

The French Section/German Section Joint English Program

The French and German Sections of Taipei European School jointly fund their English Program to maximise the benefits of their co-operation by teaching students in 3 different streams instead of the two streams that would otherwise be necessary.

Class Group Levels

Class Name	Student Level	Competence
Standard Class	Beginner Level	equivalent to standard classes in France/Germany
Core Class	Intermediate level	Low intermediate; able to communicate in English
Extended Class	Advanced Level	intermediate to bilingual



. This is important as within classes at all age groups, students may range from complete beginners to functionally bilingual. At the beginning of each academic year, program staff administer a range of evaluations of the different language skills in order to place students into the class most suited to their future language development. In addition, students can and do move between levels during the year to ensure the level they're studying at matches their ability.

Four class groups of 2 years each

- Upper Secondary
- Lower Secondary
- Upper Primary
- Lower Primary



The four class groups

EFL Program	French	German	British
	3 ^{eme}		Year 10
Upper	4 ^{eme}	Klasse 8	Year 9
Secondary	5 ^{eme}	Klasse 7	Year 8
Lower	6 ^{eme}	Klasse 6	Year 7
Secondary	CM 2	Klasse 5	Year 6
Upper	CM 1	Klasse 4	Year 5
Primary	CE 2	Klasse 3	Year 4
Lower	CE 1	Klasse 2	Year 3
Primary	CP/GS	Klasse 1	Year 2
	MS/PS	Vorschule	Year 1

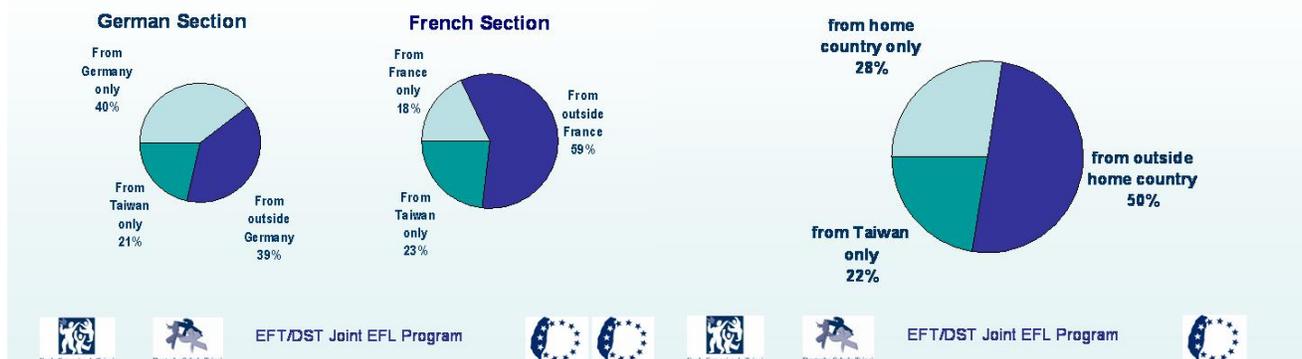


Due to small class sizes, students stay in each class group for two years before moving up to the next level. So weaker students moving up to the next group (i.e. from Lower Primary to Upper Primary, etc) may sometimes drop down one level within the class group as the older students within their group tend to have stronger English skills.

Our students may be divided into three main groups according to their background.

Student profile – by section

Student profile - Joint English Program



The first group consists of 'standard' students coming directly from France or Germany who have never been overseas before. They usually have minimal English skills and study in the standard-level. A second group consists of French or German nationals who have often travelled overseas extensively, and in some cases have never lived in their country of nationality. Add in students from Canada, bilingual in French and English, and this second group tends to have studied in several schools and to have a much-higher level of English. Finally, there is another distinct group of students with one Taiwanese and one foreign parent, who have spent all of their time in Taiwan.

This raises several issues. Only the first group has strong ties with the traditional French or German School systems. Parents of students from the other two groupings are more used to moving regularly and more likely to compare the benefits of the different schools available to them.

What outcomes do we need to prepare our students for. There is on average a 25% turn-over of students each year. Students leave at any time of their school life; returning to the traditional schools of their home country, or other to International schools around the world or in Taiwan.

Increasingly our graduating students move on to the TES IGCSE program, where much of their study is in English. Of last year's cohort, eight students went on to study English as a First Language, while six students were placed in the English as a Second Language Program, three of them requiring additional support.

In other words, the majority of students graduating from our program study English with native speakers. In addition, they benefit by having stronger academic training in their first language. We'd like to take credit for having such a high percentage being able to study with native English speakers, but the culture of the school itself, with its other shared lessons such as art and music, it's ECA's and sport, and potential for socialising between nationalities, has a great effect. We encourage our students to take full advantage of these extra English-learning activities.

Although the EFL program provides reports to the two Sections in their required national formats, extra information is provided to parents in two different formats. Three times a year at Primary

Level, reports are issued documenting the progress each student has made towards four specific learning objectives.

At Secondary Level, these reports are issued twice a year. The final report issued in semester 3 gives the results of standardised testing of a student's actual English ability, along with an evaluation of their performance and attitudes as they prepare themselves for study at High School.