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**The Globalization of English: Its Impact on English
Language Education in the Tertiary Education Sector in
Taiwan**

**A thesis
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of the requirements for the Degree
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**by
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Abstract

The overall agenda for the research reported here grew out of semi-structured interviews with senior educational managers from a tertiary educational institution in Taiwan. These managers raised a number of issues, including the changing profile of tertiary students, the changing nature of English curricula, the increasing need for English teaching staff to be adaptable, highly qualified and research-active, and the growing pressure on institutions to introduce English language proficiency benchmarking. Each of these issues can be related to the impact of globalization and, in particular, the impact of the globalization of English, on the education sector. Following a critical review of selected literature on the impact of globalization on the teaching and learning of English, each of these issues, as it affects the tertiary education sector in Taiwan, was explored.

Analysis of the Taiwanese national curriculum guidelines for schools, strongly influenced by academics in the tertiary education sector, revealed a number of problems relating to a lack of proficiency benchmarking and a lack of coherence, consistency and transparency in some areas. These problems may be associated with the initial phase of transition from a grammar-based curriculum to a more communicatively-oriented, outcomes-centered one. Problems of a similar type were indicated in responses to questions relating to curriculum matters included in a questionnaire distributed to a sample of teachers of English in the tertiary sector. Among other things revealed by questionnaire responses was the fact that many survey participants had received no training in English teaching.

The results of a C-test (one that was initially used in a major European study) taken by a sample of entry-level and exit-level Bachelors degree students indicated a wide variation in proficiency, with individual scores differing by as much as 64 percentage points in the case of exit-level students. Furthermore, there was a difference of almost 10 percentage points between the mean scores of students from two different institutions who had majored in English. These results indicate some of the difficulties that Taiwan faces in attempting to establish graduation proficiency benchmarking.

C-test participants completed a background questionnaire, the responses indicating a generally positive attitude towards English-speaking people, a general willingness to use English in situations where there was the option of not doing so, and a strong tendency towards instrumental motivation. Although one of the factors that appeared to have a positive impact on C-test performance was time spent in an English-speaking country, fewer than 18% of respondents had done so.

Although there appears to be considerable anxiety and uncertainty associated with the teaching of English at tertiary level in Taiwan, and some genuine cause for concern, there are also many positive indicators of future success. Teachers and educational managers are aware of the problems they currently face and appear determined to resolve them. Taiwanese academics are increasingly involved in language-related research and increasingly prepared to interrogate their own practices, and Taiwan, unlike some other countries in Asia, is moving towards graduation proficiency benchmarking.

KEYWORDS: English language teaching in Taiwan; the globalization of English; attitudes, perspectives and competencies of English language teachers in Taiwan; English proficiency testing; backgrounds and perspectives of students of English in Taiwan.

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Chapter 1

Introduction to research background, research questions and research methods

1.1 Background to the research: A personal perspective

We are entering a phase of global English which is less glamorous, less news-worthy, and further from the leading edge of exciting ideas. It is the 'implementation stage' which will shape future identities, economies and cultures. The way this stage is managed could determine the futures of several generations.

David Graddol, *English Next*, 2006, p. 109.

This research project evolved out of the problems I and many of my colleagues face as tertiary teachers of English in Taiwan, problems relating, in a general sense, to the attitudes, motivation and proficiency achievements of students of English, particularly those majoring in the language. Many tertiary-level teachers of English in Taiwan feel themselves to be under constant pressure to improve the performance of their students, pressure that relates both to internal factors - the desire to do better - and external factors - the expectations of educational managers, parents and the students themselves, expectations that are reflected in ongoing discussion in the popular press about the need to improve the English language proficiency of Taiwanese students. The problems involved in doing this, however, often appear to be insurmountable. Teachers of English do not operate in a vacuum. They operate in a political, social and institutional context which impacts on everything they do. When students enter tertiary-level education, they already have experience of learning English. They also have expectations about what language learning involves and what constitutes success. These are based in part on their earlier language learning and assessment experiences. Tertiary level teachers are, to some extent, constrained by these expectations. They are also constrained by the existing levels of achievement of their students, by the

institutional contexts in which they work, by the curriculum frameworks in which they operate (including internal and external assessment methods and, often, the fact that they need to work with materials selected by others), and by the interaction of their courses with courses taught by others.

My starting point is the context in which I currently operate. I am a lecturer in English language at *Wenzao Ursuline College of Languages* (Wenzao), an institution which has provided education in languages since 1966. I have a particular interest in the teaching and learning of English in this institution at this particular stage of its evolution. However, although my focus begins and ends with Wenzao, it moves beyond it to examine aspects of the national and international context in which it operates since no institution can be understood unless the context within which it operates is understood.

1.2 Background to the research: The Taiwanese context

1.2.1 Introduction to Taiwan

Taiwan (formerly Formosa, now also referred to as Republic of China), is situated in the East China Sea, midway between Japan and Korea to the north and Hong Kong and the Philippines to the south. Its population currently stands at approximately 23 million people, over 90% of whom are Buddhist, Confucian or Taoist, and approximately 4.5% of whom are Christian (Clark, 2002)¹. Taiwan has a dynamic economy, its GDP (purchasing power parity) being estimated at approximately \$611.5 billion in 2005, with exports of \$189.4 billion. It is a major investor throughout Southeast Asia and has the third largest foreign reserves in the world. In January 2002, it was admitted to the World Trade Organization (WTO), opening up official links to international markets, but also leading to an increase in business competition.

¹ In the case of Web-based materials which have no page numbers, I have included paragraph numbers only where this would be helpful. I have done so in the case of very short or very long pieces.

1.2.2 Taiwan: Brief historical overview

“Before the seventeenth century, Taiwan (Formosa) was an isolated and virtually unknown part of the world”. From the seventeenth century onwards, “there was a surge of European interest in the region and it became a coveted strategic location for both military and trade purposes” (Her, 2003, p. 20). Toward the end of the Ming dynasty, the Dutch occupied the south of Taiwan,² the Dutch colonial period lasting from 1624 until 1662 when they were ousted by Jheng Cheng-gong who was loyal to the Ming dynasty. The Ming dynasty was, in turn, defeated by the Qing dynasty which governed from 1683 until Taiwan was ceded by China to Japan in 1895, remaining under Japanese rule until 1945 when it was returned to China at the end of World War II (Government Information Office, 2003, chap. 3). In 1949, following a Communist victory in mainland China, Chiang Kai-shek and the central government of the Republic of China relocated to Taiwan along with approximately 2 million Chinese Nationalists. They established a government based on the 1946 Chinese constitution. For the first 38 years following the relocation of the central government of the Republic of China, Taiwan was ruled under martial law. In 1950, during the period of martial law, the outbreak of the Korean War led Truman, the United States President, to issue an order protecting Taiwan from attack by Mainland China, an act which began a close political and economic relationship between Taiwan and the United States and led to a period of rapid modernization and industrialization (Government Information Office, 2005, chap. 3). In 2000, Taiwan underwent a peaceful transfer of power from the Nationalist to the Democratic Progressive Party.

1.2.3 Taiwan: Brief geographical overview

Taiwan is made up of a small island and a number of islets (including Penghu, Kinmen, and Matsu) located off the southeastern coast of China, north of the Philippines, and south of Korea and Japan. It is surrounded by the Western Pacific Ocean and the Taiwan Strait. The main island of Taiwan, shaped like a tobacco leaf, is 394 km long and 144 km wide, with a total area of approximately 36,179

² The Spanish occupied the northern area of Taiwan in 1626 till they were defeated by the Dutch in 1642.

sq. km. At its closest point, Taiwan's main island is 130km from Mainland China (see *Figure 1.1* from website of Maryknoll Taiwan Information Service, 2006).



Figure 1.1: Map of Taiwan

Taiwan's land area is made up of steep mountains (31%), hills and terraces (38%), and alluvial plains (31%) where most communities, farming activities, and industries are concentrated (Government Information Office, 2003, chap. 1). The main cities are Taipei (the capital and largest city, situated in the north of the main island: population over 2.6 million) and Kaohsiung (second largest city and main port, situated in the south of the main island: population approximately 1.6 million).

1.2.4 Taiwan: Brief introduction to its people and languages

From 12,000 to 15,000 years ago, the indigenous Austronesian people of Taiwan occupied settlements in the south and along the east coast. The northern and central parts of Taiwan were more recently inhabited by Han people (approximately three quarters Fujainese and one quarter Hakka) from southern China. In 1949, they were joined by the group of migrants who fled with Chiang Kai-shek from the Republic of China. Since 1949, the official language of Taiwan has been Mandarin, but the Taiwanese and Hakka dialects are also widely spoken.³ Many of the older people also understand Japanese, and some of the indigenous people (making up approximately 2% of the population) speak, with varying degrees of proficiency, one of the indigenous languages of the country. The indigenous Austronesian languages gradually lost speakers during Japanese occupation and the years of martial law. However, the Council of Indigenous Peoples was established in 1996 and since 2001, and primary and junior high school students are now required to take at least one course on a local language (Government Information Office, 2004, chaps. 2 & 18). Also in 2001, the Council of Aboriginal Affairs adopted a program similar to New Zealand's Māori Kōhanga Reo (language nest) program, a program involving Māori language-based pre-school education, and implemented an Aboriginal Language Networks scheme to provide total immersion education in its twelve districts.

1.2.5 Taiwan: Brief introduction to its economy

With the assistance of the United States of America, Taiwan's economy developed rapidly following World War II. In the 1950s, 90% of exports were agriculture or food related; in the 1960s and 1970s, the emphasis moved to light manufacturing; in the 1980s and 1990s, major export earners were high technology and chemical products and Taiwan was already a major investor throughout Southeast Asia (Government Information Office, 2003, chap. 9). By 2001, Taiwan had become the 14th largest exporter and 16th largest importer in the world, and had the world's third largest foreign exchange reserves. In that year,

³ Taiwanese and Hakka are dialects of the Han language family. The Taiwanese dialect is spoken by approximately 70% of the population, the Hakka dialect by approximately 12% of the population.

the United States was Taiwan's largest trading partner (although exports to the US had fallen from nearly 40% to 22% over the preceding ten year period), its eleventh and twelfth largest (also predominantly English-speaking) being the UK and Australia. In January 2002, Taiwan was admitted to the World Trade Organization (WTO), opening up official links to international markets, but also leading to an increase in business competition. By 2003, the United States had dropped into third position as a trading partner. Among Taiwan's other significant trading partners were countries where a range of languages other than English and Mandarin predominate. These include Japan, Korea, Germany, Malaysia, Netherlands, Philippines, Thailand, Indonesia and France (Washington State Taiwan Office, 2006; Chung, 2003). Since 1990, exports to Mainland China have risen dramatically. In 2004, Mainland China was Taiwan's third largest import source (9.9%) following Japan (26%) and the United States (12.9), and its largest export destination (19.5%), followed by Hong Kong (17.1%) and the United States (16.2%) (Trade Statistics (Bureau of Foreign Trade, Taiwan), 2005).

1.2.6 Education in Taiwan: An overview

1.2.6.1 Overview

There have been many changes the Taiwanese education system in the past four decades. In 1968, at the end of the 38 year period of martial law, the period of free, compulsory education was extended from six years to nine years. In the 1970s, the demands of the rapidly industrializing economy led to greater emphasis being placed on vocational education. In 1990, a further three years of free (but non-compulsory) schooling was guaranteed by statute. Although the government continues to maintain strong centralized control over many aspects of educational planning, educational reforms have provided for a greater measure of institutional and personal choice than was traditionally the case. One of the four principles guiding educational reform is the desire "to create an adaptive learning environment with a flexible education system" (Ministry of Education (Taiwan), 2006, June 2).

1.2.6.2 From pre-school education to graduate education

Approximately one quarter of children in Taiwan attend non-compulsory pre-school educational facilities, the majority of which (approximately three quarters) are private (Government Information Office, 2003, chap. 18).

The nine-year compulsory education plan, introduced in 1968, provides for six years of compulsory primary education and three years of compulsory junior high school education. On completion of their primary education, students are awarded a primary diploma and sit competitive national examinations which determine which junior high school they may enter.^{4,5} Following graduation from junior high school, students sit a further set of competitive national examinations which, together with applications, interviews and, often, further institution-specific examinations, determine whether they may attend three year senior high schools, vocational senior high schools⁶ or five-year junior colleges.^{7, 8, 9} Entrants

⁴ “Since 1996, the government has been establishing experimental bilateral high schools and comprehensive junior-senior high schools. Combining vocational and academic curricula, bilateral high schools are designed to give students a broader knowledge base, thus enabling them to choose their career paths in a more informed manner. Under the Voluntary Promotion Scheme for Junior High School Graduates entering Senior High School, experimental classes or schools provide students with the option of attending a comprehensive junior-senior high school, allowing them to progress from junior high to senior high school without having to take the competitive entrance examinations”(Clark, 2002, Recent Secondary School Reforms section).

⁵ “Effective from 2001, the Joint Public Senior High School Entrance Examinations were eliminated, and a multi-route program to enter senior high school was implemented, allowing junior high graduates to enter high schools through assignment, application or selection by recommendation. However, junior high graduates must still pass the Basic Achievement Test for Junior High Students (BAT). After obtaining a BAT score, students can file applications, be selected by recommendation or get assigned based on their BAT score” (Clark, 2002, Recent Secondary School Reforms section).

⁶ Vocational Schools offer programs in combination of general education subjects in addition to a vocational component selected from one of seven main areas: industry or medicine, commerce, maritime studies, agriculture, nursing, home economics, drama and the arts (Department of Statistics (Ministry of Education), 2005, p.16). Academic schools focus on the humanities and sciences, and are mainly intended to prepare students for admission to higher education institutions which, until 2002 was by means of a highly competitive Universities and Colleges Joint Entrance Examination. Since 2002, entry to higher education has involved one of three processes: (1) an application process, (2) selection by recommendation, and (3) a Joint University Entrance Examination. The first (application process) requires students to pass a general Scholastic Attainment Test for College-bound Seniors (SAT) and then to apply individually to colleges. The second (selection by recommendation) calls for recommendations by senior high schools (from their recommendation quota). Recommended students then take the SAT and the College Testing of Proficiency for Selected Subjects of College-Bound Seniors. The third involves sitting a Joint University Entrance Examination (JUEE) in one of its three different modes (Government Information Office, 2005, Multi-route Promotion Program for College-bound Seniors section; Ministry of Education, 2005, January 23).

⁷ “Until SY 2001, all students took the Joint Public Senior High School Entrance Examinations, which has now been replaced by the Basic Achievement Test for Junior High School Students”

to five year junior colleges may, on completion of their junior college studies, apply for entry to degree study at two year institutes or universities of technology¹⁰ or at four year colleges or universities.^{11, 12} Graduates from academic or vocational senior high school may apply for entry to two year institutes/universities of technology or to four year universities or colleges.¹³ On completion of degree-level study, students may enter graduate programmes leading to Masters degrees (taking between one and four years for completion) and then doctoral programmes (taking between two and seven years to complete) (Department of Statistics (Ministry of Education), 2003, 2005, chap 5). In 1999, Taiwan had more than 5 million students studying in over 8,000 schools at all levels, including 1.2 million students in more than 100 institutions in the higher education sector (Ministry of Education (Taiwan), 2006, June 2). It now has over 150 recognized institutions of higher education, both public and private, divided into the following categories: four-year universities and colleges, institutes of technology/polytechnics and junior colleges. Both universities and independent colleges offer four-year programs leading to a Bachelor's degree. To qualify as a university, an institution must have least three faculties and it must have demonstrably research-active staff (Ministry of Education (Taiwan), 2006, December 4).

(Clark, 2002, Entrance Exam section).

⁸ “In 1995, the Practical Technical Program became an extension of the nine-year compulsory education system. Technical training courses begin in the third year for junior high students who do not wish to continue in a general education curriculum. Upon graduation, they may also enroll in vocational schools that provide a minimum of one additional year of vocational training” (Clark, 2002, Recent Secondary School Reforms section).

⁹ “Five-year junior college programs, primarily technical and vocational in content, combine a student's three remaining years of high school with two years of higher education. Successful students are awarded a *Certificate/Diploma of Graduation*” (Clark, 2002, Secondary Education section).

¹⁰ “Students who have completed a two-year, junior-college-level program in certain technological disciplines may complete a bachelor's degree in the same field at a public institute/university of technology. This requires an additional two years of study” (Clark, 2002, Programs and Degrees section).

¹¹ “Admission to institutions of higher education is based on results from the highly competitive...Joint College Entrance Examination or the Universities and Colleges Joint Entrance Examination, administered by the Ministry of Education”(Clark, 2002, Admission and Access section).

¹² “The Ministry of Education requires that a minimum of 128 credit hours be completed during a four-year bachelor-degree program” (Clark, 2002, Programs and Degrees section).

¹³ The academic track includes three years of senior high school education, college/university education and post-graduate programs. The educational goal at these levels is to nurture high-quality specialists with expertise and international vision. Vocational Education includes professional high schools, junior colleges, institutes of technology and universities of technology. Its purpose is to develop technical manpower for economic development.

Education in Taiwan is centrally administrated by the Ministry of Education in collaboration with local Education Bureaux. The Ministry of Education oversees educational policy and the operation of colleges and educational organizations (public and private). Education Bureaux are responsible for policy implementation and the oversight of schools within their administrative territories.

Between 1997 and 1998, the Elementary and Junior High School Curriculum Panel prepared an initial outline of a new *Grade 1~9 Integrated Coordinated Curriculum*. The new nine-year curriculum for primary/ elementary and junior high schools, which includes seven essential learning areas¹⁴, was launched in 2001. The ten curriculum goals (Ministry of Education (Taiwan), 2004e) are:

- to enhance self-understanding and explore individual potential;
- to develop creativity, the ability to appreciate beauty, one's own talents;
- to promote abilities related to career planning and lifelong learning;
- to cultivate knowledge and skills related to expression, communication, and sharing;
- to learn to respect others, to care for the community, and to work as a member of a team;
- to further cultural learning and international understanding;
- to strengthen knowledge and skills related to planning and organizing, and their implementation;
- to acquire the ability to utilize technology and information;
- to encourage a positive attitude towards active learning and studying; and
- to develop abilities related to independent thinking and problem solving.

In line with these curriculum goals are a range of core competences associated with each of the seven learning areas. This new curriculum marks a major change in the philosophy of education, signalling a move away from rote learning.

¹⁴ These are: Language Arts, Health and Physical Education, Social Studies, Arts and Humanities, Mathematics, and Natural Science and Life Technology.

In implementing the new curriculum, each school is required to form a Curriculum Development Committee, including a panel for each of the seven learning areas. The committee's task is to prepare a curriculum plan (which is submitted to the local education authority). That plan outlines the school curriculum, allocates times to subject areas, indicates selected teaching topics, activities and textbooks¹⁵, and provides detail about how curriculum and instructional evaluation will be conducted. Included in Language Arts, one of the seven essential learning areas, are Mandarin (the official language of Taiwan), English and any other languages offered, including at least one course on a local language.

1.2.6.3 The role of English in Taiwanese education

In common with many countries throughout Asia, Taiwan regards English language education as critical to its future. Indeed, 80% of respondents in a public opinion survey published in January 2006 reported that they hoped that the Taiwanese government would designate English the second official language (Graddol, 2006, p. 89). At the same time, in common with many other countries in Asia, including Thailand, the Philippines and Japan, the Taiwanese government has recently expressed "grave anxiety about its national proficiency in English" (p. 95).

English is a common second language in Taiwan, with many large private schools providing English language instruction, and television channels in English (largely originating in the US) being widely available. English language education has been a compulsory part of secondary schooling (junior high school) in Taiwan since 1968. From 2001, English was introduced at Grade 5 of elementary schooling; from 2005, it was introduced at Grade 3 (Ministry of Education (Taiwan), 2004d; Oladejo, 2005). The extent of English provision in elementary schools is not mandated and can be as little as one period of 40 minutes each

¹⁵ In selecting textbooks, schools are expected to refer to the list of textbooks approved by the National Institution for Compilation and Translation (NICT) (Department of Statistics (Ministry of Education), 2003, pp. 28-29). School textbook selections also need to be included in curriculum plans which, in turn, need to be approved by the local education authority.

week¹⁶. However, senior high school students are required to take four hours of English per week in a semester¹⁷ for three years, (totalling 16 credits) and vocational school students are required to take two hours per week of English instruction each semester in the first two years and two hours per week of conversational English in the final two semesters (Department of Statistics (Ministry of Education), 2003, pp. 31-32). In addition to attending English classes in school, many students, particularly in the metropolitan areas, take English courses at what are popularly referred to as ‘cram schools’, that is, independent after-school learning establishments. Although many parents elect to send their children to pre-schools in which there is partial or complete immersion in English, since February 2004, the Ministry of Education policy has been that English should not be taught in pre-schools (either as a subject or as an immersion context) so that children are given adequate opportunity to explore Mandarin and, where it is not Mandarin, their home language (Ministry of Education (Taiwan), 2004g).

1.3 Overview of research aim, research questions and research methods

1.3.1 Overall research aim

Graddol (2006, p. 22) observes that “the business of teaching and learning English is . . . changing beyond recognition” and “[the] relationships between stakeholders in the global English business – learners, parents, governments, employers, publishers, schools – are also evolving rapidly”.

The overall aim of this research project is to investigate (a) how those involved, directly and indirectly, in the teaching and learning of English in higher education institutions in Taiwan are affected by, and perceive themselves to be affected by, a

¹⁶ Students in Grades 1 – 2 have between 4 and 6 lessons a week (out of a total of between 22 and 24 lessons) in the area of Language Arts; students in Grades 3 – 4 have between 5 and 8 lessons a week (out of a total of between 28 and 31 lessons) in the area of Language Arts, students in Grades 5 – 6 have between 5 and 8 lessons a week (out of a total of between 30 and 33 lessons) in the area of Language Arts; students in Grades 7 and 8 (junior high school) have between 6 and 8 lessons a week (out of a total of between 32 and 34 lessons) in the area of Language Arts, and students in Grade 9 (junior high school) have between 6 and 9 lessons a week (out of a total of between 33 and 35 lessons) in the area of Language Arts. (Department of Statistics (Ministry of Education), 2005, p. 30).

¹⁷ There are twenty weeks in each of the two school semesters.

range of contextual factors, including national and global trends in English language education, (b) how they are responding, and (c) how effective their responses are. This is an area that has not previously been investigated in depth, publications such as that by Nunan (2003), focusing on the school sector in a number of countries in Asia and being largely confined to providing an overview of some policy changes that have taken place in recent years.

The research begins in one particular institution of higher education (Wenzao Ursuline College of Languages in Taiwan), recording the hopes, aspirations and concerns of some of those who have been most closely involved in its evolution in relation, in particular, to the teaching and learning of English (*Chapter 2*). These voices echo throughout the research as it becomes clear that many of the issues they highlight are also issues, in one form or another, that are of concern to others – both students and educationalists – throughout Taiwan and in other countries.

1.3.2 Overview of research questions and research methods

These research questions can be grouped into a number of categories as follows.

Category 1:

Issues relating to the teaching and learning of English in higher educational institutions in Taiwan: Educational leaders speak out.

Research question:

- How do educational leaders in one higher education institution in Taiwan (an institution with a long-standing reputation for providing vocationally-oriented languages education) perceive the issues that they are currently facing particularly in relation to English language education?

Research method:

A case study based on semi-structured interviews with educational managers (see *Chapter 2*).

Category 2:

The global positioning of language – national and international response

Research question:

- What major influences, national and international, are currently affecting the teaching of English in higher education institutions in Taiwan and are likely to affect it in the next decade?

