

國立臺東大學

通識教育中心

Guidelines for the 2-year English Curriculum

A. Curriculum Description

The 2-year English curriculum at NTTU Center for General Education (CGE) is a requisite 6-credit program comprised of 2 academic years of general English instruction (2 credits for each semester) for freshman and sophomore students. The ultimate aim of the 2-year curriculum is to imbue students with the knowledge and skills that will help them interact successfully with people from different cultures. To facilitate this goal, teachers' syllabi for freshman and sophomore English should incorporate 2 strands:

- 1) two hours per week of in-class instruction with an emphasis on aural/oral communication skills plus oral assessment,
- 2) task-based learning to allow students to develop both the habit of independent self-study and the skills to do so.

Each semester of instruction may be considered as separate courses, but should ideally be graduated in complexity of English learning. In addition, every instructor may utilize an individualized repertoire of textbook, online, or alternative instructional material including authentic native-English speaker (NES) input, yet should conform to a core set of measurable learning objectives which work towards the goal of authentic English proficiency, rather than test scores.

The allowance of naturally occurring variance in teaching styles and pedagogical approaches is the advantage of NTTU's English curriculum over rigidly standardized curricula found elsewhere. Individual differences in teaching styles and methodologies provide opportunities for students with diverse learning styles to find a class which suits them best, thereby enhancing motivation for English study. Therefore, it may be surmised that the underlying challenge for all NTTU instructors

teaching the CGE 2-year English curriculum is to balance their individualized lesson planning with the university goal of English proficiency for all. In this regard, the aim of this manual is to assist teachers in designing syllabi which conform to core curriculum requirements and objectives.

B. Core Requirements of CGE 2-year English Curriculum

Regardless of the various instructional methods and platforms utilized to meet the English proficiency and self-study benchmarks, all instructors are expected to incorporate three main components to their syllabi and lesson planning: A focus on linguistic/communicative competence, a focus on linguistic knowledge, and a focus on developing self-study habits. The following tables describe these requirements in greater detail.

Focus on Linguistic/Communicative Competence

Oral production

Incrementally over 4 semesters:

Students should progress towards pronunciation which assists comprehensibility of the utterance, and move away from pronunciation habits which hinder comprehensibility.

Students should progress towards native-like prosody, stress and intonation.

Students should develop competence in speaking strategies such as asking question bundles, asking for clarification, providing cues of attentive listening, adding details to yes/no responses.

Listening

Incrementally over 4 semesters:

Students should be able to discern word units in linked and contracted utterances.

Students should be able to recognize the focus of an utterance and resultant communicative implications from the prosodic patterns they hear.

Students should develop interpretive listening skills, i.e., recognize implied meanings in utterances.

Reading

Although not emphasized in the curriculum, reading skills must be practiced to prevent attrition. Continually over 4 semesters:

Students should practice decoding skills, i.e., recognition of key words and phrases

Students should practice comprehension skills, i.e., understanding the literal meaning of what they read

Students should practice interpretation skills, i.e., understanding the implied meanings of what they read

Focus on Linguistic Knowledge

Oral production

Incrementally over 4 semesters:

Students should learn that English intonation is supra-segmental (applied to the utterance) and therefore the tone on each word may change according to the context. Students should learn that the same English word can take multiple tones under multiple contexts, with change in tone signaling important pragmatic (interpretive listening) cues.

Students should learn that mouth positions change to produce certain phonemes which are not present in Chinese.

Students should learn that vowel and consonant parts of phonemes may differ from canonical pronunciation in normal speaking speed.

Students should learn that discourse markers function to direct the flow of conversations, monologues and dialogues.

Students should learn that speaking strategies function to keep the conversation going.

Listening

Incrementally over 4 semesters:

Students should learn that there are 3 different levels of listening processing.

Students should learn that most listening tests assume proficiency in the lowest level of listening processing (decoding) and test the upper levels (comprehension and interpretation)

Students should learn that acquisition of vocabulary implies the ability to recognize new vocabulary when it is spoken.

Reading

Although not emphasized in the curriculum, reading skills must be practiced to prevent attrition. Continually over 4 semesters:

Students should learn that there are 3 different levels of reading processing.

Students should learn that most reading tests assume proficiency in the lowest level of reading processing (decoding) and test the upper levels (comprehension and interpretation)

Students should learn that acquisition of vocabulary implies the ability to recognize new vocabulary when it seen and also to simultaneously recall collocates.

