

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

**The Domain of Language Arts:
English**

Ministry of Education

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I. Fundamental Beliefs

Language is a medium of social communication and interaction and also a vehicle of culture. Language education aims to cultivate learners' ability to communicate effectively and think rationally, and lays the foundation for their subsequent development and lifelong learning. As a new language is introduced to learners, they are also afforded the opportunity to learn about different cultures and values systems, which fosters interaction between members of different ethnicities and enhances mutual understanding.

English has been widely accepted over time as a common language for international communication as English-speaking countries command substantial influences politically and economically. As the population of its worldwide users continued to grow into the 21st century, no particular community or country can claim a monopoly on the English language, which has thereby given rise to the diversity of Global Englishes. This development has enabled the English language to take roots in different communities around the world. While its predominant role is being challenged by other languages, English remains entrenched as the medium of international and intercultural communication that continues to grow in importance and popularity.

Currently in Taiwan, English is not an official language but rather a foreign language taught in school. Generally speaking, an English class ought to provide more than merely knowledge and training of language skills. More emphasis should be placed on its application. It is indicated throughout our English curricula at all levels that the purpose of English education is to prepare learners for interpersonal communication, which conforms to the prevailing English teaching theories or pedagogies of the 20th century. However, in an era when information overflows predominantly in English, English education is additionally tasked to develop learners' ability to acquire knowledge across disciplines. In essence, in addition to providing the knowledge and training of English skills and introducing foreign cultures, the curriculum is also expected to equip learners with learning strategies and tactics which they may apply to self-teaching and lifelong learning. In addition, the English curriculum should be instrumental in cultivating cognitive capabilities

for learners to sift through an overwhelming mass of information for the truly essential and necessary. It is also expected to inspire them to think deeply and extensively so that they can approach issues from different standpoints while learning to appreciate diversified cultures and preserve the natural environment and resources for sustainable development. Meantime, the ideal English curriculum broadens learners' horizons and encourages creativity, flexibility and adaptability. The purposes of the new curriculum, however, go further beyond cognitive enhancement and encompass motivating learners to learn and fostering their interest in learning. Priority is given to progress in learners' motivation and actual digestion of knowledge, instead of completion of teaching requirements. The learning environment is adapted to accommodate individual differences and needs to ensure equality and fairness in education. In short, Taiwan's English education and its curriculum aim to develop learners' core competency in English and should have the following features:

1. It is learner-centered and structured on the principle of adaptive learning with a focus on learner' affective factors.
2. It stresses the functionality of language in interpersonal communication and interaction, highlighting the instrumental role language plays in knowledge acquisition.
3. It develops learners' ability to study English on their own and turns English learning into a lifelong personal habit.
4. It guides learners to think independently, process information and put it to good use.
5. It affords learners, while learning English, opportunities to explore cultures of different countries around the world and reflect on our own cultures. It also enhances their social engagement and develops their global vision.
6. It fosters learners' development in reasoning, logical thinking, and also creativity.

II. Curriculum Goals

Based on the aforementioned fundamental beliefs, the English curriculum has the following goals:

1. It develops learners' English proficiency in listening, speaking, reading and writing, and enables them to apply it to everyday communication.
2. It increases learners' interest in English learning and fosters an active learning attitude to using their English skills to acquire knowledge across a broad spectrum.
3. It introduces learners to methods with which they can learn English effectively on their own and build a solid foundation for lifelong learning.
4. It respects and accommodates a diversity of cultures. It not only broadens learners' horizons but also expands their global vision with a focus on sustainable development.
5. It trains learners to employ English as a means to reason, analyze, integrate and innovate.

III. Time Allocation

Category	Educational Stage Learning Stage Grade	Elementary School						Junior High School			Senior High School														
		Stage I		Stage II		Stage III		Stage IV			Stage V														
		1	2	3	4	5	6	7	8	9	10	11	12												
Required				1 period per week		2 periods per week		3 periods per week			16 credits		2 credits												
Elective											6 credits														
Notes		1. MOE-mandated curriculum: four credits per semester in Grades 10 and 11; two credits in the first semester of Grade 12.																							
		2. At Stage V (upper secondary school), learners should acquire at least 6 credits in total of enrichment and expanded electives courses (hereafter abbreviated as EEE courses) in English or second foreign languages. They must earn a minimum of 24 credits in combination of MOE-mandated and EEE courses at Stage V.																							
		3. EEE courses in English are offered throughout Stage V (upper secondary school) as indicated below.																							
		<table><tr><th>Domain/Subject</th><th>Course Title</th><th>Credits</th><th>Recommended Year of Course Offering</th></tr><tr><td rowspan="3">English</td><td>Listening and Speaking</td><td>2</td><td rowspan="3">Anytime throughout senior high school</td></tr><tr><td>Reading and Writing</td><td>2</td></tr><tr><td>Writing</td><td>2</td></tr></table>												Domain/Subject	Course Title	Credits	Recommended Year of Course Offering	English	Listening and Speaking	2	Anytime throughout senior high school	Reading and Writing	2	Writing	2
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English	Listening and Speaking	2	Anytime throughout senior high school																						
	Reading and Writing	2																							
	Writing	2																							

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 in the fundamental beliefs and goals of English courses. Please refer to Appendix I for “Connection between the Learning Focus in the domain of Language Arts for English and the Core competencies.”

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Language Arts: English		
			Elementary School (E)	Junior High School (J)	Senior High School (S-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.	英-E-A1 Possess serious and focused learning attitudes and good study habits. Attempt to use basic learning strategies to strengthen personal English language skills.	英-J-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 English language learning and communication.	英 S-U-A1 Possess an active and inquiring attitude. Actively explore information related to English learning and expand the scope of learning to improve English competency. Make the best of available resources for independent learning and build the foundation for lifelong learning.
	A2 Logical Thinking and Problem Solving	Possess competency in systematic thinking to understand problems, engage in analyses, think critically, and endeavor in meta-thoughts, with the ability to reflect and conduct actions, to effectively tackle and solve problems in daily life.	英-E-A2 Be able to understand messages in simple English. Use basic logical thinking strategies to improve learning efficiency.	英-J-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	英 S-U-A2 Possess the skills of systematic and meta thinking. Make good use of various strategies, to gain a deep understanding of text information, including domestic and foreign cultures. Verify the nature and validity of text information

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Language Arts: English		
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				cultures through comparing text information.	to improve learning efficiency and quality, and to use what has been learned to solve problems.
	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.		英-J-A3 Be able to plan basic English learning schedules, review, and make adjustments accordingly.	英 S-U-A3 Possess the skills of making, implementing, and reviewing English language learning plans. Identify useful strategies to build the foundation for lifelong learning.
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 work-place.	英-E-B1 Possess entry-level listening, speaking, reading, and writing skills in English. Be able to use, under guidance, learned vocabulary and sentence patterns for simple daily communication.	英-J-B1 Possess basic listening, speaking, reading, and writing competencies in English. Be able to use learned vocabulary, sentence patterns, and body language to communicate and interact appropriately in common everyday life.	英 S-U-B1 Possess listening, speaking, reading, and writing competencies in English. Be able to incorporate one's own experience, philosophy, and value systems and use diverse vocabulary and sentence patterns to communicate appropriately and solve problems in a variety of contexts.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Language Arts: English		
			Elementary School (E)	Junior High School (J)	Senior High School (S-U)
	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.	英-E-B2 Be able to use a variety of information technology and media for self-learning in improving comprehensive application of listening, speaking, reading, and writing in English as well as the understanding of culture and customs .	英-J-B2 Possess the skills of using a variety of information searching tools to collect and organize English information. Expand learning materials and scope, enhance learning effectiveness, and develop information ethics competency.	英 S-U-B2 Possess the skills of integrating information technology and English materials from various kinds of media to reflect on and criticize media ethics and social issues.
	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.			英 S-U-B3 Possess the skills of appreciating English language and American literature. Be able to perform English short plays by integrating physical and verbal expressions.
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			英 S-U-C1 Proactively use English to address international issues, the nature and biology. Care for humanities, and actively participate in social movements.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Language Arts: English		
			Elementary School (E)	Junior High School (J)	Senior High School (S-U)
		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.			
	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.	英-E-C2 Actively participate in in-class English language group learning activities and develop a spirit of teamwork.	英-J-C2 Actively participate in in-class and extracurricular English language group learning activities and develop a spirit of teamwork.	英 S-U-C2 Actively participate in in-class group learning and extracurricular group activities related to English language. Through teamwork, develop skills of personal communication, coordination, and problem-solving skills.
	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 to social needs,	英-E-C3 Understand major domestic and international festivals and customs.	英-J-C3 Possess a basic worldview. Be able to introduce, in simple English, and compare major domestic and international festivals and customs with acceptance and respect.	英 S-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

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Language Arts: English		
			Elementary School (E)	Junior High School (J)	Senior High School (S-U)
		develop international understanding and a multicultural value system, and strive for world peace.			sustainable development.

V. Learning Focus

Learning focuses include “Learner Performance” and “Learning Content,” which not only serve as the framework for curriculum design, development of teaching materials, review of textbooks and learning assessment, but are also to be actualized in teaching activities. “The Table of Correspondence Between the Essential Learning Focuses of the Subject of English in the Domain of Language and Core Competencies” (see Appendix I) illustrates how core competencies are cultivated through the implementation of these focuses. It also provides guidance for the design of cross-curricular courses and enhances the rigorousness of curriculum development.

The list of “Issues to be Integrated into Domain-specific Curriculum Guidelines” (see Appendix II), wherein the essential learning focuses of the English subject can be implemented in alignment with exploration of vital issues, has been drawn up to broaden the scope of English learning and support the development of core competencies.

