

Navigating Educational Resilience: Regional Disparities and Institutional Support for Transnational Students' School Adaptation in Taiwan

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Abstract

In the context of global mobility, educational discontinuity poses profound challenges to the educational justice of transnational students. Integrating the “Capabilities Approach” as a technical evaluative framework, this research shifts the focus of educational resilience from individual psychological adjustment to institutional guarantees of “substantial opportunities” and “functionings.” This study employs secondary data analysis, using the latest dynamic statistics (N = 2,125) from the Ministry of Education's “Transnational Students Education Network” to conduct spatial distribution and cross-stage comparative analyses. Empirical results reveal a significant “regional clustering” of these students, centered in the Kaohsiung-Pingtung area—led by Kaohsiung City (n = 628, 29.5%)—and northern metropolitan regions, reflecting asymmetries in industrial structure and resource allocation. Notably, the data indicate a failure in “academic language translation” as students transition to junior high school, leading to a marked regression in academic achievement; this highlights the structural vulnerabilities of current cross-stage transition mechanisms. Based on the analysis, this study proposes three concrete practical pathways: establishing dynamic regional support platforms to enhance administrative efficiency in high-demand areas; developing intertextual teaching materials that integrate native linguistic assets to implement curriculum translation centered on “academic language support”; and strengthening the professional agency of teachers as “transformative intellectuals” to reverse institutional exclusion caused by the misalignment of cultural capital through differentiated assessment and three-tier counseling interventions. This exploration not only provides precise optimization suggestions for Taiwan's “New Resident Education Excellence Program” but also offers an empirically grounded, localized dialogue for global discussions on educational justice for migrant and returnee students.

Keywords: transnational students, educational resilience, regional disparities, capabilities approach, transformative intellectuals

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Introduction

Research Background: Resilience Challenges and Sustainable Visions Under Global Mobility

In the postmodern context of global mobility and frequent labor migration, the educational frontline has become the primary arena where diverse cultures collide and merge. In recent years, a distinct group of learners has emerged within Taiwan's educational system: “transnational students,” who frequently navigate between their home countries and Taiwan's schooling system due to parental job reassignments, transnational marriages, or family considerations. According to the latest statistics from the Ministry of Education, the number of transnational students in primary schools alone has reached 2,125, with their spatial distribution exhibiting a striking “regional clustering”—predominantly concentrated in the southern Kaohsiung-Pingtung area and northern metropolitan hubs. Crucially, this high concentration of specific nationalities and educational stages should not be viewed merely as a passive demographic reflection of family reunification; instead, it provides a critical vantage point that exposes the systemic strain on Taiwan's educational policies for second-generation immigrants during the “critical window” of intervention, underscoring an urgent need for precise resource allocation.

The challenges these students confront extend far beyond simple geographical relocation; they experience a profound “educational discontinuity”. This phenomenon does not merely impact the quality of an individual's school adaptation, but directly intersects with the global vision of United Nations Sustainable Development Goals SDG 4 (Quality Education) and SDG 10 (Reduced Inequalities). Without systematic, collaborative institutional transitions, this boundary-crossing life experience can easily relegate students to the margins. Consequently, building an inclusive framework for “educational resilience” has become a vital benchmark for the realization of social justice within Taiwan's school systems.

Problem Statement: Regional Disparities, Resource Allocation, and the Paradigm Shift

Although current policy frameworks have established preliminary counseling mechanisms, practitioners on the ground continue to face severe structural obstacles. Existing Taiwanese literature on this topic frequently centers its analytical lens on individual-level adaptation. While practically valuable, this individualistic perspective methodologically obscures the absence of necessary institutional arrangements. Amartya Sen's (1999) Capabilities Approach offers a precise diagnostic tool in this regard: genuine educational inequality stems not from students' “disparities in inherent endowment,” but rather from whether institutions provide the “substantial opportunities” required to convert those endowments into actual functionings. Re-evaluating the issue through this theoretical lens allows for a deeper examination across several dimensions:

