

Curriculum Guidelines for the 12-Year Basic Education  
Junior High School and Upper Secondary School

**The Domain of Language Arts —  
Second Foreign Language**

April 2018

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## **I. Fundamental Beliefs**

Language serves as a medium for social communication and interaction, and as a vehicle for culture. The objective of language education is to develop learners' abilities to communicate effectively and think rationally, thereby laying the foundation for their future development and lifelong learning. When learners are introduced to a new language, they also gain exposure to different cultures and value systems, which fosters interaction among members of diverse ethnic groups and enhances mutual understanding.

The 21st century is characterized by globalization and the proliferation of the Internet. Proficiency in a “second foreign language,” in addition to English, has become essential for understanding diverse cultures and acquiring skills necessary for international mobility.

As international cooperation models evolve, regional, national, and cultural interconnections are becoming closer, reshaping the mission and purpose of foreign language education. Beyond emphasizing communication skills, the curriculum for second foreign languages should prioritize cultural knowledge and interpersonal relationships. It is crucial to instill in learners an open-minded international perspective and attitude.

The process of learning a foreign language should equip learners with knowledge, competencies, and affective attitudes centered on exploration, expression, cognition, communication, practice, and application. Moreover, the curriculum should encompass learning methods and strategies that empower students to develop self-learning abilities and practical life skills through self-discovery. Additionally, it should foster collaborative skills by encouraging interpersonal interactions, thus establishing a foundation for lifelong learning.

The objectives of the new curriculum extend beyond cognitive enhancement; they also aim to motivate learners and cultivate their interest in learning. The design of teaching content and methodologies should prioritize learners' interests and progress. Taiwan's second foreign language education and curriculum aim to develop core competencies in the language and embody the following features:

1. To utilize the second foreign language as a vital tool for cross-border and cross-cultural communication.
2. To encourage the appreciation of linguistic and cultural diversity, along with

individual differences, through second foreign language learning.

3. To be learner-centered and based on the principle of adaptive learning, with a focus on learners' affective factors.
4. To develop learners' ability to study a second foreign language independently, turning language learning into a lifelong personal habit.
5. To provide learners with opportunities to explore the cultures of different countries, thereby broadening their global vision.

## **II. Curriculum Goals**

The second foreign language curriculum aims to promote career development and foster international civic literacy based on the aforementioned fundamental beliefs. The curriculum goals include:

1. To foster learners' interest in and attitude toward learning a second foreign language.
2. To develop learners' basic abilities to use the second foreign language in everyday communication.
3. To enhance understanding of international affairs, customs, culture, and societies of countries where the second foreign language is spoken, while also fostering an open-minded international perspective and encouraging reflection on Taiwanese culture.
4. To establish a foundation for future international mobility and providing opportunities for cultural exchanges. Leveraging foreign cultural resources within Taiwan can increase learners' cultural literacy.

### III. Time Allocation

<div> <div>Educational Stage</div> <div>Learning Stage</div> <div>Grade</div> <div>Category</div> </div>	Junior High School			Upper Secondary School		
	Stage IV			Stage V		
	7	8	9	10	11	12
Second Foreign Language	Flexible Curriculum			1. Learners should acquire at least 6 credits of enrichment and expanded elective courses in a second foreign language. 2. Learners should acquire at least 6 credits in total of enrichment and expanded elective courses in English or a second foreign language.		
Notes	At the Junior High School stage, students may be offered second foreign language courses in addition to English or as part of club activities, based on available resources.			At the Upper Secondary School stage, schools may offer second foreign language courses (including new immigrants' languages) within the school-developed curriculum, catering to student needs and the school's vision and characteristics.		

## IV. Core Competency

The table below is the explanation of how the core competency for different educational stages in the General Guidelines can be integrated into the fundamental beliefs and goals of second foreign language courses. Please refer to Appendix I for “The Table of Correspondence Between the Essential Learning Focuses of the Subject of Second Foreign Language in the Domain of Language and Core Competencies.”

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Language Arts: Second Foreign Language	
			Junior High School (J)	Upper Secondary School (U)
A Autonomous Action	A1 Physical and Mental Wellness and Self Advancement	Possess the ability to conduct sound physical and mental developments, and maintain an appropriate view of humans and self. Through decision-making, analyses, and knowledge acquisition, students can effectively plan their career paths, search for meaning in life, and continually strive for personal growth.	外-J-A1 Possess serious and focused learning attitudes and good study habits. Attempt to use basic learning strategies to improve personal second foreign language skills.	外-U-A1 Possess a proactive learning attitude and extend learning beyond classroom to enrich personal knowledge. Use a variety of learning and communication strategies to improve effectiveness of second foreign language learning and communication.
	A2 Logical Thinking and Problem Solving	Possess competency in systematic thinking to understand problems, engage in analyses, think critically, and endeavor in metathoughts, with the ability to reflect and conduct actions, to effectively tackle and solve problems in daily life.		外-U-A2 Possess the skills of systematic understanding and deduction. Be able to clarify connection of text information and make inferences, and gain a preliminary understanding of similarities and differences between local culture and other cultures through comparing text information.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Language Arts: Second Foreign Language	
			Junior High School (J)	Upper Secondary School (U)
	A3 Planning, Execution, Innovation, and Adaptation	Possess the ability to devise and execute plans, as well as the ability to explore and develop a variety of professional knowledge; enrich life experience and fully utilize creativity to improve one's adaptability to social change.		
B Communication and Interaction	B1 Semiotics and Expression	Possess the ability to understand and use various types of symbols, including languages, characters, mathematics and science, bodily postures, and arts to communicate and interact with others, and understand and feel empathy for others. Be able to make use of these abilities in daily life or at the workplace.	外-J-B1 Possess entry-level listening, speaking, reading, and writing skills in a second foreign language. Be able to use, under guidance, learned alphabets vocabulary and sentence patterns for simple daily communication.	外-U-B1 Possess basic listening, speaking, reading, and writing competencies in a second foreign language. Be able to use learned vocabulary, sentence patterns, and body language to communicate and interact appropriately in common everyday life. Utilize acquired English vocabulary as much as possible to expand knowledge and skills in a second foreign language.
	B2 Information and Technology Literacy and Media Literacy	Possess the ability to effectively use technology, information, and media of all types, develop competencies related to ethics and media literacy, and develop the ability to analyze, speculate about, and criticize humans' relationships with technology, information, and media.		外-U-B2 Second foreign language teachers should take into account online resources and students' personal and extracurricular experiences to improve their proficiency.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Language Arts: Second Foreign Language	
			Junior High School (J)	Upper Secondary School (U)
	B3 Artistic Appreciation and Aesthetic Literacy	Possess the abilities of art awareness, creation, and appreciation, experience artistic culture through reflection on arts in daily life, enrich artistic experiences, and develop the ability to appreciate, create, and share arts.		外-U-B3 Can participate in foreign language short plays and dubbing, and cultivate aesthetic appreciation through sensory experiences.
C Social Participation	C1 Moral Praxis and Citizenship	Possess competency in putting morality in practice from the personal sphere to the social sphere, and gradually develop a sense of social responsibility and civic consciousness; take the initiative in concern for public topics and actively participate in community events; pay attention to the sustainable development of humanity and the natural environment; and exhibit the qualities of moral character to recognize, appreciate, and practice good deeds.		外-U-C1 Can take an active interest in international social issues and join discussions to express opinions.



Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Language Arts: Second Foreign Language	
			Junior High School (J)	Upper Secondary School (U)
	C2 Interpersonal Relationships and Teamwork	Possess the competency in exhibiting friendly interpersonal feelings and the ability to establish strong interactive relationships; establish communication channels with others, tolerate outsiders, and participate and serve in social activities and other activities requiring teamwork.	外-J-C2 Actively participate in in-class and extracurricular second foreign language group learning activities and develop a spirit of teamwork.	外-U-C2 Actively participate in in-class group learning and extracurricular group activities related to a second foreign language. Develop skills of personal communication, coordination, and teamwork.
	C3 Multi-cultural and Global Understanding	Stick to one's own cultural identity, respect and appreciate multiculturalism, show active concern for global issues and international situations, demonstrate the ability to adapt to the contemporary world and social needs, develop international understanding and a multicultural value system, and strive for world peace.	外-J-C3 Possess a basic understanding of the world. Can give an introduction to major domestic and international festivals and customs in a second foreign language. Possess international mobility, respect life, and support global sustainable development.	外-U-C3 Possess international perspectives and the idea of a global village. Understand and appreciate different cultures and customs from multicultural perspectives. Respect life and support global sustainable development.

## V. Learning Focus

The learning focus encompasses both “Learner Performance” and “Learning Content.” These components serve as a framework for curriculum design, the development of teaching materials, textbook review, and learning assessment. They are implemented in teaching activities to cultivate core competencies in students. The “Table of Correspondence Between the Essential Learning Focuses of the Subject of Second Foreign Language in the Domain of Language and Core Competencies” (see Appendix I) illustrates the integration of core competencies through these focuses. This table guides the design of cross-curricular courses and enhances the rigor of curriculum development.

The “Issues to be Integrated into Domain-specific Curriculum Guidelines” list (see Appendix II) broadens the scope of second foreign language learning by aligning it with vital issues, supporting the development of core competencies. Courses can be tailored to align with students' interests, aptitudes, abilities, and needs, starting at any learning stage. Upper Secondary School students are expected to acquire four credits, while junior high school students must complete 72 periods for each language proficiency level, ensuring the attainment of learning objectives.

The learning performance in the second foreign language is classified into eight categories:

- (1) Listening: The ability to distinguish different letters' pronunciations and understand learned words.
- (2) Speaking: The ability to use simple, learned words.
- (3) Reading: The ability to correctly recognize and pronounce corresponding words.
- (4) Writing: The ability to correctly copy letters and learned words.
- (5) Overall Language Proficiency—Integrative Use of Language Skills: The ability to interact with others using learned words and sentences.
- (6) Learning Approaches and Strategies: The ability to actively participate in classroom learning by raising and answering questions.
- (7) Cultural Literacy: The ability to gather cultural background knowledge about major domestic and international festivals and customs.
- (8) Logical and Creative Thinking: The ability to summarize and organize learned words and deduce common patterns and symbols in the target language.

The coding principles for learning performances are as follows:

- A. The first digit indicates the “category” in Arabic numerals.
- B. The second digit indicates the “language proficiency level,” with IV representing Level 1

and Level 2, and V representing Level 3 and Level 4.

C. The third digit indicates the serial number.

## 1. Learning Performance

### (1) Level 1

Number of periods: 72 periods (2\*18\*2)

Number of words: 300 words

<b>Learning Performance</b>	
<b>Listening: can distinguish the pronunciation of different letters and understand learned words</b>	
1-IV-1	Can recognize the sounds of the letters of the second foreign language.
1-IV-2	Can recognize the words learned in class (5 words per lesson).
1-IV-3	Can comprehend classroom phrases.
1-IV-4	Can comprehend simple greetings.
<b>Speaking: can use simple learned words</b>	
2-IV-1	Can imitate pronunciations of letters when listening.
2-IV-2	Can imitate pronunciations of words when listening.
2-IV-3	Can use learned classroom phrases.
2-IV-4	Can greet teachers and classmates with simple greetings.
2-IV-5	Can articulate simple numbers.
2-IV-6	Can give a brief self-introduction.
<b>Reading: can correctly recognize and pronounce corresponding words</b>	
3-IV-1	Can recognize the pronunciation and shape of letters.
3-IV-2	Can recognize words learned in class.
3-IV-3	Can correctly pronounce words.
3-IV-4	Can understand simple signs.
3-IV-5	Can correctly read out names.
3-IV-6	Can understand class schedules in a foreign language.
<b>Writing: can correctly copy letters and learned words</b>	
4-IV-1	Can correctly write the letters.
4-IV-2	Can correctly copy and write words.
4-IV-3	Can spell and write one's name.
<b>Overall language proficiency—integrative use of language skills: can interact with others using the learned words and sentences</b>	
5-IV-1	Can comprehend and use simple classroom phrases.
5-IV-2	Can comprehend and use words learned in class.
5-IV-3	Can state one's name and ask for others' names.
<b>Learning strategies: can actively participate in classroom learning through raising questions and answering</b>	
6-IV-1	Can focus on the teacher's explanation and demonstration.
6-IV-2	Enjoys participating in various class activities.
6-IV-3	Enjoys answering the teacher's or classmates' questions.
<b>Cultural literacy: can gather cultural background knowledge of major domestic and international festivals and customs in the native language</b>	
7-IV-1	Can understand the major festivals and customs in the target language countries introduced in class.
7-IV-2	Can understand the similarities and differences in major domestic and international festivals and customs introduced in class.

<b>Learning Performance</b>	
7-IV-3	Can understand the social etiquette of the target language countries.
<b>Logical reasoning and creativity: can summarize and organize learned words and deduce the common diagrams and symbols in the target language</b>	
8-IV-1	Can classify into simple categories the vocabulary one has learned.
8-IV-2	Can make simple guesses or deductions on pictures, signs, and symbols of the target language countries.