1. Learning Performance

Learner performance is at the core of the guidelines, which learners’ learning and evaluation are based on, and is classified into nine categories, including (1) language proficiency in listening, (2) language proficiency in speaking, (3) language proficiency in reading, (4) language proficiency in writing, (5) overall language proficiency—integrative use of language skills, (6) learning

interest and attitude, (7) learning approaches and strategies, (8) cultural literacy, (9) logical thinking, sound judgement and creative thinking (the ability to distinguish and integrate information in order to make logical judgments and exercise creativity). The detailed descriptions of learner performance in all the nine categories are each assigned a code. The coding principles are as follows:

- A. The first digit indicates “category” in Arabic numerals.
- B. The second digit indicates “learning stage” in Roman numerals, with I as Stage I (Grades One and Two), II as Stage II (Grades Three and Four), III as Stage III (Grades Five and Six), IV as Stage IV (Grades Seven through Nine in junior high school), and V as Stage V (Grades 10 through 12 in senior high school).
- C. The third digit indicates the serial number.
- D. The asterisk (*) indicates a performance of a higher-level skill or ability. Each school can adapt the course to meet learners’ needs depending on their abilities and personal qualities or accommodate the school’s flexibility in teaching hours by adopting published or self-developed teaching materials of various lengths and difficulty levels.
- E. The double circle (⊗) indicates the repetition of the same learner performance at a different learning stage. Learning English entails increasing accumulation of knowledge and continuous perfection of skills in an extensive manner.
- F. The concurrence of both aforementioned symbols at the beginning of a description indicates that it is a performance of a higher-level skill or ability demonstrated repeatedly at different learning stages.

(1) Language proficiency in listening

Learning Stage	Learning Performance
Stage II	1-□-1 Can recognize the sounds of the 26 letters of the English alphabet.
	1-□-2 Can recognize consonants, vowels and basic combinations.
	⊗1-□-3 Can determine whether a word is monosyllabic or multisyllabic and identify the stressed syllable.
	⊗1-□-4 Can recognize the intonation of a sentence.
	⊗1-□-5 Can recognize phrases, sentences and their stresses learned in class.

Learning Stage	Learning Performance
	<p>1-1-6 Can recognize the rhythm of sentences.</p> <p>1-1-7 Can comprehend words learned in class.</p> <p>1-1-8 Can comprehend simple classroom instructions.</p> <p>1-1-9 Can comprehend simple everyday expressions.</p> <p>1-1-10 Can comprehend sentences of simple structures.</p>
Stage III	<p>1-1-1 Can recognize consonants, vowels, and their various combinations.</p> <p>1-1-2 Can determine whether a word is monosyllabic or multisyllabic and identify the stressed syllable.</p> <p>1-1-3 Can recognize the intonation of a sentence.</p> <p>1-1-4 Can recognize phrases, sentences and their stresses learned in class.</p> <p>1-1-5 Can recognize the rhythm of sentences.</p> <p>1-1-6 Can comprehend words learned in class.</p> <p>1-1-7 Can comprehend simple classroom instructions.</p> <p>1-1-8 Can comprehend simple everyday expressions.</p> <p>1-1-9 Can comprehend sentences of simple structures.</p> <p>1-1-10 Can comprehend simple everyday conversations.</p> <p>*1-1-11 Can comprehend the gist of simple songs and rhymes.</p> <p>*1-1-12 Can comprehend the gist of simple stories and skits.</p> <p>*1-1-13 Can identify emotion and attitude reflected in the intonation of simple sentences.</p> <p>*1-1-14 Can comprehend the rhythm and rhyming of simple songs and rhymes.</p>
Stage IV	<p>1-1-1 Can comprehend words learned in class.</p> <p>1-1-2 Can comprehend common classroom instructions everyday expressions.</p> <p>1-1-3 Can comprehend sentences of basic or important sentence structures.</p> <p>1-1-4 Can comprehend the gist of everyday conversations.</p> <p>1-1-5 Can comprehend the gist of simple songs and rhymes.</p> <p>1-1-6 Can comprehend the gist of simple stories and skits.</p> <p>1-1-7 Can identify the context and theme of a brief statement or narrative.</p> <p>1-1-8 Can comprehend the gist of a simple video.</p> <p>*1-1-9 Can identify emotion and attitude reflected in the intonation of sentences.</p> <p>*1-1-10 Can comprehend the rhythm and rhyming of songs and rhymes.</p> <p>*1-1-11 Can comprehend announcements made in public places, such as the MRT system, train stations and airports.</p>

Learning Stage	Learning Performance
Stage V	<p>1-1 Can comprehend words learned in class.</p> <p>1-2 Can comprehend everyday expressions.</p> <p>1-3 Can comprehend sentences with common structures.</p> <p>1-4 Can comprehend everyday conversations in English.</p> <p>1-5 Can comprehend the gist of English songs and short poetry.</p> <p>1-6 Can comprehend the gist of stories in English.</p> <p>1-7 Can comprehend the gist of skits in English.</p> <p>1-8 Can comprehend the announcements made in public places, such as the MRT system, stations and airports.</p> <p>1-9 Can comprehend the gist of videos in English.</p> <p>1-10 Can comprehend the gist of statements or narratives in English.</p> <p>1-11 Can comprehend English teaching programs.</p> <p>1-12 Can comprehend the gist of English news (video or radio).</p> <p>1-13 Can identify emotion and attitude reflected in the intonation of sentences.</p> <p>1-14 Can comprehend the rhythm and rhyming of songs and rhymes.</p> <p>*1-15 Can comprehend the gist of talks by speakers with various accents or linguistic backgrounds.</p>

(2) Language proficiency in speaking

Learning Stage	Learning Performance
Stage II	<p>2-1 Can say the 26 letters of the English alphabet.</p> <p>2-2 Can pronounce English sounds.</p> <p>2-3 Can say the words learned in class.</p> <p>2-4 Can use simple classroom English.</p> <p>2-5 Can use simple everyday expressions.</p> <p>2-6 Can speak sentences of simple structures with intelligible pronunciation and appropriate intonation.</p>
Stage III	<p>2-1 Can pronounce English sounds.</p> <p>2-2 Can say the words learned in class.</p> <p>2-3 Can introduce oneself in simple English.</p> <p>2-4 Can introduce one's family and friends in simple English.</p> <p>2-5 Can use simple classroom English.</p> <p>2-6 Can use simple everyday expressions.</p> <p>2-7 Can respond and describe in simple English.</p> <p>2-8 Can raise questions in simple English.</p> <p>2-9 Can recite simple structures with intelligible pronunciation and appropriate intonation.</p> <p>2-10 Can read simple rhymes aloud and sing simple songs.</p>

Learning Stage	Learning Performance
	*2-□-11 Can do simple role-playing in English.
Stage IV	2-□-1 Can say the words learned in class. 2-□-2 Can use everyday expressions in appropriate circumstances. 2-□-3 Can use classroom English appropriately. 2-□-4 Can describe oneself, one's family and friends in simple English. 2-□-5 Can express one's needs, intentions and feelings in simple English. 2-□-6 Can describe or respond regarding who, what, when, where, and how in simple English. 2-□-7 Can raise questions regarding who, what, when, where, and how in simple English. 2-□-8 Can speak sentences of simple or important structures with intelligible pronunciation, stress and appropriate intonation. 2-□-9 Can play different roles in English. 2-□-10 Can describe pictures in simple English. *2-□-11 Can perform in playlets in English. *2-□-12 Can join guided discussion in simple English. *2-□-13 Can communicate in everyday life about various topics or situations in simple English. *2-□-14 Can introduce domestic or foreign cultures in simple English.
Stage V	2-□-1 Can say the words learned in class. 2-□-2 Can introduce or describe oneself, one's family and friends in English in a way appropriate to the theme or circumstances. 2-□-3 Can describe or respond in a way appropriate to the theme or circumstances. 2-□-4 Can raise questions in a way appropriate to the theme or circumstances. 2-□-5 Can speak sentences of common structures with correct pronunciation, stress and appropriate intonation. 2-□-6 Can tell a story in English based on pictures. 2-□-7 Can perform in playlets in simple English. 2-□-8 Can join guided discussion in simple English. *2-□-9 Can tell a story or share a personal experience on a given topic that has a plot and detailed descriptions. *2-□-10 Can give a short talk, presentation or explanation on a given topic in a coherent and organized manner.

(3) Language proficiency in reading

Learning Stage	Learner Performance	
Stage II	3-□-1	Can recognize the 26 letters of the English alphabet in print, both capital and lowercase.
	▣3-□-2	Can recognize the words learned in class.
	▣3-□-3	Can understand the sentences learned in class.
Stage III	▣3-□-1	Can recognize the words learned in class.
	3-□-2	Can understand the signs in simple English on campus.
	3-□-3	Can understand the classroom instructions.
	▣3-□-4	Can understand the sentences learned in class.
	3-□-5	Can understand the simple dialogues learned in class.
	3-□-6	Can understand the gist of simple reading passages learned in class.
	*3-□-7	Can understand the gist of pictures books.
	*3-□-8	Can understand the gist of short plays for children.
	*3-□-9	Can make guesses based on pictures, headings and book titles.
Stage IV	3-□-1	Can recognize the 26 letters of the English alphabet in cursive, both capital and lowercase.
	▣3-□-2	Can recognize the words learned in class.
	3-□-3	Can understand signs in simple English.
	3-□-4	Can understand simple tables and graphs.
	3-□-5	Can understand simple everyday expressions.
	3-□-6	Can understand basic sentence patterns.
	3-□-7	Can understand the gist of conversations.
	3-□-8	Can understand the gist of reading passages, text messages and letters.
	3-□-9	Can understand the gist and plot of a story.
	3-□-10	Can identify the elements of a simple story, including the background, characters, conflicts and resolutions, etc.
	3-□-11	Can make reasonable guesses based on illustrations, headings and book titles.
	*3-□-12	Can develop familiarity with important reading skills, such as extracting the main idea, guessing word meanings, making inferences and predictions, etc.
	*3-□-13	Can understand the gist and plot of a short play.
	*3-□-14	Can skim a reading passage to learn about its main points, and apply this skill to more extensive reading.
	*▣3-□-15	Can analyze and critique an article and understand the author's perspective, stance and writing purpose.
	*3-□-16	Can read materials from different genre and various subject matters in simple English.
Stage V	▣3-□-1	Can recognize the words learned in class.
	3-□-2	Can understand common English signs.
	3-□-3	Can understand common tables and graphs.
	3-□-4	Can understand common everyday expressions.