Asymmetry in Regional Distribution and Resource Allocation

The distribution of transnational students across Taiwan exhibits distinct regional characteristics. Observations indicate that transnational students in the Kaohsiung-Pingtung region predominantly possess Southeast Asian cultural backgrounds, whereas those in northern metropolitan areas are mostly returnees from mainland China. This regional specificity places severe demands on the precision of resource allocation, ranging from the quality of Chinese-language teaching staff to the alignment of professional administrative

support—all of which must be calibrated to local cultural contexts. When the research paradigm shifts from “individual deficit” to “structural deconstruction,” these resource asymmetries cease to be mere technical flaws in administrative support; instead, they emerge as a systemic mechanism of “spatial inequality,” challenging the system's capacity to build flexible, dynamically adjustable resilience mechanisms.

The Translation Rift in Cultural Capital and the Pitfalls of the “Deficit Model”

The life experiences and linguistic capital accumulated by transnational students in their home countries are frequently treated as “deficits” requiring remediation upon entering Taiwan's mainstream curriculum. This reductive perspective overlooks the latent value of these cultural assets. The educational paradigm must shift from mere “tolerance of difference” to an agency-centered “intercultural” horizon, exploring institutional arrangements that empower students with the capacity for substantive participation. As Taiwanese multicultural education scholars (e.g., Fu, 2004; Wang, 1999) have long argued, placing differences side by side without subjective dialogue becomes a hollow formality. Whether in science education or literacy acquisition, successfully bridging students' pre-existing cultural capital is the decisive linchpin for realizing educational justice.

The Absence of Teachers as Transformative Intellectuals

Teachers represent the most vital mediators of a transnational student's adaptation to school life. However, in the absence of “multicultural literacy,” educators frequently struggle to discern the rich, diverse issues students exhibit in their reading or interpersonal interactions, reducing pedagogy to the technical transmission of knowledge. Only when teachers recognize themselves as “transformative intellectuals” can they spark students' boundary-crossing agency and dismantle systemic crises of marginalization. It is worth emphasizing that agency, in Henry Giroux's formulation, does not emanate from the performance mandates of an external bureaucracy; rather, it is forged through a teacher's critical awareness of power misalignments within the classroom. Recognizing this space for teacher agency is fundamentally a process of professional empowerment that resists the depoliticization and technocratization of the classroom.

The core thesis of this study can therefore be articulated as follows: Do Taiwan's current support systems for transnational students—across the three distinct tiers of spatial distribution, curriculum design, and pedagogical practice—constitute a systematic “capability deprivation” that hinders students' development of substantive capabilities?

Research Purpose

The methodological orientation of this study is grounded in a structural interpretation of macro-administrative statistics. It must be clarified that, because this study utilizes secondary data analysis, it does not attempt to empirically measure microscopic classroom instruction. Instead, it seeks to integrate an intercultural horizon with a social justice orientation to construct an inclusive support model. Given the aforementioned context and operational challenges, the analytical focus is anchored on the adaptation issues of primary school transnational students through the lens of regional disparities, pursuing the following concrete objectives:

1. To analyze the regional distribution of primary school transnational students in Taiwan, examining the structural challenges and capability deprivation mechanisms

this distribution presents to regional educational resilience.

2. To investigate how linguistic communication, cultural capital, and teachers' practical knowledge intertwine to influence transnational students' experiences of boundary-crossing in schools, while identifying structural deficiencies across different institutional tiers.
3. To propose an explanatory analytical framework and pathways for policy optimization, serving as a practical guide to align Taiwan's "New Resident Education Excellence Program" precisely with frontline pedagogy.

Current Adaptation Status of Primary School Transnational Students

Institutional Definition and Characteristics: Formal Intervention in Educational Discontinuity

The Ministry of Education employs a rigorous policy definition for “transition and articulation” (銜轉), explicitly distinguishing it from the “transition services” (轉銜) utilized in special education. Transnational articulation focuses specifically on children of immigrant backgrounds whose proficiency in Chinese and continuity within the Taiwanese compulsory education system have been disrupted due to extended residence overseas or in mainland China. According to the regulations of the K-12 Education Administration of the Ministry of Education, these students require systematic counseling to facilitate their integration into the appropriate educational stage. Professor Chung Chen-cheng further refines this academic definition, characterizing them as school-aged children who have received education in a non-Taiwanese compulsory education system or have repeatedly moved between different national educational systems. This definition illuminates the profound “educational discontinuity” these students experience; their rights protection extends beyond those returning to Taiwan for the first time to encompass students holding Republic of China citizenship who frequently move across borders (Wu, 2019).