Research method:

Critical review of literature on the global positioning of English and national and international responses to that positioning, including issues relating to proficiency specification and requirements, curriculum design, methodology and assessment (see *Chapter 3*).

Category 3:

The changing face of English language education in Taiwan as reflected in Ministry of Education curricula for English in schools.

Research question:

- What do the English language curricula for English in Taiwanese schools (particularly the recently produced curriculum for elementary and junior high schools) tell us about the direction of English language education in the country?

Research method:

Translation of the English language curriculum for English in elementary and junior high schools in Taiwan and analysis of this curriculum and others in relation to content, methodology and materials (see *Chapter 4*).

Category 4:

English teaching staff in a sample of higher education institutions in Taiwan: Background, training and perception of issues relating to the teaching and learning of English

Research questions:

- What types of background, training and experience do English teaching staff in a sample of higher education institutions in Taiwan have?
- How adequate do they perceive their education and training to have been in relation to their current teaching responsibilities?
- What types of further education and training have they engaged in and what types would they most welcome?
- What are their views on language curricula, curriculum coherence, and teaching and learning methodologies and materials?
- What institutional policies on diagnostic and placement testing and proficiency target setting are they aware of?

Research method:

Self-completion questionnaire (see *Chapter 5*).

Category 5:

Sampling the English language proficiency of students in a number of higher education institutions in Taiwan.

Research questions:

- What are the English language proficiency achievements of students (English majors and non-English majors) on entry to and exit from Bachelors degree-level study of English in a sample of higher education institutions in Taiwan?
- How do these proficiency achievements compare with the proficiency achievements of students studying elsewhere?

Research methods:

Administration, data recording and data analysis of an English C-test designed and tested in a major European study (see *Chapter 6*).

Category 6:

English and the learning of English: The language backgrounds, attitudes, opinions and motivation of a sample of students attending higher education institutions in Taiwan

Research questions:

- What are the language backgrounds of a sample of students who are learning English in Taiwanese higher education institutions?
- What direct experience, if any, do they have of English-speaking countries?
- What are their main reasons for studying English?
- In a general sense, how do they perceive people who speak English as a first language?
- In what contexts do they think they are likely to use English after they have completed their studies?
- How willing are they to use English in situations where they have a choice?
- How able are they to explain aspects of the structure of English?

Research methods:

Adaptation, administration, data recording and comparative analysis of responses to a self-completion questionnaire initially designed for use in a major European study (see *Chapter 7*).

Category 7:

Reviewing the response of higher education establishments in Taiwan to the rapidly changing context in which English is taught and learned.

Research question:

- How effectively are Taiwanese higher education institutions coping with the rapidly changing national and global context in which English is taught and learned?

Research methods:

Review of the research findings (*Chapters 2,4,5,6 & 7*) in the light of the critical literature review (*Chapter 3*) with conclusions, recommendations for future research, and an analysis of the strengths and limitations of the research project (see *Chapter 8*).

Chapter 2

Setting the agenda: Senior managers at *Wenzao Ursuline College of Languages* reflect on change and change management

2.1 Introduction

Almost everywhere, educational systems are in a state of rapid change. Globalisation has led to a desperate race in many countries to upgrade the skills of their workforce faster than their economies are being forced up the value chain.

David Graddol, *English Next*, p. 70.

Currently, a number of global processes are taking place which are having a fundamental effect on approaches to English language education in Asia and in other parts of the world (see *Chapter 3*). In common with other institutions involved in higher education in Taiwan, *Wenzao Ursuline College of Languages* (Wenzao) is in the process of reviewing its approach to English language education. Like other institutions in Taiwan and elsewhere, it must consider global and national processes in the context of its own unique circumstances. Its future, its aims and ambitions, its problems and possibilities, are bound up with its past. Nevertheless, many of the issues it faces are the same as, or similar to, the issues faced by other institutions of higher education in Taiwan. When institutions are undergoing a period of major change, all staff members are involved in one way or another. It is, however, those who are directly involved in management and governance who set the agenda for change and manage its overall direction. In this chapter, I report on a series of semi-structured interviews with five people involved in the management and governance of Wenzao. All of these people have been involved with Wenzao for a considerable period of time, all are familiar with its origins and its development, and all are fully aware of the pressures (global and national) that are currently impacting upon the provision of English language education in their institution and in other institutions in Taiwan.

I begin by providing some information about Wenzao (*section 2.2*) and about the nature of the interviews and the identity of the interviewees (*section 2.3*) before reporting on the interviews themselves (*section 2.4*), identifying main themes (*section 2.5*) and discussing the significance of these interviews in relation to the higher education sector in Taiwan as a whole (*section 2.6*).

2.2 Wenzao Ursuline College of Languages

Established in 1966 in Kaohsiung (the location of Taiwan's largest port, currently the fifth largest port in the world) by the Sisters of the Roman Union of the Order of St Ursula¹⁸ as the first five year junior college of languages in Taiwan, *Wenzao Ursuline College of Languages* (then named Wen Tzao in commemoration of the first Chinese consecrated as a bishop in the history of the Catholic Church in China, Wen-Tzao Lo 1616-1691) has traditionally been highly regarded as a destination for language education and liberal arts. It began as a college for girls, offering four languages: English, French, German and Spanish. In 1980, however, the Ministry of Education requested that it extend its mission to include the language education of boys in order that it could play a more central role in a national project involving the promotion of languages generally in Taiwan. In 1999, the college changed its name to *Wenzao Ursuline College of Languages* (hereafter Wenzao) and extended its range of activities to include a four-year degree-granting college. Its current aim is to become a university, still with a primary focus on language education, and it has recently been granted by the Ministry of Education the right to run three Masters level programs. The changes that have taken place, and the further anticipated changes, are not necessarily inconsistent with the philosophy that underpinned the establishment of the college, the main mission of the Roman Union of the Order of St Ursula being to provide for educational needs at all levels and to make alterations as necessary according to changing times and requirements.

Wenzao has always required its students to study at least two languages and it has gained a reputation for producing graduates who are able to use these languages

¹⁸ The Companion of St. Ursula was founded by St. Angela Merici at Brescia in Italy in 1535. It evolved into a religious Order in 1612.

productively. In this sense, it has been ahead of its time. It was one of the first Taiwanese institutions outside of the compulsory education sector to recognise the significance of the globalization of English and to act on it, insisting that English should not be treated exclusively as an academic subject, but should play a central role in vocational, skills-centred education. It also recognised that students who could offer more than one language in addition to Mandarin were likely to be sought-after in an increasingly global market place, one that required inter-cultural literacy and practical skills as much as, or more than, the primarily academic focus that then dominated Taiwanese educational institutions. It also gained a reputation for producing graduates who were aware of, and responsive to, issues of social and environmental significance. Although it has never required that its students be Roman Catholic (and very few are), it has always insisted on certain standards of presentation and behaviour. Thus, although Wenzao is located in one of the most densely populated cities in the world, it has always sought to create a peaceful and attractive environment for its staff and students, and full time college students are expected to play an active role in maintaining that environment by, for example, taking turns to sweep the college grounds and recycling waste¹⁹.

The academic programs at Wenzao are currently divided into day time and evening classes (Continuing and Extension Education Programmes). As it has changed and developed, Wenzao has changed its academic programme offerings and departmental structure (see *Table 2.1*).

¹⁹ In a country where the care of domestic animals is not yet considered a priority, Wenzao maintains a pound where stray dogs are fed and cared for. Those students who can afford to do so are encouraged, by example, to contribute to the support of the animals by donating food. This is another example of the attempt to encourage a responsible attitude to the environment.

Table 2.1: Changing academic programmes at Wenzao Ursuline College of Languages

Academic program	Year	Mode	Departments
5 year Junior College (including first two years of Bachelor's degree-level study)	1966	Day	English; French; German; Spanish
	1990		English; French; German; Spanish; Japanese
2 year Junior College (equivalent to first two years of Bachelor's degree study)	1997	Evening	English; Japanese
	1998		English; Japanese; French; German; Spanish
	1999		International Trade; Business Administration
	2003		Recruitment ceases
2 year College (last 2 years of Bachelor's degree level study)	1999	Day	English; German; Spanish
		Evening	English
	2001		English; German; Spanish; French; Japanese
	2005		English; Translation and Interpreting
4-year College (4 years of Bachelor's degree-level study)	2001	Evening	English; French; German; Spanish; Japanese
	2002	Day	Applied Chinese ²⁰ ; English
	2003	Evening	International Trade; Business Administration
		Day	Foreign Language Instruction; English; Japanese
	2004		Foreign Language Instruction ²¹ ; English; Japanese International Business; International Affairs; Information Management and Communication
		2005	

²⁰ Applied Chinese involves aspects of language, arts, culture, broadcasting, management, and computing, including Chinese literature, Chinese linguistics, language and culture, business etc.

²¹ The Foreign Language Instruction Department trains teachers of English to young learners.

2.3 Background to the interviews and the interviewees

The five people interviewed had the following roles at Wenzao at the time when the interviews took place, that is, in the period from February to April, 2004: the President, The Dean of Academic Affairs, two heads of department (the English department and the Foreign Language Instruction Department) and the Chairperson of the Board of Governors who was President of the college for over twenty years. Two of those interviewed – the Chairperson of the Board of Trustees and the Chairperson of the Foreign Language Instruction Department, are Sisters of the order of St Ursula and have been involved in the college since its establishment, two others – the Dean of Academic Affairs (now the Vice President) is former student of the college and has been associated with it for many years. The Chairperson of the English Department has a long association with Wenzao since 1971. The current President, someone who has also had a long-term association with the institution through membership of its Board of Trustees, has overseen many of the recent changes and has sought to ensure that these changes are consistent with the college's overall mission.

All of these people were interviewed according to an interview schedule. That interview schedule was, however, designed to refer to their specific areas of interest and expertise and so was different in each case. The actual interview schedules are outlined in *Appendix 1*. In addition to being asked to answer a number of specific questions, the interviewees were asked to add any comments that they wished.

The actual questions are included in an appendix. They focus on the institution where these managers work, its origins and the changes that are taking place within it. The questions were developed on the basis of what I already knew about issues that were being discussed at Wenzao. Managers were asked to identify issues (social, economic, educational) that had impacted on the college, issues that were likely to impact on it, and the role they thought the college could or should play in Taiwan in the future. They were also asked about the role of English in the college, the English curriculum, the English language proficiency achievements of students, and the education and training of teaching staff. One of the senior managers was asked about her own experiences as a student at the college. The

primary focus was on changes that were taking place within their college and the reasons for them.

The interviews were tape recorded and transcribed. A template was then set up. That template included each of the questions asked in any of the interviews. Working from the transcripts, the interview material was then inserted into the template so that all of the responses to each of the questions could be viewed together. Where a particular interviewee had not been asked a specific question, but where, nevertheless, part of the response to another question could most appropriately be accommodated under the heading of a different question (one that had not been asked of that interviewee), the material was moved to allow for ease of comparison among responses. Although every effort was made to stick as closely as possible to the actual wording of the responses, some changes were made – changes that preserved the full meaning of the original but removed any material that was clearly not intended for publication (such as, for example, references to particular people by name). Where there was very significant overlap between responses, these have sometimes been recorded as a single response under more than one interviewee's name. Interviewees were asked if there were any additional comments they wished to make. Where these comments could be placed under the heading of specific questions, this was done. The material was then submitted to the interviewees who were advised that they could make any changes they felt necessary in order to ensure that the final version of the material was a valid representation of their views and did not include any information that they would prefer to be omitted. All changes suggested by the interviewees at that stage were incorporated into the final version of the text. Where interviewees suggested different wording, the wording they suggested was included in the final version.

2.4 Reporting on the interviews

2.4.1 The founding of the institution

Question: When, how and why was this institution founded?

Former President and Chairperson of the Board of Governors and Chairperson of the Foreign Language Instruction Department:

In 1966 Wenzao was founded by the Sisters of the Roman Union of St Ursula as the first five year Junior College of Languages in Taiwan. The Institute is a world-wide organization taking, as its most important mission, the education and formation of children and young people of different ages. A central part of its vision is to see the signs of the times and try to answer appropriately the needs of a particular place. This is illustrated in the changes that have taken place in Wenzao. For example, although it was founded as a school for girls, it began to accept boys in 1980 at the request of the Ministry of Education for there was at the time a real need of personnel in the diplomatic/ foreign affairs service in Taiwan. Young women were, in general, less willing to move to another country for a range of reasons, including family commitments.

Initially, the Ursuline Sisters had missions and schools in Mainland China. However, following the Communist occupation, they moved to Taiwan to continue their educational mission in Hualien on the east coast, where there was not yet any Catholic school for girls. A primary school and a high school were founded. As the number of Sisters increased, they thought to extend their missions elsewhere. In travelling around Taiwan, they enquired about what type of school was most needed and where might be the best location. Kaohsiung was then chosen and the school was going to be a five year Junior College of Languages for Girls. There were a number of reasons for the decision:

- In comparison, at the time, the Taipei area was already well served in relation to schooling, whereas southern Taiwan was much less well provided for, particularly in terms of the provision of Catholic schools;

- Taiwan's economic development had begun to take on global dimensions and so there was a need for language professionals;
- The Ministry of Education had recommended the establishment of a five year junior college of foreign languages;
- Kaohsiung, the largest port in Taiwan, was also the second largest city on the Island and the centre of major developments in industries at the time;
- Providing language education in Kaohsiung would well meet the local needs and provide employment opportunities.

2.4.2 The initial mission of the institution

Question: What was the central aim or mission of Wenzao at the time it was founded?

Former President and Chairperson of the Board of Governors and Chairperson of the Foreign Language Instruction Department:

Wenzao's operations were, and still are, intended to be consistent with the general mission of the Ursulines which is the respect and care for each person as an unique individual created by God. Each has his or her own potential that needs to be realized as fully as possible, for his/her own well being as well as for that of the entire humankind. Each has a mission to fulfil, and has, inevitably, an impact on the society as a whole. This fundamental belief has shaped the institution in various aspects:

- **The educational context**

Wenzao was intended to provide an holistic education centred on humanities or liberal arts. In addition to foreign languages, students studied Chinese literature, world and national geography, history, philosophy, art and music, and moral formation. The curriculum, which emphasised the importance of learning to work together, was intended to provide the types of knowledge and understanding that are fundamental to the development of social and cultural awareness and, therefore, to the development of that sensitivity to others, that empathy that is fundamental to the cultivation of character. The emphasis is on whole person education. However, as Wenzao was originally founded as a

Junior College within the vocational education system, there was also, from the beginning, a vocational focus which strengthened over the years as more emphasis was placed on skills-based training, including, for example, business management and computer literacy. Students now have more choices in terms of the skills-based training.

- **The relationship between students and teachers**

Teachers are to serve as models for the students by their own example, also by their disinterested care for them. They are expected to learn, not only the name of each student but also his/her background, personality, and capabilities, in order to help him/her to grow. For this reason, teacher/student relationships have been very close. In fact, it is one of the most important characteristics of Wenzao education. Many years after graduation, alumni continue to come back to visit their former teachers whom they regard not only as their teachers but also friends.

- **The role of foreign languages**

Learning foreign languages is considered important primarily because it provides exposure to different cultures and different perspectives. When this is combined with increased understanding of one's own culture, it leads to a greater sensitivity to others and a greater awareness of how different cultures bear impact upon us. In addition, part of the original mission of Wenzao was to use languages as a means of communication to promote cultural exchanges, particularly that between China and the West.

- **Education, training and employment**

An holistic education is fundamental. Students who have a solid foundation in a range of humanities disciplines are well prepared to build on their professional skills. Ideally, a Wenzao graduate should be suited to a range of different types of employment.

2.4.3 Most important experiences as an undergraduate of the institution

Question: As a graduate of Wenzao, what do you think were the most important aspects of your experience there as an undergraduate?

Dean of Academic Affairs:

Students had time to read for their own interest as there was less emphasis on textbooks and studying for tests. There were opportunities to develop our talents, not only academic skills. The community was a close one, with caring staff. I had an opportunity to teach English to young children in my parish and this helped me to pay careful attention to sentence structure and to accuracy. The opportunity to form study groups was very important, especially so in preparation for mid-term and final examinations. This helped to reduce pressure and ease anxiety and also played a role in identifying academic and intellectual leaders in particular subject areas.

2.4.4 Giving today's students an experience as rewarding of that of former students

Question: Now that you are one of the most important figures at Wenzao, what do you think you can do to make sure that today's students have an experience that they will remember with the same gratitude as you do?

Dean of Academic Affairs:

I believe that we need to give students space by focusing less on tests and textbooks and more on self-access through web-based activities. In this way, we can encourage independence. We need to encourage intellectual dialogue between staff and students and we need to use this as part of our assessment. Assessment should include a variety of activities not just tests and we need to focus on curriculum development at departmental and School levels.

2.4.5 The role of the English curriculum at the time the institution was founded

Question: How central was English to the curriculum at the time when Wenzao was founded?

Former President and Chairperson of the Board of Governors and Chairperson of the Foreign Language Instruction Department:

It was liberal arts rather than English that was central to Wenzao's education. However, among all the languages offered – English, French, German, Spanish – English has always been the first choice of the students, and it has been always a required course (as a major or minor). The popularity of English relates, in part, to Taiwan's close association with the US and to the fact that the US particularly, but also the UK, have traditionally been highly favoured destinations for study abroad and migration.

2.4.6 Main changes and factors influencing change

Question: What are the main changes (social; economic; educational) that have influenced developments at Wenzao since it was founded and what are the main things that are currently likely to have an effect on Wenzao?

Former President and Chairperson of the Board of Governors:

The main factor that has influenced changes is the changing pattern of economic development in Taiwan. In 1966, Taiwan was only just beginning to emerge as an economic force in the world; the 1970s, however, saw very major developments. Other major changes were: the end of martial law, the emergence of Kaohsiung as a free industrial processing zone (leading to greatly increased need for people with foreign language skills, particularly English), and the need for more personnel in the diplomatic/ foreign service (leading to the admission of boys in Wenzao from 1980 on); the growing need in the 1990s for more provision for two year post high school education (which led to the opening of a two year Junior College facility); the major changes that took place in Taiwan from 1999 (the first year of the

implementation of a five year Action Plan for educational reform).²² In addition, there is technology – global improvements in technology have had a positive impact on school administration and management and on classroom practices. Technology inevitably influences both teaching and learning. A major shift is the shift towards the perception that students must accept responsibility for their own learning. Leading students towards sources of information and understanding, getting them to experiment and discover things for themselves is important and technology has an important role to play in this.

The negative aspect of the influence of the external environment, of economics and enterprise, has become such a leading power in our world that education is losing its independence in the area of educational policy and social conventions. This includes:

- Business and enterprise decide what is and who are most useful to them. As a result currently Humanities, because it is not “practical,” is losing its ground. Even the Ministry of Education has announced that universities will be evaluated on the basis of graduate employment figures. This perspective is spreading in Taiwan and it is a dangerous one because it ignores the intrinsic value of education.
- Rating scales dominate all sectors: beginning from enterprise, down to universities, high schools, junior high schools, elementary schools, and even kindergartens.
- Wenzao is delicately placed between current trends and its educational philosophy. Each year, the Ministry of Education reviews educational institutions in relation to grants. Therefore an institution such as Wenzao

²² Following the Ministry of Education’s Sixth National Conference on Education, a Committee for Deliberation on Education Reform was established and produced an Advisory Report on Education Reform. The emphasis was on greater access to education, more personal attention to students, increased routes to advanced study, increased quality and a move towards lifelong learning. In 1998, NT\$150 billion was allocated to a five year plan, beginning in 1999, which involved: building a complete education system, popularization of kindergarten system, building complete systems for teacher training, promotion of improved technical education, promotion of lifelong learning and online teaching, furthering home education, improvement of education for handicapped people, improvement of education for Aborigines, easier access to higher education, creation of new student counseling systems, increase of education funds and expansion of research into education (Department of Statistics (Ministry of Education), 2005, pp. 6-7).

which lacks its own financial support group is vulnerable. What we really need to work on is to get financial support through gaining recognition of our educational philosophy.

- Whatever the external influences, there is no real success simply in survival or even growth. Without the essential spirit of education, the philosophy that inspired its emergence, Wenzao's existence would have no genuine value.

President:

In the 1990s, vocational education changed rapidly in order to accommodate rapid economic development. The increasing need for more qualified professionals meant that schools were constantly encouraged to upgrade, to diversify, to introduce new programs. In response, the number of educational institutions, including the range of programs offered, has grown. At the same time, however, the national birth rate has decreased. Competition among educational institutions has grown. In connection with this, we need to be aware of public perceptions. People want their children to go to university. That is their first choice. After that come colleges, then junior colleges. Similarly, parents generally perceive public universities to be better than private ones. Those institutions that resist change could end up with students who are rejected by other institutions.

The expansion of technology has led to changed expectations in relation to teaching methods and the content of teaching programs. To be part of the developments that are happening, teachers need to constantly upgrade their professional knowledge. To play a genuine part in the rapidly changing world of education, they need to be active in research. In a competitive and fast moving market place, you need to keep ahead. One of the main things that has had an impact on Wenzao is the fact that other institutions have changed.

Chairperson of the Foreign Language Instruction Department:

In the past, as the entire nation moved toward development, society was simpler and students were more highly motivated and easier to teach. Although the students who came to Wenzao were generally somewhere in the middle (in terms of performance), they achieved well at Wenzao. They had a good foundation in

language and their pronunciation, writing and spelling were generally good. Grades became more variable after the college was opened to boys. In the 1990s, as Taiwan became more economically successful and as the numbers at Wenzao grew, the students became less highly motivated and it became more difficult for the teachers to give them individual attention. At the same time, the learning conditions improved in some ways – with better equipment and more varied teaching methods – although the students’ language was generally less accurate. The prevailing mood was that fluency was more important than accuracy. Students became more used to acquiring things, to getting what they wanted without major effort. They became more interested in acquiring money than in getting a good job. As the country’s wealth grew, there were more rich people and more middle class people and the gap between these people and the poor became more evident. A crucial factor in all of this was technology. This was the beginning of the technological generation. Necessity shifted from having a pair of shoes to having a cell phone. There were also major cultural changes. Through global technology, Western culture became more influential, particularly among the young people, and students seemed to have less respect for, and confidence in, their own culture. A critical change was the sense of immediacy that came with technology: “Just press a few buttons, and you’ll get the information. There’s no need to think. The younger generation is geared towards immediacy but learning a language takes time and effort.”

Another change is that it is now more difficult to find appropriate staff. There are new departments, new requirements. There is more competition for staff.

Chairperson of the English Department:

When Wenzao was founded, it was the only languages school in Taiwan. Many people came to study from other parts of Taiwan. One third of the students were from Kaohsiung and the south; one third from Taipei; one third from other parts of Taiwan. There were only 200 new entrants each year, 50 in each class: two classes majored in English, one in French, one in a combination of German (with 25 students) and Spanish (with 25 students). Students had more class contact time in English. The total number of graduation credits required in English was 230; it is now 220. The work schedule was better than it is now. It changed a lot after the

tenth year of operation as the institution grew. Because the number of students was smaller in the early years, there was more time to give individual attention to students. There is now a wider gap between students on entry although most of them have a reasonable level. I believe that the best students perform better now than they did in the past but that the least able students perform worse than in the past. The wider gap between students on entry creates more problems for staff. Even so, it is our responsibility to make sure that they all progress to an acceptable level. This is more difficult as our administrative duties expand and as the expectation that staff will do research grows.

Cost is a major factor. Students may select private institutions because they are unable to get into public ones or, in some cases, they may prefer private ones for various reasons. However, fee increases are now affecting all institutions – public and private.