Learning Stage	Learner Performance	
	3-□-5	Can understand sentences of common structures.
	3-□-6	Can understand the content of conversations.
	3-□-7	Can understand the content of short articles, letters and their text structure.
	3-□-8	Can understand the content and plot of a story.
	3-□-9	Can understand the content and plot of a short play.
	3-□-10	Can identify the elements of a story, including background, characters, conflicts and resolutions.
	3-□-11	Can read articles of different genre and various subject matters.
	3-□-12	Can make use of morphological, semantic, syntactic and discursive clues to speculate the meaning of a word or a sentence.
	3-□-13	Can demonstrate familiarity with various reading skills, such as extracting the main idea, making inferences and predictions, read speedily and apply them to extensive reading.
	3-□-14	Can make use of pictures, illustrations, or contexts to speculate the meaning of a word or make inferences.
	3-□-15	Can analyze and critique an article and understand the author's perspective, stance and writing purpose.

(4) Language proficiency in writing

Learning Stage	Learner Performance	
Stage II	4-□-1	Can write the 26 letters of the English alphabet in print.
	4-□-2	Can write one's own name.
	4-□-3	Can trace the words learned in class.
	4-□-4	Can trace the sentences learned in class.
Stage III	4-□-1	Can copy write the words learned in class.
	4-□-2	Can copy write the sentences learned in class.
	4-□-3	Can spell elementary-level words.
	4-□-4	Can fill in simple words according to the clue in a picture or illustration.
	4-□-5	Can use capital / lowercase letters and simple punctuation marks correctly.
	*4-□-6	Can write the sentences learned in class.
Stage IV	4-□-1	Can spell words of junior high school level.
	4-□-2	Can write sentences that match a given picture or illustration.
	4-□-3	Can make English sentences with accurate writing mechanics.
	4-□-4	Can fill out simple forms according to instructions.
	4-□-5	Can write accurate and meaningful sentences in simple English according to instructions.

Learning Stage	Learner Performance	
	4-□-6 *4-□-7 *4-□-8	Can translate simple Chinese sentences into English. Can write cards, text messages, letters, emails, etc. in simple English. Can write a short paragraph in simple English according to instructions.
Stage V	4-□-1 4-□-2 4-□-3 4-□-4 4-□-5 4-□-6 *4-□-7 *4-□-8	Can spell words of senior high school level. Can write a paragraph with accurate writing mechanics. Can write a memo, letter, or email with appropriate conventions. Can write accurate and meaningful sentences that match a given topic or scenario. Can accurately translate Chinese sentences into English. Can write a well-developed story or an account of a personal experience with details based on prompts. Can accurately translate a Chinese paragraph into English. Can write a coherent and well-organized paragraph or exposition that is consistent with the given topic according to instructions.

(5) Language proficiency—integrative use of at least two out of four language skills

Learning Stage	Learner Performance	
Stage II	5-□-1 □5-□-2 □5-□-3 □5-□-4	Can recognize, read and take dictation of the 26 letters of the English alphabet. Can recognize the words being read in the textbook. Can read aloud sentences of simple structures with correct pronunciation at an appropriate speed. Can read English words with acquired knowledge of phonics.
Stage III	5-□-1 □5-□-2 5-□-3 □5-□-4 □5-□-5 5-□-6 5-□-7	Can recognize, read and take dictation of elementary level words. Can recognize the words being read in the textbook. Can comprehend verbal and written words and sentence patterns of elementary school level, and use them in everyday communication. Can understand common expressions in everyday communication and respond appropriately. Can read aloud sentences of simple structures with correct pronunciation at an appropriate speed. Can read aloud simple rhymes or sing with intelligible pronunciation at an appropriate speed. Can read aloud simple dialogues with intelligible

Learning Stage	Learner Performance
	<p>pronunciation at an appropriate speed.</p> <p>5-□-8 Can read aloud simple stories and short plays with correct pronunciation at an appropriate speed.</p> <p>▣5-□-9 Can read English words according to phonics.</p> <p>*5-□-10 Can spell English words according to phonics.</p>
Stage IV	<p>5-□-1 Can comprehend verbal and written words of junior high school level, and use them in everyday communication.</p> <p>5-□-2 Can demonstrate a firm grasp of vocabulary and sentence patterns of junior school level, and use them properly in everyday communication.</p> <p>▣5-□-3 Can understand common expressions in everyday communication and respond appropriately.</p> <p>5-□-4 Can read aloud reading passages and short plays with correct pronunciation and proper intonation at an appropriate speed.</p> <p>*5-□-5 Can read and spell English words according to phonics.</p> <p>5-□-6 Can recount a short conversation.</p> <p>5-□-7 Can comprehend everyday conversations, and take notes of the main points with simple words and sentences.</p> <p>5-□-8 Can comprehend simple stories, and take notes of the main points with simple words and sentences.</p> <p>5-□-9 Can comprehend simple radio programs, and take notes of the main points with simple words and sentences.</p> <p>5-□-10 Can comprehend simple stories and reading passages, and provide a verbal or written summary with simple sentences.</p> <p>5-□-11 Can read simple forms, fill them out and provide requested information.</p> <p>*5-□-12 Can read letters, text messages, memos, cards, invitations, etc. in everyday communication, and reply briefly in speech or writing.</p>
Stage V	<p>5-□-1 Can comprehend verbal and written vocabulary of senior high school level, and use it in everyday communication.</p> <p>5-□-2 Can demonstrate a firm grasp of vocabulary and sentence patterns of senior school level, and use them properly in everyday communication.</p> <p>5-□-3 Can fluently read aloud reading passages, short plays and stories with intelligible pronunciation and proper phrasing, rhythm, intonation, and tone of voice at an appropriate speed</p> <p>5-□-4 Can answer questions regarding articles of various genre in speech or writing.</p> <p>5-□-5 Can recount a conversation or a short story in one's own words.</p> <p>5-□-6 Can read common forms and fill them out.</p>

Learning Stage	Learner Performance
	<p>5-□-7 Can comprehend everyday conversations and take notes of the main points.</p> <p>5-□-8 Can comprehend stories and take notes of the main points.</p> <p>5-□-9 Can comprehend radio programs and take notes of the main points.</p> <p>5-□-10 Can comprehend stories and reading passages, and identify the main idea or provide a summary in speech or writing with simple sentences.</p> <p>5-□-11 Can read letters, text messages, emails, memos, cards, invitations, etc. in everyday communication, and reply in speech or writing.</p> <p>*5-□-12 Can summarize a talk or a reading passage in speech or writing with appropriate English.</p> <p>*5-□-13 Can comprehend and appreciate articles of various genre and subject matters, and express reflections or comments.</p>

(6) Learning interest and attitude

Learning Stage	Learner Performance
Stage II	<p>6-□-1 Can focus on the teacher's explanation and demonstration.</p> <p>6-□-2 Participates actively in various class activities.</p> <p>6-□-3 Enjoys answering the teacher's or classmates' questions.</p> <p>6-□-4 Completes the homework dutifully.</p>
Stage III	<p>6-□-1 Demonstrates curiosity and raises questions to the teacher or classmates.</p> <p>▣6-□-2 Enjoys participating in various class activities and demonstrates openness to trial and error.</p> <p>6-□-3 Takes the initiative to preview and review.</p> <p>6-□-4 Takes notice of the English previously learned when coming across it in life or on the media.</p> <p>6-□-5 Enjoys exposure to extracurricular English learning materials.</p> <p>6-□-6 Enjoys exploring the meanings of English expressions one comes across in life and tries to use them.</p> <p>6-□-7 Enjoys taking part in English-enhancing activities, such as English learning camps, singing, recitation, storytelling, reader's theater, etc.</p>
Stage IV	<p>▣6-□-1 Enjoys participating in various class activities and demonstrates openness to trial and error.</p> <p>6-□-2 Takes the initiative to preview and review, and organizes what has been learned.</p> <p>6-□-3 Enjoys taking part in English-enhancing activities, such as English camps, singing, recitation, public speaking,</p>

Learning Stage	Learner Performance
	<p>paragraph writing, reader's theater, etc.</p> <p>6-□-4 Enjoys exposure to a wide variety of extracurricular English materials, such as songs, English-learning magazines, comics, videos, radio programs, the Internet, etc.</p> <p>*6-□-5 Makes good use of various search tools to gain better understanding of the English information one comes across.</p> <p>*6-□-6 Actively seeks out English-learning resources on the Internet or other extracurricular platforms and shares them with the teacher and classmates.</p>
Stage V	<p>▣6-□-1 Enjoys participating in various class activities and demonstrates openness to trial and error.</p> <p>6-□-2 Takes the initiative to preview and review, and organizes what has been learned.</p> <p>6-□-3 Takes the initiative to expose oneself to various extracurricular English-learning materials, such as fiction, journalism, broadcast, TV, movies, songs, Internet information, online courses, etc.</p> <p>6-□-4 Enjoys using English to communicate with others (vis-à-vis, via the Internet, by mail).</p> <p>6-□-5 Enjoys taking part in English-enhancing activities, such as English camps, public speaking, composition writing, plays, debates, international projects, etc.</p> <p>*6-□-6 Actively seeks out English-learning resources on the Internet or other extracurricular platforms and shares them with the teacher and classmates.</p> <p>*6-□-7 Makes good use of English as a tool to explore a variety of topics and follow international issues.</p> <p>*6-□-8 Can appreciate the beauty of English songs and rhymes.</p> <p>*6-□-9 Can appreciate the semantic features of the English language and the beauty of literary works of various genre.</p>