This reality provides a clear point of entry for incorporating Amartya Sen's Capabilities Approach into the analysis. In his critical reflections on the educational application of the approach, Saito (2003) emphasizes that if educational policies stop at the formal opening of opportunities while ignoring the concrete conditions learners require for transformation, they commit a form of implicit deprivation. Drawing upon this insight, this study conceptualizes the educational dilemma of transnational students as follows: while institutions provide formal access to schooling, they often fail to supply the material conditions for substantive transformation in terms of linguistic scaffolding, cultural articulation, and spatial resource allocation.

Trend Analysis of Spatial Distribution and Source Backgrounds

An examination of dynamic data from the Transnational Students Education Network as of December 2025 reveals a total of 2,994 transnational students across Taiwan's primary, junior high, and senior vocational high schools. Among these, the primary school stage accounts for 2,125 students—an overwhelming 71% of the total (see Table 1)—far exceeding junior high school (740 students) and senior vocational high schools (129 students). This underscores the primary school stage as the absolute critical window for building educational resilience.

Geographically, students are highly concentrated within the six special municipalities, with Kaohsiung City emerging as the prominent hotspot, hosting 628 students (29.5% of the

national primary school total), followed by Taipei City, New Taipei City, and Taoyuan City. This heterogeneity in spatial distribution reflects a complex interplay between “demand density” and “administrative reporting habits”. The peak data point in Kaohsiung is both an ecological reflection of southern transnational marriage networks and a revelation of disparities in policy visibility and reporting proactive measures across local governments. This reminds us that any inferences regarding resource allocation must incorporate more refined, contextualized thinking.

Table 1

Core Distribution of Transnational Students by Region and Stage Table (Dec 2025)

Region / Municipality	Senior High	Junior High	Primary School (Open / Closed / Review)	Total	Primary Stage %
Kaohsiung City	8	183	437 (134 / 295 / 8)	628	29.5%
Taipei City	50	140	415 (149 / 239 / 27)	605	19.5%
New Taipei City	19	128	394 (286 / 9 / 99)	541	18.5%
Taoyuan City	15	99	301 (166 / 80 / 55)	415	14.2%
Tainan City	6	39	149 (50 / 92 / 7)	194	7.0%
Taichung City	3	41	86 (56 / 26 / 4)	130	4.0%
<i>National Total</i>	<i>129</i>	<i>740</i>	<i>2,125 (1,060 / 839 / 226)</i>	<i>2,994</i>	<i>100%</i>

Source: Summarized from MOE dynamic administrative data, Dec 2025

In terms of origin, the statistics show a highly diversified background among transnational students. Students of Vietnamese heritage constitute the largest group, totaling 1,222 individuals (40.8%), followed by the United States (263 students, 8.8%), the Philippines (258 students, 8.6%), and Indonesia (196 students, 6.5%) (see Table 2). This dual distribution pattern—centered on Southeast Asian cultural backgrounds alongside English-speaking cohorts—implies that local governments must construct “regional educational resilience” tailored to local contexts. As Huang (2019) notes, students possessing Southeast Asian cultural capital frequently encounter translation thresholds between their home environments and Taiwan's mainstream society.