Students should learn that acquisition of phrasal units leads to more efficient reading.

Students should learn that vocabulary is infinite, while grammatical forms/rules are finite.

Focus on Self-study Habits

Knowledge

Incrementally over 4 semesters:

Students should learn that language acquisition is a life-long process.

Students should learn that teachers and books are not the ultimate sources of knowledge.

Practice

Incrementally over 4 semesters:

Students should become aware of learning resources besides textbooks and popular self-study reference books.

Students should learn how to use or interface with these alternate learning resources.

Students should become adept at using a portion of the alternate learning resources to which they were exposed and trained.

Students should demonstrate their skills at using these non-textbook learning resources.

Generally speaking, when instructors employ a popular series of texts from a major EFL textbook company, the volumes will be graded in learning complexity to approximate the above guidelines for the linguistic competence and linguistic knowledge components. However, the component of self-study is often underdeveloped in these commonly used textbooks. These textbooks may have guidance in their accompanying teacher's manuals to the effect that group work or projects can be assigned using the text as a springboard for discussion, but they often fail to include a rubric of curriculum objectives to evaluate students' progress in forming self-study habits. Please consult the indicators of learning involvement under Curriculum Objectives below. In addition, for ideas on alternate English learning resources that can be used for the development of self-study habits please consult Online Resources, under the Teaching Materials section.

C. Curriculum Objectives

The CGE English curriculum takes a communicative approach towards language education with a focus on, but not limited to, developing students' aural/oral communication skills. The core principles behind the CGE curriculum are that language learning needs to be purposeful and grounded in meaningful language use, and that learner autonomy needs to be developed to sustain lifelong language learning. By instilling a sense of mission and core set of English self-study skills, we hope that students in the first year, with the guidance of the instructor, learn how to conduct their self-study in a responsible way, so that they are ready to continue this approach on their own in the future. In the second year of instruction, we hope that students will hone their language learning strategies, become aware of their own learning progress, become truly independent and widen the scope of authentic input with which they choose to engage. Accordingly, extensive reading, autonomous vocabulary acquisition, and alternative assessments are encouraged to be incorporated into the syllabus design.

It is recognized that the descriptions of the curriculum objectives sound overly idealized at first glance. As noted earlier, a great difficulty is extant in precisely delineating the balance between curriculum goals and teacher autonomy in syllabus design. With this in mind, more detailed objectives are listed below for teachers to consider when making lesson plans.

These English proficiency benchmarks, used as curriculum objectives, are adapted from the Common European Framework of Reference for language learning (CEFR). First, language proficiency and strategic competence benchmarks from the CEFR are provided to assist teachers in planning summative assessments (Mid-term exam, final exam, quizzes) and formative assessments (homework assignments, project reports and presentations) and task-based learning activities which can render these skills observable either directly or indirectly. Next, self-regulated learning benchmarks adapted from extant research are provided to assist teachers in planning homework assignments and task-based learning activities which can provide opportunities for the development of learner autonomy in foreign language study.

- 1) When designing two hours per week of in-class instruction with an emphasis on aural/oral communication skills plus oral assessment, the instructor should consider the following language proficiency benchmarks and how they can be

evaluated through observation and other assessments:

Listening/Aural Skills

Overall Listening Comprehension		
CEFR Level	Descriptor	
B2	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.	大 二
B2	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialization. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is reliably indicated by transitional phrases and discourse markers.	
B1	Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	
B1	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	大 一
A2	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	
A2	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	大 一
A1	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	大 一
Understanding Conversation Between NES		
CEFR Level	Descriptor	
B2	Can keep up with an animated conversation between native speakers.	大 二

B2	Can with some effort catch much of what is said around him/her, but may find it difficult to follow discussion with several native speakers who do not modify their language in any way.	
B1	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	大二
A2	Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.	大一
A1	N/A	

Listening as a Member of a Live Audience

CEFR Level	Descriptor	
B2	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.	大二
B1	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.	大二
B1	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	
A2	N/A	
A1	N/A	

Listening to Announcements and Instructions

CEFR Level	Descriptor	
B2	Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.	大二
B1	Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions.	大二
A2	Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions relating to how to get from X to Y, by foot or public transport.	大一
A1	Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.	大一