(7) Learning approaches and strategies

Learning Stage	Learner Performance
Stage II	<p>7-□-1 Reinforces learning with preview and review.</p> <p>7-□-2 Can make good use of non-verbal cues in the context to enhance learning.</p>
Stage III	<p>7-□-1 Learns new vocabulary words by associating them with the ones that have been learned.</p> <p>7-□-2 Can consult the dictionary for pronunciation and meaning.</p> <p>7-□-3 Makes good use of opportunities to use English in everyday life.</p>

Learning Stage	Learner Performance	
	*7-□-4	Can put forth an example or a counterexample of what is being discussed among the teacher and learners.
Stage IV	7-□-1	Can consult the dictionary to identify the most appropriate definition that fits the context.
	7-□-2	Makes good use of background knowledge relevant to the topic of a given reading/listening passage to aid comprehension.
	7-□-3	Utilizes verbal and non-verbal strategies, such as a request for repetition, hand gestures, facial expressions, etc. to enhance effectiveness of communication.
	7-□-4	Can draw on the discussion among the teacher and learners and form personal opinions.
	7-□-5	Can formulate an English learning plan, monitor one's progress and make necessary improvement.
Stage V	7-□-1	Can take the opportunity or even the initiative to communicate or express opinions.
	7-□-2	Can make good use of reference books, such as dictionaries and encyclopedia, or other online resources to understand the English one comes across.
	7-□-3	Can contemplate, clarify the content of the textbook and search for relevant information to reinforce learning.
	7-□-4	Can explore various English-learning approaches and techniques and employ them effectively.
	7-□-5	Can make good use of textual devices, such as transitional words and phrases, enumerators, etc. to aid comprehension.
	7-□-6	Can read extensively on the same topic of a given text or explore much further in order to expand and deepen the learning experience.
	7-□-7	Utilize verbal and non-verbal strategies, such as a request for repetition, euphemism, circumlocution, hand gestures, facial expressions to enhance effectiveness of communication.
	7-□-8	Can monitor one's learning progress and improve expediently.
	7-□-9	Can formulate an English learning plan and become a self-motivated learner.

(8) Cultural literacy

Learning Stage	Learner Performance	
Stage II	8-□-1	Can understand how people greet each other at home and abroad.
	8-□-2	Can learn major festivals and customs in Taiwan.
	8-□-3	Can learn major foreign festivals and customs.

Learning Stage	Learner Performance	
Stage III	8-□-1 Can understand how people greet each other at home and abroad. 8-□-2 Can learn major festivals and customs in Taiwan. 8-□-3 Can learn major foreign festivals and customs. 8-□-4 Can understand the social practices and conditions of different countries.	
Stage IV	8-□-1 Can introduce Taiwan's festivals, traditions and customs in simple English. 8-□-2 Can introduce festivals, traditions and customs of different countries in simple English. 8-□-3 Can understand the social norms and major festivals and traditions of both Taiwan and different countries, and compare and contrast. 8-□-4 Can understand and respect different cultures and customs. 8-□-5 Can develop basic views of the world. *8-□-6 Can understand and follow basic international etiquette.	
Stage V	8-□-1 Can introduce the social norms and practices and major festivals and customs in Taiwan and different countries. 8-□-2 Can compare Taiwan's culture with those of different countries and understand the causes of differences. 8-□-3 Can understand different cultures and customs from a diversified perspective and show respect for the differences. 8-□-4 Can understand, respect and appreciate the social norms and customs of different countries. 8-□-5 Can understand and observe basic etiquette on international occasions. 8-□-6 Can keep abreast of current issues and international developments to broaden their views of the world. 8-□-7 Can develop an identity as a citizen of a global village, respect lives and support sustainable development. *8-□-8 Can integrate cultural knowledge with language proficiency and solve practical problems in life.	

(9) Logical reasoning, judgement and creativity

Learning Stage	Learner Performance	
Stage II	9-□-1 Can classify into simple categories the vocabulary one has learned.	

Learning Stage	Learner Performance
Stage III	9-□-1 Can classify into simple categories the vocabulary one has learned. 9-□-2 Can sequence the events of a story according to its development. 9-□-3 Can integrate relevant information to make simple guesses.
Stage IV	9-□-1 Can integrate relevant information to guess reasonably. 9-□-2 Can compare, classify or sequence two to three pieces of information. 9-□-3 Can clarify the cause-effect relationship between different pieces of information with contextual clues. 9-□-4 Can distinguish objective facts from subjective opinions based on textual clues such as “in my opinion” and “maybe” in the context.
Stage V	9-□-1 Can compare, classify or sequence multiple pieces of information. 9-□-2 Can determine the relationship between two pieces of information based on the context. 9-□-3 Can distinguish objective facts from subjective opinions based on the context. 9-□-4 Can analyze, generalize multiple pieces of information and identify the similarities or arrive at a conclusion. 9-□-5 Can apply acquired knowledge to new situations and solve problems. 9-□-6 Can integrate all the information available to predict potential development. 9-□-7 Can evaluate various pieces of information and make reasonable judgment or suggestions. 9-□-8 Can integrate various information, formulate a reasonable plan and accomplish a task with creativity.

2. Learning Content

Learning content is the subject-based knowledge derived from the aforementioned learner performance, as illustrated in the table below. It encompasses four categories: A. linguistic knowledge; B. communicative functions; C. culture and customs; D. thinking skills. 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” in uppercase and lowercase letters respectively.
- (2) The second part indicates “learning stage” in Roman numerals, with I as Stage I (Grades One and Two), II as Stage II (Grades Three and Four), III as Stage III (Grades Five and Six), IV as Stage IV (Grades Seven through Nine in junior high school), and V as Stage V (Grades 10 through 12 in senior high school).
- (3) The third part indicates the serial number.
- (4) The asterisk (*) indicates learning content of a higher-level. Each school can adapt the course to meet learners’ needs depending on their abilities and personal qualities or accommodate the school’s flexibility in teaching hours by adopting published or self-developed teaching materials of various difficulty levels and lengths.
- (5) The double circle (⊗) indicates the repetition of the same learning content at different learning stages. Learning English entails increasing accumulation of knowledge and continuous perfection of skills in an extensive manner.
- (6) The concurrence of both aforementioned symbols at the beginning of a description indicates that the learning content is advanced and recurs at different learning stages.

Learning Content					
Category	Subcategory	Stage II	Stage III	Stage IV	Stage V
A. Linguistic knowledge	a. Alphabet	Aa-□-1 Names of letters. Aa-□-2 Recognition and writing of capital and lowercase letters in print.		Aa-□-1 Recognition and writing of capital and lowercase letters in cursive.	

Learning Content					
Category	Subcategory	Stage II	Stage III	Stage IV	Stage V
	b. Phonology	㉔Ab-□-1 Consonants, vowels and combinations of consonants and vowels. ㉔Ab-□-2 Monosyllables, multisyllables, and stressed syllable. ㉔Ab-□-3 Stress of phrases and sentences. ㉔Ab-□-4 Phonics of introduced letters, including reading the letters aloud and spelling out words upon hearing.	㉔Ab-□-1 Consonants, vowels and combinations of consonants and vowels. ㉔Ab-□-2 Monosyllables, multisyllables, and stressed syllable. ㉔Ab-□-3 Stress of phrases and sentences. *Ab-□-4 Intonations of sentences and rhythm. ㉔Ab-□-5 Phonics of introduced letters, including reading the letters aloud and spelling out words upon hearing.	Ab-□-1 Pronunciation, stress and intonation of sentences. *㉔Ab-□-2 Rhythm and rhyming of songs and rhymes. *Ab-□-3 Phonics, including mastery in reading and spelling.	Ab-V-1 Emotion and attitude reflected in intonations. ㉔Ab-V-2 Rhythm and rhyming of songs and rhymes. *Ab-V-3 Speech by speakers with various accents and language backgrounds.
	c. Vocabulary	㉔Ac-□-1 Simple classroom instructions. ㉔Ac-□-2 Simple everyday expressions. Ac-□-3 Vocabulary of Stage II level.	Ac-□-1 Signs in simple English on campus. ㉔Ac-□-2 Simple classroom instructions. ㉔Ac-□-3 Simple everyday expressions. Ac-□-4 Vocabulary of elementary level. (Can recognize 300	Ac-□-1 Signs in simple English. Ac-□-2 Common classroom instructions. Ac-□-3 Common everyday expressions. Ac-□-4 Vocabulary of junior high level. (Can recognize and use 1,200	Ac-□-1 Common English signs. Ac-□-2 Everyday expressions. Ac-□-3 Vocabulary of senior high level (4,500 most frequently-used words).