Table 2

Top National Origins and Core Concentrations of Transnational Students Table

Country of Origin	Total Students	National Percentage	Top 3 Concentrated Districts (Count)
Vietnam	1,222	40.8%	New Taipei (242), Taoyuan (233), Kaohsiung (207)
United States	263	8.8%	Taipei (119), Kaohsiung (75), New Taipei (29)
Philippines	258	8.6%	Taoyuan (54), New Taipei (53), Kaohsiung (56)
Indonesia	196	6.5%	Taipei (55), Kaohsiung (35), Taoyuan (35)
Mainland China	113	3.8%	Taipei (51), New Taipei (22), Tainan (15)

Source: Reorganized from MOE statistics, Dec 2025

This regional clustering is by no means accidental; rather, it is deeply intertwined with labor demands rooted in Taiwan's industrial structure and transnational marital support networks. The formation of the southern hotspot reflects the absorption of immigrant labor by specific industrial clusters, meaning that the construction of educational resilience cannot be divorced from an analysis of local socioeconomic contexts. The aforementioned spatial clustering intuitively demonstrates the geographical isomorphism between Taiwan's industrial cluster distribution and transnational marriage migration networks. If resource allocation is driven solely by raw population figures while ignoring the regional heterogeneity of class, ethnicity, and cultural capital, achieving substantive regional educational equity will remain elusive.

Structural Dilemmas of School Adaptation and an International Comparative Horizon

During their initial period of returning to school in Taiwan, children of new immigrants confront profound academic gaps, challenges in daily adaptation, and cultural barriers. Unlike the affluent study-abroad families of earlier eras, contemporary transnational students' families often lack sufficient socioeconomic resources to cushion transnational integration (Huang, 2019). From an administrative standpoint, transnational mobility is frequently sudden and individualized. When dealing with cumbersome administrative procedures, educational authorities often miss the golden intervention window of the first semester due to time lags. This administrative inertia places an institutional barrier in the way of a student's initial adaptation, inflating the long-term costs of subsequent remediation and counseling.

From a curricular perspective, current instructional materials heavily presume native fluency in Chinese. This latent monolingual bias imposes a form of substantive “institutional exclusion” on students from non-Chinese-speaking backgrounds. If a school lacks well-rounded instructional strategies and culturally responsive mechanisms, teachers are often forced to use decontextualized Chinese to teach science or language arts, causing students to lose their sense of self-identity amidst academic frustration. This phenomenon is not merely a linguistic impediment; it represents a structural neglect of students from diverse backgrounds within the very process of curricular knowledge production.

In fact, Taiwan's transnational transition dilemma is not an isolated case. Within East Asia, the policy responses of at least two countries offer valuable comparative benchmarks:

Japan's “Kikokushijo” (帰国子女) Policy

This framework provides systematic reintegration support for the children of Japanese citizens who have lived abroad. Its core logic acknowledges the “transcultural capital” of returnee children and offers time-limited transitional protection. However, Goodman (1990) observes that the institutional protections of the Japanese model's transitional phase often inadvertently reinforce the identity of returnee children as “special others,” rather than fostering genuine intercultural integration. Taiwan's policy design should remain vigilant to avoid similar risks of skyrocketing labels.

Singapore's “Integration Support Programme” for Returnees

This initiative employs a dual-track framework that runs “mother tongue education” parallel to the “mainstream English curriculum”. It allows returning students to gradually integrate into mainstream courses without being forced to abandon their pre-existing linguistic capital.

This curricular design logic of “additive multilingualism” directly aligns with the policy direction of “mother tongue capital translation” advocated in this study.

Through this comparative lens, the unique analytical nature of the Taiwanese case is brought into sharp relief: the cases of Japan and Singapore demonstrate that international migrant education often targets returnees with relative class privilege. In contrast, Taiwan is confronted with a transnational cohort that frequently accompanies the dissolution of transnational marriages, bound up with the dual marginalization of class and culture. Consequently, Taiwan's institutional response must move beyond mere “linguistic remediation” to simultaneously address the far more intricate tasks of identity reconstruction and the rebuilding of family support networks.

