文電子郵件寫作課程

☐(8)英文商用書信寫作課程

☐(9)英文簡歷/自傳寫作課程

☐(10)英語發音課程

☐(11)英文文法與修辭課程

☐(12)其他：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

9. 除了正式英文課程以外，您希望學校提供哪些英文學習活動？（**可複選**。如學校已提供該活動，亦可打勾）

☐(1)提供課外與<u>外籍學生</u>做英語會話/寫作練習
☐(2)提供課外與<u>英語系大四以上</u>之學生做英語會話/寫作練習
☐(3)提供課外與<u>外籍教師</u>做英語會話/寫作練習
☐(4)提供課外與<u>本國籍教師</u>做英語會話/寫作練習
☐(5)舉辦<u>英語日</u>或<u>英語角落</u>等英語課外活動，請外籍生參與，以製造全英語情境
☐(6)提供<u>英語能力診療所</u>給學生預約，解決英語文相關問題
☐(7)提供 TOEIC（多益）或其他英檢相關資訊
☐(8)提供多樣英文學習軟體或資訊，供學生自修
☐(9)每一課程均提供教學助教，並在固定時間與地點供上課學生做諮詢
☐(10)定期舉行 Business Week、CNN、Wall Street 等期刊或商業英文雜誌之導讀
☐(11)其他：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

三、課程教法、教材、學習：

A、本單元針對您<u>在所內所修過之課程</u>中，教師之<u>授課方式是否著重學生之英文能力</u>做調查

題項	非常同意	同意	普通	不同意	非常不同意
1. 教師授課方式著重學生的英文閱讀理解（例如以翻譯、解說、討論等方式讓學生瞭解教材內容）	☐	☐	☐	☐	☐
2. 教師授課方式著重學生的英語聽力	☐	☐	☐	☐	☐
3. 教師授課方式著重學生的英語口語報告能力	☐	☐	☐	☐	☐
4. 教師授課方式著重課堂小組英語討論	☐	☐	☐	☐	☐
5. 教師授課方式著重課堂內師生與同儕間的互動與討論	☐	☐	☐	☐	☐

B、您<u>認為</u>以下<u>哪些課堂活動或方式最能增進學術英文能力</u>？

題項	非常同意	同意	普通	不同意	非常不同意
6. 教師用英語授課	☐	☐	☐	☐	☐
7. 教師用英語解釋專業術語	☐	☐	☐	☐	☐
8. 閱讀英文教材	☐	☐	☐	☐	☐
9. 英語口頭報告	☐	☐	☐	☐	☐
10.英文書面作業/報告撰寫	☐	☐	☐	☐	☐

題項	非常同意	同意	普通	不同意	非常不同意
11.上課時師生或組員以英語互動	☐	☐	☐	☐	☐
12.教師注重課堂英語發言之內容	☐	☐	☐	☐	☐
13.教師注重課堂英語發言之次數	☐	☐	☐	☐	☐
14.教師以英文出考題並要求以英文作答	☐	☐	☐	☐	☐
15.英文個案分析	☐	☐	☐	☐	☐

C、本單元針對您在所內所修過之課程中，教師採用之教材及授課內容做調查

題項	非常同意	同意	普通	不同意	非常不同意
16.課程之主要教材均為英文教材	☐	☐	☐	☐	☐
17.輔助教材亦以英文報告、英文期刊等為主	☐	☐	☐	☐	☐
18.若課程採英文原文書，您一定會試著找中譯本做參考	☐	☐	☐	☐	☐
19.教師授課內容著重專業知識/技巧的傳授或訓練	☐	☐	☐	☐	☐
20.教師授課內容著重個案分析(case study)	☐	☐	☐	☐	☐
21.教師授課內容著重企畫案分析/撰寫	☐	☐	☐	☐	☐

四、課程評量：本單元針對您在所內所修過之課程中，教師評量方式之實際情況做調查

題項	非常同意	同意	普通	不同意	非常不同意
1. 採期中考，以英文命題及作答	☐	☐	☐	☐	☐
2. 採期末考，以英文命題及作答	☐	☐	☐	☐	☐
3. 強調英語上台報告能力	☐	☐	☐	☐	☐
4. 著重平時分組，以英語做個案討論	☐	☐	☐	☐	☐
5. 著重學生或教師間即席之英語互動	☐	☐	☐	☐	☐
6. 著重課堂英語發言次數	☐	☐	☐	☐	☐
7. 著重課堂英語發言內容	☐	☐	☐	☐	☐