2.4.7 Main frustrations in attempting to bring about change

***Question:** What are the main frustrations that you have experienced in trying to bring about change at Wenzao?*

Dean of Academic Affairs:

The main frustration relates to the fact that there is currently too much centralization, too much expectation that things will be handled at the top level of college administration. We need to have more autonomous academic units with the capacity to develop and follow through on developments. We also need a greater level of understanding about the need for research, about the fact that the responsibilities of academic staff are not only teaching, but also research. There also needs to be more understanding of the fact that teaching involves much more than classroom interaction. It involves working together on curriculum matters, considering how best to develop self-access facilities and resources that encourage independence and critical thinking, looking at new ways of assessing performance. It involves working with management to achieve the best possible outcomes, rather than relying on management. It involves being prepared to take the initiative. At this stage, my major frustration relates to the fact that many staff

members still treat the college as a job rather than a career. Sixty percent of staff members are women and what we are dealing with here is, I believe, the traditional view that women's earnings are simply a supplement to those of their husbands. It is difficult to find staff to teach in the evenings and to take on additional tasks and yet there are significant levels of stress.

I believe that people should work as a team, that there should be intellectual companionship. The support I want is not just support with the implementation of ideas, but also support in the development of ideas and concepts. If people became more involved, they would have more understanding of the issues and would derive intellectual satisfaction from what is achieved. We need to work quickly and efficiently. I sometimes wonder whether we should slow down the pace of change. That is what people seem to want but the result might be that the necessary changes just don't take place. In a competitive environment, people need to be clear about what needs to be achieved and they need to set out to achieve it as quickly and efficiently as possible. Stress and anxiety are inevitable in an environment of change and the longer processes of major change continue, the greater the build up of stress. Logically, what is needed is for people to take a genuine interest in what needs to be achieved and in how it can be achieved and to work together to put the changes in place as quickly and efficiently as possible.

2.4.8 Gaining university status

Question: What does Wenzao need to do to gain University status?

Dean of Academic Affairs:

We need to meet all of the criteria set by the Ministry of Education as indicated on the Ministry's website. However, these criteria are subject to ongoing change. The most important things we need to do are ensure that teaching staff are well qualified, that there is an emphasis on high quality research and research outputs, that we promote collaboration with other colleges and with external bodies involved in commerce and industry, and that we are constantly aware of the need to maintain operations and standards to the quality required for the annual evaluation exercise.

2.4.9 Retaining aspects of the institution's mission while adapting and changing

***Question:** Do you believe it is possible for Wenzao to adapt and change in response to changing circumstances at the same time as retaining all or some of its original mission?*

Former President and Chairperson of the Board of Governors:

Wenzao needs to be creative and responsive in its thinking but it must also maintain its essence. One important aspect of maintaining its essence is ensuring that there is a focus within each department on good communication and good interpersonal relationships. When each unit or department has built itself as a true community, together they form the big Wenzao Community. Another is to maintain the focus on liberal arts. Maintaining a liberal arts core, a focus on education rather than simply professional training, is critical. Professional training needs to be built on top of general education. It should never replace it. This is something we need to focus on in this period of transition. In addition, we need to consider how best to allocate administrative tasks fairly and appropriately, according to the principle of delegation of authority. We cannot expect senior managers to do everything. Retaining the 5 year Junior College with its distinctive characteristics is important, but the 4 year College also needs to build up its own identity. All in all, it is important to ensure that growth does not undermine quality. We need to be clear about our teaching objectives. We need to focus on what education, in the broader sense, is for.

President:

Wenzao cannot afford to focus too exclusively on language applications. Our graduates need to be employable in a range of areas so they need to have professional knowledge in other areas. This means that our staff members need to have knowledge and skills in a range of areas. We need to focus on extending our capacity.

Dean of Academic Affairs:

Whether we can retain our original mission will depend largely on the academic staff. It depends on their understanding of the mission, their understanding, in

particular, of what is meant by ‘service’, and the extent to which they are prepared to buy into it. An important aspect of this is size. It is difficult to maintain the high quality of education for which Wenzao is known at the same time as increasing in size. The larger an institution becomes, the more diffuse it is likely to be. Under the current President, who is a member of the Christian Service group, the college is developing and transforming. It will only do this successfully if it also retains its distinctiveness, its focus on the development of individual talents, its sense of ‘family’, and its reputation for quality. Otherwise, there will be no reason for students to choose Wenzao. The philosophy of St. Ursuline underpins the unique quality of Wenzao and needs to be retained.

2.4.10 Preferred changes

Question: *What changes would you like to see happening at Wenzao?*

Former President and Chairperson of the Board of Governors:

I would like to see the curriculum, particularly the curriculum of the new four-year college, providing a more complete reflection of the philosophy and characteristics that have distinguished this institution. An institution’s vision should be reflected everywhere throughout the curriculum – in teaching, in research, in administration, in management. Research should include research on adult education. This is, after all, part of liberal arts, and this should be felt throughout the curriculum. We need to set up an academic research centre, including cross-cultural research, a centre that can continue Wenzao’s vision and project it into the future. The teaching and learning of languages should include an emphasis on inter-cultural understanding.

President:

Teaching staff need to develop in a range of areas, including developing genuine international and intercultural perspectives and they need to bring new knowledge and new perspectives into the classroom. One way of doing this is to engage in academic exchanges with other institutions. Another is to undertake doctoral study that is wide-ranging rather than too narrow. Doctoral research should be seen as an opportunity in the broadest sense - not just a way of obtaining a degree,

but a way of becoming a permanent member of a research culture, a way of broadening horizons, understanding more about teaching and learning, understanding more about different cultural perspectives, becoming more aware of the ways in which we can enhance our own institution by learning from others. In recruiting new staff members, we need to focus not just on their language competence, but also on their professional knowledge, their understanding of teaching and learning, their awareness of international research, their competence in other professional areas.

We need to open up to the world beyond our immediate context. We need to appreciate and understand other cultural perspectives and bring this appreciation and understanding into our teaching in every area. The new Department of International Affairs should play a leading role in this.

We are professional educators and this is something we need to take seriously. We need to know as much as possible about teaching and learning and we need to develop our teaching capacity. Our institution is known for its holistic approach to education as well as for its global perspective. This needs to be reflected in our staffing. Staff members need to develop knowledge and understanding that extends beyond their own subject area. We need to develop and maintain a research culture. Research needs to be seen as a critical part of what we do. Making this change is not easy – but it is necessary. Existing staff members need to understand that this is fundamental to our future. All staff members in any institution of higher learning must engage in research. Otherwise, the institution cannot expect to be taken seriously.

Chairperson of the Foreign Language Instruction Department:

One of the important changes we need to make concerns relationships. We need to build relationships of trust and mutual understanding between administration and faculty. We need to streamline administration - reduce bureaucracy, reduce complexity, reduce the number and length of meetings. We all need to understand the pressures on one another and try to ease them wherever possible. Teaching staff are carrying heavy teaching loads at a time of major change. More and more

is being expected of them. They need to feel valued and they need to feel that their efforts are appreciated.

2.4.11 A special role?

***Question:** Do you think there is a special role that Wenzao Ursuline College can/should perform in Taiwan now/ in the immediate future?*

Former President and Chairperson of the Board of Governors:

Yes. If Wenzao retains its mission, it will be making an important contribution. We can demonstrate in what we do that education should involve more than professional training.

President:

Yes. This is the only languages-focused institution in the country. This focus needs to be retained. We are aiming to become a university - but we need to be a university that offers something distinctive. We are known for language education and we should continue to be known for language education (including the teaching and learning of Chinese). We need to aim to play a leading role in language education in this country - in terms of our own teaching, our own research, our focus on international academic and cultural exchanges. We need to work to achieve this within the context of the knowledge-based economy.

Chairperson of the Foreign Language Instruction Department:

Yes. Our main role should be to provide quality education in the liberal arts field. I truly believe that this would be a real contribution to education in this country. There is no Liberal Arts college as such in Taiwan and the concept of liberal arts education needs to be strengthened. The difficulty is knowing how best to achieve this.

Chairperson of the English Department:

Yes – but whereas in the past Wenzao was the only school of its type that focused on languages, this is no longer the case. If we want to maintain our reputation, we need to develop what we are known for - successful teaching. Our focus needs to

be on all of our students. We need to get better at helping those students who are experiencing less success. The biggest challenge in teaching is making sure that every student has an equal opportunity to improve. That means understanding, and responding to individual needs. We cannot afford to neglect those who are in most need of our efforts. We need to be known as an institution that brings the best out of all of its students.

2.4.12 A more central role in national policy development?

***Question:** Do you think that this institution could, or should, play a more central role in the development of national language policy?*

Dean of Academic Affairs:

The extent of our involvement is, and will be, a reflection of the extent of our involvement in research and development activities. We need to conduct research and we need to promote the research that we do. Inevitably, the Normal University is currently in the lead in terms of influence. The English department of the Normal University has graduate students who have done a considerable amount of research on foreign languages, including research on the teaching and learning of English. However, that research seldom relates to vocational high schools and so this is an area where we could make a real contribution. We should extend the quantity and quality of our research, including research that is conducted in collaboration with teachers in vocational high schools. Our profile will increase in line with our research. We need to continue, and expand the research we do in the area of language teaching and learning. We are already becoming known for our research on testing in the vocational education system so we are already being consulted about that area. There are many opportunities to expand and profile our research. For example, the Foreign Language Instruction Department has a graduation project display. There are opportunities there for well designed group projects relating, for example, to web-based or CD-based on-line learning. We have staff who specialise in technology, in media, in other teaching areas. If our annual project display is effective, we will gain a reputation for the type of thing that is demonstrated there. We need to demonstrate what we can do. That is the best way to be taken seriously and to increase our influence.

Wenzao has been invited to be represented as one of the more than twenty members of a newly formed Taiwan Committee involved in promoting English Education. Membership includes the chiefs of Educational Bureaus, professors from universities, teachers from the primary and secondary school sectors. There is a website which people can visit and leave messages. Right now, I am involved in looking at comparative education policies in different countries in Asia. It is important that we involve ourselves in activities such as this and that we make an effective contribution.

2.4 13 The role of English now and in the future?

Question: What role should the teaching and learning of English play at Wenzao both now and in the immediate future?

Former President and Chairperson of the Board of Governors:

We need to focus on improving our teaching methods in a whole range of different ways. Conferences and workshops are valuable in this respect. We also need to focus on improving approaches to learning, on helping students to understand what learning is about, on increasing their motivation and improving their learning strategies, on getting them to appreciate that accuracy and attention to detail are important.

Chairperson of the English Department:

The English department was, and still is, the largest department. It has played an important role in the development of Wenzao and will continue to play an important role. English has played, and continues to play, an important part in globalization. The market for graduates who are proficient in English is large, and students who minor in English, as well as those who major in it, should have good prospects.

2.4.14 The standard of English proficiency of graduates

Question: In general, do you believe that graduates have a better or worse standard of proficiency in English than they had in the past?

Former President and Chairperson of the Board of Governors:

I believe that standards are not as high overall as they were when there were fewer students. We need to focus on making sure that our students have a solid language foundation and personal formation on which to build their professional skills.

President:

I have no definite answer to this question although I believe that most teaching staff do not believe that proficiency standards have improved overall. I came to Wenzao only three years ago so am not able to make a comparison based on direct personal experience. However, the Dean of Academic Affairs began to collect information about student proficiency based on CSEPT (Common Student English Proficiency Test) a few years ago and this can provide us with a valuable source of information. It is important to have internationally recognized proficiency standards in all languages. This is why Wenzao intends establishing a proficiency test centre. However, there are all sorts of factors that affect proficiency achievements over time. We need to think not only about comparing the achievements of our current students with those of students in the past, but also about comparing our current achievements as an institution with those of other institutions. There was much less competition in the past. What Wenzao was doing was very different in many ways from what others are doing. Now, the situation is different.

It is not only overall proficiency that matters. What also matters is competence in particular areas. Our students need to do well in speech competitions, in public performances of various kinds. They need to learn to respond well to challenges of various kinds.

Dean of Academic Affairs:

It is always possible to improve the proficiency gains of students. To do this, we need to focus specifically on proficiency. We need to clearly establish proficiency benchmarks and let students know what our expectations are and how they are performing in relation to these expectations. We need to be clear about what students need to do in order to improve their proficiency and we need to re-

evaluate our English language programs in relation to proficiency targets. We need to establish a clear correlation between teaching hours and proficiency gains.

Chairperson of the Foreign Language Instruction Department:

I believe that the overall standard of proficiency is fairly good, not very different from what it was in the past - but more is expected of students now. The main difference is not in what we achieve, but in what others are now achieving. When Wenzao began, there were very few English departments in vocational schools, now there are more than ninety. Competition has become a major factor. New colleges are being opened all the time, some of them financed by individuals or companies. In this context, we need to think very carefully about how we are going to develop.

There is also the question of entry standards. We have five year Junior College students when they are younger and we have longer to work with them. In at least one area, entrants to our two-year and four-year programs are less proficient overall than students who have completed three years of our Junior College program. We need to focus on developing teaching methodologies that meet the needs of our older entrants. In some areas, we may need to think carefully about entry requirements.

Chairperson of the English Department:

The range of proficiency achievement is wider than it was in the past. Some students perform better than in the past, but there is a lengthening tail of students at the lower end. In the past, the tuition fees at Wenzao were comparatively high. Parents who sent their children here recognised the importance of languages and knew what they wanted for their children. Now, the students come from a wider range of backgrounds and there is a more marked difference between the rich and the poor. Many students have less supportive home backgrounds than was generally the case in the past.

2.4.15 Relationship between different parts of the institution

Question: What do you think the relationship between the five year junior college and the two-year and four-year college is now and should be in the future?

Former President and Chairperson of the Board of Governors:

The existence of the Junior College reminds us of the importance of our overall educational objectives. Wenzao aims to be a research-supported rather than a research-based institution and our research should support our teaching. As we develop into the graduate area, we need to consider what types of activity are consistent with our overall focus. This would include translation and interpreting, foreign language teaching and cross-cultural understanding. I believe the development of Wenzao into a full college with graduate sections will enrich the whole institute, including the 5 year Junior College.

2.4.16 Relationship between the English department and other areas of institutional activity

Question: What do you think the relationship between the English department and the other areas of institutional activity is now and should be in the future?

President:

The relationship is currently a complex one. There are more students overall and so there are greater demands on the English department, particularly in terms of teaching students who are not majoring in English. The increase in subjects has led to an increase in expectations so far as the English Department is concerned. The timetable is not ideal. Now, for example, what might in the past have been a three hour teaching slot is often divided up into one hour sessions which take place at different times. Also, it is more difficult to find appropriate staff because of the requirement that new staff have doctorates. There is a great deal of competition for staff with doctorates, and even more for staff who have doctorates, are effective and experienced practitioners, have the motivation to continue doing research and improve generally, and an appreciation of what we are aiming, as an institution, to achieve.

It would be helpful if the English Department could review its curriculum and rationalise its offerings – offering fewer options in more concentrated sessions. This would reduce the burden on staff. In addition, the English Department is currently larger than is ideal in a context where other areas are growing and developing. This does not mean that it should no longer play a central role, simply that its role will change as national and global developments lead to changes in the profile of students. The globalization of English will eventually lead to less need for a focus on English as a subject.

The entire nation is promoting the teaching and learning of English. The English Department should be involved in the debate and should take a leading role in promoting change and development. Its staff members need to be responsive to *Challenge 2008*, to play a significant role, take responsibility. They are in an ideal position to promote and facilitate positive developments.

Chairperson of the Foreign Language Instruction Department:

As we grow and develop, as new departments are added, it will become increasingly important to remember our mission so that we all move in the same direction. We need to find a way of adding that does not diminish or end in a loss of focus.

2.4.17 Training new and existing staff

Question: *What changes, if any, do you think should be made in relation to the education and training of new and existing teaching staff?*

President:

In general, we need to run more workshops in different areas, such as curriculum and teaching methodologies. We need to establish a set of criteria such as, for example, competency standards, supported by workshops, in the use of electronic equipment, computer programs and laboratories. New teaching staff, apart from having a sound orientation, one that introduces them to the values of Wenzao as well as its policies and procedures, also need to be provided with in-service training.

2.4.18 Increasing self-access

***Question:** Language teaching is labour intensive. Do you think that we should introduce more self-access learning to release staff to do research on an ongoing basis?*

Dean of Academic Affairs:

Nowadays, students are very good at technology. Also, they seem not to enjoy attending lectures or doing language practice drills as much as they did in the past. It makes sense to create e-learning websites that allow students access at times that are convenient to them. It also makes sense to make use of the things they enjoy in order to achieve the outcomes we want. The more effective our e-learning initiatives are, the more time staff will have to conduct research. Staff members need to be innovative and creative in their approach to teaching and learning. One of our current aims is to increase teaching quality. The Office of Academic Affairs now has a policy that teaching staff should upload their syllabuses before the beginning of the academic year. Staff members now need to create at least one e-course. These courses are evaluated by experts and, where they are judged to be of sufficient quality, the courses are put on line. Teachers have a choice in terms of course delivery modes. Thus, for example, staff members can conduct face-to-face teaching for half of each semester, or they can provide a complete e-learning environment, or have face-to-face teaching for one third of each semester and website learning for the other two thirds. Teaching staff now have options. There is inbuilt flexibility – flexibility for staff and flexibility for students. Students have greater control over their own learning.

The new building will be equipped with a teaching platform, including computers, tape recorders, VCR, electronic blackboards. In the future, teachers will be able to go to class with a USB flash disk only. They will then be able to link to their own website or e-course. Since there will be a video recorder in each classroom, students who need to be absent from class, can view the class videotape. Alternatively, teachers can create videos at home and post them on their web sites.

What all of this should lead to is not only an increase in the availability of web-

based e-learning resources with all of the flexibility for staff and students that is associated with it, but also an improvement in quality as different staff members share resources, add to and modify existing courses and adapt courses in line with student responses and learning outcomes. The development of e-courses should lead to a higher level of co-operation among teaching staff. Where two or more staff members are teaching the same course, a course leader can develop materials – where they have not already been developed – with others contributing ideas, suggestions etc. so that, ultimately, workloads will be reduced and quality will be assured. Internet-based resources will become richer and richer, reflecting the combined efforts of staff members over the years. Self-access provides great opportunities where teaching staff get together and organise and systematise their teaching materials. It involves, too, a gradual transfer of responsibility for their own learning to students who can access resources in a medium that is familiar to them and about which they are generally enthusiastic.

For all of this to succeed, there must be good, systematic course planning and resource planning, planning that is based on a sound understanding of what is needed in order to make overall proficiency gains and specific improvements in particular areas. Students need direction in terms of what to do in resource centres in order to achieve particular outcomes. What we do not want is directionless or aimless activities. Good planning is the essence of good resource development and effective resource use. Teaching staff can make more time available for research and self development if they are prepared to make the effort in the initial developmental stages.

2.4.19 Recommended policy changes

Question: Are there any policy changes that you believe should be made?

Chairperson of the English Department:

We need a clear, agreed direction so that we all understand what we are aiming to achieve. We need to recognise, and make use of the many strengths that staff have. Above all, we need clear policies about assisting students who are under-

performing. It is not in the interests of the institution to have dropouts – and it is certainly not in the students’ interest.

2.4.20 Ten year vision

***Question:** What is your vision for Wenzao ten years from now?*

Former President and Chairperson of the Board of Governors:

I would like to see Wenzao as a strong, vibrant institution with a clear, strong united vision and around 8,000 students, with a range of new departments and graduate programs. Each program should have its own special identity within the framework of Wenzao identity. That would be enriching for all. Whether it is a languages college or a university seems to me not to be a particularly critical issue. I would like to see the evening division strengthened, with a solid curriculum.

President:

Taiwan has been isolated for too long. It has lost many opportunities to participate in international organizations. I would like Wenzao to be an institution that is aware of, and responsive to, the outside world, one that is globally connected, an institution that has a unique national position in relation to language education, but also one in which students become socially, politically, culturally and economically aware, an institution that promotes understanding and respect for others and for humanity as a whole. I would like it to have a research centre that takes the lead in language learning nationally and also has a role to play internationally. I would like it to have a European centre too.

Chairperson of the Foreign Language Instruction Department:

The situation in Taiwan is very fluid, political and economic change are taking place very rapidly, there is too much instability to make it realistic at this point to have a solid vision for the future in terms of the kind of institution that this should be. Whatever that is, whole person education should be at the centre, the holistic tradition should be developed and strengthened. Education is about people. Success isn’t just about passing exams. It is about accepting responsibility, about

making a contribution, about life and relationships. Above all, I would like to see an institution built on a solid foundation of good relationships – relationships between faculty and administration, faculty and students, relationships among faculty members, relationships built on co-operation and concern for one another. I would like to see a positive atmosphere, a happy place to teach and learn, a challenging place, a place that doesn't crush or overwhelm people, a place that supports people so that they can achieve. I would also like it to be financially stable.

Chairperson of the English Department:

I would like to see Wenzao as an institution that is distinctive, one that promotes a particular approach to education, one that is united and progressive but one that is not afraid of change, or afraid to be different. I would like to see the five year program revitalised and the new departments strengthened. Remaining exactly as we are now is not an option. We need to accept the challenge of competition but move forward in a way that is a reflection of who we are and who we want to be.

2.4.21 The English curriculum

Question: *What do you think about the current English curriculum?*

President:

So far as the English curriculum is concerned, we need a curriculum that is theory-driven and research-related. We need to establish clear, uncluttered pathways and clear links into areas such as translation and interpreting. We need staff who have a global perspective, who are aware of the world in which our students will be operating, who understand something of the other subject areas they are involved in, who know what will be required of them in the future.

Chairperson of the Foreign Language Instruction Department:

I believe that we need better, more integrated courses and materials. In the past, textbooks were often more varied internally, with a range of different approaches, including approaches that were genuinely communicative in their orientation. Now, textbooks tend to be less well integrated and less clearly based on genuine

language progression. They tend to focus on skills separately. There is more variety of books, but less coherence. If different courses rely on different books from different series, the sense of overall progression can get lost in the detail. Integrated skills teaching works better. If different courses are taught by different staff members, focus on different skills and use completely different texts, the danger is that there will be no overall coherence. Where courses are taught in blocks by the same staff member and in an integrated way, staff can get to know their students better and can be more efficient in terms of preparation and preparation time. The Ministry of Education requirement for Wenzao to upgrade resulted in a situation in which the focus moved from progressive, integrated skills-based development to an approach in which the skills began to be taught separately and overall coherence of programs became much more difficult to achieve. If it were possible to do so, I would reverse this trend.

Chairperson of the English Department:

We need to have teachers who take a global perspective, who are not just specialists in one area of language development, such as, for example, writing, but who are flexible, who understand the whole area of language development, all of the skills involved, and can contribute in a general sense. We need to have more integrated courses, courses that involve integrated skills development.

We did have an integrated skills approach in the 1970s. We used set textbooks for integrated skills-based learning. After that, we moved to a separate skills approach, where courses were based on a single skill (e.g., reading). After that, we moved to dual skills courses (e.g., listening and writing). There is no clear rationale for this, or at least not one that is firmly based in theory. What happened was that our curriculum was externally evaluated and it was suggested by the evaluators that it would be better to divide 6 hour course blocks into smaller blocks with different subject/ skill headings. The main argument for this type of modularization seems to have been that it gave students more opportunity for success. Under the new structure, students who were unsuccessful in one area might be successful in another. Once staff members began to select their own textbooks, the sense of overall coherence began to disappear. Another thing that reinforced this was the introduction, in 1997, of level-based classes (that is, of

having different classes for students at different levels who were at the same stage of their program). This meant that the overall sense of program coherence began to be lost. If the level of students at the same stage of the same program is so different that they need to be taught different things in different classes, then it is difficult to maintain any real sense of overall program coherence.