A Dialectical Analysis of Factors Influencing Transnational Students' School Adaptation

Research findings regarding the adaptation outcomes of primary school transnational students in Taiwan are highly heterogeneous. One strain of research (e.g., Huang, 2005; Zhou, 2005) contends that ethnic identity does not automatically result in performance deficits, suggesting that under supportive conditions, transnational students can exhibit adaptation qualities comparable to their local peers. Conversely, numerous studies (e.g., Chen, 2005; Lin, 2003) point out that transnational students widely face severe challenges in both psychological adjustment and academic achievement. These determining factors can be analyzed deeply through the frameworks of intercultural education and agency:

The Misalignment and Disconnection of Family Capital

Parents of transnational students are frequently unfamiliar with Taiwan's educational system, which severely restricts their capacity to translate resources or guide their children's academics. From a sociological viewpoint, this is not a reflection of individual negligence, but rather an “articulation failure” between the cultural capital accumulated by the family and the field of mainstream Taiwanese education (Huang, 2019). When the linguistic assets a student developed in their home country are marginalized by the school system, and the family cannot supply institutional compensatory capital, the student easily falls into a state of isolated helplessness. This capital misalignment exposes the invisible filters of class and ethnicity operating within the educational field, demanding systematic institutional rearrangements (Wang, 2020) to endow families with substantive supportive capacity.

Cultural Value Shocks and Boundary Identity Conflicts

Sleeter and Grant (2007) map a spectrum of multicultural education that spans from “teaching the exceptional” to “social reconstructionist.” Currently, Taiwan's transnational curriculum largely remains mired in a “deficit model” that treats difference as a flaw to be corrected. The pronounced differences in social habits and behavioral norms that transnational students exhibit can provoke deep identity conflicts during moments of boundary-crossing interaction.

Wang's (2020) conceptual distinction between “interculturalism” and “multiculturalism” is vital here: the former emphasizes dynamic dialogue and mutual transformation among transcultural subjects, whereas the latter easily degenerates into a static juxtaposition of differences. If the school environment lacks culturally responsive mediators—such as

multicultural picture books (Liu, 2018) or inclusive reading guidance (Lin, 2013)—students are likely to experience profound frustration when attempting to cross cultural borders, leading to exclusion from mainstream peer groups. This marginalization is fundamentally a failure of “recognition justice” within multicultural education, damaging students' subjectivity through a process of systemic othering.

The Rupture of Educational Stages and Exclusion From Knowledge Production

The data show that while transnational students manage to adapt gradually during the primary school stage (\$N = 2,125\$), their numbers plummet to 740 upon entering junior high school, accompanied by a marked regression in academic achievement. This pattern invites competing explanations, such as “exiting the transnational status” versus “dropping out due to support failures.” In policy practice, one also cannot rule out “administrative sample attrition” caused by the shifting structural demands of junior high school and a more passive administrative reporting habit.

Regardless of which mechanism dominates, this precipitous drop in numbers dramatically illustrates a structural flaw in the current support system: its failure to provide service continuity across educational tiers. It must be noted that this adaptive decline is not a natural degradation of individual capability, but a manifestation of the educational system's retreat from the practice of social justice. Current resource allocation tilts heavily toward initial daily adaptation in primary school, yet leaves a systemic vacuum of linguistic translation support when students confront the highly abstract realm of Cognitive Academic Language Proficiency (CALP) in secondary school. Consequently, the instrumental Chinese proficiency accumulated during primary school evaporated when confronted with highly abstract subject matter in junior high. This failure to articulate subject knowledge structurally excludes learners with transcultural backgrounds from the process of knowledge production, deepening their sense of rupture during school transitions.

Research Methodology

This study utilizes secondary data analysis as its primary research design, systemically re-examining existing datasets to address new research questions distinct from the original data collection objectives. This study draws upon the latest dynamic statistical data from the Ministry of Education's “Transnational Students Education Network” as of December 2025, focusing its analytical scope on the primary school stage (\$N = 2,125\$).

The operationalization of the “spatial distribution analysis” is structured as follows: using counties and cities as the units of analysis, we calculate the absolute number of transnational students in each municipality alongside their percentage relative to the national total to chart geographical concentration. In doing so, this study intentionally avoids inferential spatial autocorrelation statistics (such as Moran's I) in favor of deep descriptive percentage comparisons. This methodological choice is driven by a core consideration: during an exploratory research phase, precisely mapping the “absolute hotspots” and “resource voids” of administrative reporting delivers more immediate, actionable accountability and policy guidance to the educational administration than pursuing abstract statistical significance. All inferences in this study are strictly bound to the descriptive levels supported by the administrative statistics; discussions touching upon curricular practice and teacher behavior are developed theoretically based on existing qualitative literature.