題項	非常同意	同意	普通	不同意	非常不同意
8. 著重以英文撰寫企畫案	☐	☐	☐	☐	☐
9. 著重以英文繳交作業/撰寫報告	☐	☐	☐	☐	☐
10. 著重以英文撰寫期末報告	☐	☐	☐	☐	☐

五、對學術英文的需求評估（<u>指本國企所開設的所有課程與活動</u>）以下是您修課中可能會使用到英文之情境，請勾選您認為<u>需要</u>該情境<u>的程度</u>：

題 項	非常需要	需要	普通	不需要	非常不需要
1. 瞭解英文專業術語	☐	☐	☐	☐	☐
2. 具備英美基本文化/文學的知識	☐	☐	☐	☐	☐
3. 聆聽英文授課/演講	☐	☐	☐	☐	☐
4. 聆聽英文新聞報導	☐	☐	☐	☐	☐
5. 發音能讓對方聽懂	☐	☐	☐	☐	☐
6. 用英語進行小組討論	☐	☐	☐	☐	☐
7. 用英語交談	☐	☐	☐	☐	☐
8. 以英語上台報告/發表	☐	☐	☐	☐	☐
9. 應用英文文法知識來協助閱讀	☐	☐	☐	☐	☐
10. 閱讀英文專業書籍/研究報告	☐	☐	☐	☐	☐
11. 閱讀英文新聞報導	☐	☐	☐	☐	☐
12. 閱讀英文專業書信	☐	☐	☐	☐	☐
13. 應用英文文法知識來協助寫作	☐	☐	☐	☐	☐
14. 以英文撰寫書面報告	☐	☐	☐	☐	☐
15. 以英文書寫信件	☐	☐	☐	☐	☐
16. 以英文撰寫企畫案	☐	☐	☐	☐	☐
17. 以英文撰寫論文	☐	☐	☐	☐	☐

六、對學術英文的自我能力評估（指本國企所開設的所有課程或活動）以下是您修課中可能會使用英文之情境，請勾選您自評的能力為何：

題　項	很好	不錯	普通	不佳	很差
1.　瞭解英文專業術語	☐	☐	☐	☐	☐
2.　具備英美基本之文化/文學的知識	☐	☐	☐	☐	☐
3.　聆聽英文授課/演講	☐	☐	☐	☐	☐
4.　聆聽英文新聞報導	☐	☐	☐	☐	☐
5.　發音能讓對方聽懂	☐	☐	☐	☐	☐
6.　用英語進行小組討論	☐	☐	☐	☐	☐
7.　用英語交談	☐	☐	☐	☐	☐
8.　以英語上台報告/發表	☐	☐	☐	☐	☐
9.　應用英文文法知識來協助閱讀	☐	☐	☐	☐	☐
10. 閱讀英文專業書籍/研究報告	☐	☐	☐	☐	☐
11. 閱讀英文新聞報導	☐	☐	☐	☐	☐
12. 閱讀英文專業書信	☐	☐	☐	☐	☐
13. 應用英文文法知識來協助寫作	☐	☐	☐	☐	☐
14. 以英文撰寫書面報告	☐	☐	☐	☐	☐
15. 以英文書寫信件	☐	☐	☐	☐	☐
16. 以英文撰寫企畫案	☐	☐	☐	☐	☐
17. 以英文撰寫論文	☐	☐	☐	☐	☐

問卷到此結束，謝謝您寶貴的時間及意見！如您有意願進一步接受約 1 小時之訪談，以便我能更深入瞭解您對英文學術課程之需求及問卷答案（**訪談費 1,000 元**，訪談時會錄音，但內容保密，僅供學術用途），敬請於以下☐中點選，我將盡快與您聯絡，謝謝您的幫忙！

