

Curriculum Guidelines for the 12-Year Basic Education
Vocational Senior High 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 students' cognition for linguistic communication as well as rational thinking, and lays the foundation for their subsequent development and lifelong learning. As a new language is introduced to students, 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.

In Taiwan, English is taught in school as a foreign language. An English class ought to provide more than 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 students for interpersonal communication. However, in an era when information overflows predominantly in English, English education is additionally tasked to develop students' ability to acquire knowledge across disciplines. The English curriculum of vocational senior high school shares the same fundamental beliefs as stated in the *Guidelines of 12-Year Basic Education for the English Curriculum*. It aims to develop students' core competency in English so that they can keep up with globalization and enhance international mobility.

The English curriculum should place first and foremost emphasis on practicality. Its contents are expected to increase students' motivation, stimulate interest and boost confidence in learning, with the aid of which they may build a solid foundation for learning autonomy and lifelong learning, cultivate their thinking skills and explore diversified perspectives. As a result, the English curriculum and instructions of vocational high school should have the following features:

1. It stresses the practicality of English, underscoring its instrumental role in communication and acquisition of knowledge.
2. It is student-centered and structured on the principle of adaptive learning with the view to boosting learners' confidence in learning.
3. It develops students' ability to study English on their own and turns English learning into a lifelong personal habit.

4. It prepares students for intercultural communication and develops their global vision.
5. It paves the way for students' continuous learning in professional practice.

II. Educational Goals and Curriculum Goals

1. The goals of vocational senior high school education are as follows:
 - (1) Students are equipped with developed core competencies as a modern citizen.
 - (2) Students have consolidated fundamental knowledge essential for lifelong learning.
 - (3) Students are armed with professional skills demanded by industrial growth.
 - (4) Students have a character of integrity and enhanced self-worth.
2. Based on the aforementioned fundamental beliefs, the English curriculum has the following goals:
 - (1) It develops students' English proficiency in four skills, including listening, speaking, reading and writing and enables them to apply it to communication in life and in the workplace and to acquire new knowledge.
 - (2) It introduces students to methods with which they can learn English effectively on their own and build a solid foundation for lifelong learning.
 - (3) It raises students' confidence and interest in learning and fosters an active learning attitude.
 - (4) It cultivates global vision and multiple perspectives in youths to promote understanding of and respect for different cultures.
 - (5) It trains students to think logically and innovate freely.

III. Time Allocation

Category		Domain/Subject/ Credits		Recommended Year of Course Offering and Credit Allocation						Notes
				First Year		Second Year		Third Year		
		Course Title	Total of credits	Semester I	Semester II	Semester I	Semester II	Semester I	Semester II	
Ministry-mandated Required Course	General course	Language English	12	2	2	2	2	2	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: Explanation of Learning Focus and Core Competencies of the domain of Language Arts for English.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Language Arts: English		
			Elementary School (E)	Junior High School (J)	Vocational Senior High School (V-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 V-U-A1 Possess an active and inquiring attitude. Be able to use various learning and communication strategies to actively explore information related to English learning expand the scope of English learning, and develop independent learning habits to 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 cultures through comparing text information.	英 V-U-A2 Possess the skill of systematic thinking. Make good use of various strategies to improve efficiency and quality of English learning, and use what has been learned to solve problems.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Language Arts: English		
			Elementary School (E)	Junior High School (J)	Vocational Senior High School (V-U)
	A3 Planning, Execution, Innovation, and Adaptation	Possess the ability to devise and execute plans, as well as the ability to explore and develop a variety of professional knowledge; enrich life experience and fully utilize creativity to improve one's adaptability to social change.		英-J-A3 Be able to plan basic English learning schedules, review, and make adjustments accordingly.	英 V-U-A3 Possess the skills of exploring learning strategies, planning and implementing effective English language learning plans to enhance adaptability in the future workplaces and life.
B Communication and Interaction	B1 Semiotics and Expression	Possess the ability to understand and use various types of symbols, including languages, characters, mathematics and science, bodily postures, and arts to communicate and interact with others, and understand and feel empathy for others. Be able to make use of these abilities in daily life or at the workplace.	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 V-U-B1 Possess listening, speaking, reading, and writing competencies in English. Be able to incorporate one's own experience and use vocabulary, sentence patterns, and body language to communicate and express appropriately in daily life and common work context.
	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	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	英 V-U-B2 Possess the skills of using English to participate in social communities, search for, and use online information related to one's major to enhance effective communication.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Language Arts: English		
			Elementary School (E)	Junior High School (J)	Vocational Senior High School (V-U)
			writing in English as well as the understanding of culture and customs .	effectiveness, and develop information ethics competency.	
	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 V-U-B3 Possess basic ability to appreciate English words, pronunciations, and texts. Be able to explore aesthetics in life and practical skills.
C Social Participation	C1 Moral Praxis and Citizenship	Possess competency in putting morality in practice from the personal sphere to the social sphere, and gradually develop a sense of social responsibility and civic consciousness; take the initiative in concern for public topics and actively participate in community events; pay attention to the sustainable development of humanity and the natural environment; and exhibit the qualities of moral character to recognize, appreciate, and practice good deeds.			英 V-U-C1 Proactively use English to address international issues, the nature and biology. Care for humanities, and actively participate in social movements.
	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	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	英 V-U-C2 Actively participate in in-class group learning and extracurricular group activities related to English language.

