



TAIPEI EUROPEAN SCHOOL

British Primary  
Section

# Chinese Enrichment Pathway

2021-22



# Learning and Teaching Philosophy

“Adults play a fundamental role in ensuring the success of our children. Supported by a strong, deep understanding of **child development** and **pedagogy**, we encourage children to be risk-takers, providing challenge and stretch opportunities with appropriate levels of support. As educators, we aspire to model these commitments. This is enhanced by our section-wide commitment to effective **professional development** and **future focused** resources as we embed a learning community for all.”

# Main Purpose of the Programme

- Maintaining child's Chinese whilst developing English
- Allow children to **flourish** with their language learning
- Developing Chinese literacy(中文素養), initially through oracy and comprehension (writing should develop from speaking)
- Accessing curriculum in both languages successfully.
- Enhancing students' logical thinking level



# We are working on...

- Aligning assessment criteria based on the National Curriculum.
- Planning CEP lessons based on the UK national curriculum and concept-based experiences to enrich students' Chinese oracy skills to support their language development.
- Creating good practice questions to model the language structure
- Stretching listening/ speaking opportunities with appropriate levels of support.

# Importance of Language Development and Literacy in Children

Language development and literacy supports the ability of children to **communicate, express** and understand **feelings**. It also supports the child's thinking ability and helps them develop and maintain relationships improving **wellbeing**.



# Current CEP programme (where we are)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2021-22	All	15+4	6				
	Inclusive	Parental Want	Assessed to ensure all flourish				

# Future plan

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2021-22	All	15+4	6				
2022-23							
2023-24							
2024-25							
2025-26							

By the end of Year 6, students will be able to achieve a higher level of Chinese literacy due to greater exposure in key elements in **addition to CLC**.



# CEP v.s. CLC

CLC  
中文課

CEP  
雙向語言  
課程

# CEP v.s. CLC

	Chinese Language & Culture	Chinese Enrichment Programme
Focus	<ul style="list-style-type: none"><li>• Students are placed into three courses of study based on their existing Chinese proficiency as well as their language backgrounds.</li><li>• It nurtures linguistic curiosity and the desire to connect by using Chinese, either at a near native level or as a second or foreign language.</li><li>• Students who have a Chinese background, we focus on their reading and writing proficiency; students who have limited Chinese, we focus on their communication skills first, then reading and writing skills will be introduced gradually.</li></ul>	<p><b>Natural learning setting</b></p> <ul style="list-style-type: none"><li>• Reading and reading comprehension skills are reliant on a solid oral language base.</li><li>• Literacy develops through the interactions a child experiences with others.</li><li>• Maintaining child's Chinese whilst developing English and allow children to flourish with their language learning</li><li>• Developing Chinese literacy(中文素養), initially through oracy and comprehension (Writing should develop from speaking. Students could access curriculum in both languages successfully. This programme could enhance students' logical thinking level.</li></ul>

# How to support children at home?

- Read with your child and ask some questions in Chinese.
- Environment is important. Encourage your child to use Chinese as much as possible.
- Once you spot any errors in the sentences, phrases.....please direct them to the correct one and ask children to repeat again.



**" Education is nothing but a concern for love and role model."( F.Froebel )**

**「教育無他，唯愛與榜樣而已。」(福祿貝爾)**

# Parent-Child Reading

Time with Children	Parent-Child Reading time
Full-time caretaker	Arrange three slots (15 mins) with children in a day (Morning, afternoon and night)
With children more than 4 hours a day	Choose a slot everyday (20 mins) consistency is better
Cannot do parent-child reading everyday	Pick three times a week to read (20 mins)
Cannot do do parent-child reading three times a week	Pick at least a day in a week



Head of BPS

Luke Chaeter:

[luke.chaeter@tes.tp.edu.tw](mailto:luke.chaeter@tes.tp.edu.tw)

Lead Teacher of Chinese Department

Yun-Yeh Tsai:

[yunyeh.tsai@tes.tp.edu.tw](mailto:yunyeh.tsai@tes.tp.edu.tw)