It was not until 2002 that the English Department had its own curriculum planning committee. Even then, the committee became so involved in overall institution-wide planning that it had very little time to focus on the research and development activities it needed to do for the English Department itself.

So far as the four-year college is concerned, Wenzao actually has a lot of freedom in the area of curriculum. The Ministry of Education requires only 16 hours of language tuition per credit but we provide up to 36 hours. Within the overall Ministry of Education requirement for 128 credits, we can decide which courses are to be compulsory and which ones are to be elective. In looking at the curriculum, we need to take a whole range of things into account, including government policy, institutional policy, and the needs and interests of students. The whole issue of curriculum is a very important one.

Dean of Academic Affairs:

The German Department is making use of the Common European Framework, using six general proficiency bands. It is systematising the use of textbooks, teaching materials and test materials. There is a clear sense of direction and progression in the 5-year Junior college program and the 4-year evening college program. What they are doing now has been done in the English department for some time already.

2.4.22 English for specific purposes

Question: *Do you think that courses in English for specific purposes (e.g. business) are really effective? Might it be better to have core English courses and other courses (e.g. business) taught in Mandarin?*

Dean of Academic Affairs:

Language learning takes time and effort. One way of providing students with more opportunities to learn language is to provide them with instructional materials that are effective not only in teaching English, but also in teaching subject content. There are several ways of achieving this. One way is to design English language courses that are specifically linked to students' major subjects such as, for example, international affairs. These English courses would support and reinforce subject area learning.

We need to make a distinction between English for Specific Purposes and subject or content knowledge. There is a role for Chinese in the teaching of subjects but there is also a role for English. For example, readings from general magazines such as *Time* and *The Economist* and from professional journals and magazines can be included in English courses. Evidence from proficiency studies over the past seven or eight years indicates that students have strong listening skills even though there are no listening skills classes in the fourth and fifth years of study. This is related to the fact that they listen to English constantly. If both staff and students are capable of using English in their professional subject areas, then they should do so. This is a niche that we need to pursue. It should not only be the English department that uses English as an instructional tool.

2.4.23 Further comments

Question: *Is there anything else you would like to say?*

President:

We need to operate in a way that is consistent with Ministry of Education policy but we also need to take advantage of the liberalization of education. We are free to make many decisions for ourselves and we need to use this freedom in a responsible and creative way. We need to be clear about the philosophy and the theory that drives the curriculum and we need to be theory-driven and consistent in our approach to pedagogy and methodology so that we can justify our position and meet challenges in considered ways. We need to use technology in ways that enhance learning and reduce the burden on teaching staff.

Chairperson of the English Department:

I think there are three things that are critical:

- Successful teaching needs to be at the centre of everything we do;
- Successful teaching is teaching that is inclusive, teaching that focuses on the needs of all students whatever their capacities;
- Successful teaching needs to be supported by solid, reliable policy-making and good administration.

2.5 Identifying the major issues emerging from the interviews

The interviewees identified a number of factors that are currently having an effect on higher education institutions generally and on the teaching and learning of English in particular. These include political, economic, demographic and social considerations, including industrial and commercial globalization, the ongoing globalization of English, the spread and increasing sophistication of technology, and the effects of technology and the ready availability of a wide range of consumer goods on learner attitudes and approaches and on teaching styles.

Their concerns relate to **increasing competition in the education marketplace** and hence to the need for **an improved research profile** (seen largely in terms of staff capabilities and research capacity, to be achieved through the appointment of appropriate staff and the development of existing staff), **distinctiveness** (achieved, in this case, through retaining as much as possible of the original mission of the institution and designing an overall curriculum that is holistic and coherent and centres on languages and liberal education), **teaching and learning excellence leading to increased proficiency gains and success in other acknowledged tests of language skills such as speech competitions** (achieved through a more systematic approach to curriculum and syllabus specification, improved teaching and learning materials, more innovative approaches to assessment, the effective use of internationally recognised proficiency benchmarking, and the creation of language courses that relate directly to other subject areas as well as the teaching of some subject areas through the medium of English), **flexibility and adaptability** (achieved through willingness to transform

the institution in line with national aspirations and student needs and the increased use of technological resources in order to improve flexibility), **responsiveness to individual student needs and aspirations** (achieved through the use of self-access, web-based materials and a focus on all students, including those who are less able), and **employability of graduates** (achieved through collaboration with national and international educational, industrial and commercial organisations, and through ensuring that a high level of language proficiency is accompanied by global awareness, adaptability, creativity and the ability to acquire new skills readily). In addition, so far as the institution as a whole is concerned, there is a recognition that Taiwan, in common with many other countries, is undergoing rapid change and that, in order to be responsive to changes as they take place, **administration needs to be efficient, streamlined and less bureaucratic.**

There is general agreement that there is now **a wider range of ability among students**. It is considered that the highest achievers do extremely well, but that there is a lengthening tail of students who are performing less well. There is also a general feeling that the increased influence of Western culture, the increased availability of consumer goods, and the increased availability of information (through the world wide web) have led to a situation in which **students generally expect more instant gratification than they did in the past**. Students are perceived as being less willing to participate in more traditional approaches to learning (such as lectures), less willing to devote time to gaining language skills and, therefore, more likely to focus on **fluency rather than accuracy**.

In this context, it is considered important to capitalize on those things that students respond positively to (such as **e-based learning**) at the same time as attempting to ensure that **language learning is purposeful**, that it is based on **coherent programs** that are designed to underpin **genuine proficiency gains**, that **both accuracy and fluency** are treated as being equally important, and that **individual skills development does not replace integrated skills-based teaching and learning**. In a more general sense, it is considered important that professional **training should not replace education**.

As the institution grows in size and is required to be more competitive, it has become **more difficult to cope financially, more difficult to attract appropriate staff** (staff who are not only well qualified, but are also effective teachers and researchers), **more difficult to maintain a sense of distinctiveness, more difficult to maintain a supportive environment** in which staff and students feel valued and appreciated. Increase in size and diversity have also led to **more timetable problems and a greater need to rationalize offerings**. Many, perhaps all, of these difficulties are also being experienced by other higher education institutions both in Taiwan and in other parts of the world. In the case of Wenzao, the institution already has a distinctive mission and is already known for quality languages education. Its language teaching staff and graduate students are in an excellent position to undertake research that is distinctive and focused, that relates directly to educational mission of the institution.

2.6 Higher education and the teaching and learning of English in Taiwan: The significance of the interviewee responses

Several themes run throughout many of the interviews. These are followed up in the critical review of selected literature that follows (*Chapter 3*) and in later chapters which focus, in turn, on the philosophy of language teaching and learning that underpins new curricula for English in Taiwanese schools and the design of these curricula (*Chapter 4*), the attitudes, perspectives and competencies of a sample of teachers of English in higher education contexts in Taiwan (*Chapter 5*), the proficiency achievements of students at the point of entry to, and exit from, first degree programmes (*Chapter 6*), and the language backgrounds, attitudes and motivation of degree level students of English in Taiwan (*Chapter 7*). Finally, in *Chapter 8*, the research is summarised and the conclusions are reviewed.

Chapter 3

English and the teaching of English to speakers of other languages: Some major global trends and their influence in Taiwan

3.1 Introduction

Many of the issues identified by educational managers (see *Chapter 2*) relate to national and international trends in relation to the spread of English and the teaching and learning of English. Literature relating to these trends is critically reviewed here:

- the globalization of English and the democratization of education (*section 3.2*);
- the impact of concepts of ‘communicative competence’ and ‘communicative language teaching’ (*section 3.3*);
- the issue of proficiency and the increasing use of national proficiency benchmarking (*section 3.4*);
- the increasing popularity of outcomes-based curricula (*section 3.5*);
- the growing interest in learner motivation (*section 3.6*); and
- the widespread replacement of a traditional literature focus by a concern with intercultural education and content-based instruction (*section 3.7*).

3.2 Towards global English - The impact of the globalization of English on issues relating to distinctiveness, course rationalisation and staffing

As Heller (2001) notes with reference to bilingualism in Canada, “[current] transformations in ideology and practice . . . reveal a shift from an ideology of authentic nationhood to an ideology of commodification . . . [which] involves contradictions between language as a mark of authenticity and belonging or identity, and language as an acquirable technical skill and marketable commodity”. He points out that “these contradictions have direct consequences

for language teaching and learning, insofar as they affect what counts as competence, who gets to define what counts as competence, and what is considered the best way to acquire it” (p. 47). Although increasing focus on the issues that surround the essentially native speaker goals that are reflected in many textbooks and proficiency tests (see, for example, Cook, 1999, 2002; Firth & Wagner, 1997), the changing nature of English and the emergence of what are now often referred to as ‘Englishes’, helps to explain the problems faced on a day-to-day basis by those involved in English language education in Taiwan, it does not currently make a major contribution to solving them. Taiwan has in the past had a very close relationship with the USA, a relationship that was fundamental to its economic progress. That relationship has had a major impact on its education system and on its conceptualization of the goals of English teaching and learning. Although Taiwan’s relationship with the USA has changed, it should not be assumed that the overall conceptualization of English and of the goals of English teaching and learning have necessarily changed in any fundamental way.

Many countries throughout the world are beginning to see English as a basic educational requirement for all rather than simply as a desirable accomplishment for some (Maurais & Morris, 2003).

In common with many other countries in Asia, Taiwan is in the process of reforming and liberalizing its education system. This liberalization is intended to “give students the ability to meet the challenges caused by globalization, and therefore continue increasing Taiwan’s international competitiveness”, and to ensure that they have “‘analytical thinking skills’, ‘innovative skills’ . . . and ‘viewpoints that are global in nature’” (Department of Statistics, (Ministry of Education (Taiwan)), 2005, p. 4). In 1998, Taiwan set aside NT\$150 billion to be spent over five years on education reform projects which covered all levels of education (Department of Statistics, (Ministry of Education), 2005, p. 6). A significant aspect of the reform of education was the introduction of a new *Grade 1~9 Integrated Coordinated Curriculum* (see *Chapter 4*) and the 2005 amendment to the University Act which provided for the establishment of an evaluation committee which would “entrust academic organizations or professional evaluators to carry out regular evaluation on the universities and publish the

results as reference for educational subsidies from the government” (Article 5), and also required that universities should establish review systems relating to “teaching, research, instruction and services” (Article 21) (Ministry of Justice (Taiwan), 2005, December 28).

The ongoing democratisation of tertiary education which has accompanied the ever-increasing urgency to raise the educational level of the workforce, particularly in countries such as Taiwan which have limited natural resources, has not only led to growth in the number of tertiary educational institutions, it has also led to growing competition among them.²³ As student numbers fluctuate, as governments become more cautious about educational spending, as students and their parents become more informed about the cost and quality of educational options, and as staff become more mobile, tertiary institutions are increasingly struggling not only to compete but also simply to survive. Many no longer have the luxury to impose the type of entrance standards that once characterised the tertiary education sector. Thus, teaching has become more demanding at the same time as research excellence has become more critical, both in terms of perceived quality and, related to it, in terms of the ability to attract students and external funding. In such a context, attracting and retaining suitably qualified staff (including staff who teach English and staff who teach other subject areas through the medium of English) with the required combination of skills and knowledge is becoming increasingly difficult. In such a context, too, distinctiveness and the ability to attract international students can be critical factors in success. As Coleman (2006, p. 3) notes: “The combination of higher individual fees, greater student mobility, and excess of supply over demand has accentuated the market character of HE: the student has become the customer. Universities are no longer institutions but brands. University rankings, modelled on North America, and which already inform student choice in the UK, Germany and other European countries, have now gone global thanks to Shanghai’s Jiao Tong university <<http://ed.sjtu.edu.cn/rank/2004/top500list.htm>>”.

²³ In 2005, the Taiwanese government spent NT\$445,697,170 on education, that is, a total of 18.53% of government expenditure in that year, and the number of students in Taiwanese universities and colleges (of which there were 145) was 938,648 (Ministry of Education (Taiwan), 2006b, 2006, September 14).

In terms of perceived quality, English-speaking universities continue to dominate the international league tables (Shanghai Jiao Tong University, 2006) and they, and other English-speaking educational institutions such as polytechnics, continue, in general, to have more ability to attract international students than do Asian universities (Institute of International Education, 2006).²⁴ Nevertheless, the number of international students in some English-speaking countries has been falling in recent years. Thus, for example, in New Zealand the number of international students was 11% down in the 2004-2005 academic year in comparison with the 2003-2004 academic year (from 87,075 to 77,563) (Department of Labour (New Zealand), 2005, pp. 28-29); in Canada, international student numbers were down 6% from 60,212 in 2003 to 56,529 in 2004 (“Student numbers down in Canada”, 2005).

As Harris, Leung and Rampton (2001) note, “[globalization] . . . is inextricably linked with the developments and demands of free market capitalism” (p. 31). Coleman (2006, pp. 5-6) observes that “the recruitment of international students and international staff, which English facilitates, leads to enhanced institutional prestige, greater success in attracting research and development funding, and enhanced employability for domestic graduates” so that “[institutional] and individual self-interest . . . coincide both for academic staff, whose international careers depend on a demonstrated ability to teach and publish in English, and for students whose access to a good employment track on graduation also depends heavily on their proficiency in English”. Furthermore, “[thanks] to universities’ dual function as teaching and researching institutions, a powerful impact is exerted by the language of academic publication. . . . and the research which teachers cite in today’s classrooms is increasingly in English, not only in sciences but across the disciplinary panoply (Hoberg 2004: 91, citing Ammon 1998) ”. Coleman (2006, p. 6) also notes the significance of the dominance of English online databases. Discussion of the changing character of English (or Englishes), and of the unequal distribution of power and control in relation to what is included in the English curriculum and how achievement is assessed has thus had little

²⁴ Kurtán (2004, p. 131) notes that the term ‘international students’ is now most commonly used to describe independently motivated, full fee-paying students rather than students participating in inter-institutional exchange programmes.

impact on the problems faced by educational managers, academics, teachers and students in Asian countries who are increasingly obliged to compete in the international arena. As Canagarajah (2005a) notes, although “there is an emerging consensus that we need to relate to language norms differently”, and although “it is increasingly accepted that we have to relate to Global English as a plural system with heterogeneous grammatical and discourse conventions” (p. xxvii), it is nevertheless still the case that “the way knowledge is spread . . . [displays] a one-sided imposition of homogeneous discourses and intellectual traditions by a few dominant communities” (p. xiv).

There are significant problems for Asian tertiary institutions which are attempting to enter the global educational marketplace, a major barrier being English language proficiency. Thus, for example, Farrell and Grant (2005, p. 6) report on interviews with 83 human resources professionals, noting that in eight out of nine occupation areas investigated, there would be resistance to hiring Chinese graduates for work in a foreign company, the main reason being poor English. Even so, the situation is changing. Efforts are being made to encourage international students to study in Asia. Thus, for example, in September 2004, Ko Kheng Hwa, Managing Director of the Economic Development Board in Singapore, reported that Singapore aimed “to develop . . . into a thriving international education hub offering a rich spectrum of academic and specialty courses from secondary school to university levels”, the expectation being that “the number of full time international students [would triple] to 150,000 in about 10 years' time”. Furthermore, in December 2005, at the 11th meeting of the ASEAN in Kuala Lumpur, the Indian Prime Minister proposed setting up “Centres of English Language training in Cambodia, Laos, Myanmar and Vietnam” (Graddol, 2006, p. 115). In Singapore, English has gradually shifted from being a second language to becoming the main language of the home. In Malaysia in 2003 basic proficiency in English became a requirement for all foreign employees (p. 38). As Graddol (p. 45) notes: “One of the most significant educational trends world-wide is the teaching of a growing number of courses in universities through the medium of English. The need to teach some subjects in English, rather than the national language, is well understood: in the sciences [where], for example, up-to-date text books and research articles are obtainable

much more easily in one of the world languages and most readily of all in English”.

So far as Taiwan is concerned, Jong-Tsun Huang (2003, October 13), former Minister of Education, notes in *The Current Development and Challenges of Higher Education in Taiwan* that the number of foreign students coming to Taiwan for study increased from 5,440 in 1992 to 7,331 in 2002. In order to further expand this number, the government is establishing scholarships to encourage foreign students to attend Taiwanese universities, creating joint university degree granting programs with foreign universities and encouraging the development of courses that are taught in English. In the academic year 2005 – 2006, twenty Taiwanese universities offered a total of 18 undergraduate programmes, 62 Master’s programmes and 31 Doctoral programmes through the medium of English (see *Appendix 2*).

3.3 Towards communicative competence and communicative language teaching

Over half a century ago, Chomsky (1957) challenged behaviourist theories of language acquisition, proposing a theory in which creativity rather than imitation and repetition was central. As part of that theory, he put forward the notions of ‘linguistic competence’ (the ideal speaker/hearer’s knowledge of a language system) and ‘performance’ (the use to which this system was put in concrete situations”. Although Chomsky was concerned with first language acquisition rather than second language learning, his proposal had an effect on second/foreign language teaching which gradually moved away from the habit formation practices that had underpinned audio-lingualism (often involving explicit rules and student repetition of core structural elements of model sentences while varying some of the open system lexical items) towards an approach (often referred to as ‘cognitive code learning’) which highlighted the importance of the students’ deriving rules for themselves on the basis of examples and creating new sentences in terms of what they needed/wanted to communicate rather than on the basis of repetitive drills (Stern, 1983, p. 465).

A major challenge to Chomsky's notion of 'linguistic competence' came in the early 1970s with notions of 'communicative competence', a term introduced in the 1970s by Campbell and Wales (1970), Habermas (1970), Hymes (1971) and Jakobovits (1970). The work of Hymes, in particular, who defined 'communicative competence' as "what the language learner needs to know in order to use his or her language system for communication" (Crombie, 1988, p. 283) has had a profound influence on language teaching. Hymes included within his definition of communicative competence each of the following: formal possibility, implementational feasibility, contextual appropriacy, and the performative role of utterances. Since Hymes, definitions of communicative competence have changed as linguistics and, in particular, discourse analysis has changed and developed. Thus, for example, Celce-Murcia, Dörnyei and Thurrell (1995) divide communicative competence into five major components - discourse competence, linguistic competence, transactional competence, sociocultural competence and strategic competence - in an attempt to provide a content base for syllabus design and methodological development. More recently, the Council of Europe (2001, pp. 108-130) has proposed a model that divides communicative competence into linguistic skills and knowledge, sociolinguistic skills and knowledge and pragmatic skills and knowledge (see also Bachman, 1990). The first of these includes phonology, orthography, vocabulary, morphology and syntax; the second includes rules of politeness, norms governing relationships (e.g., between generations, sexes, classes and social groups) and codification of social rituals; the third includes discourse competence, functional competence and design competence.²⁵

The notion of 'communicative competence' was linked in the work of Campbell and Wales (1970) to the communicative difficulties that disturbed children can experience. In such a context, it has had a very significant positive impact, now helping to throw light on the problems experienced by both children and adults with various types of handicap and providing a very useful framework for constructive intervention (see, for example, Valdivia, 2005). In the context of

²⁵ Savignon (1983, p. 1) notes that "[collecting] definitions of *communicative competence* is fun. Teachers, methodologists, and textbook writers have used the term in many interesting if confusing ways".

English language teaching, its effect has, arguably, been less straightforwardly positive (see, for example, Bhatia, 2003; Cheng, 2002; Li, 1998; Yano, 2003). Indeed, particularly in the early stages, it sometimes led to an underestimation of the importance of linguistic structure even though, as Crombie (1988, p. 284) notes, “grammatical form is not only included in this list [Campbell and Wales’ list of the various aspects of communicative competence], it is, in fact, the first item on the list”. As early as 1980, Carroll (1980, p. 8) felt it important to remind language professionals that “there are rules of grammar without which the rules of use would be inoperable”. In addition, the notion of ‘communicative competence’ has now broadened into one of ‘communicative competencies’ in response, in particular, to research in the 1980s which began to examine the concept of strategic competencies in relation to language testing (see, for example, Canale & Swain, 1980; Canale, 1983; Oller, 1983). The issue of competencies (including strategic competencies) continued to occupy researchers in the 1990s (e.g., Bachman & Palmer, 1996) and is fundamental to more recent developments such as the *Common European Framework of Reference for Languages* (Council of Europe, 2001). Since the notion of communicative competence or communicative competencies effectively includes everything that a learner needs to know and be able to do in a target language, an attempt to incorporate every aspect of it into language teaching can lead to confusion and frustration. As Widdowson (1998, p. 331) observes:

Learners of a foreign language should be made aware of . . . cultural conditions on real communication. . . . But the explicit teaching of communicative abilities which measure up to those of the communities whose language they are learning is quite a different matter.

I believe that an attempt to do so is to set an impossible and pointless goal whose only outcome is likely to be frustration. . . . It is the business of pedagogy to decide on what can be feasibly and effectively taught . . . so as to activate a learning investment for future use. Talk of real world communication is all too often a distraction.

Graddol (2006, p. 82) notes that although “[there] is an extraordinary diversity in the ways in which English is taught and learned around the world . . . some clear orthodoxies have arisen. One of these appears to be a general acceptance that what is often referred to as ‘communicative language teaching’ with whose goals Celce-Murcia, Dörnyei and Thurrell (1997, p. 149) note “many teachers and teacher trainers now feel comfortable”. In this context, it is important to bear in mind that “[the] content of school curricula – especially mass curricula – is closely linked to the rise of standardized models of society (see Thomas, Meyer, Ramirez & Boli, 1987) and to the increasing dominance of standardized models of education as one component of these general models (see Ramirez & Boli, 1987). It has been argued that “[these] modern models of society and education and their interrelation are similar around the world and generate educational systems and school curricula that are strikingly similar” and that “to some extent the mass curriculum is directly defined and prescribed through the influence of international organizations . . . through the models provided by dominant nation-states, and the education professionals who operate on a worldwide basis”, these influences finding “receptive audiences in national societies and states eager for legitimacy and progress” (Benavot, Cha, Kamens, Meyer & Wong 1991, p. 97). Nevertheless, it is important to bear in mind that here is no guarantee that concepts and practices developed in one context can be transported successfully into another. As Canagarajah (2005b, p. 9) observes, “[the] local has negotiated, modified, and absorbed the global in its own way”.

The notion of ‘communicative language teaching’, which has emerged alongside the notion of communicative competence or communicative competencies, has been presented and understood in a variety of different ways. Littlewood (1981) defined communicative language teaching in terms of four broad skill domains – manipulation of the language system; ability to relate form and communicative function; understanding of the social meanings of linguistic forms; and strategic control in the use of language to communicate effectively in specific situations (p. 6) – and three general principles – *the communication principle* (involving the belief that activities that engage genuine communication promote learning); *the task principle* (according to which the extent to which language is used to carry out meaningful tasks is regarded as important to language learning); and *the*

meaningfulness principle (according to which the learning process is supported to the extent that language is used meaningfully) (pp. 6, 77 & 78).

One of the best known definitions of communicative language teaching is that provided by Nunan (1991, pp. 279-295) which includes:

- emphasis on learning to communicate through interaction in the target language;
- introduction of authentic texts into the learning situation;
- provision of opportunities for learners to focus, not only on language but also on the learning process itself;
- enhancement of the learner's own personal experiences as important contributing elements to classroom learning; and
- attempt to link classroom language learning with language activities outside the classroom.

The issue of what is meant here by 'authentic texts' is not a straightforward one. Widdowson (1983, p. 30), for example, notes that, although there has been an emphasis within communicative language teaching on authentic materials, the concept of authenticity should not be confused with that of genuineness: materials may be regarded as authentic so long as they are appropriate and accessible.