Core Competency Dimension	Core Competency Item	Item Description	Core Competencies of the domain of Language Arts: English		
			Elementary School (E)	Junior High School (J)	Vocational Senior High School (V-U)
		social activities and other activities requiring teamwork.		develop a spirit of teamwork.	Develop skills of personal communication and coordination in life and workplace, and enhance teamwork 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, develop international understanding and a multicultural value system, and strive for world peace.	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 V-U-C3 Possess international perspectives and the idea of a global village. Understand and appreciate different cultures and customs from multicultural perspectives. Respect life and support global sustainable development.

V. Learning Focus

Essential learning focuses include “Learning 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. The table also provides guidance for the design of cross-curricular courses and enhances the rigorousness of curriculum development.

“Issues to be Integrated into Domain-specific Curriculum Guideline” (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

Learning Performance is at the core of this guideline, which students’ 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, and (9) logical thinking, judgement and creativity (the ability to distinguish and integrate information in order to make logical judgments and exercise creativity). The detailed descriptions of Learning Performance in all the nine categories are each assigned a code. The coding principles are as follows:

1. The first digit indicates “category” in Arabic numerals.
2. 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).

3. The third digit indicates the serial number.
4. The asterisk (*) indicates a performance of a higher-level skill or ability. Each school can adapt the course to meet students' 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 difficulties and lengths.
5. The double-circle (◎) indicates the repetition of the same Learning Performance at a different learning stage. Learning English entails increasing accumulation of knowledge and continuous perfection of skills in an extensive manner.

Category	Learning Performance
(1) Language proficiency in listening	◎1-□-1 Can comprehend words learned in class. 1-□-2 Can comprehend everyday expressions. 1-□-3 Can comprehend sentences of common structures. 1-□-4 Can comprehend everyday conversations in English. 1-□-5 Can comprehend the gist of English songs. 1-□-6 Can comprehend the gist of short stories in English. ◎1-□-7 Can comprehend the announcements made in public places, such as the MRT system, stations and airports. 1-□-8 Can comprehend the gist of videos in English. 1-□-9 Can comprehend the gist of statements or narratives in English. 1-□-10 Can comprehend English teaching programs. 1-□-11 Can comprehend common expressions, sentence patterns and conversations in the workplace.
(2) Language proficiency in speaking	◎2-V-1 Can say the words learned in class. 2-V-2 Can introduce or describe oneself, one's family and friends and workplace. 2-V-3 Can describe an event in life or the workplace or answer relevant questions. 2-V-4 Can raise questions appropriately. 2-V-5 Can speak sentences of common structures clearly. 2-V-6 Can tell a story in English based on pictures.