Listening to Audio Media and Recordings

CEFR Level	Descriptor	
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B2	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	大二
B2	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.	
B1	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	大二
B1	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	
A2	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	大一
A1	N/A	

Oral Production/Speaking Skills

Overall Oral Production

CEFR Level	Descriptor	
B2	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	大二
B2	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	
B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	大二
A2	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	大一
A1	Can produce simple mainly isolated phrases about people and places.	大一

Sustained Monologue: Description

CEFR Level	Descriptor	
B2	Can give clear, detailed descriptions on a wide range of subjects related to	大二

	his/her field of interest.	
B1	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g. an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.	大二
A2	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something.	大一
A2	Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.	
A1	Can describe him/herself, what he/she does and where he/she lives.	大一

Sustained Monologue : Debate

CEFR Level	Descriptor	
B2	Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	大二
B2	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	
B1	Can develop an argument well enough to be followed without difficulty most of the time.	大二
B1	Can briefly give reasons and explanations for opinions, plans and actions.	
A2	N/A	
A1	N/A	

Addressing Audiences

CEFR Level	Descriptor	
B2	<p>Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.</p> <p>Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.</p>	大二
B2	<p>Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.</p> <p>Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.</p>	
B1	<p>Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</p> <p>Can take follow up questions, but may have to ask for repetition if the speech was rapid.</p>	大二
A2	<p>Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.</p> <p>Can cope with a limited number of straightforward follow up questions.</p>	大一
A2	<p>Can give a short, rehearsed, basic presentation on a familiar subject.</p> <p>Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.</p>	
A1	<p>Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.</p>	大一

Communication Strategies

Planning		
CEFR Level	Descriptor	
B2	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	大二
B1	Can rehearse and try out new combinations and expressions, inviting feedback.	大二
B1	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	
A2	Can recall and rehearse an appropriate set of phrases from his/her repertoire.	大一
A1	N/A	
Compensating		
CEFR Level	Descriptor	
B2	Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.	大二
B1	Can define the features of something concrete for which he/she can't remember the word. Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).	大二
B1	Can use a simple word meaning something similar to the concept he/she wants to convey and invites 'correction' . Can foreignize a mother tongue word and ask for confirmation.	
A2	Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say.	大一
A2	Can identify what he/she means by pointing to it (e.g. 'I'd like this, please').	
A1	N/A	
Monitoring and Repair		
CEFR Level	Descriptor	
B2	Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. Can make a note of habitual mistakes and consciously monitor speech for it/them.	大二

B1	Can correct mix-ups with tenses or expressions that lead to misunderstandings provided the interlocutor indicates there is a problem.	大二
B1	Can ask for confirmation that a form used is correct. Can start again using a different tactic when communication breaks down.	
A2	N/A	
A1	N/A	

2) When designing task-based learning to allow students to develop both the habit of independent self-study and the skills to do so, in addition to incorporating relevant CEFR benchmarks, the instructor should consider the following benchmarks of self-study habits* and how they can be evaluated through observation and other assessments:

Self-regulating Capacity for EFL Study

Commitment Control Benchmarks	Commitment Control Indicators
When completing EFL learning tasks, the students share the intended learning goals of the instructor. When completing EFL learning tasks, the students believe they can achieve their goals. When completing EFL learning tasks, the students persist until they reach their goals.	Students show mastery goals by following task instructions. Do not take shortcuts to make appearances of task completion for quick point gain. When using self-study platforms, students meet the required hours/week. Students do not complain that “they can’t do it”.
Metacognitive Control Benchmarks	Metacognitive Control Indicators
When completing EFL learning tasks, the students control their concentration effectively. When completing EFL learning tasks, the students effectively prevent procrastination.	When doing group work/tasks in class, students stay on topic and discuss solutions to task. Students do not distract themselves with FB or off-topic chatting.
Emotion Control Benchmarks	Emotion Control Indicators
When feeling bored with EFL learning tasks, students know how to regulate their mood in order to invigorate the learning process. When feeling stressed about English learning, students know how to cope or effectively utilize stress to their	Teacher must observe behavior in class. (Probably impossible to evaluate in self-study or homework.) Keep an eye out for complaints in online class forums.

advantage	
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Indicators of Learning Involvement