<b>Learning Performance Indicators</b>	
Learners should develop basic communication skills in the second foreign language in everyday life and be able to understand and use very basic and short sentences to respond to personal matters with preparation.	
●	Be able to respond with very basic sentences with prior preparations and assistance from the other party. (Interaction)
●	Be able to express personal matters in brief sentences. (Expression)
●	Be able to understand the most basic parts of frequently heard sentences. (Comprehension)
<b>Note: The foreign language proficiency is equivalent to the A1-1 level of the Common European Framework of Reference for Languages (CEFR).</b>	

## (2) Level 2

Number of periods: 144 periods in total (2\*18\*2)

Number of words: 600 words in total

<b>Learning Performance</b>	
<b>Listening: can distinguish the pronunciation of different vocabulary and common phrases</b>	
1-IV-5	Can comprehend classroom phrases.
1-IV-6	Can recognize common phrases.
1-IV-7	Can comprehend simple greetings.
1-IV-8	Can identify emotions and attitudes conveyed through intonation.
1-IV-9	Can comprehend conversations learned in class.
1-IV-10	Can comprehend the teacher's instructions.
<b>Speaking: can use learned words to convey personal information</b>	
2-IV-7	Can use common phrases learned in class.
2-IV-8	Can use learned classroom phrases.
2-IV-9	Can introduce family and friends using simple sentences.
2-IV-10	Can greet teachers and classmates with simple phrases.
2-IV-11	Can describe their weekly routine and activities.
2-IV-12	Can introduce family members' occupations and pet names, both orally and in writing.
2-IV-13	Can state their birthday, age, and zodiac sign, and inquire about those of others.
<b>Reading: can correctly recognize and pronounce corresponding words</b>	
3-IV-7	Can understand simple signs.
3-IV-8	Can pronounce common phrases learned in class.
3-IV-9	Can understand the plot of simple illustrated books.
3-IV-10	Can understand the gist of dialogues in a text.
3-IV-11	Can read and comprehend short, simple passages related to daily life.
<b>Writing: can write sentences using learned words</b>	
4-IV-4	Can write words and sentences learned in class.
4-IV-5	Can fill out simple forms and write short messages or greeting cards.
<b>Integrative use of at least two out of four language skills: can interact with others using the learned words and sentences</b>	
5-IV-4	Can comprehend and utilize basic sentences at this level for simple daily communication,

<b>Learning Performance</b>	
<p>integrating listening and reading skills.</p> <p>5-IV-5 Can understand commonly used sentences in everyday situations and respond appropriately.</p> <p>5-IV-6 Can understand simple messages, greetings, and invitation cards in daily life, responding appropriately either orally or in writing.</p> <p>5-IV-7 Can describe their weekly routine to friends and inquire about theirs.</p> <p>5-IV-8 Can specify quantities and make requests when shopping or ordering food..</p> <p>5-IV-9 Can name local buildings and shops, and ask others about them in return.</p>	
<b>Learning strategies: can use resources and find opportunities for further language learning activities.</b>	
<p>6-IV-4 Demonstrates enjoyment in participating in various class activities.</p> <p>6-IV-5 Demonstrates enjoyment in answering the teacher's questions and engaging in discussions with classmates.</p> <p>6-IV-6 Takes initiative to preview and review assigned homework.</p> <p>6-IV-7 Can utilize various search tools to infer word meanings and demonstrate initiative in comprehending foreign language information.</p> <p>6-IV-8 Can actively seek opportunities and utilize resources to improve their foreign language proficiency and develop an understanding of different cultures.</p>	
<b>Cultural literacy: can compare domestic and foreign festivals and briefly introduce major domestic festivals</b>	
<p>7-IV-4 Can comprehend basic information about major festivals and customs in target language-speaking countries.</p> <p>7-IV-5 Can identify similarities and differences between major domestic and international festivals and customs as introduced in class.</p> <p>7-IV-6 Can demonstrate an understanding of social etiquette in target language-speaking countries.</p>	
<b>Logical reasoning and creativity: can effectively use the following communication techniques to achieve communication goals.</b>	
<p>8-IV-3 Can enhance communication effectiveness through the use of verbal and non-verbal communication skills.</p> <p>8-IV-4 Can present information in bullet points.</p> <p>8-IV-5 Can utilize simple metaphors to appropriately convey a message.</p>	
<b>Learning Performance Indicators</b>	
<p>Learners are expected to develop foundational communication skills in the second foreign language for everyday life. They should be able to understand and use basic sentences to express their personal preferences, ask related questions, and provide simple responses to slowly and clearly articulated inquiries.</p> <ul style="list-style-type: none"> <li>● Within prepared contexts, learners can utilize learned phrases to interact, aided by the other party. (Interaction)</li> <li>● Learners can construct concise sentences, employing appropriate expression techniques to effectively communicate about personal matters. (Expression)</li> <li>● Learners can comprehend commonly encountered phrases. (Comprehension)</li> </ul> <p><b>Note: The foreign language proficiency is equivalent to the A1-2 level of the Common European Framework of Reference for Languages (CEFR). It is also equivalent to the A1 Level of the Second Foreign Language Proficiency Test-Basic (SFLPT-Basic) of the Language Training &amp; Testing Center (LTTC).</b></p>	

### (3) Level 3

Number of periods: 216 periods in total (2\*18\*2)

Number of words: 1,000 words in total

<b>Learning Performance</b>	
<b>Listening: can understand information and modal verbs in learned sentences.</b>	
1-V-11	Can recognize common phrases learned in class.
1-V-12	Can comprehend simple conversations related to personal preferences.
1-V-13	Can identify the context and theme of a brief statement or description.
1-V-14	Can identify emotion and attitude reflected in the intonation of different sentences.
1-V-15	Can comprehend multimedia foreign language educational programs at an appropriate level.
1-V-16	Can acquire necessary life information using multimedia.
<b>Speaking: can use learned sentences to convey personal information.</b>	
2-V-14	Can use common phrases in different situations.
2-V-15	Can express one's needs, willingness, and feelings in a simple foreign language.
2-V-16	Can raise questions, describe, and respond regarding who, what, when, where, and how in appropriate foreign language.
2-V-17	Can participate in simple short plays or dubbing performances.
2-V-18	Can name important festivals and dates throughout the year.
2-V-19	Can say greetings for important festivals.
2-V-20	Can make simple telephone inquiries with common phrases for telephone communication.
2-V-21	Can talk about places one has traveled to or visited.
2-V-22	Can use multimedia to briefly introduce the characteristics of residing town or city.
2-V-23	Can state the time difference between residing towns and major cities.
<b>Reading: can understand the main idea of surrounding written information correctly.</b>	
3-V-12	Can recognize and pronounce words and sentences learned in class.
3-V-13	Can understand simple signs or product labels.
3-V-14	Can quickly browse through simple information in public places.
3-V-15	Can understand instructions on foreign-language websites, including download, log in, send, reply, etc.
3-V-16	Can understand general introductions of festivals or events with illustrations and text.
3-V-17	Can understand schedules and related information for various modes of transportation when traveling.
3-V-18	Can read materials from different genres and various subject matters in a simple foreign language.
<b>Writing: can express in simple writing using the learned foreign language according to instructions or needs.</b>	
4-V-6	Can use the correct letter format to write simple text messages or greeting cards.
4-V-7	Can write sentences that match a given picture or illustration.
4-V-8	Can use the correct writing format and punctuation.
4-V-9	Can fill out forms according to instructions.
4-V-10	Can translate simple Chinese sentences into a foreign language.
<b>Integrative use of at least two out of four language skills: can interact with others using the learned words and sentences</b>	
5-V-10	Can listen and read basic sentences at this level and use them in simple daily communication.
5-V-11	Can understand common phrases and sentences and respond appropriately.
5-V-12	Can rephrase others' words in one's own words.
5-V-13	Can describe personal eating habits and ask others about it.
5-V-14	Can describe room layout or inquire about the functions of various rooms.

<b>Learning Performance</b>	
5-V-15	Can describe the features of residing town and ask others about it.
5-V-16	Can share holiday memories and inquire others about it.
5-V-17	Can ask visitors about places they have been to, or places they like, and respond appropriately.
5-V-18	Can specify the quantity and request when shopping or ordering food.
5-V-19	Can read friends' addresses, phone numbers, or messages.
<b>Learning strategies: can use resources and find opportunities for further language learning activities and share with others</b>	
6-V-9	Can preview and review lesson.
6-V-10	Enjoys participating in various class activities.
6-V-11	Enjoys answering the teacher's or discussing with classmates.
6-V-12	Can actively find online resources to share with the teacher and classmates.
6-V-13	Enjoys taking part in foreign language-enhancing learning camps, domestic and international exchange activities, or various artistic events such as competitions and performances involving recitation, singing, public speaking, writing, dubbing, short plays, posters, etc.
6-V-14	Can request others to speak more slowly, repeat instructions, or confirm content with questioning strategies to help understand the other party.
<b>Cultural literacy: can gather cultural background knowledge of major domestic and foreign festivals and customs in the native language</b>	
7-V-7	Can summarize major domestic and foreign festivals.
7-V-8	Can recognize, understand, and compare major domestic and foreign festivals and customs introduced in class.
7-V-9	Can understand the customs and cultures of different countries, communicate with each other, and respect cultural diversity.
<b>Logical reasoning and creativity: can use summarizing techniques to organize information for effective communication purposes.</b>	
8-V-6	Can enhance the effectiveness of communication using verbal or non-verbal communication skills.
8-V-7	Can compare, categorize, and sequence various information.
8-V-8	Can clarify the cause-effect relationship between different pieces of information with contextual clues.
<b>Learning Performance Indicators</b>	
<p>Learners should develop basic communication skills in the second foreign language in everyday life, be able to understand frequently used expressions, and use basic sentences to describe matters related to personal surroundings, or respond briefly to inquiries from others.</p> <ul style="list-style-type: none"> <li>● Be able to respond with learned sentences or appropriate sentences with the assistance of the other party without prior preparations. (Interaction)</li> <li>● Be able to coherently and clearly express about surrounding matters or topics of interest. (Expression)</li> <li>● Be able to understand certain types of information by using tools such as dictionaries or obtaining relevant information in advance. (Comprehension)</li> </ul> <p><b>Note: The foreign language proficiency is equivalent to the A2-1 level of the Common European Framework of Reference for Languages (CEFR).</b></p>	

#### (4) Level 4

Number of periods: 288 periods in total(2\*18\*2)

Number of words: 1,5000 words in total

<b>Learning Performance</b>	
<b>Listening: can understand the main content of speech situations using learned sentences.</b>	
1-V-17	Can recognize the common phrases learned in class.
1-V-18	Can comprehend conversations related to personally relevant topics.
1-V-19	Can identify the context and theme of a brief statement or description.
1-V-20	Can comprehend multimedia foreign language programs at an appropriate level.
1-V-21	Can comprehend foreign language announcements made in public places.
1-V-22	Can comprehend the gist of videos in a foreign language.
<b>Speaking: can express topics related to the surroundings using learned sentences.</b>	
2-V-24	Can use common phrases in different situations.
2-V-25	Can express one's needs, willingness, and feelings in a foreign language.
2-V-26	Can describe or respond regarding who, what, when, where, and how in a simple foreign language.
2-V-27	Can express and communicate with others appropriate to the theme or circumstances.
2-V-28	give do presentations appropriate to the theme.
2-V-29	Can participate in short plays or dubbing performances.
2-V-30	Can invite friends to participate in activities.
2-V-31	Can verbally describe one's favorite leisure activities.
2-V-32	Can inquire for necessary information at various service counters.
2-V-33	Can recite foreign language poems or passages to express the beauty of phonetics.
<b>Reading: can correctly understand the main idea and grasp the details of written information in the surroundings.</b>	
3-V-19	Can pronounce words and sentences learned in class.
3-V-20	Can comprehend simple signs or product labels.
3-V-21	Can browse and comprehend information on websites and in public spaces.
3-V-22	Can read simple materials from different genres and various subject matters.
3-V-23	Can read festival-related information.
3-V-24	Can appreciate the characteristics of foreign words and the beauty of literary works.
<b>Writing: can express in writing using the learned foreign language according to the topic and needs.</b>	
4-V-11	Can fill out forms according to instructions.
4-V-12	Can keep diaries in a foreign language.
4-V-13	Can write simple short essays based on a given topic.
4-V-14	Can write e-mails according to needs.
4-V-15	Can translate simple Chinese sentences into a foreign language, or vice versa.
<b>Integrative use of at least two out of four language skills: can interact with others using the learned words and sentences</b>	
5-V-20	Can read emails, text messages, greeting cards, invitations, etc. in everyday communication, and reply in speech or writing.
5-V-21	Can read picture books and comics, and describe the main points in simple sentences.
5-V-22	Can briefly record or recount the content of simple conversations heard.
5-V-23	Can explain or ask others about their leisure activities.
5-V-24	Can ask for directions to preferred destinations verbally or in writing.
5-V-25	Can ask about the names of unknown objects in a foreign language.
5-V-26	Can discuss topics of mutual interest with others and create good interactions.
5-V-27	Can discuss social movements with friends and actively participate in them.
5-V-28	Can convey blessings verbally or in writing.



<b>Learning Performance</b>	
5-V-29	Can appropriately respond when giving or receiving gifts.
<b>Learning strategies: can use resources and find opportunities for further language learning activities and share with others.</b>	
6-V-15	Can preview and review homework.
6-V-16	Can actively find online resources to share with the teacher and classmates.
6-V-17	Enjoys taking part in foreign language-enhancing learning camps, domestic and international exchange activities, or various artistic events such as competitions and performances involving recitation, singing, public speaking, writing, dubbing, short plays, posters, etc.
6-V-18	Can use any communication opportunity to understand the cultural differences across countries.
6-V-19	Can employ communication strategies when not understanding the meaning of the other party.
6-V-20	Can master various reading techniques such as extracting the main idea, extrapolating the text's meaning, and predicting the subsequent meaning.
<b>Cultural literacy: can compare domestic and foreign customs and festivals and solve practical problems in daily life.</b>	
7-V-10	Can understand and respect different cultures and customs from a multicultural perspective.
7-V-11	Can understand, respect, and appreciate the customs and cultures of foreign countries.
7-V-12	Can integrate cultural awareness with language skills to tackle practical problems in daily life.
<b>Logical reasoning and creativity: can use summarizing techniques to organize information, and achieve effective communication and application.</b>	
8-V-9	Can enhance the effectiveness of communication using verbal or non-verbal communication skills.
8-V-10	Can compare, categorize, and sequence various information.
8-V-11	Can clarify the logical relationship between different pieces of information with contextual clues.
8-V-12	Can distinguish objective facts from subjective opinions.
8-V-13	Can analyze, generalize multiple pieces of information, and identify the similarities or arrive at a conclusion.
8-V-14	Can apply acquired knowledge to new situations.
<b>Learning Performance Indicators</b>	
<p>Learners should develop basic communication skills in the second foreign language in everyday life, be able to understand frequently used phrases, and use basic sentences to describe matters related to the living environment, or respond to inquiries from others. For slow and clear inquiries, learners should be able to produce simple responses.</p> <ul style="list-style-type: none"> <li>● Be able to respond with appropriate sentences without prior preparations. (Interaction)</li> <li>● Be able to organize somewhat complex and abstract content within a certain scope and express it in a correct and appropriate foreign language. (Expression)</li> <li>● Be able to comprehend the overall message of a piece of information. (Comprehension)</li> </ul> <p><b>Note: The foreign language proficiency is equivalent to the A2-2 level of the Common European Framework of Reference for Languages (CEFR). It is also equivalent to the A2 Level of the Second Foreign Language Proficiency Test-Basic (SFLPT-Basic) of the Language Training &amp; Testing Center (LTTC).</b></p>	

## 2. Learning Content

The term “second foreign language” refers to a variety of foreign languages other than English, including European languages, Northeastern and Southeastern Asian languages, etc. The provided learning content, focusing solely on European and Japanese languages, is intended as a reference for curriculum planning and textbook selection. Based on the linguistic characteristics of a second foreign language, additional learning content related to “linguistic knowledge” may be introduced in the future. The learning content encompasses two categories: A. linguistic knowledge; and B. communicative functions. Linguistic knowledge consists of five subcategories: Aa. alphabet; Ab. pronunciation; Ac. vocabulary; Ad. sentence structure; Ae. discourse. The coding rules for learning content are stated as below:

- (1) The first part of the code indicates “category and subcategory,” with the “topic” sequentially numbered using uppercase English letters, and the “item” sequentially numbered using lowercase English letters.
- (2) The second part indicates “language proficiency level,” with IV representing Level 1 and Level 2, and V representing Level 3 and Level 4.
- (3) The third part indicates the “serial number.” In “linguistic knowledge”, the learning content of a single category is developed based on the principle of enrichment and expansion across various language proficiency levels. Therefore, the serial number is sequentially assigned across different language proficiency levels. In “communicative functions”, several categories are concurrently developed within the same language proficiency level. Hence, the serial number is organized within the same language proficiency level.