Category	Learning Performance
(3) Language proficiency in reading	<p>©3- V -1 Can recognize the words learned in class.</p> <p>3- V -2 Can understand common English signs.</p> <p>3- V -3 Can understand common tables and graphs.</p> <p>3- V -4 Can understand common everyday expressions.</p> <p>3- V -5 Can understand sentences of common structures.</p> <p>3- V -6 Can understand the content of short articles and letters.</p> <p>3- V -7 Can understand the content and plot of a short story.</p> <p>3- V -8 Can identify the elements of a story, including background, characters, conflicts and resolutions.</p> <p>3- V -9 Can make use of morphological, semantic, syntactic and discursive clues to speculate the meaning of a word or a sentence.</p> <p>3- V -10 Can make use of pictures or illustrations to speculate the meaning of a word or make inferences.</p> <p>3- V -11 Can understand common tables/graphs and user guides.</p>
(4) Language proficiency in writing	<p>4- V -1 Can spell words of vocational senior high school level.</p> <p>4- V -2 Can write accurate and meaningful sentences that match a given topic or scenario.</p> <p>4- V -3 Can accurately translate Chinese sentences into English.</p> <p>*4- V -4 Can write a memo, letter, or email with appropriate conventions.</p>

Category	Learning Performance
(5) Language proficiency—integrative use of language skills	<p>5- V -1 Can comprehend verbal and written vocabulary of vocational senior high school level, and use it in everyday communication.</p> <p>5- V -2 Can demonstrate a firm grasp of vocabulary and sentence patterns of vocational senior school level, and use them properly in everyday communication.</p> <p>5- V -3 Can read aloud simple articles or stories with correct pronunciation and proper phrasing, rhythm, intonation, and tone of voice at an appropriate speed.</p> <p>5- V -4 Can answer questions regarding articles of various genres in simple speech or writing.</p> <p>5- V -5 Can recount a short conversation or story.</p> <p>5- V -6 Can read common forms and fill them out.</p> <p>5- V -7 Can comprehend everyday conversations and take notes of the main points.</p> <p>5- V -8 Can comprehend short stories and take notes of the main points.</p> <p>5- V -9 Can comprehend easy radio programs and take notes of the main points.</p> <p>5- V -10 Can comprehend short reading passages and stories, and identify the main idea or provide a summary in speech or writing with simple sentences.</p> <p>5- V -11 Can read letters, text messages, emails, memos, cards, etc. in everyday communication, and reply briefly.</p> <p>5- V -12 Can understand common tables and charts in the workplace.</p> <p>5- V -13 Can read common forms in the workplace and fill them out.</p> <p>5- V -14 Can comprehend simple conversations in the workplace and take notes of the main points.</p>
(6) Learning interest and attitude	<p>◎6- V -1 Enjoys participating in various class activities and demonstrates openness to trial and error.</p> <p>6- V -2 Enjoys taking the initiative to preview and review the learning content.</p> <p>6- V -3 Enjoys taking part in English extracurricular activities, such as English camps, singing, drama performance, readers' theater, etc.</p> <p>6- V -4 Enjoys using English to communicate with others (vis-à-vis, via the Internet, by mail).</p> <p>6- V -5 Enjoys exposing oneself to various additional English-learning materials, such as journalism articles, radio programs/podcasts, online information, etc.</p> <p>*6- V -6 Enjoys using English as a vehicle to explore novel ideas relevant to one's vocational training of choice and to keep up with global issues.</p>

Category	Learning Performance
(7) Learning approaches and strategies	<p>7-V-1 Can grab the opportunity or even take the initiative to communicate or express opinions.</p> <p>7-V-2 Can make good use of reference books or online resources to understand English texts.</p> <p>7-V-3 Can search for information relevant to the reading passages in the textbook to reinforce learning.</p> <p>7-V-4 Can explore English-learning strategies and tactics and employ them effectively.</p> <p>7-V-5 Can make good use of textual devices, such as transitional words and phrases, enumerators, etc. to aid comprehension.</p> <p>*7-V-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.</p> <p>7-V-7 Utilize verbal and non-verbal strategies, such as a request for repetition, hand gestures, facial expressions, to enhance effectiveness of communication.</p> <p>7-V-8 Can monitor one's learning progress and improve expediently.</p> <p>7-V-9 Can formulate an English learning plan and become a self-motivated learner.</p>
(8) Cultural literacy	<p>8-V-1 Can introduce the social norms and practices and major festivals and customs in Taiwan and different countries.</p> <p>8-V-2 Can understand similarities and differences between Taiwan's culture and those of other countries.</p> <p>8-V-3 Can understand different cultures and customs and show respect for the differences.</p> <p>8-V-4 Can understand and observe basic etiquette on international occasions.</p> <p>8-V-5 Can keep abreast of current issues and international developments to broaden their views of the world.</p> <p>8-V-6 Can develop a global identity, respect lives and support sustainable development.</p> <p>*8-V-7 Can integrate cultural knowledge with language skills to solve problems in life and at the workplace.</p>