Learning Content					
Category	Subcategory	Stage II	Stage III	Stage IV	Stage V
			words in speech and writing, and use them in speech; Can spell 180 words.	words of basic vocabulary in speech and writing.	
	d. Sentence structure		Ad-□-1 Simple punctuation marks. Ad-□-2 Simple, common sentence structures.	Ad-□-1 Grammar and sentence patterns of junior high level.	Ad-□-1 Sentence structures of senior high level.
	e. Discourse		*Ae-□-1 Simple songs, rhymes, short passages, stories, and plays. *Ae-□-2 Picture book stories, children's plays.	Ae-□-1 Simple songs, rhymes, short passages, stories, and plays. Ae-□-2 Common tables and graphs. *Ae-□-3 Announcements in public places, such as in the MRT system, stations and airports. Ae-□-4 Simple cards, letters, emails. *Ae-□-5 Simple articles of various genre and subject matters. Ae-□-6 Settings, characters, conflicts and resolutions of	Ae-□-1 Songs, short poems, short passages, plays and stories. Ae-□-2 Common tables and graphs. Ae-□-3 Announcements in public places, such as in the MRT system, stations and airports. Ae-□-4 Cards, memos, letters, emails, invitations. Ae-□-5 English teaching programs. Ae-□-6 English learning magazines,

Learning Content					
Category	Subcategory	Stage II	Stage III	Stage IV	Stage V
				<p>simple stories.</p> <p>*Ae-□-7 Narrator's perspective, attitude and purpose of writing.</p> <p>*Ae-□-8 Main ideas of simple stories and short passages.</p>	<p>comic books.</p> <p>Ae-□-7 News stories.</p> <p>Ae-□-8 Reference materials, such as encyclopedia or other online resources.</p> <p>Ae-□-9 Articles of various genre and subject matters.</p> <p>Ae-□-10 The content and plot of stories and plays.</p> <p>Ae-□-11 Settings, characters, conflicts and resolutions of stories.</p> <p>Ae-□-12 Narrator's perspective, attitude and purpose of writing.</p>
B. Communication		<p>B-□-1 Everyday communication achievable with the vocabulary and sentence structures of Stage II.</p>	<p>B-□-1 Simple introduction of oneself, family and friends.</p> <p>B-□-2 Everyday communication achievable with the vocabulary and sentence structures of elementary</p>	<p>B-□-1 Simple introduction of oneself, family and friends.</p> <p>B-□-2 Everyday communication achievable with the vocabulary and sentence structures of junior high</p>	<p>B-□-1 Topic or scenario-based introduction and description of oneself, family and friends.</p> <p>B-□-2 Everyday communication achievable with the vocabulary and</p>

Learning Content					
Category	Subcategory	Stage II	Stage III	Stage IV	Stage V
			school level.	<p>level.</p> <p>B-□-3 Strategies for verbal and non-verbal communication , such as a request for repetition, hand gestures, facial expressions, etc.</p> <p>B-□-4 Expressing one's needs, willingness, and feelings.</p> <p>B-□-5 Describing, asking and answering who, what, when, where and how.</p> <p>▣B-□-6 Describing pictures.</p> <p>B-□-7 Undertaking role-play.</p> <p>*▣B-□-8 Guided discussion.</p>	<p>sentence structures of senior high level.</p> <p>B-□-3 Strategies for verbal and non-verbal communication , such as a request for repetition, tactful reply, indirect response, hand gestures, facial expressions, etc.</p> <p>▣B-□-4 Describing pictures.</p> <p>B-□-5 Drama performance.</p> <p>▣B-□-6 Guided discussion.</p> <p>*B-□-7 Context or setting-based self-expression and interpersonal communication.</p> <p>B-□-8 Content and textual structure of short passages and letters.</p> <p>B-□-9 Stories or personal experience that have a plot and detailed descriptions.</p>

Learning Content					
Category	Subcategory	Stage II	Stage III	Stage IV	Stage V
					<p>B-□-10 Recounting a conversation or short story.</p> <p>B-□-11 Main points of everyday conversation, stories, and radio programs.</p> <p>B-□-12 The main idea or summary of stories or short passages.</p> <p>*B-□-13 Summarizing short talks or passages.</p> <p>*B-□-14 Reflections or critiques on articles of various genre and subject matters.</p> <p>*B-□-15 Reflections or critiques on songs and rhymes.</p> <p>*B-□-16 Features of English vocabulary; reflections or critiques on literature of various genre.</p>
C. Culture and customs		<p>▣C-□-1 Ways of greeting in Taiwan and abroad.</p> <p>▣C-□-2 Major</p>	<p>▣C-□-1 Ways of greeting in Taiwan and abroad.</p> <p>▣C-□-2 Major</p>	<p>C-□-1 Major festivals, traditions and customs</p> <p>C-□-2 Social</p>	<p>C-□-1 Diversified cultural perspectives, and respect for different cultures and</p>

Learning Content					
Category	Subcategory	Stage II	Stage III	Stage IV	Stage V
		festivals, traditions and customs.	festivals, traditions and customs	practices and conditions. C-□-3 Knowledge of various cultures and customs and respect for differences. C-□-4 Basic views of the world. *C-□-5 International etiquette.	customs. C-□-2 Elementary etiquette in in the international context. C-□-3 International trends and global views. *C-□-4 International issues, such as global warming, AI, climate change, etc. C-□-5 View of a global village; Enthusiasm about lives and planetary sustainable development. C-□-6 Cultural knowledge, language proficiency and problem-solving capability. C-□-7 Cultural diversity, cultural differences. *C-□-8 Cultural literacy and global vision. *C-□-9 Cultural literacy and diversified

Learning Content					
Category	Subcategory	Stage II	Stage III	Stage IV	Stage V
					cultural perspectives in society.
D. Cognitive capability		D-□-1 Simple classification of acquired vocabulary.	D-□-1 Simple classification of acquired vocabulary. D-□-2 Logically sequencing events of a story. D-□-3 Making simple guesses based on integrated information.	D-□-1 Making reasonable guesses based on integrated information. D-□-2 Ways to compare, classify and sequence two to three pieces of information. D-□-3 Clarifying the cause-effect relationship between different pieces of information. *D-□-4 Distinguishing objective facts from subjective opinions based on textual clues.	D-□-1 Ways to compare, classify and sequence multiple pieces of information. D-□-2 Clarifying relationships between two pieces of information. D-□-3 Distinguishing objective facts from subjective opinions based on textual clues. D-□-4 Analyzing, generalizing multiple pieces of information and identifying the similarities or arriving at a conclusion. D-□-5 Applying reasoning to real life situations and solve problems accordingly. D-□-6 Predicting

Learning Content					
Category	Subcategory	Stage II	Stage III	Stage IV	Stage V
					<p>potential development based on integrated information.</p> <p>D-□-7 Evaluating various pieces of information and making reasonable judgment or suggestions.</p> <p>D-□-8 Evaluating information, design and completion of projects.</p>

3. Enrichment and Expanded Elective Courses in Upper Secondary School

(1) The learning objectives of “Aural-Oral Training in English” are:

1. Getting accustomed to listening to English.
2. Being able to use English for everyday communication.
3. Being able to express oneself in English, describe people, things, places, objects which one is familiar with and participate in discussions.
4. Learning basic etiquette for communication in English, and being able to interact appropriately depending on the occasion and context.
5. Showing respect for cultural differences after being introduced to cultures of various countries; being able to introduce Taiwan and other countries’ cultures in English.

The essential learning focuses of “Aural-Oral Training in English” are the same as those of the required course of English in upper secondary school, which are listed below for reference:

Learning Focuses	Learning Performance	Learning Content
(1) Language proficiency in listening	1-□-4 Can comprehend English everyday conversations. 1-□-5 Can comprehend the gist of English songs and short poems. 1-□-6 Can comprehend the gist of English stories. 1-□-7 Can comprehend the gist of English short plays. ▣1-□-8 Can comprehend the announcements in public places, such as the MRT system, stations, airports. 1-□-9 Can comprehend the gist of English videos. 1-□-10 Can comprehend the gist of explanations or descriptions in English. 1-□-11 Can comprehend English teaching broadcast. 1-□-12 Can comprehend the gist of English news reports in video or audio. *1-□-15 Can comprehend the gist of talks given by speakers with various accents and language backgrounds.	A. Linguistic knowledge *Ab-□-3 Talks given by speakers with various accents and language backgrounds. Ae-□-1 Songs, short poems, short passages, skits, stories. ▣Ae-□-3 Announcements in public places, such as the MRT system, stations, airports. Ae-□-5 English teaching broadcast. Ae-□-7 English news reports.
(2) Language proficiency in speaking	2-□-2 Can introduce or describe oneself, one's family and friends in English in a way appropriate to the theme or circumstances. 2-□-3 Can describe or respond in a way appropriate to the theme or circumstances. 2-□-4 Can raise questions in a way appropriate to the theme or circumstances. 2-□-6 Can tell a story in English based on pictures. ▣2-□-7 Can perform in playlets in simple English. 2-□-8 Can participate in a guided discussion in simple English. *2-□-9 Can tell a story or share a personal experience on a given topic that has a plot and detailed descriptions.	B. Communication B-□-1 Topic or scenario-based introduction and description of oneself, family and friends. B-□-2 Everyday communication achievable with the vocabulary and sentence structures of senior high level. ▣B-□-4 Describing pictures. B-□-5 Drama performance. ▣B-□-6 Guided discussion. *B-□-7 Context or setting-based self-expression and interpersonal communication.

Learning Focuses	Learning Performance	Learning Content
	*2-□-10 Can give a short talk, presentation or explanation on a given topic in a coherent and organized manner.	
(5) Language proficiency—integrative use of at least two out of four language skills	5-□-2 Can demonstrate a firm grasp of vocabulary and sentence patterns of senior school level, and use them properly in everyday communication. 5-□-7 Can comprehend everyday conversations and take notes of the main points.	B. Communication B-□-2 Everyday communication achievable with the vocabulary and sentence structures of senior high level. *B-□-13 Summarizing short talks or passages.

(2) The learning objectives of “English Reading and Writing” are:

1. Can integrate reading skills into writing.
2. Can analyze and judge with mastery of various reading skills and extract essential information from reading materials.
3. Can express one’s perspectives and thoughts in writing based on the reading material.