Category/ Subcategory	Learning Content			
	Level 1	Level 2	Level 3	Level 4
<b>A. Linguistic Knowledge</b>				
<b>a. Alphabet</b>	Japanese Aa-IV-1 Recognition and writing of hiragana, katakana, and kanji.			
	European languages Aa-IV-1 Recognition and writing of capital and lowercase letters in print.			
<b>b. Phonology</b>	Japanese Ab-IV-1 Correct pronunciation of seion, dakuon, semi-dakuon,	Japanese Ab-IV-2 Reading words aloud. Ab-IV-3 Writing out words upon	Japanese Ab-V-4 Proficient in phonetic reading and recognizing foreign words.	Japanese Ab-V-5 Emotions and attitudes reflected in pronunciation

Category/ Subcategory	Learning Content			
	Level 1	Level 2	Level 3	Level 4
	yōon, sokuon, and chouon. Recognition of vowel length, pitch, and intonation. Correspondence between hiragana and pronunciation, reading the words aloud.	hearing.		and intonations.
	European languages Ab-IV-1 Recognition and reproducing monophonic. Understanding the composition of sounds, syllables, stress, linking (French, Spanish), vowel length (German), and intonation. Practicing the pronunciation of words and short phrases. Correspondence between letters and pronunciation, reading the words aloud.	European languages Ab-IV-2 Reading words aloud, spelling out words upon hearing.	European languages Ab-V-3 Proficient in letter spelling and reading.	European languages Ab-V-4 Discernment of phonetic variations, intonation, and semantic nuances in different regional accents.
<b>c. Vocabulary</b>	Ac-IV-1 At least 300 words. Ac-IV-2 Application of vocabulary. Ac-IV-3 Recognition of vocabulary.	Ac-IV-4 At least 600 words, applied in daily communication listening. Ac-IV-5 Application of vocabulary. Ac-IV-6 Recognition of vocabulary.	Ac-V-7 1,000 commonly used words. Ac-V-8 Application of vocabulary. Ac-V-9 Recognition of vocabulary.	Ac-V-10 1,500 commonly used words. Ac-V-11 Application of vocabulary. Ac-V-12 Recognition of vocabulary.
<b>d. Sentence Structure</b>	Ad-IV-1 Simple and commonly used sentence patterns.	Ad-IV-2 Introduction to the grammar of commonly used sentence		Ad-V-3 Detailed grammatical explanations of commonly used sentence

Category/ Subcategory	Learning Content			
	Level 1	Level 2	Level 3	Level 4
		structures, and their application in everyday conversations.		structures, and their application in daily listening, speaking, reading, and writing discourse.
<b>e. Discourse</b>	Ae-IV-1 Application of structure. Ae-IV-2 Recognition of structure.	Ae-IV-3 Application of structure. Ae-IV-4 Recognition of structure.	Ae-V-5 Application of structure. Ae-V-6 Recognition of structure.	Ae-V-7 Application of structure. Ae-V-8 Recognition of structure.
<b>f. Expression</b>	Af-IV-1 Pictured labels. Af-IV-2 Symbol assistance.	Af-IV-3 Verbal and non-verbal components. Af-IV-4 Bullet point statements Af-IV-5 Simple metaphors.	Af-V-6 Rhetorical questioning. Af-V-7 Speaking slowly. Af-V-8 Repetition. Af-V-9 Confirmation. Af-V-10 Inference.	Af-V-11 Distinguishing between subjective and objective statements. Af-V-12 Analysis and summarizing. Af-V-13 Application of analogies.
<b>B.Communication Functions ( mainly language and communication functions )</b>				
<b>a. Greetings</b>	Ba-IV-1 Greetings. Ba-IV-2 Expressing gratitude. Ba-IV-3 Farewells. Ba-IV-4 classroom phrases.			
<b>b. Self and Family</b>	Bb-IV-1 Self-introductions. Bb-IV-2 Addressing family members. Bb-IV-3 Family members.			
<b>c. School Life</b>	Bc-IV-1 Class schedule. Bc-IV-2 Days of the week. Bc-IV-3 Time. Bc-IV-4 Clubs. Bc-IV-5 Application of numbers. Bc-IV-6 School activities. Bc-IV-7 Classroom.	Bc-IV-8 Curriculum. Bc-IV-9 School routine. Bc-IV-10 Sports.		
<b>d. Daily Life</b>	Bd-IV-1 Home environment. Bd-IV-2 Signage.	Bd-IV-6 Living habits. Bd-IV-7 Holidays.		

Category/ Subcategory	Learning Content			
	Level 1	Level 2	Level 3	Level 4
	Bd-IV-3 Daily necessities. Bd-IV-4 Daily routines. Bd-IV-5 Application of numbers.	Bd-IV-8 Trends. Bd-IV-9 Fashions. Bd-IV-10 Pets. Bd-IV-11 Birthdays. Bd-IV-12 Zodiac Signs.		
<b>e. Family Life</b>		Be-IV-1 Housing. Be-IV-2 Room. Be-IV-3 Furniture. Be-IV-4 Orientation. Be-IV-5 Town. Be-IV-6 Cleaning. Be-IV-7 Garbage classification.	Be-V-8 Orientation and layout. Be-V-9 Town. Be-V-10 Cleaning. Be-V-11 House rental. Be-V-12 Streetscape.	
<b>f. Food</b>		Bf-IV-1 Restaurant. Bf-IV-2 Order placing. Bf-IV-3 Dietary preferences.		
<b>g. Shopping</b>		Bg-IV-1 Online shopping. Bg-IV-2 Application of numbers. Bg-IV-3 Currency. Bg-IV-4 Products. Bg-IV-5 Stores.	Bg-V-6 Demands. Bg-V-7 Trends.	
<b>h. Health</b>			Bh-V-1 Body. Bh-V-2 Illness. Bh-V-3 Medical treatment.	
<b>i. Interests and Leisure</b>			Bi-V-1 Interests and hobbies. Bi-V-2 Holidays. Bi-V-3 Outings. Bi-V-4 Summer and winter vacations. Bi-V-5 Musics. Bi-V-6 Movies.	Bi-V-7 Games. Bi-V-8 Entertainment. Bi-V-9 Sharing preferences.
<b>j. Transportation and Tourism</b>			Bj-V-1 Directions. Bj-V-2 Locations. Bj-V-3 Time difference.	Bj-V-4 Sightseeing. Bj-V-5 Traveling. Bj-V-6 Airport. Bj-V-7 Travel information. Bj-V-8 Attractions.
<b>k. Festivals</b>	Bk-IV-1 Major festival customs. Bk-IV-2 Social etiquette norms.		Bk-V-3 Festivals. Bk-V-4 Memorial days. Bk-V-5 Invitations and	Bk-V-10 Gift. Bk-V-11 Taboos. Bk-V-12 Invitations. Bk-V-13 Accepting. Bk-V-14 Expressing

Category/ Subcategory	Learning Content			
	Level 1	Level 2	Level 3	Level 4
			congratulation phrases. Bk-V-6 Accepting. Bk-V-7 Expressing gratitude. Bk-V-8 Declining. Bk-V-9 Festival activities.	gratitude. Bk-V-15 Declining.
<b>l. Social Customs</b>				Bl-V-1 Business behaviors. Bl-V-2 Food culture. Bl-V-3 Family values. Bl-V-4 Current affairs. Bl-V-5 Body language.
<b>m. Science and Technology</b>				Bm-V-1 Latest technology. Bm-V-2 Science. Bm-V-3 Media information.
<b>n. Language and Culture</b>				Bn-V-1 Culture. Bn-V-2 Literature. Bn-V-3 Arts. Bn-V-4 Language proficiency.
<b>o. Interperson al Relationshi ps</b>				Bo-V-27 Establishing and maintaining relationships. Bo-V-28 Etiquette norms. Bo-V-29 Titles. Bo-V-30 Disputes.
<b>p. Communic ation Strategies</b>	Bp-IV-1 Vocabulary categorization. Bp-IV-2 Guessing, inference.	Bp-IV-3 Bullet point statements. Bp-IV-4 Citing metaphors.	Bp-V-5 Non-verbal communications. Bp-V-6 Classifying information. Bp-V-7 Cause-and-effect relationships between contexts.	Bp-V-8 Logical relationships between contexts. Bp-V-9 Subjective and objective statements. Bp-V-10 Summarizing conclusion.

Recommended Additional Categories	Recommended Additional Scenarios
Nature and Environment	Climate, four seasons, typhoons, earthquakes, pollution, environmental issues
Community and International	Comparisons with other countries, low fertility rate, aging population, historical and geographical relations, international relations, social issues, gender issues
Work and Occupation	Employment, interviews, part-time work, presentations, business calls, correspondence, workplace, email etiquette

## VI. Implementation Directions

### 1. Curriculum Development

The design and development of the second foreign language curriculum revolve around the principles of self-initiation, interactivity, and seeking the common good. Through the study of a foreign language, learners are fostered to embrace diverse cultures, understand individual differences, and develop international collaborative abilities. The curriculum is designed to be student-centered, focusing on exploration and performance. It emphasizes the cultivation of language communication skills in various practical situations by learning interpersonal interactions through language behavior. It also aims to develop cooperation skills, ultimately establishing the foundation for lifelong learning of foreign languages.

The curriculum is adapted to suit learners' needs and implemented to boost their motivation and learning confidence, with hopes of creating favorable conditions in which children and youths of this country can fulfill their distinctive potential. The curriculum's development goals ought to align with the core values of foreign language learning, encompassing interpersonal communication, logical thinking and creativity, learning methods and strategies, proactive learning, cultural cultivation, and international perspectives. In the upper secondary school educational stages, including regular, vocational, comprehensive, and single subject-based schools, courses can be customized to match the unique features or current demands of schools. In addition to offering enrichment electives, there is flexibility to design courses that are tailored to students' interests, aptitudes, abilities, and needs, and include second foreign language courses (including new residents' languages) within the "elective" category. The learning focus of Southeastern Asian languages can refer to the curriculum of new residents' Languages.

Listed below are some major principles to be followed in the design of a curriculum of the second foreign language:

- (1) **Hierarchical:** The teaching of listening, speaking, reading, writing, and integrative use of at least two out of four language skills should align with the learning focus at each level,

progressively attaining each learning performance indicator.

- (2) **Articulation:** There should be vertical and horizontal articulation between the various learning performances including listening, speaking, reading, writing, integrative use of at least two out of four language skills, learning strategies, cultural literacy, and logical reasoning and creativity.
- (3) **Practicality:** With the emphasis on the cultivation of fundamental language communication skills, the curriculum should be interesting, practical, everyday, and meaningful.
- (4) **Diversity:** Multimedia and digital teaching material should be utilized in instructions and learning management to boost learning effectiveness and foster learners' interest and ability in the four language skills.
- (5) **Societal:** The curriculum should include various topics or integrate and connect with social domains to enhance language learning and language use, highlighting the immediacy and practicability of the second foreign language. In addition, it should incorporate training in critical thinking to foster diverse perspectives.
- (6) **Diversity:** To cater to diverse starting abilities and differences in student needs, the curriculum may integrate other domains or subjects in the second foreign language elective courses or activities, providing learners with a variety of options.
- (7) **Effectiveness:** In addition to examining outcomes, curriculum evaluation should prioritize the process, aiming to provide feedback on students' learning and teachers' instruction, and cyclically improving the curriculum to enhance effectiveness.
- (8) **Community:** Long-term accumulations of teachers' professional expertise, coupled with ongoing communication and collaboration within professional communities, are helpful in clarifying learners' learning objectives and enhancing their learning effectiveness. Simultaneously, it contributes to the development of teachers' professional expertise.

## 2. Teaching Material Selection and Composition

### (1) Selection of teaching materials

While the teaching materials of a second foreign language may have distinctive features, learning structures should be mostly similar. Namely, the teaching materials for the subject of a second foreign language in the 12-Year basic education should be designed under a coherent conceptual framework. Within the context of balancing the timeliness and foresight of the material content, the criteria and factors that should be considered in the selection of teaching materials for different educational stages are summarized below:



(i) Topics and genres

The second foreign language curriculum should be practical for everyday use, interesting, and incorporate elements of Taiwanese culture where appropriate. The teaching materials should cover a wide range of topics related to learners' everyday lives and the world at large, such as self-introduction, family life, school activities, food culture, festivals and customs, shopping, work, travel, sports, leisure activities, etc., and help learners to enhance the aforementioned core competencies and acquire the skills necessary for effective communication and spontaneous interaction. They should also introduce learners to the latest trends and developments in the world and prepare them for participation in civil society and global efforts. The textbooks and learning activities should be designed on the principle of diversity and variation. Lessons can be taught in multiple forms or learned in different formats, including songs, rhymes, cards, memos, letters, short stories, humorous essays, skits, riddles, jokes, cartoons, comics, etc. Additionally, the curriculum should integrate various topics for knowledge exploration, expanding new information, and introducing perspectives from other countries. In such a learning process, learners will learn to approach issues from different perspectives and develop reasoning skills, unlocking learners' potential, and laying the foundation for academic research or professional skills.