Category	Learning Performance
(9) Logical thinking, sound judgement and creative thinking	<p>9- V -1 Can compare, classify or sequence multiple pieces of information.</p> <p>9- V -2 Can determine the relationship between two pieces of information based on the context.</p> <p>9- V -3 Can distinguish facts from opinions based on the context.</p> <p>9- V -4 Can analyze, generalize multiple pieces of information and identify the similarities or differences.</p> <p>9- V -5 Can apply acquired knowledge to new situations and solve problems.</p> <p>9- V -6 Can integrate all the information available to predict potential development.</p> <p>9- V -7 Can integrate various information, formulate a reasonable plan and accomplish a task with creativity.</p>

2. Learning Content

Learning content is the subject-based knowledge derived from the aforementioned learning 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. letters; Ab. sounds; Ac. words; Ad. sentence structures; 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.
2. The second part of the code 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 of the code digit indicates the serial number.
4. The asterisk (*) indicates learning content of a higher-level. Each school can adapt the course to meet students’ 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.

Category	Subcategory	Learning Content
A. Linguistic knowledge	a. letters	N/A
	b. sounds	© Ab-V-1 Correct pronunciation and proper intonation of the sentences learned at the stage of vocational senior high school.
	c. words	Ac-□-1 Common English signs. Ac-□-2 Everyday expressions. Ac-□-3 Vocabulary of vocational senior high school level. Ac-V-4 Common expressions in the workplace.
	d. sentence structures	Ad-□-1 Sentence structures of vocational senior high school level.
	e. discourse	Ae-□-1 Songs, short passages and stories. ©Ae-□-2 Common tables and graphs. ©Ae-□-3 Announcements in public places, such as in the MRT system, bus stations and airports. Ae-□-4 Cards, memos, letters, emails. Ae-□-5 English teaching programs on various media outlets. Ae-□-6 English-learning magazines, comic books. Ae-□-7 Tables/charts and user guides commonly used in the workplace. Ae-□-8 Reference materials and online resources. Ae-□-9 The content and plot of short stories. Ae-□-10 Settings, characters, conflicts and resolutions of stories.

Category	Subcategory	Learning Content
B. Communicative functions		<p>B-□-1 Topic or scenario-based introduction and description of oneself, family and friends.</p> <p>B-□-2 Topic or scenario-based descriptions or brief responses to questions about everyday life or the workplace.</p> <p>B-□-3 Everyday communication achievable with the vocabulary and sentence structures of vocational senior high school level.</p> <p>B-V-4 Workplace communication achievable with the vocabulary and sentence structures of vocational senior high school level.</p> <p>⊙B-□-5 Describing pictures.</p> <p>⊙B-□-6 Guided discussion.</p> <p>B-□-7 Content of short passages and letters.</p> <p>*B-□-8 Recounting a conversation or short story.</p> <p>*B-□-9 Main points of everyday conversation, short stories, and radio programs.</p> <p>B-□-10 Main points of simple conversations in the workplace.</p> <p>B-□-11 The main idea or summary of short passages.</p> <p>B-□-12 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-□-13 Context or setting-based self-expression and interpersonal</p>

