

Students' Performance Evaluation: The Elementary EFL Program in National Nine-year Integrated Curriculum in Taiwan

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With globalization, the Ministry of Education in Taiwan has performed series of educational reform. The current significant project is to integrate the six-year elementary program and the three-year junior high school program into the 9-year Integrated Curriculum. Moreover, since September 2001, in order to promote students English ability, the Ministry of Education in Taiwan has practiced the elementary school English as part of integrated learning subject, which is obligatory since the 5th grade throughout the junior high school.

Since this project has been implemented over a year, the purpose of this study is to evaluate the current elementary students' English performance. The subjects included in this research were 30 students and 6 teachers from 3 urban schools and 3 rural elementary schools. Data from oral interviews with students was recorded and analyzed to assess urban and rural areas students' communicative competence. Teachers' attitude toward the national curriculum reform was also investigated in this study. Recommendations and implications regarding the 9-year Integrated Curriculum, especially English teaching and learning to young Taiwanese children based on the research findings, will be made.

Key words: educational reform; the 9-year Integrated Curriculum; EFL