Celce-Murcia, Dörnyei and Thurrell (1997, p. 143) have argued that "the lack of firm linguistic guidelines led to a diversity of communicative approaches that shared only a very general common objective, namely, to prepare learners for real-life communication rather than emphasizing structural accuracy". Indeed, communicative language teaching is defined in a number of New Zealand Ministry of Education publications (see, for example Ministry of Education (New Zealand), 2002, p. 16), simply as "teaching that encourages learners to engage in meaningful communication in the target language – communication that has a function over and above that of language learning itself".

To further complicate the issue, there is, according to Howatt (1984, pp. 296-297), a strong version and a weak version of communicative language teaching. The

strong version involves the belief that “form can best be learned when the learner’s attention is focused on meaning” (Beretta, 1998, p. 233), the weak version includes explicit language practice. However, as Johnson (2000, pp. 168-169) observes: “[It] is, in practice, extremely difficult, if not impossible, to operate in terms of the strong version on a day-to-day basis in the majority of language classrooms, particularly in language classrooms in schools which are, necessarily, constrained by objectives setting and assessment.” In addition (p. 197):

These principles [the principles associated with communicative language teaching] do not have a specific set of circumscribed methodologies associated with them. As has so often been maintained, there is no best method and just as there are important variations in the teaching context, there are important differences among learners that need to be reflected in the variety of methods employed. Furthermore, a wide range of materials may be considered appropriate.

Associated with the emergence of communicative language teaching have been a number of issues relating to error correction, task types and the role of tasks and syntax in the language curriculum.

In the area of error correction, the situation was straightforward in the context of audio-lingualism. Then, as Stern (1983, p. 465) notes, “the emphasis [was] on successful, error-free learning in small well-prepared steps and stages”. However, as Celce-Murcia (1991, pp. 460-461) observes “learner errors [have come] to be viewed as inevitable by-products of language learning” and “there is [now] ambivalence about issues such as whether, when, and how teachers should correct grammatical errors”, the debate being no longer centrally about whether structure is important, but about “the nature, extent, and types of grammar awareness activities appropriate for second or foreign language learning”. Thus, although it is recognised within the communicative movement that part of learning a language is experimentation, and although it is also recognised that experimentation will inevitably involve errors, errors that should not always be

corrected, it is also now acknowledged that accuracy is a central aspect of communicative competence.²⁶

There is also, in connection with communicative language teaching, some considerable difficulty involved in coming to terms with the array of different approaches to tasks. Probably the first to advocate a task-centred approach to language syllabus design was Prabhu (1987), who recommended that tasks should be graded in terms of conceptual difficulty. Reasoning-gap tasks were given priority. No attempt was made to plan the linguistic content of lessons in advance and teaching that focused on form was discouraged. This type of task-based approach represents the communicative approach to language teaching in one of its strongest forms and has been criticised by Crombie (1988, p. 287) on the grounds that it confuses means and ends: “[It] involves a statement of *means* (that is, the performance of tasks), rather than *ends* (that is, language) and . . . *means*, that is, how ends are to be achieved, are methodological matters [so that] it is difficult to assess whether your ends have been achieved if you have not stated them.” Another problem relates to Prabhu’s notion of ‘conceptual difficulty’. So

²⁶ Savignon (2002) observes:

Discussions of CLT not infrequently lead to questions of grammatical or formal accuracy. The perceived shift in attention from morphosyntactic features to a focus on meaning has led in some cases to the impression that grammar is not important, or that proponents of CLT favor learner self-expression without regard to form. While involvement in communicative events is seen as central to language development, this involvement necessarily requires attention to form. The contribution to language development of both form-focused and meaning-focused classroom activities remains a question in ongoing research. The optimum combination of these activities in any given instructional setting depends no doubt on learner age, nature and length of instructional sequence, opportunities for language contact outside the classroom, and teacher preparation, among other factors. However, for the development of communicative ability, research findings overwhelmingly support the integration of form-focused exercises with meaning-focused experience. Grammar is important; and learners seem to focus best on grammar when it relates to their communicative needs and experiences.

Communicative language teaching does not necessarily mean the rejection of familiar materials. A teacher with only a grammar-translation textbook can use it to support a focus on communication. Conversely, there is nothing to prevent materials intended to promote communication from being used to teach grammar and translation. What matters is the teacher’s understanding of how language learning happens. The basic principle involved is an orientation towards collective participation in a process of use and discovery achieved by cooperation between learners as well as between learners and the teacher.

far as adult learners are concerned, this concept, even if it could be related to some firmly grounded theoretically-based notion of levels of difficulty, is largely irrelevant since the issue for the majority of adult learners is one of linguistic difficulty rather than conceptual difficulty. Even in the case of younger learners, however, the concept of ‘conceptual difficulty’ is very difficult to specify. It is probably for this reason that a number of others who have recommended task-based approaches have tended to avoid referring specifically to the conceptual difficulty of tasks. Thus, for example, Robinson, Ting and Urwin (1996, p. 16-32) argue that task difficulty is influenced not only by cognitive load, but also by planning time and prior information, and Foster and Skehan (1996) argue that tasks based on personal information present less difficulty than those based on less familiar information. Even so, the issue of why task difficulty should be considered somehow more relevant than linguistic difficulty remains.

In discussing the design of tasks for the communicative classroom, Nunan (1989, p. 1) asks whether “the specification of learning tasks [should] be seen as part of syllabus design or of methodology”. His response does nothing to provide language practitioners with any confidence that the complexities surrounding communicative language teaching will be resolved. He says simply that “with the development of communicative language teaching, the separation of syllabus design and methodology becomes increasingly problematical”.

Nunan’s recommendation is that tasks should involve “learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning *rather than form*” (emphasis mine) (Nunan, 1989, p. 10)²⁷. Referring to Doughty and Pica (1986) and Duff (1986), he argues in favour of tasks that involve information exchange and problem-solving. He also approves of the recommendation by Varonis and Gas (1983) that tasks should involve small groups of learners from different backgrounds and with different

²⁷ A variation on this is the argument by Willis (1996) involves a three stage task cycle in which learners are invited to struggle to express themselves adequately in an attempt to complete a task *before* they are given help by the teacher in improving a presentation (focus on form) which they subsequently share. At the end of the cycle, they are invited to reflect, in a language-focus session, on the language that has emerged. This represents an inversion of the approach adopted by most experienced language teachers.

proficiency levels.²⁸ Nunan correlates task difficulty with “the length of the text, the propositional density . . . the amount of low frequency vocabulary, the speed of spoken texts and the number of speakers involved, the explicitness of the information, the discourse structure and the clarity with which this is signalled” as well as, the amount of textual support (including pictures and diagrams) provided and, in line with the findings of Brown and Yule (1983), the ordering of information (p. 98). Although he adds grammatical complexity to the list, it is not given any particular prominence. Given the bewildering array of factors that apparently affect task difficulty, it would not be surprising if language teachers felt confused rather than enlightened, particularly as Nunan then goes on to refer to Candlin’s categories of problematicity, implementability and combinability (Candlin, 1987, pp. 5-22). In relation to the evaluation of communicative tasks, Nunan then provides a checklist including goals and rationale, input, activities, roles and settings, and implementation (Nunan, 1989, pp. 135-137).

In Nunan’s case, the focus of tasks is on meaning rather than form. In the case of Loschky and Bley-Vroman (1993, pp. 154-156), there is a focus on form, but it is ‘incidental’. They argue that tasks should accompany, rather than constitute, a language syllabus. In this sense, their approach could be described as ‘task-supported’ rather than ‘task-based’.²⁹ Their difficulty in coming to terms with the complexities that have often been associated with the role of syntax in communicative language teaching is evident in the extract below where their claim to have ‘scrupulously avoided’ certain ‘complexities’ seems to be disingenuous:

Throughout our entire argument we have scrupulously avoided the thorny issues related to syllabus design. By arguing for the teaching of grammar through task-based methodology, we are in no way implying that we favour a return to the traditional grammatical syllabus. Indeed, rather than argue for a particular syllabus type . . . we suggest that such tasks be used in any situation wherein the goals of instruction are compatible with the

²⁸ The fact is, however, that the majority of learners in Taiwanese tertiary institutions have similar linguistic backgrounds.

²⁹ It is difficult to imagine competent language teaching that is not task-supported.

idea that structure and meaning are necessarily highly interrelated. . . . We recommend that task designers look at specific structurally-based processing problems to be overcome rather than at specific grammar points in a structural syllabus By starting with processing and working back to grammar, the connection between the two is more likely to be strong. . . . In the classroom, by repeatedly focusing the learner on relevant information (e.g., meaningful structural contrasts) one can facilitate the process of restructuring and automatization. Through this incidental focus on form, the process of SLA [second language acquisition] can be sped up and taken to a higher level of ultimate attainment.

The argument that the process they suggest can speed up the acquisition of a second language and take it to a higher level of attainment is not supported by any evidence. Although there has, for example, been much debate about the relative merits of ‘focus on forms’ (conceptualized as progressive step-by-step exposure) as opposed to ‘focus on form’ (conceptualized as exposure through *consciousness-raising* during tasks which are meaning-focused (see, for example, Ellis, 1991) *input enhancement* (see, for example, Sharwood-Smith, 1991), the fact remains that much of the reported research continues to take the form of experiments that do not take full account of the reality of day-to-day classroom teaching (see, for example, Long & Robinson, 1998). They often appear to ignore the fact that language teachers often now present new structures in meaningful contexts *and* ensure that they are, often both during the practice phase of initial presentation sessions and in subsequent lessons, combined meaningfully with other language. As Sheen (2003, p. 225) notes, this is leading to a situation in which Long’s (1988) focus on form approach is becoming “a myth in the making”, observing that such “[developing] myths are often used as arguments to support new teaching practices and subsequent unjustified reforms” (p. 232). Thus, for example, Graddol (2006, p. 83) observes that “[although] EFL [English as a foreign language] has become technologised, and has been transformed over the years by communicative methods, these have led only to a modest improvement by learners”. And Sheen (1994, p. 127) notes that “the frequent

paradigm shifts in the field of second and foreign language teaching have not resulted in significant progress in language learning. The fault seems to lie in the overstatement of criticisms directed at existing paradigms and the failure to challenge the validity of the advantages imputed to replacements". Therefore, "many of the hypotheses put forth must be viewed as tentative, and we must be cautious of the conclusions drawn from them" (Ioup, 1984, p. 350). At the same time, the evidence that learners prefer communicative approaches is convincing. Thus, for example, Savignon and Wang (2003), who elicited the views of 174 first-year university students in Taiwan, found that there was a significant preference for meaning-based classroom activities and "a dislike for both form-focused teaching and the amount of class time devoted [in high school] to the explanation and practice of rules of grammar" (p. 230). This preference was particularly marked in students who had attended private pre-school English language classes in which the emphasis is on communication-based practices (p. 235). These findings are consistent with those of Huang (1998) whose study of the views of Taiwanese senior high school students also revealed a strong preference for approaches to the learning of English that centred on use of the language.

In relation to the difficulty of obtaining any conclusive evidence in favour of one approach over another, a paper by Wu (2004) is instructive. She attempted to find out whether a particular type of direct grammar instruction improved students' performance on grammar-based tests in a particular context, noting "some of the experiments that have been carried out . . . do not seem to take full account of the very different ways in which formal instruction may happen". Wu ran her own experiment on two separate occasions, each occasion yielding different results. In her concluding remarks, she observes that her experiment "raises issues about the significance, or otherwise, of research on teaching and learning second and foreign languages that is based on single experiments". She also notes that "[teachers] of languages . . . need to be sure that experimentally-based research is both robust and of direct relevance to the particular contexts in which they work". (p. 48).³⁰ In this context, it is interesting to note that Widdowson (1998, pp. 337-

³⁰ Wu's cautious approach to accepted wisdom and experimental findings is reflected not only in

338) has been critical of those who argued against ‘traditional’ (grammar-centred) approaches to English language teaching on the grounds that they did not focus on meaning:

The linguistic skill-getting exercise of the traditional type did focus on meaning, but on that which is semantically encoded in form. It had a goal – the manifestation of code knowledge, and the outcome was evaluated in terms of code conformity. And there was a relationship with the ‘real-world’ in that it was supposed that an internalization of such knowledge would provide an instrument for subsequent use. . . . As Lado and Fries put it, the purpose of pattern practice was ‘to reduce to habit what rightfully belongs to habit in the new language, so that the mind and personality may be freed to dwell in their proper realm, that is on the meaning of the communication rather than the mechanics of grammar. . . . In other words, the end in view was communicative fluency. Of course, the word *habit* has unfortunate connotations these days, but it is important to note that pattern practice was preceded by presentation which was designed to demonstrate meaning, so what practice made habitual was a knowledge of forms as semantic encodings. It was not a matter of teaching form rather than meaning (as it is commonly misrepresented as being) but of teaching meaning as encoded in form, on the assumption that this would provide the basic resource for communication.

A partial solution to some of the issues associated with the role of grammar, tasks and task-types in language teaching may lie in Skehan’s insistence that in a dual-coding system (one that involves the interaction of a rule-based system and a memory-based system), there is a need to ensure that teaching includes a focus on form. Therefore, since “tasks themselves, given their defining properties of meaning primacy, outcome evaluation, and realism, may well predispose those engaged in task completion to engage in a mode of communication which does

the writings of other non-native English speaking language professionals working in Asia, but also in those of many non-native English speaking language professionals who are working in predominantly English speaking environments. As Liu notes, “Recent TESOL conventions have witnessed an increase in the number of nonnative speakers (NNSs) of English voicing their concerns and expressing their visions” (1999, p. 85).

not prioritize a focus on form . . . it may not be possible to rely on a task-based approach to automatically drive interlanguage forward” (Skehan, 1996, p. 42). He argues for a focus that accommodates the different processing requirements of balanced language development.

This leads naturally to the issues surrounding the changing fortunes of syntactic instruction in the context of communicative language teaching. Arguments in favour of, or against, different approaches to communicative language teaching often relate to the role of syntax. In reviewing a number of studies relating to the effect of formal instruction, Long (1983) reported that six supported the view that formal instruction is beneficial, three did not, and one (i.e., Martin, 1980) appeared to show that exposure without formal instruction was beneficial. His general conclusion was that “there is considerable evidence to indicate that SL [second language] instruction does make a difference” (p. 374). This is rather faint-hearted support for formal instruction. Later support for formal instruction is less guarded. Thus, for example, Ellis (1994, p. 623) notes that “formal instruction can result in definite gains in accuracy”, adding, however, that “if . . . instruction is directed at a difficult grammatical structure which is substantially beyond the learner’s current interlanguage, it is likely that it will only lead to improved accuracy in planned language use”. Thus, according to Johnson (2000, p. 170): “The critical question, a question with which much second language acquisition research has been concerned, is no longer, . . . for most researchers, whether language learners should be made aware of structure, but how and when this should be done”. Once again, this leaves language teachers in a state of some uncertainty.

The issue of language testing has also been complicated by the introduction of notions of communicative competence and communicative language teaching. Celce-Murcia, Dörnyei and Thurrell (1997, p. 143) note that “the lack of clear-cut content specifications in CLT [Communicative Language Teaching]” has led to problems associated with “the testing of learning outcomes” and that “any language teaching approach must be accompanied by language tests that adequately measure the learning outcomes promoted”. As the factors involved in

language teaching and in specifying achievement objectives and learning outcomes become more complex, so do those involved in testing. Thus, for example, the New Zealand Education Review Office (1995, p. 26) has noted that “[assessment] of student progress and achievement is such a complex issue that there is difficulty in finding agreement in principle or in practice amongst policy makers, practitioners and academics”.

All of this has been happening at the same time as, and largely in response to, advances in discourse analysis which have led to an explosion of information about discourse comprehension and discourse processing. Thus, for example, in reviewing one aspect of discourse analysis, research on discourse relations, Whaanga (2006, p. 197) observes:

Forty years ago, the study of discourse relations was confined to a few linguists, most of whom were working within the context of a particular functionally-based theory of language (tagmemic theory). Now, it would be almost impossible for any linguist of any persuasion, or, indeed, anyone whose discipline impacts in any way on information processing (natural or artificial), to avoid engaging in one way or another with issues associated with discourse relations.

This explosion of interest in, and research on discourse has had a profound impact on, for example, the teaching of reading and writing skills, leading most recently to interactive models of reading and writing that combine top-down and bottom-up processing (see, for example, Bruce, 2004)

Bearing all of this in mind, it is not surprising that senior managers identified as critical issues the question of curriculum fragmentation, and possible conflicts between language training and language education and between fluency and accuracy. In the context of ongoing dispute about the nature of the language syllabus, about methodology and materials, and with more and more areas competing for inclusion in the curriculum, there is, inevitably, a climate of confusion among language educators (see *Chapter 5*) and a tendency towards greater and greater specialization which can result in curriculum fragmentation.

This can, in itself, lead to a loss of that essential core which is characteristic of language education as opposed to language training. This is particularly difficult to resist in the face of the “many stakeholders . . . who now possess an interest in the English language business” (Graddol, 2006, p. 82). With so much confusion about the role of structure in language teaching, with so many aspects of communicative competence to accommodate, it is not surprising that the emphasis has, in many cases, moved from accuracy to fluency.

3.4 Towards universal proficiency benchmarking – The impact of a move towards universal proficiency benchmarking on language programme design and testing and assessment

Improving national proficiency in English now forms a key part of the educational strategy in most countries (Graddol, 2006, p. 70). Thus, for example, “[by] the end of 2005, Thailand, the Philippines, Japan, and Taiwan were all expressing grave anxiety about their national proficiency in English and had announced new educational initiatives (p. 95). As Wu (2004, pp. 48-49) observes:

[There] has been much debate in the press recently about a comparative study of average TOEFL scores across Asian countries that places Taiwanese test-takers (with an average score of 198 out of 300) at number 23 in a list of 30 countries (see, for example, Yiu, *Taipei Times*, Nov 7, 2003).

The responses of tertiary English language educators to a questionnaire created and distributed as part of the study referred to by Wu indicate that many tertiary institutions have established proficiency benchmarks for graduates. They also indicate, however, that these benchmarks are not consistent across the tertiary sector (see *Chapter 7*).

The Taiwan Ministry of Education is considering implementing graduation English language proficiency benchmarks for all students in Taiwan, the current proposal (see *Chapter 7*) being that they should be in line with the Common Reference Levels outlined in the *Common European Framework of Reference for*

Languages (Council of Europe, 2001). This is not the only indication of interest in the *Common European Framework of Reference for Languages* in Taiwan. At a recent conference in Kaohsiung, it was suggested (Crombie, 2006, pp. 1-11) that the *Framework* offers a way in which those tertiary institutions which teach a range of languages could consider creating a common core curriculum for their institution, something that “would . . . not only encourage collaboration among staff teaching different languages, but also make their language teaching and learning objectives and outcomes more coherent, consistent and transparent”.

The *Common European Framework of Reference for Languages* emerged out of an inter-governmental symposium that was held (on the initiative of the Swiss government) at Rüslikon in Switzerland. The symposium was called *Transparency and Coherence in Language Learning in Europe: Objectives, Evaluation and Certification*. Out of that symposium emerged the recommendation that the Council of Europe should develop a *comprehensive, transparent and coherent* framework of reference for the description of language learning and teaching at all levels in order to:

- provide a basis for the international comparison of language objectives and language qualifications, thus facilitating personal and vocational mobility in Europe;
- provide policy analysts, teacher trainers, teachers, textbook writers and learners in both schools and adult education contexts with a comparative basis for establishing a set of common standards and levels for language teaching and learning, thus facilitating the design of a unit credit system that can be used across institutions and countries;
- offer a consistent, coherent and comprehensive framework for describing all of the necessary facets of language competence.

Attempts to benchmark proficiency date back at least to the 1950s. In fact, until comparatively recently, most proficiency scales were related to the United States Foreign Service Institute (FSI) scale developed in the 1950s (Wilds, 1975). However, more recent development of proficiency scales and descriptors in Europe have taken communicative competence rather than the American scales as

their starting point. They generally treat proficiency as involving “a hierarchy of *global* characterisations of integrated performance” as in American Council for the Teaching of Foreign Languages (Sil International, 1999)³¹.

These include the United Kingdom National Language Standards (Languages Lead Body, 1993), the ALTE Framework (Association of Language Testers in Europe, 2006), The Australian Certificates in Spoken English, (New South Wales Adult Migrant English Service, 1995). Even so, North (2000) notes that any attempt to find essential links between communicative competence and proficiency is a very complex matter. In addition, proficiency benchmarking frameworks vary widely: “Some . . . have only one general (overarching) proficiency descriptor for each level; others have, at each level, both a general proficiency descriptor and proficiency descriptors for different skills (e.g. reading, writing, listening and speaking) (Johnson, 2004, pp. 2-3).

Proficiency benchmarking frameworks tend to have between six and twelve levels (or bands), with level 1 (or sometimes level 0) representing the lowest level. In the case of the *Common European Framework of Reference for Languages* (Council of Europe 2001, pp. 21-42), there are six bands in three categories (which can be subdivided). These are: A1 (Breakthrough); A2 (Waystage); B1 (Threshold); B2 (Vantage); C1 (Effective-proficiency); and C2 (Mastery). The *Common Reference Levels* (CRL) were designed to apply to all of the languages spoken in the member states of the Council of Europe, and, by extension, to languages generally (Council of Europe 2001, pp. 21-42)³². The descriptors are expressed in positive (rather than negative) terms, that is, not in terms of what learners are unable to do, but in terms of what they are able to do.

³¹ Oller (1979, 1997) treats proficiency as a unitary concept while Bachman (1990) and Bachman and Palmer (1996) include language competence, strategic competence (the ability to use language) and psychophysiological mechanisms (neurological and physiological processes involved in language use). This includes organizational competence (grammatical and textual), and pragmatic competence (illocutionary and sociolinguistic competence).

³² More recently, attempts are being made to create language-specific descriptors (Council of Europe, 2006).

The Common Reference Levels are already having an impact outside of Europe. Thus, for example, the New Zealand Ministry of Education curriculum documents for French and German and the draft document for Māori align their proficiency benchmarks to the Common Reference Levels, the relationship being outlined in *Table 3.1* which is adapted from Crombie and Whaanga (2006, p. 54):

Table 3.1: *Common Reference Levels (Council of Europe) compared with proficiency levels in two New Zealand language curriculum documents*

Common Reference Levels (Council of Europe)		Proficiency levels: <i>French, German and Māori in the New Zealand Curriculum</i>	
The basic user	A1: Breakthrough level	Emergent Communication	Curriculum levels 1 & 2
	A2: Waystage level	Survival Skills	Curriculum levels 3 & 4
		Social Competence	Curriculum levels 5 & 6
The independent user	B1: Threshold level	Personal Independence	Curriculum levels 7 & 8
	B2: Vantage level		
The proficient user	C1: Effective Proficiency Level		
	C2: Mastery level		

This raises some important issues about the Taiwan Ministry of Education’s recommendation that the graduation proficiency benchmark should be set, initially at least, at B1 (Threshold level) for academic universities and A2 (Waystage) for technological universities and colleges (see *Chapter 7*). After all (see *Chapter 4*), the vast majority of those who complete high school and go on to tertiary education will already have had at least six years of instruction in English even before they enter university.

The intention, however, is, no doubt, to raise the expected level gradually. However, unless something is done to correlate school-level English examinations and tertiary entrance examinations with the same proficiency benchmark system, tertiary educators will remain confused about what they ought to be able to expect

of entrants to their programmes (see *Chapters 5 & 7*) and it will be impossible to determine how effective tertiary institutions actually are in raising the proficiency levels of their students. As Chen and Johnson (2004, p. 136) note, “very little information is available about the current English language proficiency achievements of students following different programs in different institutions”. This is one of the factors that makes the establishment of proficiency benchmarks problematic. It is partly for this reason that I conducted a survey of the proficiency achievements of students at the point of entry to, and exit from, English study in first degree programmes in Taiwanese tertiary institutions (see *Chapters 6 & 7*).

