

From TCFL/TCSL Courses of the US 100K Strong Initiative to English-Taught Classes: A Case Study of Yuan Ze University

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Abstract

How to categorize Teaching Chinese as a Foreign Language (TCFL) or Teaching Chinese as a Second Language (TCSL) courses in higher education depends on hosting institutions, national-level governmental policies, international diplomatic, overall global trends, and even economic factors. In Euro-American higher education, they belong to Asian Studies Programs, Departments of East Asian Languages and Cultures, Departments of Foreign Languages and Literatures, or Departments of World Languages and Literatures. In Mainland Chinese higher education of the post-2010s, they are categorized as classes in College of Chinese as a Foreign Language (對外漢語學院). In Taiwanese higher education of the post-2010s, they are placed under the administrative umbrella of Graduate Institutes of Teaching Chinese as a Second Language (TCSL), Departments of Chinese, Language Centers, or English-taught classes all over the Taiwanese campuses. This article aims to analytically record the case study of how hosting institutions, national-level governmental policies, international diplomatic, global trends, and even economic factors gradually affected and reshaped Yuan Ze University's TCFL/TCSL courses of the US 100K Strong Initiative and English-taught classes in the recent five-year period from 2011 to 2016.¹

Keywords: TCFL, TCSL, 100K Strong Initiative, Alcorn State University, English-Taught Classes, MY Camp, MIT, University of Notre Dame, PTV, CTV, Yuan Ze University, Far Eastern Group

1. Yuan Ze University in the 100K Strong Initiative² of the White House in the US

Although Taiwan's TCFL/TCSL courses initiated at National Taiwan Normal University's Mandarin Training Center, National Taiwan University's Stanford Center, Taipei Language Institute, World Chinese Language Association, and Mandarin Daily News during the 1950s and enjoyed its highly esteemed status as the world's TCFL/TCSL center from the 1950s to the 1990s, Yuan Ze University officially highlighted its ambition to reach out to the Chinese 100K Strong Initiative of the White House in the United States of America during the 2010s.³

To join the "100,000 Strong Initiative," an exchanging program launched by the Obama administration, YZU proposed to promote its academic advantages to students in the US and offer them for advanced studying. Cooperated with Global Maximum Educational Opportunities, Inc (g-MEO), YZU's "SAP/Taipei" provides one or two-semester studying programs for the junior and sophomore with professional courses, Chinese Mandarin, cultural appreciation, and visiting enterprises.⁴

Founded by the Far Eastern Group in Chung-li District of Taoyuan City, Taiwan, in 1989 with emphasis on engineering, Yuan Ze University currently has five colleges: college of humanities and social science, college of electrical and communication engineering, college of management, college of engineering, and college of informatics. Its student population is around 9000 now. Among the 9000 students, the number of non-Taiwanese foreign students is about 200. The number of faculty members and administrative staff members is around 700.

2. YZU's TCFL/TCSL Curriculum

During the 2011-2016 period, Yuan Ze University's TCFL/TCSL courses belonged to the administrative umbrella of the International Language and Culture Center,⁵ instead of Department of Chinese, though the Department of Chinese did post an advertisement to call for applicants for a tenure-track TCFL/TCSL faculty position in 2015. The levels of TCFL/TCSL courses included the beginning level, intermediate level, and advanced level. Every TCFL/TCSL class is a 2-credit class with a lecturer-level adjunct instructor and a teaching assistant. For instance, the following TCFL/TCSL course list was included in Yuan Ze University's online advertisement⁶ to call for teaching assistants:

Mandarin Chinese language courses for non-Chinese-heritage students in spring 2013 (with my English translation):