Support, Resources, and Institutional Arrangements for Transnational Students

Administrative Workflows and Resource Integration: The Justice Logic of the Capabilities Approach

As the research lens shifts from macro-spatial statistics to micro-resource alignment, current administrative workflows become the primary crucible for testing whether formal opportunities can be converted into substantive capabilities. While existing resource delivery models effectively mitigate initial cultural shocks, a support mechanism that over-concentrates on short-term administrative processing while neglecting the long-term demands of cross-stage academic language transition will inevitably trap institutional protections within the confines of “reactive patching”.

From the vantage point of the Capabilities Approach, macro-level imprecision in resource allocation exacerbates meso-level monolingual exclusion within curriculum design. Concurrently, the curriculum's institutional indifference toward mother tongue capital ultimately manifests in micro-level classroom settings as pedagogical misreadings by teachers who lack transcultural literacy. The compounding effects of these three institutional deficiencies coalesce into a dynamic network of systemic capability deprivation. Genuine educational resilience must be anchored upon long-term monitoring mechanisms to ensure that social justice does not fracture across educational transitions.

Language as a Medium of Agency: Materials Development and Mother Tongue Capital Translation

While Chinese language remediation is undeniably the most immediate adaptive need for transnational students, language acquisition must not be reduced to a one-way path of assimilation. Beyond deploying materials from the Taiwan Chinese Language Resources Center for remedial instruction, teachers must leverage the textbooks developed by the Ministry of Education for seven Southeast Asian languages, creating institutional spaces for students to exhibit their mother tongue proficiency. If the instructional frontline can organically bridge Chinese remediation with native linguistic assets to develop dialogic, transcultural curricula, it can effectively transform students' marginalized identities. Treating the mother tongue as a “global asset” within the school community not only sparks international cultural exchange among peers but also drives genuine group inclusion and the transformation of cultural identity.

Teachers as Transformative Mediators and Psychological Counseling Interventions

The substantive efficacy of the transnational support system ultimately hinges upon the professional agency of frontline educators. Giroux (1988) critiques the depoliticizing tendency to reduce teachers to mere “technical implementers,” arguing instead that teachers must possess a critical consciousness. Confronted with learners harboring heterogeneous life histories, teachers must exhibit practical knowledge capable of navigating diverse development pathways. This is realized through the precise application of differentiated instruction during academic enrichment and the design of flexible assessments that break free from singular performance metrics.

Furthermore, integrating transnational students into proactive three-tier counseling networks is designed to respond precisely to the psychological alienation woven from language barriers

and cultural dislocations. Teachers acting as transformative mediators must possess the capacity to convert students' "transnational migration experiences" into pedagogical assets. Performance tasks should be designed not merely to audit Chinese language proficiency, but to validate students' capacities to code-switch and navigate meaning across multiple cultures, rendering assessment a tool that confirms student subjectivity and cultural identity.

Conclusion and Suggestions: Toward Resilient and Just Educational Practices

Aligned with the vision of Taiwan's K-12 Curriculum Guidelines to "nurture every child," this deconstruction of the adaptation status of primary school transnational students reveals that building educational resilience is not a matter of individual assimilation, but a highly intertwined matrix of institutional arrangement, cultural capital translation, and teacher agency

Conclusion: Shifting From "Deficit Remediation" to "Agentic Empowerment"

Employing the Capabilities Approach as its core analytical framework, this study yields the following primary conclusions:

Geographical Clustering

At the descriptive level, the geographical clustering of transnational students in Taiwan is undeniable. Southern hotspots such as Kaohsiung City bear nearly 30% (29.5%) of the national demand, while the high concentration of students of Vietnamese heritage (40.8%) mirrors the unique intersection of Taiwan's transnational marriage networks and industrial labor structures.