A study conducted over several years by Margaret Chen at *Wenzao Ursuline College of Languages in Taiwan*, reported in an article by Chen and Johnson (2004, pp. 136-147), provides some interesting information that could help to underpin proficiency benchmarking for that institution. That study involved the systematic gathering of statistical data relating to the language proficiency growth of students majoring in international languages in its five-year college program. They note, however, that “[it is] important to avoid simply establishing a minimum level of proficiency growth in points . . . since that could have the effect of discriminating against those students who began with the highest levels of proficiency. However, some combination of an annual overall proficiency level target and an annual proficiency growth target might prove a useful starting point so long as this was initially used simply as a research tool” (p. 141).

Chen and Johnson (2004, pp. 136-137) begin by reporting on a project conducted by the Educational Testing Service (ETS) which administered the TOEFL to 3000 students in 20 universities across Taiwan in September 2003:

The average score of the students tested was 496. However, as Professor Chen Chao-ming from National Chengchi University has observed, 32.2% of the students tested scored below 410 and 8.8% scored below 350 (Yiu, 2003). Information released by the Educational Testing Service (ETS), the organization that designs TOEFL, indicates that a score between 410 and 489 normally shows that the test taker's listening and reading comprehension skills are satisfactory but that writing ability is insufficient

to attend academic courses in English. Approximately one third of the Taiwanese university students tested came into this category.

Chen and Johnson (2004, p. 137) go on, however, to raise questions about the TOEFL test itself, noting:

In spite of some recent changes to its format, there are those who would argue that it [the TOEFL test] is out of touch with research on the importance of rich discourse context, that it is somewhat dated in being largely atomistic in orientation (testing specific language points – often in limited single sentence contexts - rather than overall use and comprehension), and that it is culturally and cognitively biased in favour of those who have studied in a North American context. Furthermore, as North (2000) notes, it provides a number score (rather than a set of proficiency descriptors).

Setting proficiency benchmarks based on the Common Reference Levels is not, in itself, sufficient. There remains the critical issue of what test instrument to use. In July 2002, Hong Kong introduced a standardized English language test based on the IELTS (International English Language Testing System). That test, the Common English Proficiency Assessment Scheme (CEPAS), was introduced in an attempt to “benchmark the English proficiency of local university graduates against a reliable, internationally validated instrument which [would] serve as useful reference for students when they [entered] the workforce after graduation or when they [pursued] further studies’ (University Grants Committee (Hong Kong), 2002, para 3). While simply transplanting the system formulated for use in Hong Kong directly into Taiwan would seem unwise, there is much that can be learned from a detailed examination and critical analysis of that system and of others that have been developed in other contexts.

Elder and Wigglesworth (1996, p. 1) note that “[the] assessment of second language learners raises complex issues about the nature of language proficiency, the validity of assessment instruments, the reliability of scores, and the manner in

which the whole process may influence the curriculum?”. The general introduction of proficiency benchmarking in the tertiary system in Taiwan will inevitably have backwash effects. This is probably desirable as well as inevitable. Johnson (2000, p. 249), for example, observes:

All of the components of a national educational awards system should be in a harmonious relationship with one another and with other aspects of the overall system (coherent), free from contradictions (consistent) and expressed in a way that is readily understandable by users (transparent). If a national awards system performs well in relation to these three dimensions of effectiveness, then stakeholders (students, parents, teachers, employers and governments) can have a considerable degree of confidence in the processes and outcomes.

It is likely that the introduction of standardized graduation proficiency benchmarking in Taiwan will lead to a move away from any tendency towards atomism in course assessment in line with the type of assessment now recommended by, for example, the Ministry of Education (New Zealand) (1995, p. 17):

Assessment should be based on activities which measure skills in communicative contexts. . . . Assessment tasks should reflect the situations, the expected language content, and the purposes for which skills are used in everyday situations. Assessment should measure both communicative competence and linguistic accuracy, and should allow for a range of students’ responses, rather than anticipating strictly predetermined language content.

Assessment generally, and proficiency assessment in particular, does not always meet the criteria outlined above. Indeed, this type of assessment is not always possible. There is, however, one type of proficiency test – the C-test – which, while lacking a high level of face-validity, is nevertheless appropriate in contexts where there is a very large number of testees and where time and cost are

important considerations. Although this section has thus far been concerned with proficiency in general rather than with any particular type of proficiency test, this type of test is discussed here in some detail because it formed the basis of the proficiency testing of almost 1,000 Taiwanese tertiary students conducted as part of this research project.

The C-test was developed by Raatz and Klein-Braley in 1982 (see, for example, Coleman, Grotjahn, Klein-Braley, & Raatz, 1994; Klein-Braley, 1985, 1994a, 1994b, 1997; Raatz, & Klein-Braley, 1982; Raatz, Klein-Braley, & Mercator, 2000) at the University of Duisburg. It is similar to the cloze test except that in the C-test what is sometimes referred to as ‘the rule of two’ is applied, that is, the second half of every second word is deleted from the second sentence on. It is a test of reduced redundancy, “[working] on the principle that the better your knowledge of the language, the less linguistic information you actually need to be able to construct the meaning of an utterance” (Coleman 1994, p. 217). For a discussion of the theory of reduced redundancy, see, for example, Oller (1976) and Spolsky, Bengt, Sako, and Aterburn (1968).

Raatz and Klein-Braley (2002a, p. 76) observe that “redundancy is a necessary feature of natural language since it is quite common for parts of a message to be distorted or missing – announcements over station loudspeakers or copies produced by defective photocopiers are obvious examples of damaged communication”, and “is present in all levels of language from letters through words, sentences, paragraphs to texts. It is also found in the lexicon, the semantics and the pragmatics of a language”. The concept of a C-test is to measure “the examinee’s ability to make use of the general redundancy of the language as a whole in order to restore the damaged text” (p. 76). In other words, the concept of reduced redundancy in the C-test involves measuring the learner’s competence and performance since “knowing a language . . . involves the ability to understand a distorted message, to make valid guesses about a certain percentage of omitted elements” (Klein-Braley, 1997, p. 47). The C-test is easy to construct, quick to administer, easy and unambiguous to score, and highly reliable (Coleman, 1994; Coleman et al., 1994; Grotjahn, Klein-Braley & Raatz, 2002b).

The C-test has been exhaustively studied as a research tool (see, for example, the research summaries and bibliographies provided by Klein-Braley (1994a & 1994b), and has been found to provide an accurate measure of what Bachman (1990) refers to as ‘operational competence’, that is “the superordinate category for lexical, morphological, syntactical, graphological knowledge on the sentence level, and . . . knowledge of cohesion and rhetorical organization on the text level” (Raatz, & Klein-Braley, 2002a, p. 83). According to Coleman (1994, p. 219), it is “unrivalled in providing a snapshot of a learner’s general competence in a foreign language”, and is particularly useful in contexts where testing is not intended to provide diagnostic information and where cost, time, ease of administration and minimum disruption to classes are significant factors in test choice (p. 219). It must be remembered, however, that “the C-test can . . . inform us only about learning, not teaching. It calibrates the outcome, not the process” (Coleman, 1996, p. 42). In this respect, it is the same as many other proficiency test instruments.

It is clear that “C-tests allow highly objective administration and scoring, and generally show high reliability (in the .80s or higher)” (Eckes & Grotjahn, 2006, p. 291). It has also been claimed that the C-test is not only “one of the most efficient language testing instruments in terms of the ratio between resources invested and measurement accuracy obtained”, but that it is also both a reliable and valid measure of general language proficiency”. Dörnyei and Katona (1992, p. 203) observe that “the value of C-testing as a measure of global proficiency in second language has been demonstrated too many times to be open to dispute” (Hastings, 2002, p. 24). Thus, for example, Jakschik (1996) correlated the scores of adult second-language speakers on a C-test with various global teacher ratings, including those for speaking and writing proficiency, obtaining significant correlations of .38 to .54 for speaking proficiency, and .34 to .55 for writing proficiency. An outline of evidence from correlational studies of various types is attached as *Appendix 3* in which there is a table taken from Eckes and Grotjahn (2006, pp. 295-297).

Even so, not everyone has agreed that C-testing is a valid measure of overall proficiency. Thus, for example, it has been argued that C-tests are actually measures of reading comprehension ability (see, for example, Cohen, Segal, & Weiss Bar-Siman-Tov, 1985) in spite of the fact that test takers with high reading comprehension ability may score low in a C-test because of lack of productive skills in the language (see Grotjahn & Tönshoff, 1992). Others (see, for example, Stemmer, 1991; Kamimoto, 1992), have claimed that C-tests are measures of micro-level skills only in spite of the fact that it has been found that C-tests also involve macro-level processing (see Babaii & Ansary, 2001; Grotjahn, 2002; Grotjahn & Stemmer, 2002; Klein-Braley, 1996; Kontra & Kormos, 2006; Sigott, 2002, 2004, 2006).

Because the question of what C-tests actually measure has been an issue of debate for many years (see, for example, Carroll, 1987; Alderson, 2002; Hastings, 2002), Eckes and Grotjahn (2006, p. 290) undertook a study whose aim was to “[examine] the hypothesis that C-tests measure general language proficiency”³³, in other words, “to shed light on the construct or constructs that C-test measure” (p. 291). A total of 843 participants from four independent samples took a German C-test along with the TestDaF (Test of German as a Foreign Language). Rasch measurement modelling and confirmatory factor analysis “provided clear evidence that the C-test in question was a highly reliable, unidimensional instrument, which measured the same general dimension as the four TestDaF sections: reading, listening, writing and speaking” (p. 290). It is important to note, however, that this was not intended to indicate, and does not indicate, that general language proficiency is a single, psychologically simple construct. As Reckase, Ackerman, and Carlson (1988, p. 202) note, “the unidimensionality assumption requires only that the items in a test measure the same *composite of abilities*” (emphasis mine). In fact, what Eckes and Grotjahn (2006) demonstrate is that examinee proficiency level, measured in relation to more specific constructs into

³³ ‘General language proficiency’ is here conceived of as “as an underlying ability comprising both knowledge and skills and manifesting itself in all kinds of language use (see, for example, Vollmer, 1981; Vollmer & Sang, 1983; Daller & Grotjahn, 1999).

which language proficiency is divisible, differentially influenced C-test performance.³⁴

3.5 Towards outcomes-based curricula: The impact of outcomes-based curriculum design on fluency and accuracy and curriculum coherence

Graddol (2006, p. 84) observes that the European language portfolio attempts to record a learner's experience and achievement in non-traditional ways and that The Common European Framework of Reference for Languages employs the concept of 'can do' statements rather than focusing on aspects of failure. A general movement towards outcomes-based curricula has come to be associated with an emphasis on communicative competencies. It is evident, for example, in recent New Zealand Ministry of Education curriculum documents where the lists of structures and vocabulary that characterised earlier syllabus documents have been replaced by a relatively small number of outcomes-based achievement objectives (see, for example, Ministry of Education (New Zealand), 2002). Bruce and Whaanga (2002, pp. 10-11) make the following observation with reference to New Zealand Ministry of Education curriculum documents:

The achievement objectives introduced at each level are the same for both French and German in the draft curriculum guidelines. In fact, there is no reason in principle why they should not be the same for all languages irrespective of similarities and differences in relation to, for example, structures and script. Thus, all students can aim to perform similar types of communicative task at the same stage of learning whatever their target language. Of course, they will not do so in the same ways.

Examples of this type of outcomes-based achievement objectives (Ministry of Education (New Zealand), 2002) are provided below:

Students should be able to:

- communicate about likes and dislikes, giving reasons where appropriate;

³⁴ Some attempt is made here to correlate C-test results with the results of other proficiency tests (see *Chapter 6*).

- communicate about obligations and responsibilities;
- communicate about immediate plans, hopes, wishes and intentions

An important issue is whether this type of outcomes-based achievement objectives setting can lead to a neglect of accuracy in favour of fluency. There is some evidence that it can do, particularly in the early stages. The two quotations below appear to capture different stages in the development by the New Zealand Ministry of Education of an outcomes-centred curriculum:

In the evaluation of communicative competence, the main criterion should be that of effective communication and the transfer of information. Formal accuracy of grammar and pronunciation is a secondary criterion, but it should be regarded as a factor that affects a student's ability to communicate" (Department of Education (New Zealand), 1987, p. 9).

Assessment should be based on activities which measure skills in communicative contexts. . . . Assessment tasks should reflect the situations, *the expected language content*, and the purposes for which skills are used in everyday situations. *Assessment should measure both communicative competence and linguistic accuracy, and should allow for a range of students' responses, rather than anticipating strictly predetermined language content* (emphasis added) (Ministry of Education (New Zealand), 1995, p.17).

3.6 Motivation

One of the themes that emerged from interviews with senior educational managers was that of student motivation. Bandura (1991, p, 69) defines motivation as follows:

Motivation is a general construct linked to a system of regulatory mechanisms that are commonly ascribed both directive and activating functions. At the generic level it encompasses the diverse classes of events that move one to action. Level of motivation is typically indexed in terms

of choice of courses of action and intensity and persistence of effort. Attempts to explain the motivational sources of behaviour therefore primarily aim at clarifying the determinants and intervening mechanisms that govern the selection, activation, and sustained direction of behaviour toward certain goals.

Within the context of language teaching and learning, a distinction is commonly made between intrinsic motivation and instrumental motivation following the work of Gardner and Lambert (1972) which has been largely confirmed by a range of studies performed over the past fifteen years and by a meta-analysis of these studies by Masgoret and Gardner (2003, pp. 211-213). Thus, for example, with reference to the European Language Proficiency Survey carried out between 1993 and 1995, Coleman (1999) notes that “[while] the international role of languages matters to fewer than half of the UK students, among non-UK students the role of English as a lingua franca is vital” (para. 14). Furthermore, “with age, progression and especially residence abroad, students seem to move marginally closer to the integrative end of the integrative-instrumental continuum” (para. 18).

Inevitably, so far as Taiwanese tertiary students are concerned, instrumental motivation is important at a time when English is increasingly regarded as a basic requirement for many careers (see *Chapter 7*). At the same time, with “[the] wider frameworks and disciplinary knowledges [being] swept aside in favour of more pragmatic and fragmentary approaches to knowledge” (Graddol, 2006, p. 72), and in a context where students are accustomed to being able to access information as and when they need or want it, the issue of motivation has become a complex one. Dörnyei and Ottó (1999, para 3) claim that “most motivational theories did not [in the past] do justice to the fact that motivation is not a static state but rather a dynamically evolving and changing entity” and “[do] not provide a sufficiently comprehensive and detailed summary of all the relevant motivational influences on learner behaviour in the classroom”. They therefore propose, based on the action control model of Kuhl (1987), a process model which involves five phases: goal setting, intention formation, initiation of intention enactment, action, and

postactional evaluation (para. 37). They note that the issue of motivation is an extremely complex one: “A broad array of mental processes and motivational conditions play essential roles in determining why students behave as they do” (para. 99).

The binary classification of motivation (integrative and instrumental) proposed by Gardner and Lambert (1972) has been challenged. Oxford and Shearin (1994) found that more than two thirds of the reported motivations of participants in a study of American learners of Japanese could not be described as either integrative or instrumental, and Green (1999) argued that although it might be applicable in the context of the primarily bilingual Canadian society out of which it emerged, it was not equally applicable in the case of, for example, the complex cultural and linguistic context of Hong Kong, also objecting to its conceptualization of motivation as “immutable and non-manipulable” (p. 267) and its failure “to provide a meaningful developmental model for students and teachers” (p. 265). It is now widely believed that motivation for language learning is subject to change and can be influenced by the extent to which students see themselves as being competent (see, for example, Porter Ladousse, 1982 and Van Lier, 1996).

Dörnyei (2003) identifies three theories of cognitive motivation (self-determination theory, attribution theory, and goal theory) that have influenced L2 motivation research.

The self-determination theory of Deci and Ryan (1985, 2002), which has much in common with Gardner and Lambert’s (1972) framework, conceptualizes intrinsic motivation as involving enjoyment and satisfaction and extrinsic motivation as involving instrumentally driven actions. Wang and Peeverly (1986) have noted that independent learners were capable of managing their own learning by establishing their own goals and undertaking strategies to achieve them, and Knowles (1975) has demonstrated that autonomous learners usually have higher levels of motivation and achieve better results than dependent learners.

Weiner (1992) describes (causal) attribution theory in terms of the impact of past positive or negative experiences on motivation and future achievements, something that has been confirmed in relation to language learning by Williams and Burden (1999) and Williams, Burden, and Baharna (2001). Attribution theory links the notions of confidence and anxiety to increased or reduced motivation, past negative experiences being likely to result in increased anxiety, decreased motivation and increased likelihood of failure, and past positive experiences being likely to lead to higher self-confidence, stronger motivation and greater likelihood of success. The research of Clément, Dörnyei and Noels (1994) demonstrates the powerful influence of self-confidence on motivation in foreign language learning settings.

With the emergence in the 1990s of cognitive neuroscience, involving the study of brain mechanisms during activities of various kinds, it became possible to explore motivation in new ways. Thus, in the context of research involving cognitive neuroscience, Schumann (1997) concluded that motivation for action is stimulated by novelty, pleasure, self- and social image, the significance of specific needs and goals and the potential to cope. Research of this type led to situated approaches to motivation and language learning in which emphasis was placed on the impact of the learning context (e.g., classroom context, course design, teacher and learner characteristics) on motivation and learning outcomes. Collentine and Freed (2004) note that research in this area tends to follow either an essentialist tradition in which language learning is conceived largely in psycholinguistic terms (e.g., Long, 1997), or a social constructivist one in which the emphasis is on the impact of external factors on psycholinguistic ones (e.g., Batstone, 2002; Carson and Longhini, 2002; Ellis, 1994; Firth and Wagner, 1997). Batstone (2002), for example, discusses the impact of context on motivation, noting the essential difference between communicative contexts (which locate learners in social environments where use of the target language is necessary for interaction to occur) and learning contexts (which locate learners in classroom situations), and Ellis (1994) notes that learners' will generally display stronger integrative motivational factors in the first of these contexts than they do in the second. However, although Segalowitz and Freed (2004) have demonstrated that students' oral fluency and overall proficiency are significantly improved by experience of

living in a country where the target language is spoken, Collentine (2004) has argued that formal classroom instruction has more impact on lexico-grammatical competence, and Díaz-Campos (2004) has demonstrated that that phonological abilities may be less strongly influenced by the study abroad context than by the length of time spent learning the target language. Studies such as this are complemented by research in which the primary focus is on willingness to communicate (Julkunen, 1989, 2001).

Goal-centred, process-oriented approaches focus on the changing nature of motivational characteristics as learners progress towards their goal. Green (1999) argues that such approaches are of fundamental importance in that they enable teachers to “manipulate motivational variables to bring about optimal learning outcomes” (p. 265).

In view of the complex issues involved, it currently is extremely difficult for language educators to design their programmes in a way that accommodates the shifting motivation of learners (see Ames, 1992; Dörnyei, 1990, 1994; Locke & Latham, 1990). Although a focus on fluency rather than accuracy might seem to be one that would appeal to ‘information age’ students, such a focus can also be demotivating in writing classes where students, in monitoring their language, may become aware of the limitations of their grammatical repertoire. Similarly, designing a language programme in such a way as to focus on immediate gains rather than longer term achievements can prove demotivating in contexts where overall proficiency achievements are highlighted (such as, for example, the current context in Taiwan where graduation proficiency benchmarking is becoming increasingly important). Issues of student motivation are explored here, both in relation to a background questionnaire distributed to students entering Bachelors-level study and on completion of English majors and minors within Bachelors degrees in Taiwan (see *Chapter 7*) and in terms of teacher perceptions (see *Chapter 5*).

3.7 Intercultural education and the issue of curriculum rationalisation

Kubota (2001, p. 13) notes that “[While] globalization projects the image of diversity, it also implies cultural homogenization by global standardization of economic activities and a flow of cultural goods from the centre to the periphery”. The role of culture in language teaching and learning is changing in response to the globalisation of English. The fact that English literature traditionally played such a large part in the English curriculum relates, to a considerable extent, to the fact that proficiency in English tended in the past to be regarded as “a marker of membership of a select, educated middle-class group” (Graddol, 2006, p. 38). Furthermore, in societies colonised by English speakers, “[the] imperial strategy typically involved the identification of an existing social élite who would be offered a curriculum designed to cultivate not just language skills but also a taste for British - and more generally western – culture and values. Literature became an important strand in such a curriculum and a literary canon was created which taught Christian values through English poetry and prose” (p. 84) and highlighted “the importance of learning about the culture and society of native speakers” (p. 82). However, as second language speakers began to outnumber first language speakers and as more and more interactions in English involved non-native speakers the target model has increasingly become that of a fluent bilingual rather than that of a native speaker (p. 87). More and more programmes in English in Taiwan are described as ‘applied English’ which essentially means that there is little, or no, literature content in the traditional, canonical sense and that the focus is on the use of English in specific (generally employment-related) contexts. Typical of this new focus is the argument put forward by Byram (2006, p. 1) at a keynote address to the *New Zealand Association of Language Teachers* where he argued that one of the aims of English language teaching should be to create ‘intercultural speakers’ who “have competencies which allow them to mediate/ interpret the values, beliefs and behaviours (the ‘cultures’) of themselves and of others”. Thus, “people need more than linguistic or communicative competence, they need intercultural competence . . . for instrumental reasons, to be successful in complex multilingual and multicultural societies” (p. 6). This involves “[growing] out of the shell of their mother tongue and their own culture” (Kaikonen, 2001, p. 64), and moving towards a ‘third place’ from which they can mediate between/ among cultures. This argument, one which sees the cultural

growth of multi-lingual individuals in terms of addition and exchange, reflects the views of Holliday, Hyde and Kullman (2004) who use the metaphor of ‘culture cards’ (many of which can be played or exchanged) to reinforce their argument that cultural difference need not lead to alienation or misrepresentation. The argument is, nevertheless, somewhat idealistic since it is also argued that some ‘culture cards’ cannot be exchanged. For example, Hofstede (1984, 1986, 1997), on the basis of an analysis of a large database of employee values, proposed four (later extended to five) broad dimensions to assist in differentiating those cultural aspects that can lead to misunderstandings in business contexts.³⁵ Knowing about these cultural differences, knowing, for example, that what is referred to as ‘Long-term Orientation’ is less important in business relationships in most Western societies than it is in most Asian societies, may help Taiwanese people to understand the fact that business relationships can be relatively rapidly established in Western cultures. It is, however, unlikely to lead them to change their own practices. This type of understanding is important. This does not necessarily mean that it should be seen as a critical part of language education as such.

It could be argued that removing the need to include literature in the traditional sense in the English curriculum creates more space for other things. However, as the discussion above indicates, that space is rapidly being filled by a concept of ‘intercultural education’ which is both difficult to define in specific terms and, potentially, even more diffuse than was the focus on English literature (more recently ‘literature in English’) and some of the cultural practices of dominant groups in some English-speaking societies (the UK and USA in particular) that preceded it. There can be no doubt that cultural considerations are fundamental to language teaching and learning (see, for example, Kramsch, 1993: Kramsch & Widdowson, 1998) and there can also be no doubt that culture and situation have a direct bearing on beliefs about, and approaches to, language learning (Horwitz, 1999). However, as Kramsch (1995, p. 83) notes “there is a great deal of political pressure now put on foreign language educators to help solve the social and economic problems of the times”. An important issue for many English language teachers is exactly how they should respond to this pressure.