1022 Mandarin Chinese Course Schedule 1022 學期元智大學華語課程班表：華語課程表											
序號 order	系所 Dept	學 期 Semester	課 號 course No.	班別 Class No.	選 別 required/ elective	課程名 稱 course name	course name	教 師 姓 名 Instructor	學分數 credits	時間地點 time- location	助教
1	國際 語 言 文 化 中 心 ILCC	1022	EL170	A1	共 同 必 修 Required general education	華 語 (一)	Mandarin Chinese(I)/ Beginners level	蘇 文 鈴 Ms. Su	2	211- 212,R1208	李健偉 993083
2	國際 語 言 文 化 中 心 ILCC	1022	EL171	A	共 同 必 修 Required general education	華 語 (二)	Mandarin Chinese(II) Basic level	蘇 文 鈴 Ms. Su	2	209-210, R1208	賀仁慧 1003050
3	國際 語 言 文 化 中 心 ILCC	1022	EL270	A	共 同 必 修 Required general education	華 語 (三)	Mandarin Chinese(III) Elementary level	賴 芳 暉 Ms. Lai	2	309- 310,R1202	湯炳超 987915
4	國際 語 言 文 化 中 心	1022	EL271	A	共 同 必 修 Required general education	華 語 (四)	Mandarin Chinese(IV) Intermediate level	賴 芳 暉 Ms. Lai	2	311-312, R1202	陳稚華 993001
5	國際 語 言 文 化 中 心	1022	EL370	C	共 同 必 修 Required General education	華 語 (五)	Mandarin Chinese(V) Upper- intermediate level	游 文 琦 Ms. Yu	2	409-410, R3209	黃傑陽 1027901
6	國際 語 言 文 化 中 心	1022	EL371	C	共 同 必 修 Required General education	華 語 (六)	Mandarin Chinese(VI) Advanced level	游 文 琦 Ms. Yu	2	411-412, R3209	陳俐璇 993052

3. TCFL/TCSL Courses: Connections with Alcorn State University

Thanks to its previous president Peng Zongping's (彭宗平 Peng Tzung-ping) American connections, Yuan Ze University started its TCFL/TCSL courses for African-American students from Alcorn State University from 2011 to 2014. In the five-year period from 2011 to 2016, Yuan Ze University had around ten students from Alcorn State University.

Alcorn is the oldest public historically black land-grant institution in the United States and the second-oldest state-supported institution of higher learning in Mississippi. Alcorn University was founded in 1871 as a result of the people of Mississippi's efforts to educate the descendants of formerly enslaved Africans. It was named in honor of the sitting governor of Mississippi, James L. Alcorn.⁷

The duration of these ten students' abroad studies and stay in the Yuan Ze University was one semester.⁸ They took Yuan Ze University's TCFL/TCSL classes, learning to read and write Chinese characters. In their TCFL/TCSL classes, they learned Mandarin Chinese with some of Yuan Ze University's foreign students, who came from non-Chinese-speaking areas and voluntarily—not required-- decided to take Mandarin Chinese language courses before returning to their home countries. They also simultaneously took Yuan Ze University's English-taught courses of what they majored in, such as mathematics, electronic engineering, or computer science. Some students returned from Yuan Ze University to Alcorn State University and felt satisfied with their TCFL/TCSL and abroad studies experience in Yuan Ze University. For example, De'Michael Queen, as an African-American student in Alcorn State University, commented on his one-semester-long TCFL/TCSL experience in Yuan Ze University,

I learned how to speak and write Chinese characters. I also learned how to write programs for machines. Most importantly, I learned what areas I need to improve in. Asia is the largest producer

of engineering graduates in the world. I knew that their learning strategies and methods were different from the ones I have been accustomed to, so I wanted to challenge myself.... After graduation, I will further my education in engineering and earn my master's. It's a strong possibility I will return after that.⁹

4. Enrollment Problems as a Sign of Taiwan's Reducing Bite of the TCFL/TCSL Cake

The number of TCFL/TCSL students and the size of TCFL/TCSL classes, frankly speaking, was tiny regardless of De'Michael Queen's online report of satisfactory TCFL/TCSL experience. Enrollment has been always a deciding factor in terms of whether a TCFL/TCSL class or program can survive. Non-Chinese-heritage students' enrollment of Chinese language courses in pre-1990s era was not a large problem for Taiwan's major TCFL/TCSL institutions, such as the Mandarin Training Center at National Taiwan Normal University, National Taiwan University's Stanford Center, Taipei Language Institute, or Mandarin Daily News, because pre-1990s Mainland China, especially pre-1980s Communist China, did not share Taiwan's enormous number of non-heritage students. The post-1990s era, however, witnessed the entire globe's strong interest in the PRC government's powerful financial investment in its TCFL/TCSL. This implied that Taiwan's original investment became comparatively smaller than its Mainland Chinese counterpart, and non-Chinese-heritage students' keen desires to learn Chinese language and culture in Chinese Mainland. According to the Modern Language Association's survey in November 2007, the growing ratio of learners' interest in Chinese was up to 51%.

While the study of the most popular languages, Spanish, French, and German, continues to grow and together represents more than 70% of language enrollments, their dominance is slowly decreasing in the face of growing interest in languages such as Arabic (up 127%), Chinese (up 51%), and Korean (up 37%).¹⁰ The growing interest in Chinese referred to Mandarin Chinese language and culture in Chinese Mainland-- not non-Mainland China, such as Taiwan.