Category	Subcategory	Learning Content
		communication.
C. Cultures and customs		<p>C-V-1 Diversified cultural perspectives, and respect for different cultures and customs.</p> <p>C-V-2 Elementary etiquette in the international context.</p> <p>C-V-3 International trends and global views.</p> <p>*C-V-4 International issues, such as global warming, AI, climate change, etc.</p> <p>C-V-5 View of a global village; Enthusiasm about lives and planetary sustainable development.</p> <p>C-V-6 Cultural knowledge, language proficiency and problem-solving capability.</p> <p>C-V-7 Cultural diversity, cultural differences.</p> <p>*C-V-8 Cultural literacy and global vision.</p> <p>*C-V-9 Cultural literacy and diversified cultural perspectives in society.</p>
D. Thinking skills		<p>D-□-1 Ways to compare, classify and sequence multiple pieces of information.</p> <p>D-□-2 Clarifying the relationships among different pieces of information.</p> <p>©D-□-3 Distinguishing facts from opinions based on textual clues.</p> <p>D-□-4 Analyzing, generalizing multiple pieces of information and identifying the similarities or differences.</p> <p>D-□-5 Applying reasoning to real life situations and solving problems accordingly.</p> <p>D-□-6 Predicting potential development based on integrated information.</p> <p>D-□-7 Evaluating various pieces of information to design and complete a project.</p>

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 student'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 students' 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 students' 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.

The design of a curriculum must be learner-centered, taking into account students' physical and mental development, motivation and actual command of language, with the promise that the same core competencies will be developed in all students while individual differences can be accommodated during the alternative learning period. To be specific, the alternative curriculum is adapted to suit students' needs and implemented to boost their motivation and learning confidence with hopes to create favorable conditions in which youths 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 students' needs. Considering the features of English as a subject, the curriculum is expected to equip students 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 students' 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 keep the curriculum pluralistic and accommodating.
- (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 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 students 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 educational stage to another. To reinforce students' 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 the 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 vocational senior high school textbooks, teachers are advised to help students work on phonics when necessary.

(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 students' 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 students' 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 students 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 students' 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 spice up language learning and create a multitude of meaningful contexts for language use. In so doing, not only

will students experience the usefulness of English 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 student needs. Considering individual students differ from one another in starting levels and needs, the curriculum content should focus on students' 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.

(7) A reasonable and regular evaluation optimizes curriculum quality.

After being implemented, the curriculum should be reviewed or evaluated formally or informally 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 continuously improved with respect to effectiveness of teachers' instructions and students' learning based on the evaluation results and comments.

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. In addition, the teaching materials should be presented in multimedia format. The criteria and factors that should be considered in selection of teaching materials for vocational senior high schools are summarized below:

① Topics and genres

The English textbook of vocational senior high school should have a total of six volumes with six to eight units in each volume. The length of the main reading text can vary depending on the genre it belongs to with no maximum or minimum word count. The English curriculum 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 students' 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 familiarize students with the genres or texts common in the work world. They should also help students to enhance the aforementioned core competencies and acquire the skills necessary for effective communication and spontaneous interaction. They should also introduce students 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 vocational senior high school is a continuity of the topics covered at the preceding educational stages. The recurrent topics are explored on a large scale or in depths with English as the medium to access new ideas and acquire knowledge on assorted topics. In such a learning process, students will learn to approach issues from different perspectives, develop reasoning skills, unlock their own potentials for future pursuits in academic research or professional skills.

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

② Communicative functions

In vocational senior high school, the selected materials ought to do more than preparing students for small talks. They are expected to furnish students with the ability to engage in information-intensive or task-based activities. For example, students should learn to greet others, express gratitude, apologize, put forth requests, raise questions, make inquiries, give advice, respond, describe objects or events. (See Appendix IV)

③ Components of language

A. Sounds: The teaching material should help students review what they have learned in previous educational stages and improve weaknesses or fix mistakes in the following aspects, including phonics, stress, intonation, rhythm and reading aloud.

B. Words: For the textbook of vocational senior high school, it is advised to choose from the list of 3,500 most common words. More frequently-used words should take precedence over those less frequently used.

There is flexibility in the number of new words each volume of the textbook contains. However, in principle the total number of new vocabulary items in each of the first two volumes should not exceed 300, in volumes three and four, 350, and in volumes five and six, 400.

New words and phrases in each unit 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 students’ overall comprehension of a reading or dialogue. 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 students’ 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. As for “words for production,” students 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 students 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 students’ 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. Students should use idioms and phrases as one semantic unit to make sense and communicate effectively.