The essential learning focuses of “English Reading and Writing” are the same as those of the required course of English in upper secondary school, which are listed below for reference:

Learning Focuses	Learning Performance	Learning Content
(3) Language proficiency in reading	3-□-7 Can understand the content of short articles, letters and their text structure. 3-□-8 Can understand the content and plot of a story. 3-□-10 Can identify the elements of a story, including background, characters, conflicts and resolutions. 3-□-11 Can read articles of different genre and various subject matters. 3-□-12 Can make use of morphological, semantic, syntactic and discursive clues to speculate the meaning of a word or a sentence. 3-□-13 Can demonstrate familiarity	A. Linguistic knowledge Ad-□-1 Sentence structures of senior high level. Ae-□-1 Songs, short poems, short passages, plays and stories. Ae-□-4 Cards, memos, letters, emails, invitations. Ae-□-9 Articles of various genre and subject matters. Ae-□-10 The content and plot of stories and plays. Ae-□-11 Settings, characters, conflicts and resolutions of stories. Ae-□-12 Narrator’s perspective, attitude and purpose of writing.

Learning Focuses	Learning Performance	Learning Content
	<p>with various reading skills, such as extracting the main idea, making inferences and predictions, read speedily and apply them to extensive reading.</p> <p>3-□-14 Can make use of pictures, illustrations, or contexts to speculate the meaning of a word or make inferences.</p> <p>*3-□-15 Can analyze and critique an article and understand the author's perspective, stance and writing purpose.</p>	<p>B. Communication</p> <p>B-□-8 Content and textual structure of short passages and letters.</p> <p>B-□-10 Recounting a conversation or short story.</p> <p>B-□-12 The main idea or summary of stories or short passages.</p>
(4) Language proficiency in writing	<p>4-□-4 Can write accurate and meaningful sentences that match a given topic or scenario.</p> <p>*4-□-8 Can write a coherent and well-organized paragraph or exposition that is consistent with the given topic according to instructions.</p>	<p>A. Linguistic knowledge</p> <p>Ad-□-1 Sentence structures of senior high level.</p> <p>B. Communication</p> <p>B-□-8 Content and textual structure of short passages and letters.</p>
(5) Language proficiency—integrative use of at least two out of four language skills	<p>5-□-10 Can comprehend stories and reading passages, and identify the main idea or provide a summary in speech or writing with simple sentences.</p> <p>5-□-11 Can read letters, text messages, emails, memos, cards, invitations, etc. in everyday communication, and reply in speech or writing.</p> <p>*5-□-13 Can comprehend and appreciate articles of various genre and subject matters, and express reflections or comments.</p>	<p>B. Communication</p> <p>B-□-12 The main idea or summary of stories or short passages.</p> <p>*B-□-13 Summarizing short talks or passages.</p> <p>*B-□-14 Reflections or critiques on articles of various genre and subject matters.</p>

(3) The learning objectives of “English Writing” are:

- ① Can describe everyday events in English writing.
- ② Can describe familiar people, things, places and objects in English writing.
- ③ Can explain or argue general concepts in English writing.

The essential learning focuses of “English Writing” are the same as those of the required course of English in upper secondary school, which are listed below

for reference:

Learning Focuses	Learning Performance	Learning Content
(4) Language proficiency in writing	4-□-2 Can write a paragraph with accurate writing mechanics. 4-□-3 Can write a memo, letter, or email with appropriate conventions. 4-□-4 Can write accurate and meaningful sentences that match a given topic or scenario. 4-□-6 Can write a story or an account of a personal experience on a given topic that has a plot and detailed descriptions. *4-□-8 Can write a coherent and well-organized paragraph or exposition that is consistent with the given topic according to instructions.	A. Linguistic knowledge Ad-□-1 Sentence structures of senior high level. Ae-□-4 Cards, memos, letters, emails, invitations. B. Communication B-□-1 Topic or scenario-based introduction and description of oneself, family and friends. B-□-9 Stories or personal experience that have a plot and detailed descriptions.

VI. Implementation Directions

1. Curriculum Development

The curriculum of English language should be designed as such that it reflects both the nature and functionality of the English language, i.e. it encompasses not only knowledge about the content of this language but also training of communication skills. Knowledge of English helps to build a learner's proficiency. While such knowledge acquisition is integral to the entire English-learning process, it is by no means the goal. Instructions of such nature should be limited to the essentials, with the focus being placed instead on the application of linguistic knowledge to learners' actual performance and development of language skills from an early stage onward. The English curriculum must be developed in alignment with the aforementioned curriculum goals, including facilitating interpersonal communication; introducing learning strategies and tactics; enhancing learners' motivation to acquire knowledge; and developing

their cultural literacy; global vision; logical thinking; and creativity; to put into practice the fundamental beliefs of English language education, and also in accordance with the core competencies and essential learning focuses of each educational stage.

English is a foreign language for learners in Taiwan. The learning outcome is highly related to the time and resources made available for studying, the disparities of which might translate into a significant difference in learner performance among individuals of the same age group. Therefore, the curriculum must be designed with flexibility and adaptability. It is learner-centered, taking into account learners' physical and mental development, motivation and actual command of language, with the promise that the same core competencies will be developed in all learners while individual differences can be accommodated during the alternative learning period. To be specific, the alternative curriculum is adapted to suit learners' needs and implemented to boost their motivation and learning confidence with hopes to create favorable conditions in which children and youths of this country can fulfill their distinctive potentials. In addition to reasonable, clearly-articulated objectives and explicit approaches to execution, evaluation must also be incorporated into the design of the curriculum to ensure that it is complete and well-developed and can be continuously optimized with feedback and resultant modification. Listed below are some major principles to be followed in the design of a curriculum of English language:

(1) The curriculum should be pluralistic. Taiwan's English curriculum is developed with a fusion of multiple tenets. Lying at the core of its design is satisfaction of learners' needs. Considering the features of English as a subject, the curriculum is expected to equip learners with a communication skill set that brings about social or economic well-being. On a personal level, it should enhance an individual's cultural literacy and appreciation of a pluralistic society. Moreover, under apt circumstances, the curriculum should see to it that English is at learners' disposal when they wish to advocate innovation or transformation for the sake of society as a whole. In other words, developers

should by all means maintain the curriculum pluralistic and accommodating and refrain from compromising its integrity with monolithic and fossilized dogmas.

(2) A teachers' professional learning community is conducive to the development of a quality curriculum.

A curriculum should be developed based on teachers' expertise and their experience accumulated over the years, and refined with exchange of opinions and innovative concepts among colleagues. A continuously finetuned and well-developed curriculum with reasonable objectives that can be achieved with explicit strategies charts a clear path for English learners so that they can acquire a good grasp of the essentials of the English language at a steady pace and enhance learning efficiency and effectiveness over time. It is worth noting that deliberation and collaboration among teachers in their professional learning communities not only improve and refine a curriculum but also bring their professionalism closer to perfection.

(3) The curriculum should be progressive and coherent.

The curriculum should advance in a systematic manner as learners progress through the educational stages. It must be ensured not only that each individual unit of the curriculum be reasonably organized in and of itself, but also that the curriculum be consistent in quality and seamlessly coherent from year to year and even from one learning stage to another. To reinforce learners' learning, the curriculum should be interwoven with review and integration of previous content at appropriate intervals. For example, "understanding the content of a story" is a learning content that recurs throughout the education system at different stages and yet is introduced with stories of various difficulty levels or required levels of understanding which increase gradually over time. In the same vein, phonics is introduced as early as in elementary school, and presented repeatedly throughout junior high school. Even though it is left out of senior high school textbooks, teachers are advised to include it in their instructions for reinforcement.

(4) The English curriculum should be integrated with different domains of knowledge. Even though English, as a subject of language learning, is inseparable from introduction of culture and literature, its curriculum should incorporate a broad scope of knowledge across domains/subjects. English teachers are advised to collaborate with colleagues of different subjects on the planning of a curriculum or editing of a text based on integrated knowledge to broaden learners' knowledge base or strengthen their capabilities. For example, an English curriculum infused with art education lends itself to insightful explorations of cultures around the world. Its integration with social studies can hone learners' logical thinking skills by drawing their attention to assorted social issues. In fact, a curriculum that is integrated with or interconnected to other subjects/domains of knowledge provides learners with enriched and broadened contexts in which they may not only practice the language effectively but also gain the impetus to learn.

(5) The curriculum should increase learners' exposure to a variety of critical issues. Curriculum developers may select reading passages or design learning activities in digital or conventional formats based on a wide spectrum of agendas, including gender equality, human rights, environmentalism, ocean education, character integrity, life education, rule of law, technology, information, energy, safety and security, disaster prevention, family and parenting, career planning, cultural diversity, reading competency, outdoor education, global awareness, indigenous peoples and cultures, etc., to make language learning more interesting and create a multitude of meaningful contexts for language use. In so doing, not only will learners see the relevance of English-learning in their lives while keeping abreast of the latest developments in the world, but they will also be presented opportunities to cultivate well-rounded thinking skills. They will learn to approach a given issue from different perspectives and might even find inspirations to solve existing problems and make the world a better place.

(6) The curriculum should be flexible and diversified, accommodating various learner needs. Considering individual learners differ from one

another in starting levels and needs, the curriculum content should focus on learners' development of core competencies, and can be simplified or downsized, if necessary, for the sake of low achievers. Conversely, the curriculum can also provide enriched and expanded materials or exercises for advanced learners' deeper learning. In addition to the required regular course of English, elective courses catering to learners of a specific level or with certain interests or those that integrate different subjects/domains of knowledge should also be offered to learners, such as English for Tourism, Creation of English Picture Books, etc.

- (7) A reasonable and regular evaluation optimizes curriculum quality.** After being implemented, the curriculum should be reviewed or evaluated on a regular basis. While evaluation may be conducted with external assistance, it should be school-based or class-based. It can also be adjusted depending on supportive conditions. Most important of all is that the curriculum can be improved with respect to effectiveness based on the evaluation results and comments. The evaluation should be streamlined and avoid competition among classes or schools. For the evaluation to be instrumental for improvement of the curriculum, equal emphasis must be placed on both the product and the process of curriculum implementation.