Teaching materials throughout the entire 12-Year basic education system that touch upon different ethnicities, cultures or customs must be compiled with great sensitivity and rigorous standards of accuracy and appropriateness.

(ii) Communicative functions

The second foreign language curriculum for Level 1 should primarily focus on abilities to engage in everyday conversations and interact with other people appropriately on different occasions. The teaching materials selected for the curriculum should facilitate learners to fulfill the following purposes of communication, including greeting, expressing gratitude, apology, or agreement, making a request, asking for directions, making phone calls, etc. For Level 2, the selected materials ought to sequentially include information-intensive or task-based activities. Information-intensive communication includes describing objects' functionalities and phenomena (such as addition, subtraction, quantity, direction, and movement), while task-based activities encompass putting forth requests, raising questions, making inquiries, seeking or giving advice, and written or oral communication based on practical needs.

(iii) Components of language

A. Letters

- a. Japanese: Hiragana, katakana, and kanji characters are the most fundamental learning content in Japanese language learning. It must be ensured that learners are fully able to recognize and reproduce all the characters at Level 1.
- b. European languages: The teaching materials should introduce both uppercase and lowercase letters of the European alphabet in print and cursive, but it is sufficient that learners at this stage write in print. Teachers' handwriting on the blackboard or in comments on learners' homework should be printed for ease of recognition. The alphabets are the most fundamental learning content in European language learning. It must be ensured that learners are fully able to recognize and reproduce all the print letters in both uppercase and lowercase at Level 1.

B. Sounds

a. Japanese:

- ( a ) Level 1: In addition to monophonic listening and imitation, pronunciation instruction should emphasize the correct pronunciation of seion, dakuon, semi-dakuon, yōon, sokuon, and chouon, as well as the recognition of vowel length, pitch, and intonation. Teachers should integrate vocabulary and short sentence practice as required, utilizing the distinct characteristics of Japanese characters to familiarize learners with the correspondence between hiragana and pronunciations, encouraging proactive reading of words aloud.
- ( b ) Level 2: Continuous review for learners to be able to read words aloud and dictate.
- ( c ) Level 3: Review as needed to ensure that learners are proficient in phonetic reading. The emphasis at this level should be placed on the recognition of foreign words to enhance vocabulary learning efficiency. Level 4: Learners should be able to discern the emotional connotations in others' speech and intonation, and respond appropriately.

b. European languages:

- ( a ) Level 1: In addition to monophonic listening and imitation, pronunciation instruction should emphasize the composition of sounds, syllables, stress, linking (French, Spanish), vowel length (German), intonation, etc. Teachers should incorporate the basic sounds of the European language into vocabulary and short sentence practice as required, utilizing the distinct characteristics of European alphabets to familiarize learners with the correspondence between alphabets and pronunciations, encouraging proactive reading words aloud.

- (b) Level 2: Continuous review for learners to be able to read words aloud and dictate to improve spelling.
- (c) Level 3: Review as needed to ensure that learners are proficient in letter spelling and reading to enhance the efficiency of vocabulary learning.
- (d) Level 4: Learners should be able to discern the phonetic variations, intonation, and semantic nuances in different regional accents, and respond appropriately.

#### C. Words

- a. **Compilation:** The second foreign language curriculum marks the beginning of language learning. The teaching materials used should be written with a predetermined, appropriate level of vocabulary to avoid discrepancies in difficulty among competing textbooks. Therefore, this curriculum proposes that each language create its own reference vocabulary list. The comprehensive compilation, integrated with an electronic vocabulary database, should be selected and adapted considering the most commonly used words of the second foreign language, as well as Taiwanese learners' cognitive abilities, life experiences, second foreign language learning goals, and the language learning environment. This guideline nonetheless acknowledges out of respect for creativity that textbook developers may use words of their own choice that are not in the reference glossary if necessary.
- b. **Number:**
  - (a) Level 1: It's recommended to acquire 300 words.
  - (b) Level 2: It's recommended to acquire 600 words, and be able to apply them to daily communication in listening, speaking, reading, and writing.
  - (c) Level 3: It is advisable to select the new words in teaching materials from the 1,000 commonly used words, and progress gradually based on the frequency of use, prioritizing higher-frequency words.
  - (d) Level 4: Teaching materials can appropriately include around 1,500 words.
- c. **Categories:** The new words and phrases in Levels 1, 2, 3, and 4 can respectively be divided into "words for production" and "words for recognition" depending on their importance in the unit. In other words, whether a new word is for production or for recognition only is determined by how crucial it is to learners' overall comprehension of reading or dialogue and their performance in the exercise or drill. A word or phrase is classified in the unit as a "word for production" if it is in common use, highly relevant to the topic, and essential to learners' understanding of the content; otherwise, it is classified as a "word for recognition."
- d. **Introduction:** The number of new words in each lesson should not differ significantly

to align with learning principles. Please refer to Table 2 for the vocabulary quantity introduced at each stage. The passages in textbooks should be natural and appropriate to reduce learners' learning burden.

- e. **Instruction:** The two categories of words differ in expected levels of learner performance. As for “words for production,” learners must not only know their meanings and pronunciations but also be able to use them in proper contexts in speech or writing. In contrast, it is sufficient that learners simply know the meanings of “words for recognition” and recognize the sounds. They will not be required to spell these words out or use them in writing or speech, even though teachers may use them in oral practices. Teachers should note the difference in requirements between these two sets of vocabulary while evaluating learners' performance.

#### D. Grammar and sentence structures

The grammatical knowledge and sentence structures introduced in the second foreign language course are supposed to be basic and common. Teachers should help learners in acquiring sentence structures within meaningful contexts, enabling them to apply learned structures effectively in real-life communication. When teaching sentence structures, teachers should first explain the circumstances in which a particular pattern arises or applies, and then familiarize learners with the knowledge by engaging them in problem-solving exercises or task-oriented activities, allowing them to naturally apply grammatical knowledge and sentence construction rules to meet their communication needs. The teaching materials are expected to introduce sentence structures in a systematic and progressive manner, with simple structures preceding complicated ones. Moreover, the materials should strive to engage learners by making the learning experience interesting and practical.

Level 1: Emphasis on simple and commonly used sentence structures only, avoiding the introduction of grammar concepts.

Level 2: Introduction to the grammar of commonly used sentence structures and their application in everyday conversations.

Level 3: Extending and comparing differences in commonly used sentence structures, and their application in daily listening, speaking, reading, and writing discourse.

Level 4: Detailed grammatical explanations of commonly used sentence structures, and their application in daily listening, speaking, reading, and writing discourse.

It is crucial to carefully consider the articulation and organization across various proficiency levels. Complicated concepts or structures must be introduced gradually

and systematically over time. Teachers can consolidate previously introduced grammatical knowledge and deliver comprehensive lessons at a later stage.

Like vocabulary being divided into words for production and words for recognition, grammar/sentence structures can also be categorized in the same way.

- a. **Structures for production:** common sentence patterns that learners should master and apply in communication. A sentence structure of this nature should stand alone as one section in a unit where teachers are supposed to explain clearly and help learners with the exercise.
- b. **Structures for recognition:** sentences that are more complicated structurally or less common in verbal or written communication. Learners only need to have a general understanding and teachers do not need to elaborate on these structures or drill learners on them.

An independent section that focuses on grammar is not required for every unit unless there is a new sentence structure or grammatical concept in the reading passage. It all depends on actual needs.

## (2) Principles for compilation of teaching materials

Teaching materials used for the second foreign language curriculum in the 12-Year basic education are supposed to be comprehensive and integrative. It should follow a communicative teaching approach, focusing on the development of the four language skills—listening, speaking, reading, and writing. Its difficulty level should align with the “Common European Framework of Reference for Languages” at the “A1-A2” proficiency levels. In addition, the teaching materials should be compiled consistently for Levels 1, 2, 3, and 4 on the principles of progressiveness, accumulation, and repetition and have a smooth transition from stage to stage. Material developers should also pay attention to the following criteria.

1. **Congruence with the new curriculum guideline:** teaching materials should mirror the learning performance categories and learning content topics outlined in the curriculum guideline in order to achieve the objectives of the second foreign language curriculum in the 12-Year basic education.
2. **Learner-centeredness:** teaching materials should conform to learners’ interests and satisfy their needs. The content should be practical, simple, lively and fun.
3. **Prioritize communication skills over imparting knowledge:** teaching materials ought to provide contextual scenarios that are relevant to daily life and promote cross-cultural understanding. Teachers can design diversified communication activities by integrating topics, sentence structures, and communication functions, for learners to develop

language learning interests and strengthen their fundamental communication skills. In Levels 1 and 2, teachers can make good use of various real-life materials to pique learning interest, while in Levels 3 and 4, the focus should be on applying the target language in daily situations to improve practical proficiency.

4. **Integration of the four language skills:** the teaching materials and classroom activities for Level 1 learners should focus more on listening and speaking while also fostering their ability to write vocabulary and short sentences. Moving from Level 2 onwards, teachers ought to guide the balanced development of the four language skills, including listening, speaking, reading, and writing. The provision and practice of reading and listening materials should be specifically reinforced in preparation for the increasing demands in listening and reading skills that may arise in Level 3 and Level 4. Additionally, the cultivation of speaking and writing expression skills is crucial in Level 3 and Level 4 to ensure the practical application of the second foreign language for basic communication in daily life.
5. **Systematic progression of learning contents:** learning contents, such as vocabulary and sentence structures, ought to be complied with in a systematic and progressive manner, incorporating adequate repetition and enrichment. For instance, a word may initially appear as “words for recognition” and subsequently progress to “words for production.” Similarly, a sentence could first be presented in the most basic pattern before introducing more complex structures or usage variations.
6. **Emphasis on communicative language teaching:** selected texts with communicative functions ought to include both task-based and content-orientated activities. The content and sentences need to be practical and correspond to the speech characteristics of the second foreign language. It's advisable to keep the text length moderate to enhance learning and encourage flexible application.
7. **Align the difficulty level with differentiated instructions:** to accommodate the diverse proficiency levels of learners in their second foreign language, textbooks should provide materials and activities of varying difficulty levels. This allows teachers to flexibly apply differentiated instruction based on the diverse needs of learners.
8. **Implement multi-method teaching with technology:** Teaching materials should not be restricted to conventional print, but rather be complemented with multimedia technology, to motivate learners and reinforce learning.

### 3. Teaching Implementation

The curriculum concepts of the 12-Year Basic Education are centered around self-initiation, interactivity, and seeking the common good. In designing instruction methods for foreign languages, these principles should serve as objectives guiding learners toward autonomous learning, interactive conversations, and social participation. Teachers are encouraged to employ flexible, adaptable, and diverse teaching methods, prioritizing learner-centered approaches while assuming the role of facilitators to enhance practicality, effectiveness, and the development of learners' humanistic core competencies. Beyond the classroom, which is recommended to have smaller sizes of around 25 students, individual and group practices can be organized according to grades and other domains or subjects. In addition, teaching can take various forms, including camps, clubs, various issues, visits, teacher-student exchanges, inter-school visitations, and integrated activities, to promote active student participation and maximize the use of the target language to boost opportunities for exposure and usage. Teachers are also urged to utilize a range of teaching aids, such as multimedia, to enhance learners' engagement and effectiveness in learning.

#### (1) Teaching Essentials

The teaching essentials for the second foreign language in 12-Year Basic Education are listed below:

1. **Teaching content planning:** teachers should make appropriate adjustments to the content and progressions of teaching materials based on students' prior knowledge, learning abilities, and individual differences. The process should consider learners' feelings, interests, experiences, abilities, needs, as well as physical and mental development. Additionally, it should incorporate multimedia, current events, social resources, and local cultures into the instructional content.
2. **Establishing learning environment:** teachers should create language learning settings tailored to the respective proficiency levels by integrating singing, games, role-playing, guided imagery, along with appropriate hardware and software to stimulate learners' motivation. Furthermore, teachers should foster a proactive learning approach among students, encouraging active engagement, the development of international mobility skills, and a willingness to embrace the role of goodwill ambassadors.
3. **Development of fundamental skills:** teachers should emphasize the significance of mastering the four language skills and adopt a direct teaching approach by providing clear examples and highlighting essential techniques. In addition, various instructional methods including demonstration, explanation, questioning and answering, discussion,

presentation, games, hands-on activities, performances, and collaborative learning, can be incorporated depending on the characteristics of the instructional materials.

4. **Promoting teacher-student interactions:** teachers should possess cultural literacy and an international perspective, and guide students with an active, tolerant, open, and enthusiastic attitude. It is important to respect students' originality, interpretation, unique expressions, or problem-solving approaches, encourage peer interaction and collaboration, as well as provide positive feedback on students' learning achievements.
5. **Cultivating international perspectives:** Learning a foreign language enables individuals to unlock a new perspective on the world. Teachers should motivate students to employ their observational skills, perceptiveness, imagination, and initiative. Additionally, encourage students to actively communicate and interact with people from other countries helps facilitate cultural exchange.

## (2) Distribution of Teaching Activity

As the adoption of teaching methods depends on the curriculum concept and guidelines, it is recommended that in the introductory phase, the emphasis should primarily be on understanding the meaning of spoken language and teaching should be conducted in the the target language as much as possible. Real-life topics that align with learners' interests should be introduced in a lively and expressive manner to create an environment conducive to listening and speaking foreign languages. Teachers should then gradually increase the proportion of reading and writing over time. The suggested distribution for the overall teaching activities should be approximately as follows:

Table 1: The Distribution of The Four Language Skills Teaching Activities by Level.