C. Grammar and sentence structures: As the grammatical knowledge and sentence structures are introduced in the English curriculum, students should learn the rules and sentence patterns in meaningful contexts so that they know when and how to use them appropriately. The focus should be placed on fundamental and common grammar concepts, which should be taught progressively in a spiral approach. There is no need to acquaint students with obscure and excessively-abstract grammatical concepts.

D. 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.

In paragraph reading, in addition to understanding the genre and theme, students should also be trained to identify the topic sentence and concluding statement. By analyzing the organization of a paragraph, students learn to develop an idea into a paragraph in a logical manner to keep it cohesive and coherent.

(2) Principles for compilation of teaching materials

Teaching materials used for the English curriculum in vocational senior high school are supposed to be comprehensive and integrative in terms of development of four language skills—listening, speaking, reading and writing. They should be compiled on the principles of progressiveness, accumulation, and repetition and have a smooth transition from junior high school to vocational senior high school. 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 Student-centeredness: Teaching materials should conform to students' 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 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: In vocational senior high school, the teaching materials should not only continue to help students improve listening and reading levels, but also facilitate them to enhance speaking and writing proficiency so as to realize the learning objective that students 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 students 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 students’ 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 and fundamental principles of effective writing. 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 students to emulate and use extensively in real-life communication.
- ⑦ Attention to differentiated instruction: Due to the ever-widening disparity in English proficiency among students at various educational stages, textbooks should incorporate materials and learning activities of different difficulty levels for differentiated teaching to meet diverse student needs.
- ⑧ Presentation via multiple modes: Teaching materials should not be restricted to conventional print, but rather be complemented with multimedia technology, to motivate students 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, students can absorb English naturally. Teaching should be implemented to achieve the learning objectives. To train students in listening and speaking, teachers can introduce students to nursery rhymes, songs, poetry, stories, cartoons with audiovisual aids in multiple formats, including discs, multimedia software programs, books, drawings, etc. Teachers should use as much English as possible in class, giving more weight to interaction and communication with students so that students may gain more exposure to English and opportunities to use it. 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 students 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, students 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 students to learn for better outcomes. They should also be skillful in bringing the importance of accuracy and fluency to students' attention without putting too much pressure on them. To enhance students' fluency, teachers may employ various teaching strategies and tactics, including listening-and-repeating, shadowing, and reading aloud in unison.

Teachers should give students 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 students with different interests and aptitudes live up to their potentials. To satisfy different needs, the school should consider flexible ability grouping; teachers should be flexible in their teaching practices,

such as adding or deleting materials accordingly, varying teaching approaches, 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 student assistant. On the other hand, high achievers are provided with more advanced supplementary material or individual lessons to advance their English skills.

In vocational 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 students to apply the words, phrases and grammar they have learned to real-life or workplace communication. Listening instruction should focus on thorough comprehension; speaking on enhancing the ability to communicate effectively. The course of aural-oral training should be taught in various situational activities which cover a wide range 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 students 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 or a dialogue so as to enable students to learn the word usage and connotation in addition to the definition. Teaching of English writing should be progressive through the grades. Students are started off with sentence-building and then move on to paragraph writing when they are ready. 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 student may practice the newly-acquired grammatical knowledge or sentence structure. The above teaching practices may add fun to English learning and bolster students' 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 Learning 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. School-based teaching materials (teaching plans).
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 students' learning outcomes. The learning assessments for the subject of English in the domain of language should be conducted in accordance with *Regulations on Learning Assessment of Students 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. Students 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 approaches, both formative and summative. Formative assessment lends itself to monitoring students' progress over the course of learning. It can also be applied in combination with differentiated instruction, with students 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. A student portfolio may include hardcopy assignments, texts, audio-visual works, online galleries, etc. These components are visualized traces of learning activities.
4. Assessment rubrics: Learning 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. The difficulty level should be adjusted according to students' aptitude. Differentiated assessment should be administered to accommodate students' differences in physical and mental development, needs and cultural backgrounds to motivate students 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 students.
5. Outcome indicators: Quantitative marks should not be the sole indicator of learning performance and may be complemented with qualitative descriptions, including a student'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 student learning. The analysis helps to diagnose students' learning needs/difficulties, and prescribe enriched course work or remedial measures accordingly.