

National Chung Hsing University

Classification Criteria for English-taught Courses

Enacted in the English Department Curriculum Committee Meeting on Apr. 18th, 2022
Enacted in the English Department Curriculum Committee Meeting on May. 26th, 2026

- I. The purpose of this classification criteria is to standardize definitions for intramural English-taught Courses.
- II. Classification criteria for English-taught Courses :
 1. English for General Purposes (EGP) : In EGP classrooms, instructions and activities are allowed to take place alternatively in dual language (Mandarin and English). The aim of an EGP course is to provide a general understanding of major English language skills that everyone uses in a variety of daily situations. Learning outcomes and course assessments align with the aim of the course. There is not a direct correspondence between an EGP class and one/certain academic discipline(s).
 2. English for General Academic Purposes (EGAP) : In EGAP classrooms, instructions and activities are allowed to take place alternatively in dual language (Mandarin and English). The aim of an EGAP course is to expose students to common academic skills and practices in order to undertake study(research). Learning outcomes and course assessments align with the aim of the course. An EGAP course is involved in the improvement of core academic language skills used in a higher education setting.
 3. English for Specific Academic Purposes (ESAP) : In ESAP classrooms, instructions and activities are allowed to take place alternatively in dual language (Mandarin and English). The course constitutes a general introduction to terminology, topics and contexts that are relevant to one/certain academic discipline(s). Learning outcomes and course assessments align with the aim of the course. An ESAP course is to prepare students with sufficient skills, knowledge to meet eligibility requirements for an English as a Medium of Instruction (EMI) course.
 4. English as a Medium of Instruction (EMI) : For EMI courses, English is used as the medium for delivering professional knowledge, rather than as the primary goal of language learning. For these courses, the delivery of content, teacher-student interaction, learning and academic support materials, and the demonstration and assessment of learning outcomes (such as oral presentations, assignments, or tests) must be in English. During instructional implementation, students may briefly use Mandarin as a supplement during specific teaching activities (such as group discussions); however, the final output and presentation of those discussions must still be conducted in English.
- III. An Examples of Different Course Types and Format Explained is attached.
- IV. The Classification criteria is adopted by the English Department Curriculum Committee, as shall take effect from the date of promulgation; the same shall apply to any amendment thereto.

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Examples of Different Course Types and Format Explained

Category	English for General Purposes	English for General Academic Purposes	English for Specific Academic Purposes	English as a Medium of Instruction
Language of instruction	Mandarin/English	Mandarin/English	Mandarin/English	The delivery of content, teacher-student interaction should be in English
Instructional Materials	Mandarin/English	Mandarin/English	Mandarin/English	entirely in English
Course Objectives	language acquisition course focused on daily use	language acquisition course focused on developing core academic language skills	language acquisition course designed to meet specified needs related to particular disciplines	course offered specialized academic content exclusively in English
Examples	College English English Conversation Grammar & Writing	Academic Vocabulary English for Reading Visual Presentations	English for Agriculture English for General Engineering English for Biotechnology	Intro to Agriculture Statics Biochemistry
Mission and Goals	Generally enhancing basic language skills	Improving overall (rather than specific disciplines) core academic language skills	A pathway course to help prepare students to with enough qualifications for entering EMI courses	To equip students with skills they need. A path to bilingual talent cultivation.