Level	Listening, Speaking	Reading, Writing
Level 1	80%	20%
Level 2	70%	30%
Level 3	60%	40%
Level 4	50%	50%

In response to the unique features or current demands of schools, courses can be tailored to align with students' interests, aptitudes, abilities, and needs. The teaching content can commence at any learning stage. Upper Secondary School students are expected to earn four credits, while junior high school students are required to attend 72 periods for each language proficiency level, ensuring the attainment of learning objectives at each stage.

## (3) Allocation of Learning Contents

Learning contents such as vocabulary, phrases for daily use, and simple sentence structures should be arranged hierarchically, progressing gradually in complexity. The actual numbers are stated in the table below:



Table 2: Reference Indicators for Learning Alphabets, Basic Vocabulary, Phrases for daily use and Simple Sentence Structures at Each Level

Level	Alphabets	Basic Vocabulary	Phrases for Daily Use	Simple Sentences Structures
Level 1	Proficient in target language alphabets	300	25	15
Level 2		300 (600 in total)	40 (65 in total)	30 (45 in total)
Level 3		400 (1000 in total)	40 (105 in total)	30 (75 in total)
Level 4		500 (1500 in total)	50 (155 in total)	30 (105 in total)
<p>Note 1: Basic vocabulary includes “words for production” and “words for recognition.”</p> <p>Note 2: Phrases for daily use include classroom phrases.</p> <p>Note 3: The number of simple sentence structures can be tailored according to the requirements of each language.</p>				

#### (4) Teaching Activities Design

The curriculum activities should be designed to prioritize the development of integrated language skills, establishing the foundation for the holistic development of learners in language skills, language knowledge, emotional attitudes, learning strategies, and cultural awareness. Specific recommendations for teaching activities are as follows:

1. **Listening:** It should begin with word recognition through listening and progress to comprehending acquired phrases and sentences, Phrases for daily use, and information within discourse, gradually increasing the complexity and difficulty.
2. **Speaking:** Teachers ought to encourage learners to use acquired simple phrases and sentences to express themselves and share relevant information and topics related to their surroundings, progressing from fundamental to more advanced levels.
3. **Reading:** Learners should be instructed to accurately identify and pronounce relevant words, interpret the main idea of written information, and grasp the details.
4. **Writing:** Learners should advance through various writing techniques from copying to spelling, dictation, writing, and composition, while aligned with different genres and themes.

The teaching activities should be tailored to students' proficiency levels and undergo regular reviews. Learners are encouraged to consistently enhance their language knowledge and cultural understanding, fostering an ongoing improvement in their interest and confidence in the learning process.

#### 4. Teaching Resources

The instruction of second foreign language should incorporate a combination of diverse hardware and software tools in both formal and informal curricula to establish a resourceful language learning environment. This involves coordinating teacher training programs and professional development activities to enhance teachers' skills and constructing interactive

learning websites to attain desirable learner performance in the four language skills. The details are outlined as follows:

(a) Teaching Resources

The instruction of second foreign language should be implemented with the aid of teaching materials in print, classroom props, multimedia technologies, and online resources. A resourceful language learning environment is conducive to desirable learner performance in four language skills. In addition to textbooks, the resources listed below should be made available:

1. Textbook supplements, such as teacher's manuals (teaching guides), workbooks, discs, etc.
2. Classroom props and visual aids, such as flashcards, illustrations, and realia (menus, schedules, etc.).
3. Multimedia audiovisual resources related to the reading (videos, interactive CD-ROMs, etc.).
4. Providing graded extracurricular readers.
5. Various information technology teaching resources, such as relevant foreign language online learning platforms and self-assessment tools.
6. Integrating resources of higher education institutions to enhance learners' learning motivation and effectiveness.
7. Utilizing community resources to enrich learners' learning content through activities such as exchanges, exhibitions, and performances.

(b) Teaching Equipment

The teaching equipment for second foreign language teaching should meet the basic requirements of teachers on the spot, aiming to cultivate learners' abilities in the four language skills.

1. Hardware:

- (1) In order to implement the learning focus and achieve the learning performance in the instruction of second foreign languages, general classrooms should be equipped with computers, projectors, electronic whiteboards, internet access, and audio amplification devices to facilitate teaching.
- (2) The number and types of classrooms for second foreign language teaching should align with instructional needs. It should include language classrooms and instructional resource rooms (such as, East Asian language and culture classroom, European language and culture classroom, etc.) that meet equipment

standards.

2. Software: Foreign language teaching at all school levels ought to effectively utilize digital audiovisual teaching software and online instructional databases.

(c) Encourage Learners to Build Learning Networks

It's crucial to promote the concept of a global village and understand the development trend of the second foreign language. Given the abundance of online learning resources and the prevalence of social networking sites, teachers should consider learners' life experiences and learning communities. Additionally, self-directed learning should be encouraged by utilizing research institutions, community and private resources, social networking sites, or blogs. Through sharing experiences and practices, learners can expand their international experiential learning and enhance their comprehension of diverse cultures.

## 5. Learning Assessment

The learning assessments for the second foreign language should be learner-centered and the evaluation of learning outcomes should align with teaching objectives. The assessments should be conducted in accordance with learning assessment criteria stipulated by the relevant competent authorities, Regulations on Learning Assessment of Learners in Upper Secondary School, and supplementary regulations. They are essential to the development of the entire curriculum. Teachers should select teaching materials, plan teaching activities, and design learning assessments based on the learning performances and content outlined in this curriculum. Additionally, they should inform learners in advance about the relevant content and methods of assessment. A multiple assessment approach is recommended and the assessment results must be taken into consideration for future adjustment in teaching methodologies and materials and design of teaching activities to develop learners' proficiency in the second foreign language and cross-cultural communication skills. The principles of learning assessments are listed below:

- (1) **Basis of assessment:** Learning assessment should be designed in accordance with expected learning performance. Learners should be informed in advance of the content and methodology of the assessment.
- (2) **Scope of assessment:** The assessment scope should closely align with teaching objectives and can be conducted in different dimensions, such as knowledge, thinking, cognitive understanding, skill, and affection. Listening and speaking assessments are viable alternatives to pen-and-paper tests. Listening assessments should primarily focus on understanding the comprehensive key points of the content while speaking

assessments should emphasize the use of appropriate semantic meaning for effective communication. Furthermore, assessment criteria may include role-playing, pair work, group interactions, classroom performance, learning attitudes, class participation, as well as assignment writing and submission.

(3) **Assessment methodologies:** A curriculum should include a range of assessment methods, including diagnostic, formative, and summative assessment. Formative assessment lends itself to monitoring learners' progress throughout learning. It can also be applied in combination with differentiated instruction, with learners being assessed in accordance with their proficiency levels and individual needs. The types of multiple assessments are as follows:

1. Pen-and-paper tests: Assessments such as quizzes, monthly exams, final exams, etc., can be conducted in the classroom. It can incorporate vocabulary, sentence structures, and reading comprehension related to the learning units. Assessment methods involve true or false questions, multiple-choice questions, fill-in-the-blank exercises, diagram completion, sequencing, questions answering, dictation, short essay writing, translation, etc.
2. Oral tests: This can be conducted with one assessor and one to three students simultaneously. The assessment content should align with the learners' proficiency level and learning content. Oral tests may be conducted through question-and-answer sessions, picture talks, group dialogues, role-playing, etc.
3. Listening tests: This includes pronunciation, vocabulary, sentence structure, and passages corresponding to the learning units. Assessment methods may include true or false questions, multiple-choice questions, fill-in-the-blank exercises, diagram completion, and sequencing. Additionally, listening tests can be integrated with writing skills, such as dictation, question answering, summary writing, etc. The grading criteria should prioritize effective communication in expressing content and not specifically emphasize grammatical accuracy.
4. Observation records: The documentation of learners' classroom performances, including their participation, overall performance, and learning situation, keeps track of learners' learning effectiveness.
5. Learning logs: Self-recorded by learners and routinely reviewed by teachers to gain insights into learners' progress. This practice will foster the habit of note writing as well as promote self-assessment among learners.
6. Works: Learners' work or assignments include three-dimensional works, posters,

video productions, skits, or dubbing. The content may involve vocabulary exercises, sentence structure practice, game-based exercises, listening exercises, article comprehension, short essay writing, and project reports.

7. Self-assessment: Learner's review and keep records of their own learning progress.
  8. Peer assessment: Learner's review and keep records of each other's learning progress.
  9. Learning passport (file assessment): Learners' learning activities and performances are recorded by collecting learning logs and project outcomes during the learning process in paper folders, text documents, audio-visual files, and online platforms. Teachers can understand learners' learning processes by reviewing their learning passports, facilitating instructional continuity in the future. Moreover, learners may persistently accumulate their learning experiences even beyond graduation.
- (4) **Assessment rubrics**: Differentiated assessments should be administered to accommodate learners' differences in physical and mental development, individual differences, cultural backgrounds, and the content of core competencies. This includes content knowledge (such as pronunciation, vocabulary, and grammar) and practical skills (such as listening, speaking, reading, and writing), with a focus on practical application. The difficulty level should be adjusted according to learners' aptitude to motivate learners and boost their learning confidence. Assessment design should steer clear of obscure and arcane materials. Assessment should also be adapted to meet the needs of special learners.
- (5) **Outcome indicators**: Quantitative marks such as scores and grades should not be the sole indicator of learning performance. It may be complemented with rubrics or qualitative descriptions, including a learner's progress in goal attainment, strengths in learning, level of participation in foreign language-related activities in and out of school, motivation and attitude, understanding of cross-cultural domain, etc.
- (6) **Application**: Teachers may build their personalized evaluation database. The assessment results should be analyzed and interpreted to evaluate the quality of the assessment and learner learning. The analysis helps to diagnose learners' learning needs/difficulties and prescribe enriched coursework or remedial measures accordingly.

## VII. Appendix

### Appendix I: The Table of Correspondence Between the Essential Learning Focuses of the Subject of Second Foreign Language in the Domain of Language and Core Competencies

#### A. Level-1 & Level-2

Learning Focus			Core Competency of Second Foreign Language
	Learning Performance	Learning Content	
Level-1	8-IV-1 Can classify the vocabulary one has learned into simple categories 8-IV-2 Can make simple guesses or deductions on pictures, signs, and symbols of the target language countries.	Bp Communication strategies: Bp-IV-1 Vocabulary categorization. Bp-IV-2 Guessing, inference.	外-J-A1 Possess serious and focused learning attitudes and good study habits. Attempt to use basic learning strategies to improve personal second foreign language skills.
	1-IV-2 Can recognize the words learned in class (5 words per lesson). 2-IV-1 Can imitate pronunciations of letters when listening. 2-IV-3 Can use learned classroom phrases. 2-IV-4 Can greet teachers and classmates with simple greetings.	Ba Greeting phrases: Ba-IV-1 Greetings. Ba-IV-2 Expressing gratitude. Ba-IV-3 Farewells. Ba-IV-4 classroom phrases.	外-J-B1 Possess entry-level listening, speaking, reading, and writing skills in the second foreign language. Be able to use, under guidance, learned vocabulary and sentence patterns for simple daily communication.
	5-IV-1 Can comprehend and use simple classroom phrases. 5-IV-2 Can comprehend and use words learned in class. 5-IV-3 Can state one's name and ask for others' names.	Ad Sentence Patterns : Ad-IV-1 Simple and commonly used sentence patterns.	外-J-C2 Actively participate in in-class and extracurricular second foreign language group learning activities and develop a spirit of teamwork.

Learning Focus			Core Competency of Second Foreign Language
Learning Performance		Learning Content	
	<p>7-IV-1 Can recognize the major festivals and customs in the target language countries introduced in class.</p> <p>7-IV-2 Can recognize the similarities and differences in major domestic and foreign festivals and customs introduced in class.</p> <p>7-IV-3 Can understand the social etiquette of the target language countries.</p>	<p>Festivals :</p> <p>Bk-IV-1 Major festivals and customs</p> <p>Bk-IV-2 Social etiquette</p>	<p>外-J-C3</p> <p>Possess a basic worldview. Be able to introduce, in a simple second foreign language, major domestic and foreign festivals and customs. Possess international mobility, respect life, and support global sustainable development.</p>
<b>Level-2</b>	<p>6-IV-4 Enjoys participating in various class activities.</p> <p>6-IV-7 Can make use of various search tools to speculate the meaning of a word and take the initiative to understand foreign language information.</p> <p>6-IV-8 Can actively seek opportunities and use resources to improve foreign language proficiency and understand the cultures of different countries.</p>	<p>Communication strategies:</p> <p>Bp-IV-3 Bullet point statements.</p> <p>Bp-IV-4 Citing metaphors.</p>	<p>外-J-A1</p> <p>Possess serious and focused learning attitudes and good study habits. Attempt to use basic learning strategies to improve personal second foreign language skills.</p>
	<p>1-IV-9 Can comprehend conversations learned in class.</p> <p>2-IV-7 Can use common phrases learned in class.</p> <p>3-IV-11 Can read simple short passages from daily life.</p> <p>4-IV-4 Can write words and sentences learned in class.</p>	<p>Sentence patterns :</p> <p>Ad-IV-2 Grammatical introduction of simple and commonly used sentence patterns and their application in everyday conversations.</p>	<p>外-J-B1</p> <p>Possess entry-level listening, speaking, reading, and writing skills in the second foreign language. Be able to use, under guidance, learned vocabulary and sentence patterns for simple daily communication.</p>

Learning Focus			Core Competency of Second Foreign Language
Learning Performance		Learning Content	
	6-IV-2 Enjoys participating in various class activities. 6-IV-3 Enjoys answering the teacher's or classmates' questions.	School Life: Bc-IV-8 Curriculum. Bc-IV-9 School routine.	外-J-C2 Actively participate in in-class and extra-curricular second foreign language group learning activities and develop a spirit of teamwork.
	7-IV-2 Can recognize the similarities and differences in major domestic and foreign festivals and customs introduced in class. 7-IV-6 Can understand the customs and cultures of different countries and respect cultural diversity.	Daily Life: Bd-IV-6 Living habits. Bd-IV-8 Trends.	外-J-C3 Possess a basic worldview. Be able to introduce, in a simple second foreign language, major domestic and foreign festivals and customs. Possess international mobility, respect life, and support global sustainable development.