Post-1990s Taiwan lost its past golden age of TCFL/TCSL because the worldwide TCFL/TCSL centers moved from local Taiwanese areas to Mainland China. National Taiwan University's Stanford Center, for example, moved from Taipei to Beijing in 1997.¹¹ Taiwan's loss of its original pre-1990s TCFL/TCSL preponderance reflected in the un-growing number of enrollment in terms of Taiwan's shrinking bite of the global TCFL/TCSL cake. The case of Yuan Ze University was probably one of the examples.

5. Overall Global Trends

In the post-1990s era, almost every country's national-level governmental policies focused on Mainland China, where the benefits and profits exceeded what the past focus on Taiwan could compete with. The same are the cases with diverse aspects of international diplomatic and economic factors.

The Chinese economy advanced 6.9 percent year-on-year in the second quarter of 2017, the same pace as in the previous period while markets expected a 6.8 percent expansion. Growth remained at its strongest level since the third quarter of 2015, as industrial output and retail sales picked up while fixed-asset investment remained strong. For 2017, the Chinese government expects the economy to grow by around 6.5 percent, slightly below last year's 26-year low of 6.7 percent. While officials have vowed to push ahead with reforms, the central bank has shifted to a modest tightening bias at the start of 2017, guiding market interest rate higher during Q1. Regarding property sectors, Beijing is trying to rein in debt and a housing bubble with tough measures. GDP Annual Growth Rate in China averaged 9.71 percent from 1989 until 2017, reaching an all-time high of 15.40 percent in the first quarter of 1993 and a record low of 3.80 percent in the fourth quarter of 1990.¹²

The global trends were not what only a university, such as Yuan Ze University, could alter. In the 2010s, Taiwan is simply a place that some American learners of TCFL/TCSL stop by on the way to learn Chinese language and culture in Mainland China. Taiwan is not most American learners' final destination and top choice of TCFL/TCSL abroad studies in the 21st century, though it was the entire world's best choice of TCFL/TCSL in the second half of the 20th century. The worldwide cake of TCFL/TCSL is no longer in Taiwan's mouth. The TCFL/TCSL in global higher education honestly demonstrated and echoed the worldwide trends of international relations and economic power. Except for unique incidents, such as the Tiananmen Square Incident that brought numerous TCFL/TCSL students from Mainland China to Taiwan in 1989, or special strategies to effectively enlarge students' enrollment, how many percentage of the global trends Yuan Ze University could change was limited.

6. Transition from TCFL/TCSL Courses to English-Taught Classes

From 2011 to 2016, Yuan Ze University envisioned no signs or possibilities to enlarge the number of students and the size of TCFL/TCSL classes. Yuan Ze University, therefore, switched its original TCFL/TCSL focus to English-taught courses by categorizing TCFL/TCSL classes as English-taught courses because the objectives of

English-taught courses could fit into both the advancement of Mandarin Chinese language abilities and what non-Chinese-speaking students majored in.

Yuan Ze University began its English-taught courses in January 2002. The goal was to turn 18-credit major courses and 12-credit general education courses into English-taught courses so that undergraduate students finished at least 30-credit English-taught courses before their commencement. Outside of regularly required curriculum, Yuan Ze University established its English corner, writing clinic, and Toastmaster Club to advance students' English language abilities. From the 2012-2013 academic year on, Yuan Ze University organized a 24-hr and 12-day summer English-language camp for thousands of freshmen. By doing so, Yuan Ze University aimed to qualify itself as a bilingual university.

Yuan Ze University's attempt seemed to utilize English as an inter-language of as many kinds of classes in order to broaden and deepen its students' involvement in English-speaking world. According to Bill VanPattern's research of second language acquisition, students' active attendance or keen desires to participate in the environment of target languages should be the deciding factor of whether their target languages would really be sharpened and advanced.¹³ Canada, for example, tried to advance students' French language abilities by turning many courses into French-taught classes from the 1960s to the 1980s; however, passive learners who did not actively attend or participate in still failed to efficiently sharpen their French language abilities. Similar cases took place in recent Taiwan's promotion of aboriginal tribal language courses, Hakka dialect classes, or Southern Min language courses in K-12 education. Students with reluctance, resistance, or passive learning attitudes ended up with no astounding progress in these languages. Under the circumstances, local Taiwanese students' strong desires to actively involve themselves in English-taught courses and English-speaking environment would be the most influential key to their successful advance of English language abilities.