2. Teaching Material Selection and Composition

(1) Selection of teaching materials

While the teaching materials used from elementary school through senior high school may have distinctive features at each of the three educational stages, learning structures should be in common. Namely, the teaching materials for the subject of English in the 12-year basic education should be designed under a coherent conceptual framework. As the curriculum is implemented throughout the educational system, the difference in learning achievement increases at each grade level. Teaching materials of various difficulty levels should be made available for learners of diverse levels of English proficiency, with some focusing on the fundamentals and others

providing learners with advanced contents and additional challenges, so that each learner will have to live up to their potential. In addition, the teaching materials should be presented in multimedia format to engage learners and promote motivation. The criteria and factors that should be considered in selection of teaching materials for different educational stages are summarized below:

① Topics and genres

The English curriculum in elementary school and junior high school should be interesting and practical for everyday use and incorporate elements of Taiwanese culture where appropriate. The teaching materials should cover a wide range of topics related to learners' everyday life and the rest of the world at large, such as family, school, food, flora and fauna, festivals and customs, work, travel, sports and 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 anecdotes, skits, riddles, jokes, cartoons, comics, etc. (See Appendix III)

The English curriculum in senior high school is a continuity of the topics covered at the preceding educational stages. The recurrent topics are explored on a large scale to unlock learners' potentials for advanced academic pursuits or growth in professional skills. English is expected to be used as a medium to explore and acquire knowledge on assorted topics. In such a learning process, learners will learn to approach issues from different perspectives and develop reasoning skills which are essential for higher education.

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.

② Communicative functions

The communication abilities that should be developed in elementary school and junior high school include the 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 approval, making a request, asking for directions, etc., and also to strengthen their ability to utilize digital resources. In senior high school, the selected materials ought to do more than preparing learners for small talks. They are expected to furnish learners with the ability to engage in information-intensive or task-based activities. For example, learners should learn to put forth requests, raise questions, make inquiries, seek or give advice, describe objects or experiences orally or in writing. (See Appendix IV)

③ Components of language

A. Letters

The teaching materials should introduce both uppercase and lowercase letters of the English alphabet in print and cursive. Elementary schoolchildren should be able to recognize and write the English letters in print. Junior high school learners learn to recognize cursive writing, 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 print for the ease of recognition. Recognition of the alphabet is a fundamental skill in English learning and thereby the most essential learning content of the English curriculum in elementary school. It must be ensured that learners are fully able to recognize and reproduce all the 26 print letters in both uppercase and lowercase by the time they graduate from elementary school.

B. Sounds

As learners make efforts to acquire the English pronunciation, they need to not only recognize and reproduce consonants and vowels, but also work on sounds in combination and pay attention to articulatory modifications of certain phonemes in various phonetic contexts. When introducing new words and phrases to learners, teachers should also draw their attention to the distinction between monosyllabic and multisyllabic words and various stress patterns in English and provide sufficient drills. Learning activities should aim to develop learners' ability to tell how many syllables a given word has and identify the stressed syllable of a multisyllabic word.

Phonics is a method through which learners learn the correspondence between sounds and letters. It enables learners to acquire the English pronunciation, recognize words, and memorize spellings. In elementary school, learners should learn to apply phonics rules to sound out words and take a dictation. Teachers should help learners identify the correspondence by going over the words that have been taught and familiarize them with segmentation and blending in practices. In junior high school, learners should repeatedly review phonics until they master this method so that they can read and spell without a hitch. In senior high school, learners are expected to use phonics effortlessly when they strive to build up their vocabulary.

When learners have difficulty pronouncing an unfamiliar word by applying phonics, an electronic dictionary or any other similar digital applications might come in handy. Phonetic symbols might also come to their rescue, but are not recommended for teaching in elementary school. Junior high school learners are more suitable candidates since they have supposedly mastered basic listening and speaking skills and acquired a solid knowledge of the alphabet, and are thereby much less likely to confuse phonetic symbols with English letters.

C. Words

The English curriculum in elementary and junior high school marks the beginning of English learning. The teaching materials used at these educational stages should be written with a predetermined, appropriate level of vocabulary to avoid discrepancies in difficulty among competing textbooks. The total number of learning hours specified in this curriculum guideline is almost equal to that of the nine-year integrated curriculum, and therefore its list of basic 1,200 words and reference glossary of 2,000 common words (See Appendix V) are maintained in this new guideline. It is recommended that the textbooks for use in elementary and junior high school be written with these 1,200 basic words and include words in the reference glossary if there is a need to enrich or expand the contents. 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. It is expected that learners can use at least 300 words in speech and spell 180 of them correctly in writing by the time they graduate from elementary school, and make good use of at least 1,200 words in everyday communication in the four language skills by the time they finish junior high school.

For the textbooks used in senior high school, it is preferable that the newly introduced vocabulary in each volume be kept to a maximum of 600 words, including “words for production” and “words for recognition” (minus proper names), and chosen from the list of 4,500 most common words. Editors may consider substituting more common words for precise yet challenging words in the original text. For the purpose of differentiated instruction, teachers can also choose or produce on their own supplementary materials with vocabulary appropriate to the level of learners.

To reinforce learner learning, it is preferable that teaching materials be designed in such a way that learners may build their

vocabulary through recurrent exposure in a spiral approach. The words or expressions introduced in earlier units should recur in different contexts/genres in later units wherein their derivatives or relevant usages can be presented.

Each unit in the textbook is bound to have words and phrases in the reading passage or dialogue that are new or unfamiliar to learners but cannot be replaced in order to keep the language natural and appropriate. To reduce learners' learning burden, these new words and phrases can 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 a reading or dialogue and their performance in the exercise/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; if otherwise, it is classified as a "word for recognition." It must be noted, however, that some words for recognition in an earlier unit are likely to be classified as words for production in later units if they match the aforementioned conditions. These two groups 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.

Idioms and phrases are expressions made up of more than one word, which can be loosely regarded as a lexical item. In teaching or

testing, they should be treated as one complete semantic unit that should not be taken apart as a string of individual words for explanation or testing purposes. Learners should use idioms and phrases as one semantic unit to make sense and communicate effectively.

D. Grammar and sentence structures

The grammatical knowledge and sentence structures introduced in the English curriculum of 12-year basic education are supposed to be basic and common. Especially in junior high school, the focus should be placed on fundamental sentence patterns and grammar (See Appendix VI) and by no means be shifted to obscure grammatical concepts. Teachers should help learners learn the rules and sentence patterns in meaningful contexts so that they know when and how to use them appropriately. This teaching modality not only introduces English sentence structures to learners but also enables them to put the structures they have learned to good use in real-life communication. They know when to use which particular sentence pattern to achieve what communicative purpose. When teaching sentence structures, teachers should first explain the circumstances which a particular pattern arises in or applies to, and then familiarize learners with the knowledge by engaging them in problem-solving practices or task-based activities whereby they apply grammatical knowledge or sentence construction rules naturally to satisfy their needs for effective communication.

The teaching materials are supposed to introduce sentence structures in a systematic and progressive manner, with simple structures preceding complicated ones. They should also aim to make it interesting and practical for learners to learn the sentence construction rules and apply them in appropriate situations. On the whole, the focus in elementary school should be on simple and common sentence structures. Learners should not be overloaded with excess explanation or grammatical analysis. In junior and senior high

school, English grammar should be taught in a spiral approach. Complicated concepts or structures must be presented bit by bit over time in a logical sequence. Teachers can integrate all the previously-introduced grammatical knowledge and give learners a lesson at a later time, and are advised not to extend too much on a sentence structure when it is first introduced and overwhelm learners with exhaustive, trivial grammatical rules in teaching materials or during the teaching process.

Like vocabulary being divided into words for production and words for recognition, grammar/sentence structures can also be categorized in the same way. “Structures for recognition” are those that are more complicated structurally or less common in verbal or written communication, of which learners only need to have a general understanding. Teachers do not need to elaborate on these structures or drill learners on them. In contrast, “structures for production” are 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. 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.

E. Discourse

Language learning entails more than acquiring the fundamental constituents, such as letters, sounds, words and phrases, and grammatical rules. Enhancing language proficiency also requires learning through discourses: including dialogues, paragraphs, essays, letters and stories.

Starting from junior high school, it becomes ever more important to comprehend discourses and learn through them. To achieve cohesion and coherence in a paragraph, sentences are connected to each other

through a variety of cohesive devices, including pronouns, definite articles, determiners, synonyms/antonyms, etc. In paragraph reading, in addition to understanding the genre and theme, learners should also be trained to identify the topic sentence and concluding statement. By analyzing the organization of a paragraph, learners learn to develop an idea into a paragraph in a logical manner to keep it cohesive and coherent as a whole. A learner equipped with this ability not only gets a grasp of readings rapidly, but can also write a unified and coherent composition efficiently based on his/her familiarity with text organization and idea development.

(2) Principles for compilation of teaching materials

Teaching materials used for the English curriculum in the 12-year basic education are supposed to be comprehensive and integrative in terms of development of four language skills—listening, speaking, reading and writing. While more weight might be given to a certain skill at a particular educational stage, the four language skills should be equally developed and fully integrated. The teaching materials should be compiled consistently for different educational stages 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 essential learning focuses outlined in the curriculum guideline, and the topics, genres and communicative functions suggested in its appendices in order to achieve the objectives of the English 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 Precedence of skill development over knowledge acquisition: Fundamental as it is to language learning, linguistic knowledge should not

be overemphasized. Explanation of grammar or linguistic rules should be brief and straightforward, and followed by examples of real-life situations and communicative exercises that are related to the topic of the unit and integrate the sentence structure in focus and a certain communicative function to increase interest in learning English and cultivate basic communication skills.

