

Taichung FET POLICY

INTRODUCTION

With the advent of the digital age political, economic and cultural exchange across the globe has become commonplace. Under such circumstances, English is becoming increasingly important, and is indeed a crucial communication tool for a wide range of fields including: information, technology, industry, business, and tertiary education.

As a result of the shift towards globalisation, the Executive Yuan approved a blueprint drafted by the National Development Council to develop Taiwan into a bilingual nation by 2030 with the aim of raising the level of English proficiency among the public and improving the country's overall national competitiveness.

By learning English from qualified foreign teachers, students will gain first-hand knowledge, appreciation and understanding of the English language. They will engage in a variety of social and cultural activities, and also gain confidence when interacting with native English speakers. We hope that this will allow the learners to have a deeper understanding of our diverse cultures and set the stage for a more fulfilling life ahead.

PHILOSOPHY

We believe that our teachers should design lessons that cater for the needs of all our students. We understand the wide range of abilities within each class, and we will take into account the difficulties that individual students experience with communication and language. We will work to build on the strengths of students, supporting them to celebrate their strengths and overcome areas of weakness. Our main objective is to inspire our students and provide opportunities for them to gain the confidence and skills necessary to communicate with others using English as their second language.

CURRICULUM DEVELOPMENT - Collaborative Project

Our main aim is to develop the students' speaking and listening skills through the use of interesting and engaging communication activities. These activities will be designed using the sentence patterns and vocabulary from the textbook. This will ensure that students have the prerequisite knowledge to apply their textbook-based learning in an oral/aural environment. Moreover, it will enrich the content from the textbook as the students will be required to apply their acquired vocabulary in different scenarios. Although our focus is primarily on speaking and listening skills, students will also have opportunities to develop their reading and writing skills within our lessons, this will further consolidate and reinforce taught literacy skills.

Students in our classrooms should be enabled to:

- speak and listen with increasing confidence and understanding, using a range of independent strategies to monitor, self-monitor, and correct
- appreciate English and develop a desire to use English in their everyday lives
- develop an interest in words and their meanings, thereby expanding their vocabulary
- understand and celebrate a range of cultural issues
- use their developing imagination and critical awareness
- develop their personal learning and thinking skills

LONG TERM VISION - Elementary Division

To design an International education curriculum that could be used by FETs and local teachers. The curriculum would be taught as a ‘flex’ course alongside the traditional English course and would potentially incorporate aspects of the social studies, PE, art and music curricula.

About the curriculum:

Students will be given a ‘passport’ in grade 3 and as they progress through the year they will visit (learn about) four countries. The countries will be chosen so that the students will learn about one country from each continent during the school year.

Each country will have an associated ‘song’ which will be created by the curriculum design team. The song will act as the core for the unit and contain aspects of that particular country’s culture. The students will then create a dance that will correspond to the lyrics in the song. A total of eight lessons will then be designed around this core song/dance to enable students to gain a deeper understanding about the country and its culture. These lessons would involve; creating a piece of artwork (Art), playing a sport, (PE) making food (Home Ec.), analyzing maps (Geography) and learning about the famous landmarks (Social Studies).

LONG TERM VISION - Junior High Division

To design a theme based curriculum that could be used by FETs and local teachers. The curriculum would be taught as a ‘flex’ course alongside the traditional English course and would use a portfolio based assessment system. Students will use strategies such as oral communication, skimming and scanning texts, using graphic organizers, and monitoring/reflecting on their own work.

About the curriculum:

The lessons would be designed around the students’ lives and incorporate the use of technology where possible. For example, during the theme of ‘Family’ the students would use software to create their own family tree and add relevant information in English. This will encourage students to become more independent, take control of their own learning and work at their own level.

The topics that have been chosen also give the FET the opportunity to show the students their own lives and culture to heighten their interest and broaden their horizons.

Theme 1 - My Family and I

Theme 2 - My Neighborhood

Theme 3 - Jobs and Careers

Theme 4 - Teenage Life

Theme 5 - Citizen of the World

Theme 6 - Food and Health

It is hoped that teachers that use this curriculum will be given a classroom that is fully equipped with the necessary technology such as; student laptops, interactive whiteboard, Wi-fi, Google Classroom.