Three-Tiered Institutional Vacancy

At the explanatory level, this study offers a diagnosis of a macro-level lack of demand-driven resource allocation, a meso-level curriculum design that perpetuates monolingual assumptions, and a micro-level pedagogical practice constrained by deficiencies in transcultural teacher training. Together, these vacancies form a systematic barrier to students' substantive capabilities, culminating in "institutional capability deprivation".

Uniqueness of the Taiwanese Case

From a comparative horizon, juxtaposing Taiwan's situation with Japan's returnee framework and Singapore's integration policies illuminates the uniqueness of the Taiwanese case, where challenges are rooted in the specific family structures following the dissolution of transnational marriages. Consequently, Taiwanese policy must simultaneously address language reinforcement, identity reconstruction, and the repair of family support networks.

Practical Insights and Optimization Recommendations

Establish Dynamic Regional Support Platforms Guided by Spatial Justice

The educational administration should develop a county-and-city-level "Transnational Articulation Service Intensity Index". This index should integrate indicators such as service hours per student, interpreter allocation ratios, and the accessibility of Chinese remedial

courses to serve as a baseline for the precise distribution of subsidies. The creation of this index fundamentally operationalizes Sen's (1999) conversion conditions into policy, ensuring that students in high-demand zones receive an optimized “conversion rate” of substantive opportunities rather than a superficially equal distribution of funds. Furthermore, Taiwan can draw inspiration from Japan's “Kikokushijo Acceptance School” model by establishing “Transnational Articulation Resource Centers” in schools with high densities of transnational students to optimize interpreter pools and eliminate administrative lags.

Develop Capital-Translating Materials Centered on Intertextual Curriculum Design

Curricular content must actively operationalize cultural border-crossing. Textbooks for core subjects such as science and social studies should systemically pair mother-tongue vocabulary with Chinese terms, creating “intertextual bilingual learning sheets”. Teachers can guide students to first grasp concepts in their native language before articulating them in Chinese, elevating “bilingual code-switching” from an informal personal coping mechanism to an academically validated skill recognized by curriculum design. This material not only provides academic language support for transnational students but also guides mainstream students to comprehend Southeast Asian vocabulary, chipping away at classroom monolingual hegemony and overturning the symbolic violence of the deficit model.

Deepen the Professional Empowerment of Teachers as Transformative Intellectuals

Teacher preparation programs must institute “Transnational Transition Pedagogy” as a mandatory professional module, moving beyond technical instructional methods to cultivate teachers' multicultural wisdom and sociological imagination. Additionally, schools should discard traditional, performance-driven neoliberal evaluation metrics, opting instead to embed the tracking and counseling of transnational students within teachers' local “Communities of Practice”. Through cross-disciplinary case conferences and collaborative reflection, external administrative burdens can be transmuted into a teacher's internal critical awareness. This is the path to truly realizing the transformative professional agency envisioned by Giroux (1988).

Future Research and International Comparative Value

This study is bound by certain methodological limitations, including its reliance on cross-sectional data, a lack of granular details regarding per-student service volume, and an absence of micro-level ethnographic fieldwork. Future inquiries could be deepened along the following paths:

1. Longitudinal tracking studies could be launched to dissect the precise mechanisms driving the steep drop in student numbers and the adaptive decline observed during the transition from primary to junior high school, isolating the causal relationships behind the academic language support rift.
2. Researchers could collaborate with local departments of education to access administrative records and construct a “service intensity per student” index, directly validating hypotheses regarding spatial resource asymmetries.
3. Qualitative comparative case studies could be developed to evaluate the efficacy of institutional responses across Japan, Singapore, and Taiwan, while exploring how emerging digital learning trends and virtual materials might help students sustain a digital bridge between their home country's culture and Taiwan's educational system outside of physical constraints.

While this study represents only an initial step toward a macro-diagnostic baseline, the three-tiered analytical framework constructed herein offers an indispensable theoretical foundation for liberating future research from the myth of “individual adaptation,” moving collectively toward a genuine equality of opportunity anchored in institutional resilience.

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