- ④ Integration of four language skills: The teaching materials and classroom activities for elementary school learners should focus more on listening and speaking, provide simple and easy passages for exposure to reading, and train learners to write words and short sentences. In junior high school, the teaching materials should assist learners to achieve balanced development in all four language skills. Textbooks should intensify the training of reading and listening by including additional materials and exercises to prepare learners for a significantly increased demand on learners' reading and listening skills at the next educational stage. In senior high school, the teaching materials should not only continue to help learners improve listening and reading levels, but also facilitate them to enhance speaking and writing proficiency so as to realize the learning objective that learners can use English for basic communication in everyday life.
- ⑤ Adoption of a spiral approach: A series of teaching materials should begin with simple fundamentals and progress systematically toward higher levels, interspersed with reviews/recurrence of previous learning or enriched content at appropriate intervals. They should avoid overloading learners with extraneous information. For example, a word may first be introduced as a "word for recognition" in one unit and reappears in a later unit as a "word for production." Similarly, a word may have more than one definition. Its basic meaning should be learned first before extended meanings are taught in separate units. Along the same line, the introduction of the basic form of a sentence structure must precede the more complicated transformational rules. Previously taught vocabulary

and sentence structures should reappear extensively and repeatedly throughout the same series of teaching materials in various contexts in either readings or dialogues to reinforce learners' knowledge and skill and develop their language intuition.

- ⑥ Selection of exemplary texts: Teaching material developers should ensure that the selected reading articles should have qualities of unity, coherence and a well-organized development of ideas to facilitate the introduction of reading skills, such as scanning and skimming, and fundamental principles of effective writing, such as constructing a paragraph around a topic sentence to achieve unity and employing cohesive devices to create coherence and cohesion. The dialogues should aim to be close to natural conversations with respect to the content and sentences. The sentences should reflect the features of colloquial English and be limited in length to make it easy for learners to emulate and use extensively in real-life communication.
- ⑦ Attention to differentiated instruction: Due to the ever-widening disparity in English proficiency among learners at various educational stages, textbooks should incorporate materials and learning activities of different difficulty levels for differentiated teaching to meet diverse learner needs.
- ⑧ Presentation via multiple modes: 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

In order to increase the effectiveness of English language education, teachers should create an environment conducive to English learning in class and on campus. In a pleasant and supportive atmosphere, learners can absorb English naturally. Teaching should be implemented to achieve the learning objectives. To train learners in listening and speaking, teachers can introduce learners to nursery rhymes, songs, poetry, stories, cartoons with audiovisual aids in multiple formats, including CDs, multimedia software programs, books, drawings, etc. Teachers

should use as much English as possible in class, giving more weight to interaction and communication with learners to make the teaching style completely or partially immersive through which learners may gain more exposure to English and practice opportunities. They should also strive to break away from the traditional teacher-fronted instruction; as an alternative, they may design learning activities or create situations where learners can learn English through interaction with peers or the teacher.

English teaching should begin with an emphasis on the meaning over the form. At first, learners should be trained to first arrive at a global understanding of the text or discourse they read or listen to, including the setting/background, its purpose, and the target audience/readership before they work on the local elements of the text/discourse. They should receive the training of language skills on both macro and micro levels. During the teaching process, teachers should be resourceful in motivating learners to learn for better outcomes. They should also be skillful in bringing the importance of accuracy and fluency to learners' attention without putting too much pressure on them. In early stages, learners should be provided with plenty of accurate and authentic English inputs to model after and ample opportunities to practice without having to worry about making mistakes. As they progress from one stage to the next, they can be reminded to improve in either accuracy or fluency or both aspects. However, learners should be trusted in making progress all along as they continue to learn, and do not need to be flawless. To enhance learners' fluency, teachers may employ various teaching strategies and tactics, including listening-and-repeating, shadowing, and reading aloud in unison.

Teachers should give learners timely reviews and opportunities to practice what they have learned. If time and resources permit, teachers should adopt multiple approaches, including adaptive ways of teaching, differentiated teaching materials and assessments, to help learners with different interests and aptitudes live up to their potentials. To satisfy different needs, the school should consider flexible ability grouping, establishment of English clubs, or other administrative support; teachers should be flexible in their teaching practices, such as adding or deleting materials accordingly, varying teaching activities, and adjusting the

difficulty level of questions. The needs of both high and low achievers need to be addressed equally. On the one hand, low achievers can catch up by taking remedial classes or seeking peer support in a cooperative learning group or from a teacher-designated fellow learner assistant. On the other hand, high achievers are provided with more advanced supplementary material or individual lessons to advance their English skills.

English teaching essentials for different educational stages are listed as below:

- (1) In elementary school: Listening instruction should focus on overall comprehension and the ability to communicate. Visual aids, such as illustrations and body language can be used to help learners grasp the meaning. In reading, learners should use phonics to sound out or recognize the words that appear frequently in the main text of each unit. Besides, by reading an easy and interesting story or essay, learners can learn vocabulary in meaningful contexts, concepts of sentence construction, and conventions of English writing. In writing, learners can practice letter tracing and word copying. They can move on to blank-filling exercises and sentence-making to develop basic writing skills.
- (2) In junior high school: English education in this stage encompasses trainings in listening, speaking, reading, writing, and integration of multiple language skills. To improve speaking and listening, everyday life materials can be used for practice, including menus, time tables, schedules, maps, road signs, papers and magazines, etc. In reading, texts of various topics and genres should be selected to arouse interest and enhance reading skills. Learners should be provided with guidance and opportunities to develop reading strategies to process textual information. Learners should try not to be held back by their limited vocabulary by working with texts whose vocabulary level slightly exceeds that of learners. Rather, they should be encouraged to develop the ability and confidence to comprehend a text that has a moderate number of words unfamiliar or unknown to them. As for the development of writing skills, learners should work their way up one step at a time, from

combining sentences, then paraphrasing, completing unfinished sentences, answering questions, making sentences to finally writing a short and simple paragraph.

- (3) In senior high school: The focus should be placed equally on both the training of the four language skills and their integrated application. Task-oriented teaching activities might be held for learners to apply the words, phrases and grammar they have learned to real-life communication. Listening instruction should focus on thorough comprehension; speaking on enhancing the ability to communicate effectively. A aural-oral instruction should be conducted in various situational activities which cover a wide arrange of topics with the aid of classroom props and multimedia technologies. Instruction in reading skills can be provided in two modalities—passage reading and vocabulary learning. For passage reading, reading activities can be designed in which learners practice reading techniques to sift through a passage for the main idea and important details; for vocabulary learning, new words should not be introduced alone, but rather with contextual clues in a sentence, a dialogue, or an article so as to enable learners to learn the word usage and connotation in addition to the definition. Teaching of English writing should be progressive through the grades. Learners begin with sentence-building and then move on to more advanced writing tasks ranging from paragraph writing, passage summarizing, journal keeping, letter composing, essay writing, to graph describing. Teachers should highlight the importance of the writing process and help learners navigate it step by step, from brainstorming, organizing ideas, crafting sentences to revising drafts. As for grammar teaching, instructions should focus on the grammar points covered in the textbooks, be brief, systematic and followed by situational activities or exercises in which learner may practice the newly-acquired grammatical knowledge or sentence structure. The above teaching practices may add fun to English learning and bolster learners' learning confidence.

4. Teaching Resources

English teaching should be implemented with the aid of teaching materials in print, classroom props, multimedia technologies, online resources, library collections or lab instruments. 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 to create favorable conditions for English teaching and learning:

- (1) Textbook supplements, such as teacher's manuals, workbooks, discs, etc.
- (2) Classroom props and visual aids, such as PPT slides on vocabulary, flash cards, illustrations, realia, etc.
- (3) Videos or interactive CD-ROMs related to the reading.
- (4) English graded readers.
- (5) Various information technology teaching resources, such as interactive CD-ROMs, online English-learning communities, etc.
- (6) Extensive English-learning materials with authentic texts, such as menus, timetables, schedules, maps, road signs, papers and magazines, etc.
- (7) Materials compiled by teachers based on their school's features.
- (8) Access to resources and facilities in research institutes, nearby neighborhoods and the local community at large.

5. Learning Assessment

The purpose of assessment is for teachers to adjust their teaching practices based on learners' learning outcomes. The learning assessments for the subject of English should be conducted in accordance with learning assessment criteria stipulated by the relevant competent authorities, Regulations on Learning Assessment of Learners in Senior High School and supplementary regulations. They are essential to the development of the entire curriculum. Assessment results must be taken into consideration for future adjustment in teaching methodologies and materials and design of teaching activities. 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: Assessment can be conducted in different dimensions, such as knowledge, thinking, skill and affection and in various categories, including formal examinations, class participation, homework, learning attitude and individual progress.
- (3) Assessment methodologies: A curriculum should include a range of assessment methods, both formative and summative. Formative assessment lends itself to monitoring learners' progress over the course of learning. It can also be applied in combination with differentiated instruction, with learners being assessed in accordance with their proficiency levels and individual needs. Oral tests, listening quizzes, written reports and portfolio evaluations are viable alternatives to pen-and-paper tests. In-class oral practices, role plays, pair work and teamwork observation are recommended methods to assess learner performance in listening and speaking. A learner portfolio may include hardcopy assignments, texts, audio-visual works, online galleries, etc. These components are visualized traces of learning activities.
- (4) Assessment rubrics: Learner performance should be assessed in terms of both content knowledge (such as pronunciation, vocabulary, and grammar) and practical skills (such as listening, speaking, reading and writing), with the latter given more weight. Both fluency and accuracy should be taken into consideration. The difficulty level should be adjusted according to learners' aptitude. Differentiated assessment should be administered to accommodate learners' differences in physical and mental development, needs and cultural backgrounds 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 should not be the sole indicator of learning performance and may be complemented with qualitative descriptions, including a learner's progress in goal attainment, strengths in learning, level of participation in English-related activities in and out of school, motivation and attitude, 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 course work or remedial measures accordingly.