### B. Level-3 & Level-4

Learning Focus			Core Competency of Second Foreign Language
Learning Performance		Learning Content	
<b>Level-3</b>	6-V-13 Enjoys taking part in foreign language-enhancing learning camps, domestic and international exchange activities, or various artistic events such as competitions and performances involving reciting, singing, public speaking, writing, dubbing, short plays, posters, etc. 6-V-14 Can request to speak more slowly, repeat instructions, or confirm content with questioning strategies to help understand the other party.	Af Expressions: Af-V-6 Rhetorical questioning. Af-V-7 Speaking slowly. Af-V-8 Repetition. Af-V-9 Confirmation. Af-V-10 Inference.	外-U-A1 Possess a proactive learning attitude and extend learning beyond the classroom to enrich personal knowledge. Use a variety of learning and communication strategies to



Learning Focus			Core Competency of Second Foreign Language
Learning Performance		Learning Content	
			strengthen the effectiveness of second foreign language learning and communication.
	<p>8-V-6 Can enhance the effectiveness of communication using verbal or non-verbal communication skills.</p> <p>8-V-7 Can compare, classify, and sequence various information.</p> <p>8-V-8 Can clarify the cause-effect relationship between different pieces of information with contextual clues.</p>	<p>Bp Communication strategies :</p> <p>Bp-V-5 Non-verbal communications.</p> <p>Bp-V-6 Classifying information.</p> <p>Bp-V-7 Cause-and-effect relationships between contexts.</p>	<p>外-U-A2</p> <p>Possess the skills of systematic understanding and deduction. Be able to clarify the connection of text information, make inferences, and gain a preliminary understanding of similarities and differences between local culture and other cultures through comparing text information.</p>
	<p>1-V-14 Can identify emotion and attitude reflected in the intonation of different sentences.</p> <p>2-V-16 Can raise questions, describe, and respond regarding who, what, when, where, and how in appropriate foreign language.</p> <p>3-V-15 Can understand instructions on foreign-language websites (download, log in, send, reply, etc.).</p> <p>4-V-8 Can use the correct writing format and punctuation.</p> <p>4-V-10 Can translate simple Chinese sentences into a foreign language.</p>	<p>Ab Pronunciation:</p> <p><u>Japanese</u></p> <p>Ab-V-4 Proficient in phonetic reading and recognizing foreign words</p> <p><u>European languages</u></p> <p>Ab-V-3 Proficient in letter spelling and reading.</p> <p>Ab-V-4 Discernment of phonetic variations, intonation,</p>	<p>外-U-B1</p> <p>Possess basic listening, speaking, reading, and writing competencies in the second foreign language. Be able to use learned vocabulary, sentence patterns, and body language to communicate and interact</p>

Learning Focus		Core Competency of Second Foreign Language
Learning Performance	Learning Content	
	and semantic nuances in different regional accents.	appropriately in common everyday life. Utilize learners' acquired English vocabulary as much as possible to expand their knowledge and skills in the second foreign language.
<p>6-V-13 Enjoys taking part in foreign language-enhancing learning camps, domestic and international exchange activities, or various artistic events such as competitions and performances involving reciting, singing, public speaking, writing, dubbing, short plays, posters, etc.</p> <p>6-V-14 Can request to speak more slowly, repeat instructions, or confirm content with questioning strategies to help understand the other party.</p>	<p>Af Expressions: Af-V-6 Rhetorical questioning. Af-V-7 Speaking slowly. Af-V-8 Repetition. Af-V-9 Confirmation. Af-V-10 Inference.</p>	<p>外-U-B3 Can participate in foreign language short plays and dubbing, and cultivate aesthetic appreciation through sensory experiences.</p>
<p>5-V-11 Can understand common sentences used in daily life and is able to respond appropriately.</p> <p>5-V-12 Can rephrase others' words in one's own words.</p> <p>5-V-17 Can ask visitors about places they have been to, or places they like, and respond appropriately.</p>	<p>Bk Festivals: Bk-V-5 Invitations and congratulation phrases. Bk-V-6 Accepting. Bk-V-7 Expressing gratitude. Bk-V-8 Declining.</p>	<p>外-U-C2 Actively participate in in-class group learning and extracurricular group activities related to second foreign language. Develop skills in personal communication, coordination, and teamwork.</p>
<p>7-V-7 Can summarize major domestic and foreign festivals.</p> <p>7-V-8 Can recognize, understand, and compare major domestic and foreign festivals and customs introduced in class.</p>	<p>Be Family Life: Be-V-8 Orientation and layout. Bk Festivals: Bk-V-3 Festivals. Bk-V-4 Memorial</p>	<p>外-U-C3 Possess international perspectives and the idea of a global village.</p>

Learning Focus			Core Competency of Second Foreign Language
Learning Performance		Learning Content	
	7-V-9 Can understand the customs and cultures of different countries, communicate with each other, and respect cultural diversity.	days. Bk-V-9 Festival activities.	Understand and appreciate different cultures and customs from multicultural perspectives. Respect life and support global sustainable development.
Level-4	6-V-16 Can actively find online resources to share with the teacher and classmates. 6-V-18 Can seize any communication opportunity to understand the cultural differences across countries. 6-V-19 Can employ communication strategies when unable to understand the meaning of the other party. 6-V-20 Can master various reading techniques, such as extracting the main idea, extrapolating the text's meaning, and predicting the subsequent meaning.	Bm Science and technology: Bm-V-1 Latest technology. Bm-V-2 Science. Bm-V-3 Media information.	外-U-A1 Possess a proactive learning attitude and extend learning beyond the classroom to enrich personal knowledge. Use a variety of learning and communication strategies to strengthen the effectiveness of second foreign language learning and communication.
	8-V-12 Can distinguish objective facts from subjective opinions. 8-V-13 Can analyze, generalize multiple pieces of information, and identify the similarities or arrive at a conclusion. 8-V-14 Can apply acquired knowledge to new situations.	Af Expressions: Af-V-11 Distinguishing between subjective and objective statements. Af-V-12 Analysis and summarizing. Af-V-13 Application of analogies.	外-U-A2 Possess the skills of systematic understanding and deduction. Be able to clarify the connection of text information, make inferences, and gain a preliminary understanding of similarities and differences between local culture and other cultures through comparing text

Learning Focus		Core Competency of Second Foreign Language
Learning Performance	Learning Content	
		information.
1-V-18 Can understand conversations about issues relevant to oneself. 2-V-24 Can use common phrases in appropriate circumstances. 4-V-15 Can translate basic Chinese sentences into a foreign language, or vice versa. 6-V-20 Can master various reading techniques, such as extracting the main idea, extrapolating the text's meaning, and predicting the subsequent meaning.	Ab Pronunciation: <u>Japanese</u> Ab-V-5 Emotions and attitudes reflected in pronunciation and intonations. <u>European languages</u> Ab-V-4 Discernment of phonetic variations, intonation, and semantic nuances in different regional accents. Ad Sentence pattern: Ad-V-3 Detailed explanation of grammar in commonly used sentence structures, and their application in daily listening, speaking, reading, and writing.	外-U-B1 Possess basic listening, speaking, reading, and writing competencies in the second foreign language. Be able to use learned vocabulary, sentence patterns, and body language to communicate and interact appropriately in common everyday life. Utilize learners' acquired English vocabulary as much as possible to expand their knowledge and skills in the second foreign language.
6-V-17 Enjoy taking part in events that help foreign language-learning such as camps, domestic and international exchange activities, or various artistic events such as competitions and performances involving reciting, singing, public speaking, writing, dubbing, short plays, posters, etc.	Bi Interests and leisure: Bi-V-7 Games. Bi-V-8 Entertainment. Bi-V-9 Sharing hobbies.	外-U-B3 Can participate in foreign language short plays and dubbing, and cultivate aesthetic appreciation through sensory experiences.
5-V-26 Can discuss topics of mutual interest	Bo Interpersonal	外-U-C2

Learning Focus		Core Competency of Second Foreign Language
Learning Performance	Learning Content	
<p>with others and create good interactions.</p> <p>5-V-27 Can discuss social movements with friends and actively participate in them.</p>	<p>relationship:</p> <p>Bo-V-27 Establishing and maintaining relationships.</p> <p>Bo-V-28 Etiquette norms.</p> <p>Bo-V-29 Titles.</p> <p>Bo-V-30 Disputes.</p>	<p>Actively participate in in-class group learning and extracurricular group activities related to second foreign language.</p> <p>Develop skills of personal communication, coordination, and teamwork.</p>
<p>7-V-10 Can understand and respect diverse cultures and customs from a multicultural perspective.</p> <p>7-V-11 Can understand, respect, and appreciate the customs and cultures of foreign countries.</p> <p>7-V-12 Can integrate cultural awareness with language skills to tackle practical problems in daily life.</p>	<p>Bk Festival :</p> <p>Bk-V-10 Gift.</p> <p>Bk-V-11 Taboos.</p> <p>BI Social practices :</p> <p>BI-V-1 Business behaviors.</p> <p>BI-V-2 Food culture.</p> <p>BI-V-3 Family values.</p>	<p>外-U-C3</p> <p>Possess international perspectives and the idea of a global village.</p> <p>Understand and appreciate diverse cultures and customs from multicultural perspectives.</p> <p>Respect life and support global sustainable development.</p>

## **Appendix II: Appropriate Integration of Issues into Curriculum Guidelines for Domains**

### **1. Preface**

“Issues” are topics arising from the needs of social development, which are generally concerned by the public and students are expected to understand and act upon. Related to modern life, human development, and social values, they are contemporary and forward-looking, interdisciplinary, inviting myriads of discussions. The 12-Year Basic Education is based on the basic concepts of “taking the initiative,” “engaging the public,” and “seeking the common good” in the General Curriculum Guidelines. To be closely linked to the trends of society and real life situations, issue-based education is implemented to cultivate students’ critical thinking and problem-solving abilities, enhance their sense of responsibility and action to issues, and allow them to pursue core values such as respect for diversity, empathy, fairness and justice, and sustainable development.

According to the “Implementation Directions” in the “The General Curriculum Guidelines,” the curriculum design of various domains should appropriately integrate gender equality, human rights, environment, ocean, morality, life, rule of law, technology, information, energy, safety, disaster prevention, family education, career planning, cultural diversity, reading literacy, outdoor education, international education, indigenous education, and other issues. Creativity and characteristics of curriculum and teaching can be applied to each domain/subject, appropriately addressing but not limited to the above issues. Nonetheless, as the society changes, the meaning of issues may change or new issues may emerge over time. In response, schools should be highly sensitive to issues, vitalize and delve into the meaning of issues, and design innovative, forward-looking, and integrated age-appropriate, adaptive curriculum plans according to the physical and mental development of students.

To promote the function of issue-based education, the “Curriculum Guidelines” of each domain/subject has properly altered and integrated the issues listed in “The General Curriculum Guidelines.” Schools, teachers and educators work on textbook research and development, publication and review should comply with the content of “Curriculum Guidelines” of each domain/subject and refer to this instruction to take the responsibility of integrating issues into curriculum and teaching. Schools may also use relevant issues in the alternative course/hours and school-based curriculum, suitably incorporate the spirit and value of issues into schools regulations, reward and punishment system, and related activities, to create campus culture and enhance students’ learning outcomes.

The implementation of issue-based education includes formal and informal curriculum. The development of school curriculum and selection of teaching materials should focus on student experience and life. Considering fundamental beliefs of issues and the substantial meaning in different stages of education, the domain/subject content is linked to gradually guide students through different levels with problem awareness, knowledge understanding, skill acquisition, and practical actions, as well as to develop teaching materials and edit teaching manuals. When giv-

ing lectures, apart from the content covered in each domain/subject, teachers may incorporate issues through linking, extending, integrating, and transforming the domain/subject content. The figures, models, customs, festivals, etc., can also be added to the teaching-learning materials, or with incidental teaching method, integrating issues through multiple approaches for assignments, works, performances, visits, club, and group activities. Through discussion, dialogue, criticism, and reflection, the classroom becomes a learning community for knowledge construction and development, improving the quality of issue learning.

The relevant education authorities should provide resources to implement issues integration into education. For the complete description and integration methods of issues listed in “The General Curriculum Guidelines,” please refer to “The Handbook of Issues Integration” and curriculum handbook for each domain/subject curriculum guidelines of the 12-Year Basic Education.

## 2. Learning objectives of issues

To enable appropriate integration of issues into the curriculum of each domain/subject and to implement the education-related regulations and national policy guidelines, the learning objectives of the 19 issues are listed as below to provide schools and teachers with appropriate integration during teaching of relevant courses or issues and link to the respective domain/subject

Issues	Learning Objectives
Gender Equality Education <sup>1</sup>	Understand gender diversity and notice existence of gender inequality and gender power relations in society and culture. Establish values and beliefs of gender equality and respect and tolerate gender diversity. Take action to eliminate prejudice and discrimination, safeguard gender equality and human dignity as well as substantive equality of gender status.
Human Rights Education <sup>2</sup>	Understand facts, basic concepts, and values of human rights. Develop values and beliefs about human rights. Enhance perception and evaluation of human rights. Cultivate behaviors that respect human rights and participate in activities that practice human rights.
Environmental Education <sup>3</sup>	Recognize and understand the environmental crisis and challenges faced by human survival and development. Explore climate change, resource depletion, and biodiversity loss, as well as social and environmental injustice. Consider the significance of personal, national, and human development. Implement green, simple, and sustainable life action.
Marine Education <sup>4</sup>	Experience marine recreation and sea-loving activities that emphasizes water safety. Understand marine society and the love for ocean in ocean culture. Explore marine science and knowledge of sustainable marine resources.
Technology Education <sup>5</sup>	Possess literacy in the philosophy of technology and technology culture. Stimulate interest in continuous learning of technology and technology design. Cultivate knowledge in technology and skills in product use.
Energy Education <sup>6</sup>	Enhance fundamental beliefs of energy. Develop correct energy values. Develop energy-saving thinking, habits, and attitudes.
Family Education <sup>7</sup>	Have knowledge and ability to explore development of family, interaction between the family and the society. Enhance the sense of responsibility and attitude to actively participate in family activities. Stimulate awareness and responsibilities of creating good family interaction to enhance quality of family life.

