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HWIS Commencement 2020

Dear Graduates, Parents, Guardians, and Staff,

I am honored to be able to take this opportunity to formally introduce the Class of 2020. This is a significant occasion for many reasons. We are all members of a young tradition and history that is Hong Wen International School. To be the beacon of hope, future, and pride in this wonderful school is an honor. To be the 2nd graduating class from this institution is exciting. And, to be leaving behind a legacy of achievement is profound and impactful. This senior class has demonstrated a propensity to succeed on the largest of stages. Be it in the classroom, on the competition surface, on a stage, or in the community, this class has displayed their talents, passions, skills, accomplishments, and achievements.

The work, dedication, excellence, and success of our students and staff have been nothing but excellent. Our results were tremendous. 100% of our students made it into universities in England, the USA and Australia. This accomplishment and recognition is a testament to the demonstration of respect, responsibility, and pride this senior class has embraced, the relationships they have fostered, and

the achievement they have attained. For this, I am grateful.

Now, on behalf of the HWIS Staff, I would like to thank the Class of 2020 for the indelible mark they have left on our learning community, on our hearts, and on me, personally. We will be forever grateful for the impact you have had on our school.

The quote by Harvey MacKay said, "None of us got to where we are alone. Whether the assistance we received was obvious or subtle, acknowledging someone's help is a big part of understanding the importance of saying thank you." Some of you would say that we have assisted you, however, I would argue that you have taught us more about service, love, passion, commitment, and character than we could have hoped to teach you. For that, we are thankful to have gotten to know and grow with you.

As you move on, I need you all to know that I am proud of you. I am hopeful and confident you will find success wherever your future may lead. At a graduation ceremony, actor Jim Carey suggested, "You can fail at what you don't want, so you might as well take a chance on doing what you love." I encourage each one of

you to chase something you love and do it with the respect, responsibility, pride, and focus on relationships that have defined your high school experience. If you do that, you will be wildly successful, and most importantly, make yourself proud. To this group of seniors, I wish you nothing but success and happiness.

Love you all,

Mr. Victor Chen
Program Director





G9 Graduates Entrance



G9 Graduates Entrance



Conferment of Salutatorian & Valedictorian Awards



G9 Graduates Entrance



Conferment of Diplomas to G9 graduates



Conferment of Diplomas to G12 graduates



G8 Blessing Speech: Wallace, Tanya, Nathan



G9 Abby Graduation Speech



G9 Joey Graduation Speech



G12 Alice Graduation Speech



G11 Blessing Speech: Rachel and Rick



G12 Jack Su Graduation Speech



G12 Jack D Graduation Speech



Performances: Chinese Band



Performances: Orchestra



Performances: Dance Group



‘Glocalization’ in the Teaching of Literature

Gain an insight into teaching Literature to young English learners

by Jomar Ferrer Morena, Literature Instructor

In the context of teaching English as an international language, Kirkpatrick and Sussex (2012) define ‘glocalization’ as the *interaction between English and local languages and societies in a non-English-speaking countries, and the resulting evolution of the English language in that locality as the use of English becomes more widespread.*

What I am sharing is an attempt to ‘glocalize’ my lesson in Grade 7 Literature, as influenced by my teaching experiences in the Philippines and as how I understand how the teaching of English is done here in Taiwan.

The lesson is derived from the 4th Unit of the prescribed textbook, which is about *Human Intelligence*. The teaching goals include: a) reading a variety of text types, b) building on one another’s ideas, developing consensus, and communicating with one another, and c) incorporating audio, visuals, and text in presentations.

From the discussion of the short story, *Flowers for Algernon* by Daniel Keyes, the class was divided into three groups, one student had decided to work independently. They were asked to look for news articles about *Children with Special Needs in Taiwan*, study them, and create reports. Their presentations had the following parts: a) mental health issues or conditions, b) specific contexts or situations, and c) realizations from the activity.

Their chosen news articles were about children with Tourette syndrome, communication disorders and chronic vertigo. Here are what the students’ have realized from the activity:

“We should not make fun of people who have Tourette Syndrome. Sometimes, they really want to control themselves, but they can’t because they are sick. Teachers should not also get them into trouble for the actions and sounds they make. They are also in pain sometimes, so we have to treat them like normal people. We need to learn to be kind and help out the people who have Tourette Syndrome.”

- G7 Emily H and Hannah

“I realize that respect is very important to everyone because if you say something bad to someone, you may hurt them, and maybe that makes them want to give up or think that they have no hope. If you respect others, then they will respect you and also make less conflict, so that’s why I think respect is very important to everyone.” - G7 Rex

“I think we need to have empathy for them, not because they are people with mental disability but because they are also people who have the same rights. They didn’t choose to be this way, no one wants to have mental disabilities, their parents also didn’t choose it, it is how they were born. his is their fate.” - G7 Rachel and Ruby

In this lesson, I attempted to make the glocal English learning be more meaningful to my students by making them study not only the literary text that can be found in the textbook (global), but also by extending their research on what can be found in their country (local). In every teaching which results to students’ learning, prioritizing students’ motivation and interest is a must, which can also be achieved through glocalization.

The teaching of literature enhances students’ language proficiency, as such, the use of global learning activities and materials takes the learners a step closer to the target language without affecting the purity of the source language or culture. Moreover, If the students can get English into their local context usage confidently, then English becomes a language of easy learning. Perhaps, English language and literature teachers may consider glocalization in (re)thinking their pedagogical practices. 🌐

Reference:

Kirkpatrick, A. & Sussex R. (2012) *English as an international language in Asia: implications for language education*. Springer Netherlands.



by **Justin Chang**, Student Council President,
Member of the Youth Volunteering Club

Here at Hong Wen International School (HWIS), we are a group of teenagers blessed with hopes and dreams. We are privileged to attend a wide variety of classes, share lunchtime with our friends, and do sports almost daily. However, while we live with comfort here in Taiwan, many children around the world struggle with food deprivation and dream about holding an actual book in their hands.

Upon realizing just how lucky we are to have what we have, the HWIS Student Council and the Youth Volunteering Club participated in a collaborative effort to sponsor a “child of HWIS” through Taiwan Fund for Children and Families (TFCF).

Although what we can do is relatively limited, we can still devote ourselves to caring for those less fortunate. It is crucial for us to not only appreciate the abundance given in life, but also to take actions to make the world a better place. Every week, the Youth Volunteering Club would raise charity funds by selling popular snacks to HWIS students. We hope that a seemingly small act like ours would one day become a force that moves humanity forward.

Recently, we received a package from TFCF. It turned out that the organization granted our request to sponsor a five-year-old girl named Nosmilo Motsa. Nosmilo was born on April 16th, 2015 and now resides in Eswatini. She walks to school, which is one kilometer away from her home. Her family monthly income is US\$100, and it is far from enough

to cater for their basic needs. Therefore, our goal is to raise NT\$700 per month so Nosmilo can enjoy a proper education and better school meals. This act of kindness shall be carried on by the future Student Council as well as the Youth Volunteering Club.

We believe that Nosmilo can be seen as a spiritual representative of HWIS, who showcases our global citizenship and goodwill. It is an absolute honor to do our part by giving back to our community and by continuing to make progress, baby steps or otherwise. We would like to think that through our continuous support, Nosmilo could one day follow our footsteps to become a motivated learner and eventually, a great and compassionate individual. 💧

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As ambitious youths, our strength and passion are the source of a power that drives our love and care for the less fortunate. This is a journey of personal growth and compassion.

Justin Chang

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台灣兒童暨家庭扶助基金會
Taiwan Fund for Children and Families