☐ 我願意接受訪談。

我的聯絡電話：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

E-mail: ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

MSN:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

最佳聯絡時間：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Appendix C

Interview Questions for Teachers

教師之訪談題目

以下訪談內容，以<u>企管所及國企所碩士班開設的全英授課課程</u>為主。

1. 國企所和企管所之課程規劃與目標有何不同？對於國企所、企管所之英文授課課程有何看法與建議？
2. 教企管所的全英授課課程，和教國企所的英文授課方式、英文用字難度等方面是否有差異？異同之處為何？
3. 教學上遇到的難題為何？如何解決？
4. 企管所學生和國企所學生在全英課程的修課表現上之差別為何？
5. 教材選擇的考量為何？企管所和國企所之標準是否相同？
6. 評量方式通常包含哪些？企管所和國企所之標準是否相同？
7. 分組報告時，如何對個別學生評分？學生的口語、書面等英文表現是否會影響評分？評分標準是否會依企管所、國企所而有所不同？
8. 「哈佛個案」課程，您如何將在哈佛修課的經驗轉換為實際教學？這當中的差異為何？（如：學生人數，授課方式，課內與課外討論，教室，教材選擇，學生口頭報告，評量等）。您下次在國企所再開本課程時，會希望做何種改變？
9. 在英文方面，是否有可以推薦給未來要讀企管所或國企所學生的專業術語書/字典？或有何建議？
10. 您認為國企所、企管所之碩士生應具備之英文能力為何？學生應加強那方面之英文？
11. 在文化，甚至文學方面，會建議學生至少要具備什麼知識？
12. 本屆的國企所剛成立，過程當中的困難與克服方法為何？
13. 下一年度的國企所除了「研究方法」會以英文授課，論文會明文規定以英文撰寫外，還會有何改變？
14. 單一課程有多位教師合開的考量為何？

Appendix D

Interview Questions for MBA Students with EMC Experiences

MBA 有修全英授課課程者之訪談題目

以下訪談內容，以 **A 科大企管所開設的全英授課課程**為主。

1. 能否請您先介紹一下從大學開始的學經歷、工作背景？這些經歷對你在企管所修全英授課課程有無影響？
2. 請問您修過的全英課程有哪些？分別是在碩士的哪個階段（學期）修課的？（煩請分別列出課名）
3. 教師是中籍教師還是外籍教師？所修的這些全英課程教師的教材、上課方式、課堂互動情形、評分方式分別為何？您有何意見或建議？（屆時會就各修過的全英課程一一詢問。若能提供看不懂的教材、例子更佳）
4. 您最喜歡的全英課程是哪一門？為什麼喜歡？不喜歡的原因又為何？
5. 所修的課程中（不限全英授課），覺得印象最深，對英文最有幫助的教學方式或活動為何？最沒有幫助的方式或活動又為何？
6. 您認為「研究方法」開課的最佳學期為何？原因為何？以英文授課如何？
7. 除修課外，您曾參與過的任何跟英文有關的活動為何？海外實習/研習情形又為何？對英文的學習有何影響或幫助？
8. 在修課或以英文寫論文過程中，碰到的英文問題或困難為何？如何解決？
9. 除了一般英語文能力，您覺得企管碩士生應具備的學術英文能力有哪些？在什麼情況下會用到這些能力？而您認為自己這些能力如何？
10. 在 A 科大企管所整個求學過程中，覺得英文能力有增加嗎？請說明。
11. 對企管所的全英授課課程規劃有何意見、建議或需求？哪些課程應該或可以以英文授課？
12. 您認為學校或所上要如何協助企管所的碩士生提升學術英文能力？

(其他問題會參考問卷之答案來進一步訪談)