Issues	Learning Objectives
Indigenous Education <sup>8</sup>	Understand history, culture, and values of indigenous peoples. Promote mutual understanding and respect across ethnic groups. Cultivate beliefs in common prosperity and equality among ethnic groups.
Moral Education	Enhance knowledge and ability of moral development. Understand core values of morality and moral issues. Cultivate moral quality of knowing, loving, and doing the good.
Life Education	Cultivate knowledge and ability to explore the fundamental issues of life. Improve ability and sentiment in debating about values. Enhance cultivation of integrating knowledge and action.
Rule of Law Education	Understand meaning of law and rule of law. Acquire basic knowledge of legal entities and procedures. Pursue values of human rights protection and fairness and justice.
Information Education	Improve ability to use information in problem-solving and computational thinking. Prepare knowledge and ability for life and career. Cultivate attitude and responsibility a citizen of information society should have.
Safety Education	Establish safety awareness. Improve sensitivity, alertness and judgment. Prevent occurrence of accidents to ensure life safety.
Disaster Prevention Education	Learn about causes of natural disasters. Develop disaster risk management and disaster prevention and rescue capabilities. Enhance responsibility, attitude, and action in disaster prevention and rescue effort.
Life Planning Education	Understand personal characteristics, interests, and work environment. Cultivate knowledge and ability of career planning. Develop sensitivity and insights into trends and ability to respond.
Multicultural Education	Recognize richness and diversity of culture. Develop cross-cultural literacy that respects differences and pursues substantive equality. Safeguard multicultural values.
Literacy Education	Develop the ability to think from text, solve problems and construct knowledge. Cultivate a love of reading. Develop competency for wide-range reading.
Outdoor Education	Strengthen sense of connection with the environment and foster an environmentally-friendly attitude. Develop social awareness and interaction skills and cultivate sentiment of respecting and caring for others. Broaden students' horizons and nurture healthy body and mind.
International Education	Develop knowledge and ability to participate in international events. Stimulate cross-cultural observation and reflection. Develop international awareness and sense of responsibility of the national subject.
<p>The education-related regulations and national policy guidelines involved in the 8 issues are listed as follows:</p> <p>Note 1: The education-related regulations or national policy guidelines for gender equality education include: “Gender Equality Education Act,” “Gender Equality Policy Guidelines,” “Convention on the Elimination of All Forms of Discrimination against Women,” etc.</p> <p>Note 2: The education-related regulations or national policy guidelines for human rights education include: “International Covenant on Civil and Political Rights &amp; International Covenant on Economic, Social and Cultural Rights,” “Convention on the Rights of The Child,” “Convention on the Rights of Persons with Disabilities,” etc.</p> <p>Note 3: The education-related regulations or national policy guidelines for environmental education include: “Environmental Education Act,” “National Environmental Education Guidelines,” etc.</p> <p>Note 4: The education-related regulations or national policy guidelines for marine education</p>	



Issues	Learning Objectives
	<p>include: “National Marine Policy Guidelines,” etc.</p> <p>Note 5: The education-related regulations or national policy guidelines for technology education include: “Fundamental Science and Technology Law,” etc.</p> <p>Note 6: The education-related regulations or national policy guidelines for energy education include: “Guidelines on Energy Development,” etc.</p> <p>Note 7: The education-related regulations or national policy guidelines for family education include: “Family Education Act,” etc.</p> <p>Note 8: The education-related regulations or national policy guidelines for indigenous education include:</p> <p>“The Indigenous Peoples Basic Law,” “Education Act for Indigenous Peoples,” “The Indigenous Languages Development Act,” etc.</p>

### 3. Examples of Learning Topics, Substantial Meaning, and Learning Focus of the Appropriately Integrated Issues

#### (1) The learning topics and substantial meaning of issues

Gender equality, human rights, environmental, and marine education issues are the continuation of the Grade 1-9 Curriculum Guidelines. It has a complete meaning framework, which facilitates extending and planning of appropriate integration into each domain/subject and can enrich and implement the meaning of core competency. Hence, gender equality, human rights, environmental, and marine education issues are taken as an example to present their learning topics and substantial meanings, which can be used as references for curriculum design, textbook editing, and teaching implementation.

Stages of Education		Substantial Meaning of Issues		
Issues/ Learning Topics		Elementary School	Junior High School	Upper Secondary School
Gender Equality Education	Respect for the Diversity of Biological Gender, Sexual Orientation, Gender Traits and Gender Identity	性 E1 Recognize various aspects of biological gender, sexual orientation, gender traits, and gender identity.	性 J1 Accept the sexual orientation, gender traits, and gender identity of self and others.	性 U1 Affirm and respect sexual orientation, gender traits, and gender identity of self and others and break through gender restrictions on personal development.
		性 E2 Be aware of the impact of the body image on body and mind.	性 J2 Clarify the gender myth of body image.	性 U2 Explore the influence of society, culture and media on body image.
	Breakthrough in Gender Roles and Elimination of Gender Discrimination	性 E3 Be aware of stereotypes of gender roles and understand the division of labor in families, schools, and workplaces, which shouldn't be restricted by gender.	性 J3 Examine gender stereotypes resulting from prejudice and discrimination in families, schools, and workplaces.	性 U3 Analyze the gender inequality in families, schools, and workplaces and propose strategies for improvement.

Stages of Education		Substantial Meaning of Issues		
Issues/ Learning Topics		Elementary School	Junior High School	Upper Secondary School
Gender Equality Education	Respect and Maintenance of Body Autonomy	性 E4 Recognize body boundaries and respect autonomy of others.	性 J4 Recognize issues related to body autonomy. Safeguard body autonomy of self and respect body autonomy of others.	性 U4 Safeguard and protect body autonomy of self and respect body autonomy of others.
	Prevention of Sexual Harassment, Sexual Assault and Sexual Bullying	性 E5 Understand the concepts of sexual harassment, sexual assault, and sexual bullying, as well as the relevant help and support channels.	性 J5 Identify the pattern of sexual harassment, sexual assault, and sexual bullying, and use resources to solve problems.	性 U5 Explore issues related to sexual harassment, sexual assault, and sexual bullying, and be familiar with the rights, help and support channels and procedures.
	Analysis of Gender Connotation in Languages, Literals and Symbols	性 E6 Understand the gender connotation of images, language, and words and use gender-inclusive language and words to communicate.	性 J6 Explore the gender connotation of various symbols and gender issues in interpersonal communication.	性 U6 Analyze the gender connotation of symbols and use gender-inclusive language and symbols.
	Gender Literacy in Technology, Information and Media	性 E7 Interpret the gender stereotypes conveyed by different types of media.	性 J7 Analyze the gender myths, prejudice, and discrimination conveyed by different types of media.  性 J8 Interpret the gender connotation of technology products.	性 U7 Criticize the gender ideology in technology, information, and media, and seek improvement strategies.  性 U8 Develop technology and information capabilities that are not restricted by gender.

Stages of Education		Substantial Meaning of Issues					
Issues/ Learning Topics		Elementary School		Junior High School		Upper Secondary School	
Gender Equality Education	Gender Rights and Interests, and Public Engagement	性 E8	Understand achievements and contributions of different genders.	性 J9	Recognize gender rights-related regulations and role models of gender equality movements, and possess attitude of caring for gender minorities.	性 U9	Understand the historical development of gender equality movements, actively participate in social and public affairs that promote gender equality, and actively safeguard gender rights.
		性 E9	Examine gender gap in the allocation of spaces and resources on campus, and make suggestions for improvement.	性 J10	Explore gender inequality in the use and distribution of resources in society, and propose solutions.	性 U10	Review gender-related policies and provide opinions.
	Relations and Interactions Between Gender and Power	性 E10	Identify gender-stereotyped feelings and interpersonal interactions.	性 J11	Eliminate gender-stereotyped and gender-biased feelings and communications, possessing ability to interact with others on an equal footing.	性 U11	Analyze gender power issues in relationships, develop communication and negotiation skills, and improve ability to deal with relationship setbacks.
		性 E11	Develop ability to express emotions appropriately between genders.	性 J12	Reflect on gendered power relations with others and promote equality and good interaction.	性 U12	Reflect on gendered power relations in social interactions.
	Gender and Multiculturalism	性 E12	Understand and respect diverse types of family.	性 J13	Understand gender implications of diverse family types.	性 U13	Explore gender and family issues in local and international societies.
		性 E13	Understand cultural differences of gender in different societies.	性 J14	Recognize power structure between gender, race, and class in society.	性 U14	Make good use of resources to broaden local and international perspectives of gender equality.

Stages of Education		Substantial Meaning of Issues		
Issues/ Learning Topics		Elementary School	Junior High School	Upper Secondary School
Human Rights Education	Basic Concepts of Human Rights	人 E1 Recognize that human rights are universal, ubiquitous, and inalienable.	人 J1 Understand basic meaning of human rights and understand significance of the constitutions in protecting human rights.	人 U1 Understand contemporary meaning of universal human rights and significance of the United Nations Human Rights Covenants in protecting human rights.
	Human Rights and Responsibilities	人 E2 Concern about injustice in events happening around you and propose ideas for improvement.	人 J2 Concern about human rights issues within the country, propose a social blueprint that is in line with justice, and implement social improvements and actions.	人 U2 Discuss international human rights issues and bear the responsibility of global citizens for peace and sustainable development.
	Human Rights, Democracy, and the Rule of Law	人 E3 Understand different needs of each individual and discuss and follow organizational rules.	人 J3 Explore the possible conflicts coming from various interests and understand how to use deliberative democracy and proper procedures in protecting equality and freedom.	人 U3 Recognize vital human rights legislation of our country and its significance. Understand the constitutional principles in protecting human rights.
	Human Rights and Life Practices	人 E4 Express ideas of what a beautiful world looks like and listen to others' ideas. Appreciate and tolerate individual differences and respect rights of 人 E5	人 J4 Understand principles of equality and justice and put them into practice. 人 J5 Understand that there are different groups and cultures in society, of which the differences should be	人 U4 Understand relationship between human rights and world peace and put into practice in society. Understand existence of different countries, ethnic groups, and cultures in the world and respect their cultural rights. Discuss discrimination 人 U5 人 U6

Stages of Education		Substantial Meaning of Issues		
Issues/ Learning Topics		Elementary School	Junior High School	Upper Secondary School
Human Rights Education		人 E6 oneself and others. Be aware of personal prejudices and avoid discriminatory behavior.	人 J6 respected and appreciated. Acknowledge all kinds of discrimination in society and take actions to care for and protect the disadvantaged.	against ethnic minorities, elimination of heterogeneity, stigmatization, understand that they correlate with political and economic inequality, racism, and propose relevant civic action plans.
	Violations of Human Rights and Remedies	人 E7 Recognize unfairness, unreasonableness, violation of rules, health hazards, and other experiences and understand how to seek help.	人 J7 Explore impact of human rights violations on individuals, communities/tribes, and society and propose improvement strategies or action plans.	人 U7 Comprehend implications of human rights and rule of law in citizens' disobedience and advocate issues related to human rights in our country or the world today.
	Important Topics on Human Rights	人 E8 Understand children's right to play games. 人 E9 Understand relationship between the right to life, deprivation of the right to identity, and personal dignity. 人 E10 Recognize relationship between privacy and daily life. 人 E11 Understand meaning of the Declaration of the Rights of the Child and Convention on the	人 J8 Understand the right to personal liberty and be capable of self-protection. 人 J9 Understand relationship between the right to education, work, and personal career development. 人 J10 Understand the origin of human rights and significance of historical development to protection of human rights. 人 J11 Use information	人 U8 Explain the importance of freedom of speech or freedom of the press to the functioning of a democratic society. 人 U9 Understand various affirmative actions provided by law to the disadvantaged such as indigenous people and the physically and mentally disabled in society are to promote substantively equal social status. 人 U10 Recognize functions of the United Nations and other human rights-related organizations in protecting human rights.

Stages of Education		Substantial Meaning of Issues		
Issues/ Learning Topics		Elementary School	Junior High School	Upper Secondary School
Human Rights Education		Rightest the child with their protection and support of children's basic needs.	<p>networks to understand humanrights-related organizations and campaigns.</p> <p>人 J12 Understand correlation between povertyand class exploitation.</p> <p>人 J13 Understand impactof war and peace on human life.</p> <p>人 J14 Understand promotion and protection of human rights in the Universal Declaration of Human Rights.</p>	<p>人 U11 Understand causes of massacres in human history and think about how to prevent them from happening.</p> <p>人 U12 Learn about various important international human rights conventions of the United Nations.</p>

Stages of EducationIssues/ Learning Topics		Substantial Meaning of Issues		
		Elementary School	Junior High School	Upper Secondary School
Environ- mental Education	Environmental Ethics	<p>環 E1 Participate in outdoor learning and experience nature to realize the beauty, harmony, and integrity of natural environments.</p> <p>環 E2 Recognize the beauty and value of biological life and care about animal and plant life.</p> <p>環 E3 Understand harmonious coexistence of man and nature and further protect important habitats.</p>	<p>環 J1 Understand biodiversity and importance of carrying capacity.</p> <p>環 J2 Understand interaction between humans and animals around them, recognize animals' needs, and care about animal welfare.</p> <p>環 J3 Understand ethical value of the natural environments through environmental aesthetics and nature writing.</p>	<p>環 U1 Care about development restrictions and violations of rights in residential domains due to protections and understand the importance of compensatory justice.</p> <p>環 U2 Understand ecological injustice caused by man-made destruction to other species and habitats and support relevant environmental protection policies.</p>
	Sustainable Development	<p>環 E4 Be aware of the impact of economic and industrial development on the environment.</p> <p>環 E5 Realize the impact of human lifestyles on other organisms and ecosystems.</p> <p>環 E6 Recognize that the excessive material needs of mankind will have an impact on future</p>	<p>環 J4 Understand the meaning and principles of sustainable development (a balanced development of environment, society and economy.)</p> <p>環 J5 Understand the background and trends of the United Nations in promoting sustainable development.</p> <p>環 J6 Understand the</p>	<p>環 U3 Explore the meaning and related policies of Taiwan's Agenda 21.</p> <p>環 U4 Think about the quality of life and the meaning of human development, and its relationship with sustainable development.</p> <p>環 U5 Adopt sustainable consumption and simple living lifestyles to promote sustainable development.</p>