Self-Initiating Behaviors	Examples
<p>Students check the progress they make when using a new learning method.</p> <p>Students try to improve the newly learned methods that they try out.</p>	<p>Students immediately check the answers of quizzes and tests when papers are returned.</p>
Self-Activating Behaviors	
<p>Students try to find new English learning methods</p> <p>Students try to think about different ways to learn English.</p>	<p>Students may find other English learning materials on their own, and may use them to complement the texts that the teacher uses.</p>
Self-Experimenting Behaviors	
<p>Students try out English learning methods that are different from those taught by the teacher.</p> <p>Students try to replace ineffective English learning methods with new ones.</p>	<p>N/A</p>
Self-Surpassing Behaviors	
<p>Students try to improve the English learning methods that they try out.</p> <p>Once students realize that their current English learning method is not good enough, they try to find a better one.</p> <p>Students learn features of English additional to those taught by their teacher.</p>	<p>Students may find other English learning materials on their own, and may use them to complement the texts that the teacher uses.</p> <p>Teacher may observe new features of English in the project reports/homework.</p>

*Adapted from Tseng, W.T & Schmitt, N. (2008) Toward a model of motivated vocabulary learning: A structural equation modeling approach. *Language Learning*, 58 (2), 357–400.

D. Teaching Materials

Considering students' different proficiency levels and varying learning needs, a wide variety of textbooks, authentic reading material and online resources are proffered.

1. Suggested Textbooks

Freshman English Texts/ Materials

Chase, B.T. (2013). *Pathways I: Listening, Speaking, and Critical Thinking*, 1st Ed. ISBN-13: 9781111350369

Cleary, M. (2006). *Talking Culture*. Helbling Languages.

Dyer, G. (2003). *Advertising as Communication*. Taylor & Francis.

Gilbert, J. (2005). *Clear Speech*, 3rd Ed. Cambridge University Press.

Jordania, R. (1993). *Life in the USA: A Simplified Reader on American Culture Book 2*, Bookman Books.

MacAndrew, R. & Martinez, R. (2001). *Taboos and Issues: Photocopiable Lessons on Controversial Topics*. Thompson Heinle.

McCarthy, M., McCarten, J., & Sandiford, H. (2005). *Touchstone 1*. Cambridge University Press.

McCarthy, M., McCarten, J., & Sandiford, H. (2005). *Touchstone 2*. Cambridge University Press.

Schulman, J. (1998). *The 20th Century Children's Book Treasury*. Knopf, New York, (ISBN 0-679-88647-8).

Smith, L., & Mare, N. (n.d.). *Topics for Today, 4th Ed.*, Heinle.

Zwier, L. J., & Stafford-Yilmaz, L. (2004). *Reading for the Real World 2*. Compass Publishing.

Samovar L. A. & Porter, R. E. (2006) *Intercultural Communication: A Reader* 10th Ed.

2. Authentic Reading Material

Abrahms, M. (2005). Al Qaeda's miscommunication war: The terrorism paradox. *Terrorism and Political Violence*, 17(4), 529-549.

Corman, S. R., Tretheway, A., & Goodall, B. (2007). A 21st century model for communication in the global war of ideas. Consortium for Strategic Communication, Report, 701.

Garrison, B. (2013). Why the religious right is losing the war on Christmas. *Business Insider*.

<http://www.businessinsider.com/why-the-religious-right-is-losing-the-war-on-christmas-2013-12>

Katchanovski, I., & Morley, A. R. (2009). Coverage of post-communist countries by ABC, CBS and NBC: Politics of miscommunication. In APSA 2009 Toronto Meeting Paper.

Kealey, D. J., MacDonald, D., & Vulpe, T. (2004). Intercultural Competence and Its Relevance for International Diplomacy. *Intercultural Communication and Diplomacy*, 431.

3. Online Resources

3.1 Pedagogically enhanced reading

Breaking News English (<http://www.breakingnewsenglish.com/>)

3.2 Pedagogically enhanced listening/pronunciation

English Central (<http://www.englishcentral.com/videos#>)

Voicetube.tw (<https://tw.voicetube.com/>)

TED talks (<https://www.ted.com/talks?language=zh-tw>)

3.3 Vocabulary Learning

Quizlet (<http://quizlet.com/>)

TED talks (<https://www.ted.com/talks?language=zh-tw>)

3.4 Instructional Platforms

Facebook (set up a class group, e.g. NTTU 大一英文 English)

Edmodo (<https://www.edmodo.com/>)

E. Grading

In each semester, the overall score (i.e., 100) is composed of (1) in-class work, (2) exams and quizzes, and (3) out-of-class assignments. The precise formula for calculating the final grade is determined by the instructor, however, there is one stipulation to which all instructors must conform:

Grades cannot be calculated with exams having greater weight than either in-class work or out-of-class assignments.