Except for English-taught parallels of regular content courses during fall and spring semester, Yuan Ze University featured two special kinds of English-taught summer classes: "MY Camp" (summer camps for students from the Massachusetts Institute of Technology and Yuan Ze University) and 6-credit summer-period courses for students from the University of Notre Dame.

7. MY Camp: Connections with the MIT

"MY Camp" referred to English-taught summer-period courses for students from the Massachusetts Institute of Technology and Yuan Ze University. The "M" of "MY Camp" means the "M" of Massachusetts Institute of Technology. The "Y" of "MY Camp" stands for the "Y" of Yuan Ze University. Yuan Ze University's initiation of "MY Camp" resulted from Li Ying's (李穎) status as an MIT alumnae. Li Ying is Professor of Communication Engineering, and Dean of Student Affairs of Yuan Ze University. Li Ying lent her good connections with her Alma Mater MIT to Yuan Ze University, and successfully established the MY Camp in 2008.

Sean Gilbert is the current MIT managing director¹⁴ in charge of the MIT portion of "MY Camp." He learned Mandarin Chinese, worked in Taiwan and Mainland China, and married a Taiwanese-heritage woman. The China-MIT program, MIT China Educational Technology Initiative (CETI), the MIT Greater China Fund for Innovation, and the MIT-China Forum focus on Greater China, and the MISTI partnership also includes various Chinese-speaking areas.¹⁵

From 2008 to 2016, MY Camp hosted 2000 participants. On the average, MY Camp hosted 200-300 participants per year. Yuan Ze University hired 20 teaching assistants to help look after participants in MY Camp every year. Most participants were Caucasians and Chinese-heritage Americans. Sometimes participants included offspring of wealthy Taiwanese-heritage businessmen whose companies were located in Thailand, Mainland China, Hong Kong, or South Eastern Asia. The MIT paid its participants' airfare and some daily expenses, while Yuan Ze University was responsible for participants' Taiwanese dormitory fees and daily expenses in Taiwan.

MIT students spent two weeks in Hong Kong, four weeks in Taiwan, and four weeks in Mainland China. The original plan of MIT students' four-week stay in Taiwan contained English-taught courses about science, technology, biology, management, and engineering at Yuan Ze University as well as TCFL/TCSL courses at Fu Jen Catholic University in Taipei. The MIT replaced Taiwan's TCFL/TCSL classes with Mainland Chinese counterparts, however, because Fu Jen Catholic University taught traditional Chinese characters, not simplified Chinese characters.

Years	Participants	Instructors
2008	155	3
2009	99	3
2010	167	3
2011	227	6
2012	319	9
2013	290	8
2014	313	12
Total	1570	44

8. TCFL/TCSL Courses: Connections with Alcorn State University Connections with the University of Notre Dame

Yuan Ze University connects itself with the University of Notre Dame because its President Xu Xudong (徐旭東 Douglas Hsu-tung Hsu) and his son Xu Guoan's (徐國安 Jeff Kuo-an Hsu) graduated from the University of Notre Dame. According to the information from Yuan Ze University, Johnathan Scott Noble and Catherine Leung (梁起鳳) offered major administrative assistance and made this possible. Johnathan Scott Noble's academic expertise is Chinese society and culture. His administrative job titles include assistant provost for Asia within the Notre Dame International, acting executive director of the Institute for Asia and Asian Studies, director of Beijing Global Gateway, acting executive director of the Liu Institute for Asia and Asian Studies, fellow of the Kellogg Institute for International Studies, and participant in the inaugural Public Intellectuals Program sponsored by the National Committee on United States-China Relations (Attachment 1). With administrative experience in the international division at the University of Southern California, Catherine Leung (梁起鳳) is currently in charge of international affairs related to Hong Kong, Taiwan, China, and Asia at the University of Notre Dame.¹⁶

The goal of Yuan Ze University's English-taught courses for students from the University of Notre Dame was to help understand China/Taiwan and business management in Chinese-speaking areas. They were 6-credit, one-week-long, and summer-period English-taught courses. Every summer dozens of US students from the University of Notre Dame travel to Taiwan and take Yuan Ze University's English-taught classes. The number of students from the University of Notre Dame was 25-26 in summer 2016 and 18 in summer 2015. These students from the University of Notre Dame focused on English-taught classes about business management. They also visited the American Institutes in Taiwan (AIT), China TV (CTV 中華電視臺) and Public TV (PTV 公共電視臺) President Shao Yuming's (邵育銘 Shao Yu-ming) introduction to Taiwanese journalism and mass communication, financial management of the Far Eastern Group (遠東集團),¹⁷ Royal Palace Museum in Taipei, temples, and so on.

