



**Title of Project**

Local Appropriation of Global and Multicultural Education Policy:  
Agency and Dilemmas in High School EFL Schools in Taiwan

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**TIRF Research Topics Investigated**

Language Policy and Planning  
Language Teacher Education

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**Project Summary**

Culture is often conceived as an integral component of language teaching and learning. However, the extant scholarly and practical literature tends to highlight language teachers' beliefs and practices of culture teaching, without considering its agentive actions in broad sociocultural, -political, and economic nexus. To address this gap, this study investigates how cultural discourse is interpreted and appropriated in situ by stakeholders in high school EFL schools in Taiwan. Adopting an ecological lens of language policy and planning (LPP) (Ricento & Hornberger, 1996), this study aims to explore how culture is constructed discursively at macro-, meso-, and micro- levels in high school EFL contexts in Taiwan.

Drawing upon data from fieldworks at six high schools in Taiwan where multiple sources of data were collected, including governmental policy documents, three sets of EFL textbooks, semi-structured interviews, classroom observations, and classroom artifacts, this study examines the ways in which multicultural and global education (MGE) policy is implemented in the EFL context. In particular, this study examines government policy documents through qualitative media analysis (Altheide & Schneider, 2013), unearths the underlying ideologies and politics of EFL textbooks by adopting Fairclough's (2015) Dialectical-Relational Approach to critical discourse analysis (CDA) and van Leeuwen's (2008) Social Actors Approach to critical multimodal discourse analysis (CMDA), and explores the ways in which Taiwanese EFL teachers working there interpreted, valorized, or challenged the policy.

It is hoped that the findings of the study will provide practical and actionable educational steps for policymakers, administrators, educators, and researchers at individual, institutional, and national levels in Taiwan.