It is well known that students develop their own strategies for dealing with competing requirements for time from multiple courses. Often these strategies consist of variations on cramming for tests immediately prior, then “memory dumping” to cram for the next scheduled exam from another course. These are autonomously developed study habits in their own right, but these study habits work counter to the ultimate goal of the 2-year English curriculum, which is to instill optimal study habits, we mean, English study in a truly habitual, regularly conducted fashion, i.e., learning as a way of life.

For our stated goal to be achieved, we must, at minimum, re-condition students so that they treat formative assessments (homework assignments, projects, reports, public demonstrations of English skill, etc.) with equal or greater priority to summative assessments. When students begin to realize the ineffectiveness of cramming to increase their grade point gain, they will, over the course of the 2-year curriculum, begin to change their study habits.

F. Activities

The CGE hosts a variety of student activities and events during the year. Teachers announce each activity in class, and students can check the NTTU notice board and website for the activity schedule and other announcements. Although none of these activities is required for students enrolled in the CGE English classes, all are strongly encouraged to participate in any of these activities. Participation in activities can count towards English class credits, depending on each teacher’s policy.

1. Movie & Workshop-type Activities

The creation of language games and activities has been an on-going process. The

CGE has hosted English Movie and Teatime events twice and English Kitchen once, so far. These events have been very successful in supporting student morale and motivation for engaging in English as a tool for communication, based on questionnaire responses and feedback.

We hope that all the instructors who teach the CGE English courses will contribute ideas for hosting activities. We believe that such activities can have a positive impact on students' willingness to increase their involvement in their own learning.

3. Daily Tutorials [Discuss feasibility----teachers can shift some office hours over to CGE Book Room]

Students who want extra English conversation practice can stop by the CGE Book Room at the CGE (Room B101) anytime from x:10am–xpm, xxxdays.

Each 50-minute discussion is led by a different teacher. The tutorial program was established with the idea of giving students an informal, unscripted way of practicing their language skills outside the classroom. There is no need to pre-register: Just show up. If there's an empty seat on one of the sofas, sit down and start talking!

Teachers may bring their own topics for discussion or just ask students to think of ideas. Students are strongly encouraged to practice with as many different teachers as possible in order to be exposed to a range of different accents, as well as a range of different teaching styles.

G. Guidelines

1. English Exemption Criteria

Starting with the academic year 2013-2014, students can be exempted from taking the required Freshman English course. Details regarding the evaluation criteria and type of documents required for Freshman English course exemption will be announced by the Foreign Language Center. Remember to apply for exemption within the time frame provided. The Foreign Language Center will process all approved cases for official exemption through the Academic Affairs Office. [recommend no exemptions unless already passed official proficiency exam—need to discuss]

2. English Proficiency Test

All FCU freshmen enrolled in the FE Program are encouraged to take an internationally accredited English proficiency exam during their first year (since August 1st) so as to give the university a more accurate picture of the students' true English ability. The exam score won't count as part of the FE final grade. To provide students with ready access, different proficiency exams will be offered on campus within the school year. If qualifying, students can apply for the FE final exam exemption, Sophomore English exemption, scholarships or a short-term study-broad program. Furthermore, those with high scores can apply for the Honors Program. [Must discuss our testing policy—continue as is? Need improvement? How?]

6. Level Transfer and Dropping Policy

After the fall semester, students who feel that they have been placed in the wrong level can apply for a level transfer with the FLC during the add/drop period of the spring semester. They need to obtain the signature of their original FE teacher in order to change their level.

In the spring semester, students can drop the course on their own according to the calendar from the Academic Affairs Office, only with the FE teacher's and the

academic advisor's signatures. However, the FLC strongly advises against this since it is a required course and students need to work on their English continuously in order to reach the CEF A2+ graduation requirement. It is the FLC's policy to allow only students who have very compelling reasons to drop the course (e.g., extended absence due to hospitalization). [Replace with our extant policy at NTTU CGE]

Failing the Course

Students who receive a failing grade in any semester have to retake the course that they have failed: fall and/or spring semesters, and will be placed at their most recently assigned level. Students must complete their requirement before graduating from this university.