9. Other English-Taught Classes

In addition to American students from Alcorn State University, Massachusetts Institute of Technology, and University of Notre Dame, Yuan Ze University had also three faculty members' English-taught courses for US intern students, American M.S. student-level research assistants, as well as French M.S. student-level research assistants in its College of Engineering. For instance, Yin Gengming (尹庚鳴 Yin Keng-ming) and Wu Hesheng (吳和生 Wu He-hseng), professors of Chemical Material Studies, offered English-taught courses and academic advice to American intern students and graduate students. Xu Yeliang (徐業良 Hsu Yeh-liang), an alumnus of Stanford University and professor of Mechanical Engineering, offered English-taught classes and academic advise to 2-3 French-heritage graduate students with sponsorship from to the Gerontechnology Research Center.

10. Conclusion

In brief, Yuan Ze University's case included at least the following significant parts: first, from the US government's Chinese 100K Strong Initiative to TCFL/TCSL courses for students from Alcorn State University; second, from TCFL/TCSL courses for students from Alcorn State University to English-Taught Courses for YZU students; third, highlights on English-taught classes for MIT students in MY Camp as well as students from the University of Notre Dame. This article records the story about Yuan Ze University's case. It simultaneously serves as a record of how the post-1990s global trends impacted a Taiwanese higher educational institution's efforts to TCFL/TCSL and English-taught curriculum.

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Attachment 1

SUMMER BUSINESS

YUAN ZE UNIVERSITY & UNIVERSITY OF NOTRE DAME

PROGRAM DESCRIPTION

In this six-week, six-credit, faculty-led program, students experience and examine Chinese business and culture in Beijing, Shanghai, Taipei, and Hong Kong—all major centers in China. No Chinese language is required.

PROGRAM CALENDAR

May 12: Departure from US

May 13-May 17: Hong Kong

May 18-May 21: Taiwan

ELIGIBILITY

- Any Notre Dame undergraduate (of any major) in good academic standing and in compliance with community standards
- No language requirement
- One rector recommendation required with application

HOUSING AND MEALS

Students stay at hotels in Hong Kong and Taipei, and at university dormitories in Beijing and Shanghai. Meals are not included in program fee.

PROGRAM FEE INCLUDES

- 6 Notre Dame credits
- Round-trip international airfare between the gateway

Notes

¹ Ms. Nai-ling Lu (呂迺玲), the secretary at the Global Affairs Office in Yuan Ze University, offered valuable information to me in order help me complete this article. I owe a debt of gratitude to her.

² US-China Foundation’s Signature Partnership Criteria:

Signature partners are Yale-China Association, the American Association of State Colleges and Universities, Americans Promoting Study Abroad, Asia Society China Scholars, China Institute, Community Colleges for International Development, Teach for China and the Thurgood Marshall College Fund.

The 100,000 Strong Foundation annually designates a handful of organizations as Signature Partners. These organizations not only share the goal of increasing the number and diversifying the pool of Americans learning Mandarin and studying abroad in China; they also serve as models for other organizations and communities around the country.

The partner-selecting procedure focuses on the diversity of students studying abroad. The Foundation defines diversity as including groups underrepresented in study abroad, including but not limited to students of color, low-income students, first-generation-American students, community college students, disabled students, and students from K-12 public school systems, particularly those in underserved communities.

The Foundation’s Board of Directors selects partners based on the following criteria:

Demonstrated commitment to increasing Mandarin language learning and/or study abroad to China.

Multi-year experience working on a national basis, providing opportunities to diverse communities across the United States.

Proven track record (at least 5 years) of providing high quality Mandarin language and/or study abroad opportunities to American students.

Existing, multi-year partnerships with Chinese counterpart/host organizations.

Demonstrated success in recruiting from schools that serve underrepresented communities.

Commitment to continuing to diversify the student body from which they recruit, including a strategic plan outlining future diversification efforts.

For details, consult the alliance partnership for the US-China Strong Foundation's 100K Strong Initiative: <http://blog.allianceglobaled.org/blog/alliance-staff/alliance-partners-100000-strong> (online information retrieved in September 2017).