Appendix E

Interview Questions for MBA Students without EMC Experiences

MBA 未修全英授課課程者之訪談題目

以下訪談內容，以 **A 科大企管所開設的課程** 為主。

1. 能否請您先介紹一下從大學開始的學經歷、工作背景？這些經歷對你在企管所修全英授課課程有無影響？

2. 請問您沒有修過全英課程的原因為何？如果必修/必選修是全英授課課程，您如何處理？有哪些課程以英文授課您會願意修課？原因為何？

3. 您在 A 科大所修的課程，教師採用的主要或輔助教材為英文的比例約有多少？這類英文教材對您的英文有何影響？

4. 所修的課程如採用英文教材，教師之上課方式、課堂互動情形、評分方式分別為何？您有何意見或建議？

5. 所修的課程中，覺得印象最深，對英文最有幫助的教學方式或活動為何？最沒有幫助的方式或活動又為何？

6. 您認為「研究方法」開課的最佳學期為何？原因為何？以英文授課如何？

7. 除修課外，您曾參與過的任何跟英文有關的活動為何？海外實習/研習情形又為何？對英文的學習有何影響或幫助？

8. 在修課過程中，曾碰到的英文問題或困難為何？如何解決？

9. 除了一般英語文能力，您覺得企管碩士生應具備的學術英文能力有哪些？在什麼情況下會用到這些能力？而您認為自己這些能力如何？

10. 在 A 科大企管所整個求學過程中，覺得英文能力有增加嗎？請說明。

11. 對企管所的全英授課課程規劃有何意見、建議或需求？哪些課程應該或可以以英文授課？

12. 您認為學校或所上要如何協助企管所的碩士生提升學術英文能力？

(其他問題會參考問卷之答案來進一步訪談)

Appendix F

Interview Questions for IMBA Students

IMBA 學生之訪談題目

以下訪談內容，以 **A 科大國企所開設的課程**為主。

1. 能否請您先介紹一下從大學開始的學經歷、工作背景？這些經歷對你在國企所修全英授課課程有無影響？
2. 請問您當初選擇進入國企所，而非企管所的原因為何？
3. 您最喜歡/最不喜歡的課程是哪一門？為什麼喜歡？不喜歡的原因又為何？
4. 最喜歡的課程之教師是中籍教師還是外籍教師？所修之課程的教材、上課方式、課堂互動情形、評分方式大致為何？您有何意見或建議？
5. 所修的課程中，覺得印象最深，對英文最有幫助的教學方式或活動為何？最沒有幫助的方式或活動又為何？
6. 您這屆的「研究方法」一課以中文授課，如日後開始改以英文授課，您覺得如何？您認為「研究方法」開課的最佳學期為何？原因為何？
7. 除修課外，您曾參與過的任何跟英文有關的活動為何？海外實習/研習情形又為何？對英文的學習有何影響或幫助？
8. 您的論文要以何種語言寫？原因為何？
9. 在修課或日後以英文寫論文過程中，碰到的問題或困難為何？如何解決？
10. 除了一般英語文能力，您覺得國企所的碩士生應具備的學術英文能力有哪些？在什麼情況下會用到這些能力？而您認為自己這些能力如何？
11. 在 A 科大國企所求學過程中，覺得英文能力有增加嗎？請說明。
12. 對國企所的課程規劃有何意見、建議或需求？
13. 您認為學校或所上要如何協助國企所的碩士生提升學術英文能力？

(其他問題會參考問卷之答案 ，及「哈佛個案」課程來進一步訪談)

Vita

NAME   Ginger Mei-ying Lin

EDUCATION   Ph.D. in English, June 2011
                             National Chengchi University, Taiwan

                             MA in Linguistics, June 2002
                             National Chengchi University, Taiwan

WORK HISTORY

Aug. 2007 until present   Instructor in English (part time)
                             Department of Applied English
                             Southern Taiwan University, Taiwan
                             Subjects: English for International Trade, TOEIC reading &
                                       listening, conversation, writing, grammar,
                                       pronunciation

Aug. 2007-Jul. 2010   Instructor in English (part time)
                             Department of Applied Foreign Languages
                             Tainan University of Technology, Taiwan
                             Subjects: Business and Internet Information, Project Study,
                                       English pronunciation, An Introduction to TESOL

Nov. 2006-Jul. 2007   Instructor in English (full time)
                             General Education Center
                             Taipei Medical University, Taiwan
                             Subjects: oral communication, Computer-Assisted
                                       Language Learning (CALL), American
                                       pronunciation, reading

Aug. 2006-Jan. 2007   Instructor in English (part time)
                       Department of English
                       National Taipei University of Technology, Taiwan
                       Subjects: listening & speaking, GEPT reading

Aug. 2004-Jul. 2005   Instructor in English (part time)
                       Department of Applied English
                       Chihlee Institute of Technology, Taiwan
                       Subjects: pronunciation

Feb. 2004-Jan. 2007   Instructor in English (part time)
                       Center for General Education
                       National Taipei College of Business, Taiwan
                       Subjects: General English, Advanced English

Feb. 2004-Jan. 2007   Instructor in English (part time)
                       The Center for General Education
                       China University of Technology, Taiwan
                       Subjects: Freshman English