³⁵ These are Power Distance, Individualism, Masculinity, Uncertainty Avoidance and Long-term Orientation.

Also relevant to the issue of curriculum rationalization is content-based instruction, that is, “instruction that focuses upon the substance or meaning of the content that is being taught” (Sticht, 1997, p. 1) and, allied to it, content and language integrated learning (CLIL) in which “both curriculum content . . . and English are taught together” (Graddol, 2006, p. 86). Although content-based and content-integrated instruction have often been more closely associated with teaching that takes place in a context in which the target language is also the dominant language in a community (see, for example, Shanahan & Neuman, 1997) and particularly in work-related contexts (see, for example, Gedal, 1989), and contexts in which literacy is prioritized (Sissel, 1996), it is also increasing in popularity in other contexts and is attracting considerable attention in Taiwan where colleges and universities offer courses through the medium of English (see *section 3.2* above) and where theme-based courses focusing on aspects of the content of other subjects, such as the one related to psychology in a Japanese university outlined by Davies (2003), are becoming popular. Content-based and content and language integrated learning are consistent with communicative approaches to language teaching to the extent that they take place in a context where there is inevitably a focus on functional language use (Genesee, 1994), on the negotiation of meaning (Met, 1991; Lightbown & Spada, 1993) and on thinking skills and learning strategies (Met, 1991). However, they require a combination of language expertise and subject content expertise that poses problems not only in relation to course design, but also in relation to cost and staff expertise. Although these are issues that necessarily occupy educational managers, they are not issues to which much attention is devoted in the research literature.

3.8 Conclusion

As I have attempted to indicate in the preceding sections of this chapter, many of the primary concerns expressed by senior managers at *Wenzao Ursuline College of Languages* are likely to be concerns that are shared by staff in other tertiary institutions in Taiwan. Indeed, the majority of them are likely also to be shared by staff in other institutions, not only in Asia, but also in many other parts of the world. This is because they can be seen to relate, in whole or in part, to a number

of global trends relating to English generally and to the teaching and learning of English in particular. These global trends are taking place in the context of considerable uncertainty. As Canagarajah (2006) notes, “we now have a plethora of theoretical positions and philosophical assumptions” (p. 28) and although “[scholars] may sometimes have fun with this plurality of assumptions and practices . . . teachers . . . want to know what options these new trends suggest for teaching on Monday morning” (p. 29). Some of the effects of the global trends discussed here are explored in later chapters, beginning with their impact on the new school curriculum in Taiwan, the stepping stone to tertiary study of English (*Chapter 4*). I have attempted throughout to focus not only on problems but also on possible solutions.

Chapter 4

Responding to the challenge: The changing face of English language education as reflected in the Taiwanese national curriculum guidelines for English in schools

4.1 General introduction

How a society selects, classifies, distributes, transmits and evaluates the educational knowledge it considers to be public, reflects both the distribution of power and the principles of social control.

Bernstein, *Class, Codes and Control*, p. 47.

The curriculum guidelines for English in schools in Taiwan are relevant not only because they reflect an overall philosophy of English language education, one that we might also expect to be reflected in the tertiary education context, and prepare the way for tertiary study, but also because they are strongly influenced by academics working in the tertiary education sector.

In 2001, in response to public expectations and the challenges of increasing global competitiveness, a new nine-year curriculum was introduced into Taiwanese schools by the Taiwan Ministry of Education: *The Grade 1~9 Integrated Coordinated Curriculum* (see section 4.2). This curriculum was part of the overall reform of education. That reform included the deregulation of elementary and junior high schools and the improvement of instructional techniques and methods (Ministry of Education (Taiwan), 2004e, p. 2). As part of the reform, it was decided that English should be introduced at primary/ elementary school level. From 2001, students were required to begin the study of English in Grade 5 of elementary school (rather than the first year of junior high school) (Ministry of Education, 2001). In 2005, the entry point was lowered to Grade 3 (Ministry of

Education (Taiwan), 2003 August 18; Oladejo, 2005).³⁶ In 2004 (9th February), the Ministry of Education announced that English should not be taught either as an individual subject or in an immersion environment in kindergartens.³⁷ Instead, pre-school learners should explore their world through their mother tongue, with the mother tongue and Mandarin taking precedence over English in the early stages of learning (Ministry of Education (Taiwan), 2004g).

In the final stage of schooling, Taiwanese students may attend High Schools, Vocational High Schools, Comprehensive High Schools or 5-Year Junior Colleges (Ministry of Education (Taiwan), 2005, January 23). Currently, the Ministry of Education is in the process of reforming the curriculum for this stage of schooling. The current position in relation to the English language curricula for these schools is also discussed here (*section 4.3*).

4.2 Introduction to the new curriculum for Years 1 – 9 of schooling in Taiwan

The core components of each aspect of the curriculum for years 1 – 9 of schooling (Ministry of Education (Taiwan), 2004e, Core Rationale section) are:

- Humanitarian attitudes: understanding of self and respect for others of different cultures;
- Integration: harmonising theory and practice and integrating human sciences and technology;
- Democratic literacy: self-expression, independent thinking, social communication, tolerance for different opinions, team work, social service, and a respect for the law;
- Native awareness and a global perspective: a love for one's homeland, patriotism, a global perspective (both culturally and ecologically);
- Capacity for lifelong learning: active exploration, problem solving, and the utilization of information and languages.

³⁶ Taiwan Ministry of Education data show that English education starts at Grade three in many Asia countries such as Japan, Korea and China. In European countries such as France and Germany, it generally begins at Grade 3 or Grade 5 (Ministry of Education, 2003, August 18).

³⁷ Many kindergartens in Taiwan have traditionally offered English immersion environment.

Many of the themes that emerged from the interviews with senior managers at Wenzao Ursuline College of Languages (*Chapter 2*) and were followed up in the literature review (*Chapter 3*) also occur here. Languages, cultures and the development of a global perspective are central. Aspects of the attitude and approach that underpins communicative language teaching also appear in these core components. They include team work, active exploration and problem solving. In fact, direct reference is made to a communicative approach to English teaching in the principles guiding the creation of teaching materials (Ministry of Education, 2001, para 6) and in a commissioned project report published by the Ministry of Education on elementary and junior high English teaching (Shih, Chou, Chen, Chu, Chen & Yeh, 1999; also see Shih, 2001; Shih & Chu, 1999).

This new curriculum is a significant part of the response of Taiwanese educationalists to the challenge of increasing globalization. It includes curriculum guidelines for English. Although national curriculum guidelines relating to school subjects can generally be interpreted in a variety of different ways, they nevertheless provide a very important indicator of expectations relating to subject content and approaches to teaching and learning. In this case, we might expect these expectations to be reflected in the attitudes and approaches of tertiary-level teachers and students of English in Taiwan (see *Chapter 5 and Chapter 7*).

In focusing here on the English curriculum that forms part of this new Taiwanese curriculum for schools, my primary aim is not only to discuss the curriculum content, but also, and perhaps more importantly, to examine the overall approach and the philosophy that underpins it and to explore the extent to which the curriculum writers appear to be comfortable with global trends in curriculum specification.

4.2.1 Learning areas and lesson time

There are seven learning areas in the new curriculum for years 1 – 9. One of these is language arts. Language arts, which includes Mandarin, Taiwanese or Hakka, as well as English and any other languages (including indigenous languages in some cases) occupies the following proportion of class time:

- between 4 and 6 class periods (out of between 22 and 24 class periods)³⁸ in Grades 1 – 2 (at which point English has not yet been introduced);
- between 5 and 8 class periods (out of between 28 and 31 class periods) in Grades 3 – 4;
- between 5 and 8 class periods (out of between 30 and 33 class periods) in Grades 5 and 6;
- between 6 and 8 class periods (out of a total of between 32 and 34 class periods) in Grades 7 – 8; and
- between 6 and 9 class periods (out of a total of between 33-35 class periods) in Grade 9 (Department of Statistics (Ministry of Education), 2005, p. 30).

Grades 1 – 6 cover primary/ elementary schooling and Grades 7 – 9 cover the first three years of secondary schooling (junior high school).

In general, class periods last 40 minutes at primary school level and 45 minutes at junior high school level (Ministry of Education (Taiwan), 2004e, Implementation section). Thus, the maximum time spent each week specifically on language arts is 8 hours in Grades 3 – 8; and 9 hours in Grade 9. There are 40 weeks in the school year. Thus, the maximum time spent on the language arts over the nine years from Grades 1 – Grade 9 is likely to be 1923 hours. In the early years of schooling, most of the time spent on language arts is devoted to Mandarin and Taiwanese or Hakka, with only one or two periods a week from Grade 3 onwards being likely to be devoted to English (a total of no more than 213 hours from Grade 3 to Grade 6). Only in years 7, 8 and 9 are students likely to devote three or more periods a week to English. Assuming an average of three periods of forty five minutes each week over years 7 and 8 (180 hours), and an average of four periods each week in year 9 (120 hours), Taiwanese students are likely to enter the three years of senior high school or senior vocational school having completed around 500 hours of in-school English tuition. They will then take English classes for 4 hours each week for 3 years (480 hours). In the case of vocational high schools, this will, in the final year, take the form of conversation classes. Thus, by

³⁸ That is, approximately 20% to 30% of class time

the time students begin degree level study, they will have completed around 1000 hours of in-class English instruction (Department of Statistics (Ministry of Education, 2005, pp. 30-32). In addition, many of them will have learned English in the context of evening and week-end cram schools.

4.2.2 Overarching curriculum goals

Before looking specifically at the English curriculum for Years 1–9, it is important to examine the goals that apply to all curriculum areas (including English). There are ten goals as follows:

- To enhance self-understanding and explore individual potential;
- To develop creativity and the ability to appreciate beauty and present one's own talents;
- To promote abilities related to career planning and lifelong learning;
- To cultivate knowledge and skills related to expression, communication, and sharing;
- To learn to respect others, care for the community and facilitate team work;
- To further cultural learning and international understanding;
- To strengthen knowledge and skills related to planning and organizing, and their implementation;
- To acquire the ability to utilize technology and information;
- To encourage the attitude of active learning and studying; and
- To develop abilities related to independent thinking and problem solving .
(Ministry of Education (Taiwan), 2004e)

Each of these general goals is intended to have a direct impact on the English curriculum.

4.3 The curriculum guidelines for English at elementary/ primary and junior high school levels

The new national curriculum guidelines for English at elementary/primary and junior high school level were published by the Taiwan Ministry of Education in 2001(Ministry of Education (Taiwan), 2004d). With the exception of the appendices, the documentation is in Mandarin. The original version along with my translation is attached as *Appendix 4*.

As indicated in the Taiwan Ministry of Education documentation, schools are, in each of the learning areas, required to set up panels whose members will take responsibility for translating the national curriculum guidelines into school-based curricula. One of the tasks of these panels is to select textbooks, the textbooks themselves being based on the national curriculum guidelines and requiring approval by the *National Institution for Compilation and Translation* (NICT)(Ministry of Education (Taiwan), 2004e).

4.3.1 The elements of the English curriculum

The English curriculum is made up of a set of *core competencies/ attitudes* (linked directly to the overarching curriculum goals outlined above) and *competency indicators* (listed under the three headings *language skills, interests and learning strategies* and *cultures and customs*). These are followed by a section headed *teaching materials guide* which is sub-divided into sections dealing with *topics and themes, communicative functions* and *language components*. The language components sub-category is further sub-divided as follows: *alphabet; pronunciation; vocabulary; sentence structure*. This is followed by sections headed: *teaching and materials guidelines, principles of materials compilation; teaching methods; assessment* and *teaching resources*. Finally, there are appendices. The first appendix contains a reference list of *topics, themes and text-types*; the second contains a *functional communication reference list*; the third contains a *vocabulary reference list* (arranged both alphabetically and by topic) and an *essential language structure reference list*. Notable by their absence are references to aspects of discourse construction and comprehension.

This curriculum structure or framework is problematic in a number of respects. One of the most obvious of these is the lack of any reference to proficiency targets or benchmarks.³⁹ This omission is unfortunate, particularly in view of the fact that the Taiwan Ministry of Education has expressed considerable interest in establishing proficiency targets/ benchmarks for tertiary students (see *Chapter 7*) and in view of the growing interest in Taiwan in the common reference levels outlined in the *European Framework of Reference for Languages* (Council of Europe, 2001). The inclusion of realistic proficiency targets (benchmarks) in language curricula for schools would not only contribute to the transparency of these curricula and provide school teachers with useful guidance, it would also help tertiary educators to establish realistic proficiency goals for their students. As it is (see *Chapter 5*), there appears to be considerable uncertainty among tertiary educators about the minimum standards of English language proficiency that can be expected at different stages of the education system.

4.3.2 Aims/goals, competencies and competency indicators

There are three overall curriculum aims as follows:

- To cultivate essential English communicative ability and be able to apply it to real situations;
- To cultivate interest in, and strategies for learning English which lead to effective self-motivated learning;
- To gain understanding of, and be able to compare, one's own cultures and customs and those of others. To develop respect for cultural differences.

As indicated above, the curriculum guidelines for English include both core *competencies* (related to the overall goals for the curriculum as a whole) and *competency indicators*. What is translated here as 'core competencies' (following current practice in Taiwan) was originally translated as 'curriculum goals' in early

³⁹ This omission is reflected in other parts of the system. Butler (2004) has noted that "[the] governments of Korea, Japan, and Taiwan have not yet created proficiency guidelines for teachers at the elementary school level" and adds that this "suggests that the governments have no systematic assessment mechanisms to certify teachers' English proficiency levels, or they employ existing assessments developed for other purposes".

translations by the Ministry of Education of the initial section of the curriculum document (Ministry of Education (Taiwan), 2004e)

The relationship between the two categories (*core competencies/ attitudes* and *competency indicators*) is not transparent. Thus, for example, one of the *core competencies* is: *to be able to use simple English to introduce oneself, and one's family and friends*. This links directly to two of the competency indicators for speaking: *to be able to use simple English to introduce oneself*; *to be able to use simple English to introduce one's family and friends*. There is no difference here between the *core competency* and the *competency indicators*. This example illustrates some of the problems associated with coherence and transparency that are evident in this curriculum document.

As illustrated above, there is an uncertain relationship between *core competencies/ attitudes* and *competency indicators*. Furthermore, although an attempt has been made to separate *language skills* from *interests and learning strategies* and *cultures and customs*, the *language skills* sections (divided into *listening*, *speaking*, *reading*, *writing* and *integrated skills*) include a curious mixture of entries, including entries (e.g., *to be able to use simple English to introduce oneself*; *to be able to use simple English to introduce one's family and friends*; *to be able to express personal needs, willingness and feelings*) that could more usefully be separated out from specific skills (e.g., *speaking*) and expressed as general communicative outcomes (e.g., *introduce oneself and others and respond to introductions*). A more coherent and transparent framework might have included a list of English *curriculum aims* (linked to the overall curriculum goals); a list of *achievement objectives* or *outcomes* (e.g., *cultural outcomes*⁴⁰, *strategic outcomes*⁴¹, *communicative outcomes*⁴²), and a list of competency indicators (expressed in the case of communicative outcomes in terms of linguistic indicators such as, for example, *able to use the present simple tense to refer to habitual activities*). The language skills (e.g., *reading*) involved in

⁴⁰ such as specific aspects of cultural knowledge and understanding

⁴¹ such as knowledge of, and ability to use, a range of language learning strategies

⁴² such as ability to understand and use language to achieve specified communicative goals such as, for example, communicating about likes and dislikes or about habits and routines

achieving communicative outcomes could then have been detailed (without being confused with the communicative outcomes themselves). Thus, for example, whereas skimming and scanning are types of reading skill, and whereas associating different intonation patterns with different meanings involves listening skills, being able to listen to and understand simple everyday conversations is not, in itself, a skill in the same sense. It is certainly not a listening skill (as indicated in this curriculum, document) although it involves listening skills as well as other types of skills and knowledge. In addition to *cultural outcomes*, *strategic outcomes*, and *communicative outcomes*, an English curriculum can also be expected to have outcomes that relate to *knowledge about language*.⁴³

Some of the *core competency* entries are very specific (e.g., *to know different types of occupation*), so specific that they might, perhaps, be more appropriately listed under the heading of ‘linguistic indicators’ (in this case, types of vocabulary item), whereas some of the *competency indicator* entries are very general (such as, for example, *to be able to listen to, and understand every-day conversation and simple stories*) and, as such, are almost impossible to relate in any meaningful way to teaching and assessment. Furthermore, although the appendices include a list of functions (micro-functions), *a few of these* also appear in the entries for *core competencies* (e.g., *to be able to use simple English to introduce oneself, and one’s family and friends*) and *competency indicators* (e.g., *to be able to use simple English to introduce oneself; to be able to use simple English to introduce one’s family and friends*). In view of the fact that the appendices deal with content specification, it is difficult to see why some micro-functions that appear in the appendices have been listed as *core competencies* and *competency indicators* whereas others have not. This appears to be another indication of the fact that the authors of this curriculum had some difficulty in coming to terms with the global trend towards including communicative outcomes in national languages curricula. Yet another indication of this is the fact that the *core competencies* are glossed as follows: *the competencies or attitudes that can be developed through topics, functions of communication and teaching activities in the English curriculum*. As already noted, some of the *core competencies* are expressed in micro-functional

⁴³ such as, for example, knowledge of the fact that English uses different words to refer to males and females

terms. It is difficult, therefore, to see how core competencies that are already expressed as micro-functions can be *developed through* micro-functions. It is equally difficult to see why ‘topics, functions and teaching activities’ are listed here but vocabulary, syntax and discourse features, for example, are not listed unless what we are seeing here is a reflection of the avoidance of specific reference to features of the target language (other than vocabulary) that often characterized the early stages of what has come to be referred to as ‘communicative language teaching’ and, in fact, is still sometimes associated with what has come to be known as the strong version of ‘communicative language teaching’ (see *Chapter 3*). However, the inclusion of an essential language structure reference list as one of the appendices appears to be inconsistent with this interpretation.

Overall, it would appear that the curriculum design team had some difficulty in separating out the different elements of the curriculum and in specifying aims and objectives in a clear and coherent way. Problems in specifying aims and objectives were also evident in the questionnaire responses of tertiary-level teachers (see *Chapter 5*). Difficulties such as this may be associated with a global trend towards incorporating ‘can do’ statements into curricula rather than, or in addition to, providing detailed syllabus specifications (see *Chapter 3*). It is possible to express ‘can do’ statements which relate specifically to linguistic communication (communicative outcomes) in a similar way to the types of statement that characterise proficiency descriptors (e.g., *Can produce simple connected text on topics which are familiar or of personal interest*).⁴⁴ It is also possible to express them in more specific terms (e.g., *Communicate about likes and dislikes, giving reasons where appropriate*) that provide teachers with a clearer indication of what is expected.⁴⁵ In this Taiwanese curriculum document, the issue of how to articulate communicative outcomes appears not to have been fully resolved with the result that many of the *core competencies* and *competency*

⁴⁴ From general proficiency descriptor for B1 in the common reference levels (Council of Europe, 2001, p. 24)

⁴⁵ This achievement objective appears in several New Zealand national curriculum documents for languages (see *Chapter 3*).

indicators provide teachers with little useful guidance on expected communicative outcomes.

4.3.3 Core competencies/ attitudes

In each learning area and in each specific curriculum guidelines document, core competencies, which are intended to be consistent with the general curriculum goals, are outlined. The core *competencies/ attitudes* included in the English curriculum guidelines (Ministry of Education (Taiwan), 2004d) are translated from Mandarin and outlined in *Table 4.1*.

Table 4.1: *The Year 1 – 9 Curriculum - Core competencies/ attitudes as outlined in the English curriculum for Grades 1 – 9*

Curriculum goals	Core competencies: The competencies or attitudes that can be developed through topics, functions of communication and teaching activities in the English curriculum
1. To enhance self-understanding and explore individual potential	To understand and be able to name body parts
	To understand how to use simple English to express personal interests and hobbies
	To understand how to use simple English to describe personal appearance and personality
	To understand how to use simple English to describe daily routines
	To understand how to use simple English to describe individual abilities and talents
	To know different types of occupation
2. To develop creativity and the ability to appreciate beauty and present one's own talents	To appreciate chants and the rhythm of English
	To be able to sing and read simple songs and rhymes aloud
	To be able to appreciate simple children's stories
	To be able to appreciate simple children's literature
	To be able to appreciate simple cartoons
3. To promote abilities related to career planning and lifelong learning	To be able to appreciate simple radio and television programmes and movies
	To establish a basic English ability as a foundation of life-time learning

Table 4.1 (Continued): The Year 1 – 9 Curriculum - Core competencies/ attitudes as outlined in the English curriculum for Grades 1 – 9

Curriculum goals	Core competencies: The competencies or attitudes that can be developed through topics, functions of communication and teaching activities in the English curriculum
4. To cultivate knowledge and skills related to expression, communication, and sharing	To be able to use simple classroom language
	To participate in oral language practice in class
	To be able to use simple English to participate in-class discussion
	To be able to use simple English in everyday conversational contexts
	To be able to use simple English to introduce oneself, and one’s family and friends
	To be able to use simple English to express personal feelings and needs
	To be able to use simple English to express personal opinions
	To be able to use simple English to share personal experiences
	To be able to use simple English to describe relevant people, events, and things in life
	To be able to use simple English to ask, answer and narrate
	To be able to use simple English to respond or to explain what other people have said
	To be able to use English in the context of basic social interactions
	To be able to understand the ways in which British and American people communicate
	To be able to express oneself and communicate with others in simple and appropriate functional English (such as, greeting, agreement, apology, saying goodbye etc).
5. To learn to respect others, care for the community and facilitate team work	To establish, through the learning of English, respect for people generally, including equal respect for people of different genders and people belonging to minority groups
	To establish, through the learning of English, a caring attitude towards family, friends and community
	To establish, through the learning of English, a positive approach to caring for the environment through recycling
6. To further cultural learning and international understanding	To know about the customs and holidays of Chinese and foreign countries
	To understand local customs and practices
	To be able to appreciate simple works of children’s literature and understand others’ cultures
	To be able to appreciate and accept different cultures and customs To begin to develop a global view of the world
7. To strengthen knowledge and skills related to planning, organizing, and their implementation	To be able to use effective foreign language learning strategies to facilitate planning and learning English
8. To acquire the ability to utilize technology and information;	To know some frequently used words relating to technology
	To be able to find resources on the internet
9. To encourage the attitude of active learning and studying	To be able to use dictionaries and other tools to find information
10. To develop abilities related to independent thinking and problem solving	To establish the capability to solve problems in English

A careful examination of *Table 4.1* above is a useful starting point for a more detailed examination of these curriculum guidelines. The core/overarching curriculum goals (left-hand column) are expressed in terms of general statements of intent, that is, in terms of statements that indicate the overall direction/ purpose of learning. They are not expressed as outcomes statements (learning outcomes). That is, they do not indicate what students are expected to have achieved at any particular stage of learning. This is inevitable because they relate to the curriculum as a whole. However, subject guidelines, such as those for English, are intended to give substance/specificity to these general statements of curriculum intent. They can do this only if they include achievement objectives/ goals that indicate what it is that students are intended to be able to demonstrate (learning outcomes, including communicative outcomes) - inevitably at different levels of competence - at particular stages of learning and/or at the end of the learning process that is associated with the curriculum as a whole. In some cases, the entries in the list in *Table 4.1* appear to attempt to do this (e.g., *to be able to use simple classroom language*); in other cases, they do not (e.g., *to establish, through the learning of English, a caring attitude towards family, friends and community*). Where they appear to attempt to do so, however, they range through varying degrees of specificity: from the very specific (e.g., *to know different types of occupation*) to the very general (e.g., *to be able to use simple English in everyday conversational contexts*).