³ The TCSL program of the National Cheng Kung University, Tainan, launched the US government's Critical Language Scholarship (CLS) program, accepted dozens of US student-level TCFL/TCSL learners, and hosted a weeks-long summer Mandarin training session for these US students during the summer of 2016.

⁴ For details, consult Yuan Ze University's official website and news reports: http://www.yzu.edu.tw/index.php/component/option,com_alphacontent/section,2/cat,1/task,view/id,5701/Itemid,236/lang,en/ (website retrieved in January 2017).

http://www.cna.com.tw/postwrite/Detail/100896.aspx#.WGkBneZ_cdU (Chinese-language news report retrieved in January 2017).

⁵ For details, consult the official website of the International Language and Culture Center: <https://ilcc.yzu.edu.tw/chinese/modules/tinyd1/index.php?id=1> (website retrieved in August 2016).

⁶ The job advertisement was sent to the Department of Applied Chinese at Chung Yuan Christian University: <http://tcsl.cycu.edu.tw/wSite/ct?xItem=57447&ctNode=18274&mp=8700> (website retrieved in January 2017).

⁷ Check the official website information about the history of Alcorn State University: <http://www.alcorn.edu/discover-alcorn/history/index.aspx> (website information retrieved in September 2017).

⁸ For details, consult Alcorn State University's Global Programs: <http://www.alcorn.edu/academics/schools/areas/land-grant-programs/global-programs/index.aspx> (website retrieved in November 2016). Alcorn State University's six-week and summer-period Chinese abroad studies are located in Shanghai.

⁹ For details, consult the following website information from Alcorn State University:

<http://www.alcorn.edu/news/item/index.aspx?LinkId=5417&ModuleId=21> (website retrieved in January 2017).

¹⁰ Check the MLA survey in November 2007: https://apps.mla.org/pdf/enrollment_survey_release.pdf (online information retrieved in September 2017).

¹¹ Check the article written by Huang Kende (黃墾德 Huang, Ken-te). National Taiwan University's publications recorded the fact that students in College of Liberal Arts, National Taiwan University, defined the Stanford Center as Taiwanese government's illegal or immoral occupation of their on-campus space in the early 1990s. Stanford Center proposed four remedies to the Ministry of Education, Taiwan, in November 1994: (1) relocation to National Taiwan University's other campuses (2) relocation to a Northern Taiwanese area outside of National Taiwan University (3) relocation to Mainland China (4) termination of all the projects in Taiwan. It requested for additional sponsorship up to \$12,000,000 NTD from the Ministry of Education in 1995, yet no positive responses followed this demand... Stanford Center finally decided to move from Taiwan to Tsing Hua University's Beijing campus in 1997.

¹² Check "China GDP Annual Growth Rate 1989-2017."

¹³ For details, consult Bill VanPattern's *Key Terms in Second Language Acquisition* and Robert Vanderplank's book review.

¹⁴ For details, consult the MIT official website about Sean Gilbert: <http://misti.mit.edu/sean-gilbert> (website retrieved in January 2017).

¹⁵ Contrary to the University of Notre Dame's current lack of Taiwan-oriented faculty members in its Chinese Program, Massachusetts Institute of Technology (MIT) looks friendly to Taiwan-oriented faculty members in its Chinese Program. Emma J. Teng, for example, has Taiwanese heritage. Liao Hao-hsiang is a Taiwan-oriented senior lecturer to direct the current Chinese Language Program at the MIT. Check the official websites about Emma J. Teng and Liao Hao-hsiang:

<https://history.mit.edu/people/emma-teng>

<https://mitgsl.mit.edu/faculty-staff-detail/92>

(online information retrieved in September 2017).

¹⁶ The Department of East Asian Languages and Literature at the University of Notre Dame used to be friendly to Taiwan-oriented faculty members and their instruction of traditional Chinese characters. For example, in the past, it featured its faculty members Howard Goldblatt (葛浩文) and Sylvia Lin's (林麗君) English-language translation of Chinese-language novels written by Taiwanese feminist fictionist, Li Ang (李昂). It is a pity that its Chinese Program currently includes no Taiwan-oriented faculty members. Check the list of faculty members in the current Chinese Program in the Department of East Asian Languages and literature at the University of Notre Dame: <http://eastasian.nd.edu/faculty-and-staff> (online information retrieved in September 2017).

¹⁷ For details, consult the official website of the Far Eastern Group: <http://www.feg.com.tw/tw/> (website retrieved in December 2016).