Stages of Education/Issues/ Learning Topics		Substantial Meaning of Issues		
		Elementary School	Junior High School	Upper Secondary School
Environmental Education		環 E7 generations. Realize the problem of uneven food distribution and the big gap between the rich and poor in human society.	sustainable issues of increasing world population, food supply, and nutrition.	
	Climate Change	環 E8 Recognize factors contributing to temperature, rainfall and perceive climate trends and extreme weather phenomena. 環 E9 Recognize the impact of climate change on life, society, and the environment. 環 E10 Recognize that human behavior is the cause of climate change.	環 J7 Understand the relationship among fossil fuels and greenhouse gases, global warming, and climate change in the “carbon cycle.” 環 J8 Understand the vulnerability and resilience of Taiwan’s ecological environment and social development in the face of climate change. 環 J9 Understand the meaning of climate change mitigation and adjustment and Taiwan’s policies adapted due to climate change.	環 U6 Explore the international and domestic responses to climate change and understand the spirit of international conventions in response to climate change. 環 U7 Collect and analyze local energy consumption and carbon emissions trends. Think about solutions tailored to local conditions, and participate in collective actions.
		環 E11 Learn about the major disasters in Taiwan history. 環 E12 Develop	環 J10 Understand the impact of natural disasters on living, life, social development, and economic	環 U8 Learn about Taiwan’s disaster prevention and rescue policy plans from the Disaster Prevention and

Stages of EducationIssues/ Learning Topics		Substantial Meaning of Issues		
		Elementary School	Junior High School	Upper Secondary School
Environmental Education	Disaster Prevention and Rescue	<p>vigilance and alertness to disasters, have a basic understanding of disasters, and be capable of avoiding disasters.</p> <p>環 E13 Recognize that the frequency and impact of natural disasters have increased.</p>	<p>industry.</p> <p>環 J11 Understand man-made impact factors of natural disasters.</p> <p>環 J12 Recognize the possible hazards from different types of disasters and learn about appropriate prevention and evacuation procedures.</p> <p>環 J13 Participate in disaster prevention and evacuation drills.</p>	<p>環 U9 Response Act. Analyze actual monitoring data and explore trends and estimates of natural disaster frequency.</p> <p>環 U10 Execute disaster prevention and rescue drills.</p> <p>環 U11 Use mapping technology and disaster data surveys to plot disaster prevention maps.</p>
	Sustainable Use of Energy and Resources	<p>環 E14 Recognize that energy and resources are needed for the survival and development of human beings and learn to directly use natural energy or natural forms of matter in life.</p> <p>環 E15 Realize that excessive use of energy and resources will lead to environmental pollution and resource depletion.</p> <p>環 E16 Understand the principles of material and resource recycling.</p> <p>環 E17 Develop behaviors that</p>	<p>環 J14 Understand relationship between energy flow, material cycle, and ecosystem processes.</p> <p>環 J15 Learn about product life cycle and explore products' ecological, water, and carbon footprints.</p> <p>環 J16 Understand basic principles and development trends of various alternative energy.</p>	<p>環 U12 Understand the meaning and implementation strategy of a circular society and live an environmentally friendly life involving green consumption.</p> <p>環 U13 Understand environmental costs, polluters pay, green design, and clean production mechanism.</p> <p>環 U14 Understand relevant laws and administrative measures on energy utilization in our country and internationally.</p> <p>環 U15 Understand that green buildings are tailored to local conditions and are environmentally friendly.</p>

Stages of EducationIssues/ Learning Topics		Substantial Meaning of Issues		
		Elementary School	Junior High School	Upper Secondary School
Environmental Education		save water, electricity, and materials in daily life and reduce resource consumption.		
Marine Education	Marine Leisure	<p>海 E1 Like water activities and value water safety.</p> <p>海 E2 Learn swimming skills and be familiar with self-rescue knowledge.</p> <p>海 E3 Possess knowledge and skills to engage in diverse recreational water activities.</p>	<p>海 J1 Participate in various marine recreations and water activities and be proficient in various water survival skills.</p> <p>海 J2 Learn about and participate in safe marine ecotourism.</p> <p>海 J3 Understand the environment of the coast or riverbank and residents' lives and leisure activities.</p>	<p>海 U1 Be proficient in various water sports and possess knowledge and skills regarding safety.</p> <p>海 U2 Plan and participate in various recreational water and sightseeing activities.</p> <p>海 U3 Understand relationship between fishing villages, offshore landscapes, cultural history and customs, and ecotourism.</p>

Stages of Education		Substantial Meaning of Issues					
Issues/ Learning Topics		Elementary School		Junior High School		Upper Secondary School	
Marine Education	Marine Society	海 E4	Learn about water environment and industry in hometown or neighboring domains.	海 J4	Understand structure and development of marine aquaculture, engineering, transportation, energy, tourism, and other industries.	海 U4	Analyze marine-related industries and technology development, and evaluate their relationship with economic activities.
		海 E5	Explore colonization history in Taiwan and its relationship with the ocean.	海 J5	Understand characteristics and importance of our country’s geographical location.	海 U5	Learn about marine- related laws, understand and care about marine policies.
		海 E6	Understand that we are a maritime nation and strengthen Taiwan’s awareness of maritime sovereignty.	海 J6	Understand marine regulations related to daily life.	海 U6	Evaluate and analyze evolution and differences of Taiwan and other countries' maritime history.
				海 J7	Explore impact of the development of marine-related industries on Taiwan’s economy.	海 U7	Realize Taiwan’s maritime rights and strategic position.

Stages of Education		Substantial Meaning of Issues					
Issues/ Learning Topics		Elementary School		Junior High School		Upper Secondary School	
Marine Education	Ocean Culture	海 E7	Read, share, andcreate stories about ocean.	海 J8	Read, share, andcreate literature works with the ocean as the setting.	海 U8	Use various styles or writing skills to createliterature works with the ocean as the backdrop.
		海 E8	Understand relationship between marine folk activities, religious beliefs,and life.	海 J9	Understand differences in marine culture between our country and othercountries.	海 U9	Recognize value, style, and culturalcontext of various marine arts.
		海 E9	Carry out artistic expression with the ocean as the theme through the body, sound, image, props, etc.	海 J10	Use various medias and formsto engage in ocean-themed artistic expression.	海 U10	Compare the evolutionand differences of marine folk beliefs and ceremonies between our and other countries.
				海 J11	Understand the significance of marine folk beliefs and ceremonies and their relationships with societal development.		
	Marine Science and Technology	海 E10	Understand the characteristic s of water and oceans and their daily application.	海 J12	Explore the characteristics ofcoastal landforms, and causes of the disasters in the domain.	海 U11	Understand physical characteristics of oceans such as waves,tsunamis, and Kuroshio, as well as the chemical compositions of the ocean including salinity and minerals.
		海 E11	Learn about marine life andecology.	海 J13	Explore impact of the ocean on the environment and life on land.	海 U12	Understand impact ofseawater structure, submarine geomorphology, and ocean currents on the marine environment.
		海 E12	Understand relationship between marine transportation and technological development.	海 J14	Explore relationship between marinelife and ecological environment.	海 U13	Discuss correlation between changes in marine environment and climate change.
				海 J15	Explore types, structures, and		

Stages of Education Issues/ Learning Topics		Substantial Meaning of Issues		
		Elementary School	Junior High School	Upper Secondary School
Marine Education			principles of ships.	海 U14 Understand the relationship between global hydrosphere, ecosystems, and biodiversity. 海 U15 Be familiar with applied ocean technology including seawater desalination, ship transportation, marine energy, mineral exploration, and mining.
	Marine Resources and Sustainability	海 E13 Learn about common marine products in daily life. 海 E14 Understand that seawater contains salt and other compositions and realize the association of marine resources with daily life. 海 E15 Learn about major rivers and marine resources in the hometown and value natural resources. 海 E16 Understand water pollution, overfishing, and other water environment-	海 J16 Understand types, uses, restoration, and conservation methods of marine biological resources. 海 J17 Understand types and applications of non-biological marine resources. 海 J18 Discuss impact of human activities on marine ecology. 海 J19 Understand limitations of marine resources and protect marine environment. 海 J20 Understand marine environmental issues in our country and actively participate in ocean	海 U16 Discuss the management strategy and sustainable development of marine biological resources. 海 U17 Understand resources such as marine minerals and energy, and their economic value. 海 U18 Understand marine pollution's cumulative effects on marine life and environment and propose countermeasures. 海 U19 Understand global marine environmental issues and be familiar with or participate in marine preservation.

		al problems in the hometown.	preservation.	
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## 2: Examples of Learning Focus with appropriate integration of issues into “The Domain of Language Arts —Second Foreign Language Curriculum Guidelines”

The content of the integration of issues into second foreign language covers the knowledge, sentiment, and action of the issues and emphasizes the improvement of awareness and sensitivity to the issue, the cultivation of values and sense of responsibility, and practices in life. When conducting issue-based education, through connecting, extending, integrating, and transforming of learning focus of the domain and substantial meanings of issues, students’ ability to explore, reason, and practice will be developed. The following table only list the learning topics and substantial meanings of the four issues, gender equality education, human rights education, environmental education, and marine educations. They are included in the “learning focus” of this curriculum guideline to be used as a reference for the compilation of teaching materials and teaching implementation.

Issues	Learning Topics	Substantial Meaning of Issues	Examples of Learning Focuses Integrated into Curriculum Guidelines
Gender Equality Education	Gender Literacy in Technology, Information and Media	性 U7 Criticize the gender ideology in technology, information, and media, and seek improvement strategies. 性 U8 Develop technology and information capabilities that are not restricted by gender.	6-V-12 Can actively find online resources to share with the teacher and classmates.
	Gender Rights and Interests, and Social Participation	性 U9 Understand the historical development of gender equality movements, actively participate in social and public affairs that promote gender equality, and actively safeguard gender rights. 性 U10 Review gender-related policies and provide opinions.	5-V-27 Can discuss social movements with friends and actively participate in them. 7-V-12 Can integrate cultural awareness with language skills to tackle practical problems in daily life.
	Relations and Interactions Between Gender and Power	性 U12 Reflect on gendered power relations in social interactions.	Bo-V-27 Establishing and maintaining relationships.
	Gender and	性 J13 Understand gender	7-IV-3 Can understand the social

Issues	Learning Topics	Substantial Meaning of Issues	Examples of Learning Focuses Integrated into Curriculum Guidelines
	Multiculturalism	<p>implications of diverse family types.</p> <p>性 J14 Recognize power structure between gender, race, and class in society.</p> <p>性 U13 Explore gender and family issues in local and international societies.</p> <p>性 U14 Make good use of resources to broaden local and international perspectives of gender equality.</p>	<p>etiquette of the target language countries.</p> <p>7-IV-6 Can understand the customs and cultures of different countries and respect cultural diversity.</p> <p>Bb-IV-3 Family members.</p> <p>7-V-9 Can understand the customs and cultures of different countries, communicate with each other, and respect cultural diversity.</p> <p>7-V-10 Can understand and respect diverse cultures and customs from a multicultural perspective.</p> <p>7-V-11 Can understand, respect, and appreciate the customs and cultures of foreign countries.</p> <p>Bl-V-3 Family values.</p>
Human Rights Education	Human Rights and Responsibilities	人 U2 Discuss international human rights issues and bear the responsibility of global citizens for peace and sustainable development.	5-V-27 Can discuss social movements with friends and actively participate in them.
	Human Rights, Democracy, And the Rule of Law	<p>人 J5 Understand that there are different groups and cultures in society, of which the differences should be respected and appreciated.</p> <p>人 J6 Acknowledge all kinds of discrimination in society and take actions to care for and protect the disadvantaged.</p> <p>人 U5 Understand existence of different countries, ethnic groups, and cultures in the world and respect their cultural rights.</p> <p>人 U6 Discuss discrimination against ethnic minorities, elimination of heterogeneity, stigmatization, understand that they correlate with political and economic inequality, racism, and</p>	<p>6-IV-8 Can actively seek opportunities and resources to enhance foreign language proficiency and understand diverse cultures.</p> <p>7-IV-6 Can understand the customs and cultures of different countries and respect cultural diversity.</p> <p>6-V-18 Can seize any communication opportunity to understand the cultural differences across countries.</p> <p>7-V-10 Can understand and respect diverse cultures and customs from a multicultural perspective.</p> <p>7-V-11 Can understand, respect, and appreciate the customs and cultures of foreign countries.</p> <p>7-V-12 Can integrate cultural awareness with language</p>



Issues	Learning Topics	Substantial Meaning of Issues	Examples of Learning Focuses Integrated into Curriculum Guidelines
		propose relevant civic action plans.	skills to tackle practical problems in daily life. Bo-V-30 Disputes.
Environmental Education	Environmental Ethics	環 U2Understand ecological injustice caused by man-made destruction to other species and habitats and support relevant environmental protection policies.	3-V-24 Can appreciate the characteristics of foreign words and the beauty of literary works.
	Sustainable Development	環 U3Explore the meaning and related policies of Taiwan's Agenda 21. 環 U5Adopt sustainable consumption and simple living lifestyles to promote sustainable development.	6-V-16 Can actively find online resources to share with the teacher and classmates. 5-V-27 Can discuss social movements with friends and actively participate in them.
	Climate Change	環 U6Explore the international and domestic responses to climate change and understand the spirit of international conventions in response to climate change.	6-V-16 Can actively find online resources to share with the teacher and classmates.
	Sustainable Use of Energy and Resources	環 U12Understand the meaning and implementation strategy of a circular society and live an environmentally friendly life involving green consumption. 環 U15Understand that green buildings are tailored to local conditions and are environmentally friendly	7-V-12 Can integrate cultural awareness with language skills to tackle practical problems in daily life. 2-V-22 Can use multimedia to briefly introduce the features of residing town or city.
Marine Education	Ocean Culture	海 U10 Compare the evolution and differences of marine folk beliefs and ceremonies between our and other countries.	7-V-10 Can understand and respect diverse cultures and customs from a multicultural perspective. 7-V-11 Can understand, respect, and appreciate the customs and cultures of foreign countries. 7-V-12 Can integrate cultural awareness with language skills to tackle practical problems in daily life.