Although the *core competencies/ attitudes* are intended to be related to curriculum goals, and although each set of *core competencies/ attitudes* is directly linked to a particular curriculum goal, they do not always appear to represent genuine specifications of these goals. Thus, for example, it is difficult to see how being able to recognise and name body parts in English contributes to the goal of enhancing self-understanding and exploring individual potential (except to the extent that learning and using any vocabulary items in English, including body parts, represents, to some extent, the exploration of individual potential). Equally, it is difficult to see why knowing some frequently used words relating to technology contributes to the goal of acquiring the ability to utilize technology and information. In fact, although only very indirect reference is made to this in the core competencies, a number of the curriculum goals could be promoted

through the use of a range of language teaching approaches and methodologies. Thus, for example, including pair and group activities in the language class clearly facilitates team work (a component of the fifth curriculum goal).

That what are described as *core competencies* includes attitudes as well as behaviours is problematic. Equally problematic is the fact that there is no clear differentiation between the two, or between those competencies that relate to approaches to teaching/ learning (e.g., *to be able to use effective foreign language learning strategies*), and those that relate to subject content in terms of *learning about* (e.g., *to understand local customs and practices*) and *learning to* (e.g., *be able to name the body parts*). Since this list is intended to be interpreted as a list of English curriculum goals/ achievement objectives, there should be a transparent relationship between the list itself and other aspects of the curriculum document. In fact, however, there is no such transparent relationship.

How then, could the task of linking *core competencies/ attitudes* to overarching curriculum goals be achieved in a way that is both economical and effective and that avoids simply double or triple listing some of the entries in the skills section of the curriculum? One possible solution might be to provide statements of manner linked to the overarching curriculum goals in something like the following way:

Overarching curriculum goal:

To enhance self-understanding and explore individual potential

by:

introducing and exploring language (e.g., language relating to interests, hobbies, personality) in the context of topics (e.g., family and school life) that are designed to encourage students to develop greater self-awareness and to explore their individual potential.

Doing this would inevitably lead to a re-examination of the topics listed in the appendix to the curriculum. It would also highlight the fact that the attitudes and competencies included do not provide an acceptable substitute for achievement objectives which include communicative objectives.

4.3.4 Competency indicators: Language skills and interests, learning strategies and culture and customs

As indicated above, the *core competencies/ attitudes* section of the English curriculum appears to sit somewhat uneasily between curriculum aims and curriculum objectives. To some extent, this is also true of the next section of the curriculum document which is headed *Language skills, interests and strategies and culture and customs* and which is, in effect, a list of *competency indicators*.

4.3.4.1 Language skills

In the language skills sections (*listening, speaking, reading, writing and applied integrated skills*), there is, once again, an uneasy mixture of the very general (e.g., *to be able to listen to and understand simple everyday conversation; to be able to participate in a teacher-elicited classroom discussion in English*) and the very specific (e.g., *to be able to identify printed capital and small letters*). There are entries that are genuinely skills-related (e.g., *to be able to abstract the main idea from texts*) and entries that appear to be more communicatively oriented in a general sense, that is, items that appear to express communicative outcomes in a very general sense rather than skills (e.g., *to be able to express personal needs, willingness and feelings in English*).

Writing skills entries are outlined in *Table 4.2*. Here, and in *Tables 4.3 – 4.6*, an asterisk indicates that a particular competency indicator is optional, italics indicates that a particular entry should be covered in grades 3 and 4.

Table 4.2: The Year 1 – 9 Curriculum - Listening skills entries

Grades	Entries
3-6 (Elementary)	<p>1-1-1 To be able to listen to and identify the 26 letters of the alphabet;</p> <p>1-1-2 To be able to listen to and identify English pronunciation;</p> <p>1-1-3 To be able to listen to and identify words learned in class;</p> <p>1-1-4 To be able to listen to and identify the intonation of questions and statements;</p> <p>1-1-5 To be able to listen to and identify the rhythm of sentences;</p> <p>1-1-6 To be able to listen to and identify the stress of basic vocabulary items, phrases, and sentences;</p> <p>1-1-7 To be able to listen to and understand frequently used classroom language and everyday interactional language;</p> <p>1-1-8 To be able to listen to and understand simple sentences;</p> <p>1-1-9 To be able to listen to and understand simple everyday conversation;</p> <p>1-1-10 * To be able to listen to and understand the content of simple chants and rhymes;</p> <p>1-1-11 * To be able to listen to and understand simple children’s stories and most of the content of short children’s drama supported by visual aids such as pictures, puppets, and body language</p>
Grade 7-9 (Junior High)	<p>Continue the foundation of elementary stage, and develop the competences below:</p> <p>1-2-1 To be able to recognize the rhythm and rhyme of simple poems;</p> <p>1-2-2 To be able to recognize expressive emotions and attitudes from different sentence intonation patterns;</p> <p>1-2-3 To be able to listen to, and understand every-day conversation and simple stories;</p> <p>1-2-4 * To be able to recognize the purpose or main idea of a conversation or a message;</p> <p>1-2-5 * To be able to listen to, and understand most of the content of simple films and short dramas with the help of visual aids</p>

Leaving aside the entries that are optional, there is a distinction in *grades 3 – 6* between what the students are expected to *listen to and identify* (letters of the alphabet; words learned in class etc.) and what they are expected to *listen to and understand* (frequently used classroom language and interactional language; simple everyday conversation). It is difficult to see why *listen to and identify* (rather than *listen to and understand*) is used with reference to ‘words learned in

class'. It is equally difficult to see why learners are expected to be able to identify the intonation of questions and statements but not that of commands/ instructions. Furthermore, an entry such as 'listen to and understand . . . everyday interactional language' is less than helpful since everyday interactional language can be extremely complex.

Reference is made here to listening to and understanding *simple sentences* and *simple everyday conversation*. In that the adjective 'simple' is used with reference to both, the assumption must be that it is being used in a general sense rather than in a specifically grammatical one. Even when this issue is resolved, the intent of competency indicators such as these (i.e., 1.1.8 and 1.1.9), is far from clear. How are teachers to know whether students are performing acceptably in relation to such vaguely stated *competency indicators*? Whether or not sentences and everyday conversational interactions are perceived as simple or not will depend not just on the language involved (especially as the concept of 'simple language' is itself a far from straightforward one), but also on the extent to which the language in which they are expressed has been taught/ learned. This raises a critical issue about the formulation of competency indicators given that ones such as 1.1.8 and 1.1.9 are almost impossible to interpret in any meaningful way.

Apart from the two optional ones, there are only three *competency indicators* that relate to listening that are specific to grades 7 – 9. Once again, the adjective 'simple' appears, raising the same issues as were raised with reference to two of the achievement objectives relating to grades 3 – 6: *to be able to listen to, and understand everyday conversation and simple stories* (1-2-3). Competency indicator 1-2-2 (*to be able to recognize expressive emotions and attitudes from different sentence intonation patterns*) is equally problematic: attitude and emotion are generally conveyed not by a change in intonation but by tone of voice. Thus, for example, a yes/no question will generally have a rising intonation pattern whatever the emotional state of the speaker. The extent of the rise may be steeper than usual, however, if a speaker is angry or less steep (a restricted range overall) if the speaker is extremely angry.

The first of the three competency indicators in this group (1-2-1) makes reference to the ability *to recognize the rhythm and rhyme of simple poems*. Poems in English are, like English prose, stress timed, that is, heavily stressed syllables occur at equal intervals apart in time. However, whereas the number of unstressed syllables between stressed ones is variable in prose, it is generally regular in conventional verse. This overall regularity may help learners to come to terms with the stress-timed nature of English. It is difficult, therefore, to see why this achievement objective is associated with grades 7 – 9 and not also with grades 3 – 6, particularly as students in grades 7 – 9 are expected to have already come to terms with the stress and rhythm of sentences (1-1-5 and 1-1-6). Of course, there *is* a *competency indicator* associated with grades 3 – 6 (1-1-10) that could be said to lay a foundation for achievement objective 1-2-1. However, this competency indicator is optional rather than required.

The difference between competency indicators 1-1-10 and 1-2-1 appears to rest on the distinction between what counts as a ‘simple chant’ or a ‘simple rhyme’, and what counts as a ‘simple poem’. It is impossible to determine what the curriculum committee had in mind in making this distinction.

The last two optional *competency indicators* associated with listening at grades 3 - 6 (1-1-11) and grades 7 – 9 (1-2-5) are optional. Entry 1-1-1 makes little sense as a competency indicator since there is no way of knowing what is meant by ‘simple’ in the ‘case of ‘simple children’s stories’ or why ‘short’ should be particularly relevant in the case of ‘short children’s drama’. Whether children can understand will depend largely on precisely what language is included and, in many cases, how much of the language they are already familiar with. Reference to support ‘by visual aids such as pictures, puppets, and body language’ is essentially a methodological matter. This is essentially an instruction to teachers about materials and methodology rather than a competency indicator. A similar argument applies in the case of entry 1-2-5. Unless the ‘simple films’ to which reference is made are films created specifically for second language learners, it seems unlikely that learners in Grades 7 – 9 will be able to understand ‘most of the content’.

The competency indicators for speaking are listed in *Table 4.3*:

Table 4.3: The Year 1 – 9 Curriculum - Speaking skill entries

Grades	Achievement objectives
3-6 (Elementary)	2-1-1 To be able to say the 26 letters of the alphabet; 2-1-2 To be able to pronounce English words; 2-1-3 To be able to say/tell words learned in class; 2-1-4 To be able to ask questions and make statements using correct intonation; 2-1-5 To be able to say simple sentences with accurate stress and appropriate intonation; 2-1-6 To be able to use simple classroom language; 2-1-7 To be able to use simple English to introduce oneself; 2-1-8 To be able to use simple English to introduce one’s family and friends; 2-1-9 To be able to use basic politeness conventions; 2-1-10 To be able to ask, answer and describe in simple English; 2-1-11 To be able to sing and read out chants and rhymes; 2-1-12 To be able to use simple English to tell a story by looking at pictures; 2-1-13 * To be able to role play simple conversation on the basis of pictures or clues; 2-1-14 * To be able to participate in simple children’s short drama performances.
7-9 (Junior High)	Continue the foundation of elementary stage, and develop competences below: 2-2-1 To be able to use main classroom language; 2-2-2 To be able to participate in a teacher-elicited classroom discussion in English; 2-2-3 To be able to express personal needs, willingness and feelings in English; 2-2-4 To be able to use English to describe relevant people, events, and things in life; 2-2-5 To be able to ask and answer in accordance with people, events, times, places and objects; 2-2-6 To be able to express oneself and communicate with others according to situations and occasions; 2-2-7 To be able to participate in a simple drama performance; 2-2-8 To be able to use simple English to introduce one’s own culture and customs as well as those of others.

The first five entries for speaking skills at Grades 3 – 6 shadow the first five entries for listening skills except that 1-1-4, 1-1-5 and 1-1-6 are collapsed into 2-1-4 and 2-1-5. From that point on, the *competency indicators* for *speaking* depart in some significant respects from those for *listening*.

Where the entries for listening and speaking echo one another, there seems little point in separating them in that the effect of doing so is simply to produce a

longer list. Where they differ, these differences merit careful examination.

It is interesting to note that the ability to listen to and understand ‘simple sentences and simply everyday conversation’ (1-1-8 and 1-1-9) is not matched in the *competency indicators* for *speaking*. Instead, we find four *competency indicators* for *speaking* (2-1-10; 2-1-7; 2-1-8 and 2-1-12) that appear to correspond with them to some extent:

- 1-1-8 To be able to listen to and understand *simple sentences*
- 1-1-9 To be able to listen to and understand *simple everyday conversation*

- 2-1-10 To be able to *ask, answer and describe in simple English*
- 2-1-7 To be able to *use simple English to introduce oneself*
- 2-1-8 To be able to *use simple English to introduce one’s family and friends*
- 2-1-12 To be able to *use simple English to tell a story by looking at pictures*

It seems reasonable that learners should have less active language than passive language. Even so, it is difficult to see why the *competency indicators* for speaking should include two that are functional in nature (2-1-7 and 2-1-8) and those for listening should not. Nor is it clear why the interactive acts of asking and answering are included, whereas those of stating and giving instructions are not. Equally, in the absence of any curriculum rationale, it is impossible to appreciate why description is associated with asking and answering, the first two being interactive acts (see, for example, Sinclair & Coulthard 1975), the third (describing) generally being treated as a genre (see, for example, Knapp & Watkins, 1994). It may be that ‘describe’ is listed here because the curriculum designers associate it with some basic vocabulary relating to size, shape, colour, etc. However, such vocabulary could equally well be associated with, for example, instructions. Associating it specifically with description – if this is what is intended here – could have the undesirable effect of indirectly encouraging the use of artificial exercise-type learning rather than learning in authentic communicative contexts.

It has already been noted that one of the *competency indicators* – 2.1.10 – appears to combine two interactive acts and one genre. Another type of genre – narration – is also introduced in the *competency indicators* for *speaking* (2-1-12), although, oddly, it does not appear in those for *listening* at the same level (grades 3-6).⁴⁶

Both of the functionally-oriented *competency indicators* (2.1.7 and 2.1.8) relate to a single micro-function – introduction. This is, of course, a very common function and one that is appropriate to include in the early stages of learning in that it is formulaic in nature (see, for example, Skehan, 1998). It is, however, not clear why this particular function is included whereas other equally common formulaic functions – such as, for example, greetings and thanks are not.

Chants and rhymes appear in the *competency indicators* for both *listening* (1-1-10) and *speaking* (2-1-11). The reason why the word ‘simple’ appears in one of these (*listening*) and not in the other (*speaking*) is not evident. Nor is it clear why *competency indicator* 1-1-10 is optional, whereas *competency indicator* 2-1-11 is not:

1-1-10 * To be able to listen to and understand the content of simple chants and rhymes

2-1-11 To be able to sing and read chants and rhymes aloud

In the *competency indicators* for *listening*, narrative (children’s stories) and drama are optional (1-1-12) as they are in the case of the *competency indicators* for *speaking* (2-1-13 and 2-1-14):

1-1-12 * To be able to listen to and understand simple children’s stories and most of the content of short children’s drama supported by visual aids such as pictures, puppets, and body language

2-1-13 * To be able to *role play simple conversation on the basis of pictures or clues*

2-1-14 *To be able to *participate in simple children’s short drama performance*

These three *competency indicators* seem to relate more to teaching methodology

⁴⁶ Furthermore, ‘reporting’ might be more appropriate than ‘narrating’ in the context of speaking.

than to language itself.

There is one further *competency indicator* for *speaking* at grades 3 – 6:

2-1-9 To be able to *use basic politeness conventions*

It is difficult to see why reference to politeness conventions is associated only with speaking (rather than with listening and speaking).

So far as the *competency indicators* for *speaking* that relate to grades 7 – 9 are concerned, what is immediately apparent is the lack of correspondence between them and the *competency indicators* for *listening* at the same level. What is also immediately apparent is the fact that only three of them provide any indication of the type of language content that is expected. These are 2-2-1, 2-2-3 and 2-2-4:

2-2-1 To be able to *use main classroom language*

2-2-3 To be able to *express personal needs, willingness and feelings in English*

2-2-4 To be able to *use English to describe relevant people, events, and things in life*

Once again (2-2-4), as in the case of *competency indicator* 2-1-10, description is prioritized over other genres.

Two of the *competency indicators* appear to have little to add to those listed for grades 3-6 except for the fact that the emphasis is now on using language that is contextually and situationally appropriate:

2.2.5 To be able to *ask and answer in accordance with people, events, times, places and objects*

2.2.6 To be able to *express oneself and communicate with others according to situations and occasions*

In that it is difficult to imagine that teachers would include language that is

contextually and situationally inappropriate at any stage of learning, the assumption here must be that learners now have a greater range of language available to them and can make choices from that repertoire, choices that relate to, for example, different ways of requesting things in formal and informal contexts. However, this is not immediately clear from the *competency indicator* themselves.

The **competency indicators** for reading are listed in *Table 4.4*:

Table 4.4: *The Year 1 – 9 Curriculum - Reading skill entries*

Grades	Entries
3-6 (Elementary)	3-1-1 <i>To be able to identify printed capital and small letters;</i> 3-1-2 <i>To be able to identify words learned in class;</i> 3-1-3 <i>To be able to apply the rules of phonics to reading words aloud;</i> 3-1-4 To be able to read simple English signs; 3-1-5 To be able to recognize frequently used words/sentences in stories, rhymes and chants; 3-1-6 To be able to read simple sentences; 3-1-7 To be able to understand the format of English writing, such as spacing, capitalization, including appropriate punctuation at the end of sentences, and left to right and top to bottom movement; 3-1-8 To be able to read dialogues and stories from textbooks after a teacher or a tape; 3-1-9 * To be able to read and understand the content of simple stories and children’s drama when supported by visual aids, such as pictures and visual clues; 3-1-10 * To be able to predict or make inferences on the basis of pictures, book titles, or contextual clues; 3-1-11 * To be able to use the rules of phonics to read vocabulary aloud
7-9 (Junior High)	Continue the foundation of elementary stage, and develop the competences below: 3-2-1 To be able to recognize English letters in cursive writing; 3-2-2 To be able to use a dictionary to find out the pronunciation and meaning of words; 3-2-3 To be able to read frequently used English signs and charts; 3-2-4 To be able to read short passages and stories aloud, using appropriate intonation and rhythm; 3-2-5 To be able to abstract the main idea from texts; 3-2-6 To be able to abstract the important content and/or overall plot from conversations, short passages, letters, stories, and drama; 3-2-7 * To be able to identify the essence of a story, such as its background, characters, events and ending; 3-2-8 * To be able to use pictures or contextual clues to guess the meaning of words and/or the main idea; 3-2-9 * To be able to read simple articles in different genres and on different topics; 3-2-10 To be able to understand and appreciate simple poetry and short drama

The reading skills component of the curriculum for grades 3-6 is made up of a combination of basic skills involving familiarity with the writing system of English and phonics (3-1-1, 3-1-2, 3-1-3, 3-1-6, 3-1-7, 3-1-11) and the application of these skills in the context of signs, stories, rhymes and chants, dialogues and drama (3-1-4, 3-1-5, 3-1-8, 3-1-9). Although reference is made to narratives, no other genres are included. Once again, two of the *competency indicators* (3-1-8 and 3-1-9) seem to have more to do with methodology than learner competence, and the first of these (which refers to reading dialogues and stories from textbooks after the teacher or a tape) involves a technique which would not make any positive contribution to that focus on meaning which is fundamental to communicative interaction. Only one of the *competency indicators* (3-1-10), which is optional, makes direct reference to non-mechanistic reading skills. Once again, the word 'simple' (3-1-4, 3-1-6 and 3-1-9), unhelpful as a competency discriminator, appears.

Competency indicator 3-1-9, which refers to 'reading and understanding' stories and children's drama is optional, as is 3-1-10 (which refers to prediction and inferencing).

In grades 7-9, cursive writing is introduced (3-2-1), there is specific reference to 'simple poetry', 'short drama and chants' (3-2-10, 3-2-3). However, general reference to 'different genres' and 'different topics' is included only in an optional *competency indicator* (3-2-9). Although specific reference is made to 'reading aloud' (3-2-4), there is no direct reference to silent reading and so the emphasis appears to be, once again (as in the case of 3-1-8) on reproduction. 'Simple' and 'short' are used as discriminators (3-2-4, 3-2-6, 3-2-9, and 3-2-10). Otherwise, there is no reference to the level or type of language that learners are expected to be able to read.

Since attitudes are impossible to verify, the reference to appreciation (3-2-10) might more appropriately be included in a section dealing with aims rather than one that deals with *competency indicators*.

Table 4.5 lists writing skill entries.

Table 4.5: The Year 1 – 9 Curriculum - Writing skill entries

Grades	Entries
Grade 3-6 (Elementary)	4-1-1 <i>To be able to write capitals and smaller letters in print</i> 4-1-2 <i>To be able to write one's own name</i> 4-1-3 <i>To be able to copy words in writing</i> 4-1-4 To be able to copy sentences in writing 4-1-5 To be able to spell at least 180 basic frequent used words 4-1-6 To be able to fill in important words according to pictures 4-1-7 To be able to write simple sentences in English writing format
Grade 7-9 (Junior High)	Continue the foundation of elementary stage, and develop competences below 4-2-1 To be able to fill in information into simple forms 4-2-2 To be able to combine, alter, and make sentences according to clues 4-2-3 To be able to write simple greetings cards, letters (includes e-mails) etc. 4-2-4 *To be able to write simple paragraphs on the basis of given clues

For grades 3 – 6, although there are seven entries, the first five are implied in the seventh. Thus, by the end of Grade 6, learners are expected to be able to write simple sentences in English writing format (4-1-7) and to be able to spell at least 180 basic, frequently used words (4-1-6).

Apart from an optional *competency indicator* which refers to creating paragraphs on the basis of clues (4-2-4), the only real difference between the grade 3 – 6 and the grade 7 – 9 *competency indicators* is the fact that students are expected to be able to ‘combine’ and ‘alter’ sentences on the basis of clues (4-2-2) since the ability to fill in simple forms (4-2-1) relies heavily on reading skills and is simply one particular application of the ability to write words and sentences. Similarly, the ability to write simple greeting cards, letters and emails involves particular applications of the competency indicators for grades 3 – 6 combined with 4-2-2 and 4.2.4.⁴⁷ Furthermore, it is difficult to see how learners could write simple emails and letters (4-2-3) unless they can write simple paragraphs (4-2-4). However, 4-2-4 is option, whereas 4-2-3 is not.

⁴⁷ Text-types could usefully have been listed separately from *competency indicators*.

As in the case of the grade 3 – 6 *competency indicators* for writing skills, the obligatory grade 7 – 9 *competency indicators* could be reduced to a single one (4-2-2). Furthermore, it is difficult to see why certain text-types have been highlighted here (greeting cards, letters and emails) rather than others (such as, for example, posters, questionnaires, brochures, instruction manuals, and advertisements).

So far as competency indicator 4-2-2 is concerned, the ability to combine sentences according to clues presumably depends, to some extent at least, on the introduction of cohesive devices such as co-ordinators and subordinators. However, no reference is made to them except in the curriculum appendix. To have included reference in the *competency indicators* to the ability to give reasons, express conditions etc. would have been useful. However, this would require a very different approach to the formulation of aims, objectives and competency indicators from the one adopted in this curriculum document.

The competency indicators for applied integrated skills are outlined in *Table 4.6*. The entries in the integrated skills table above are clearly intended largely as a summary of the content of *Tables 4.2 – 4.5*. However, they add to that content to the extent that they indicate the number of words that learners should be able to spell by the end of grade 6 (180) and use in speaking at that stage (300), and the number of words that learners are expected to have learnt by the end of grade 9 (1,200) – a clear indication that the major emphasis is on the last three years of learning. What this summary table does is simply to highlight the fact that the *competency indicators* make little reference to communicative outcomes such as, for example, being able to communicate about location or direction or possession, likes and dislikes, habits and routines, or to be able to give and follow instructions and directions, give reasons, express conditions, compare and contrast things etc..

Table 4.6: The Year 1 – 9 Curriculum - Applied integrated skills entries

Grades	Entries
Grade 3-6 (Elementary)	<p>5-1-1 <i>To be able to recognize, speak and write the 26 letters of the alphabet</i></p> <p>5-1-2 <i>To be able to understand and recognize English words which they have learnt in class</i></p> <p>5-1-3 <i>To be able to identify written words from books when one listens and reads</i></p> <p>5-1-4 To be able to use at least 300 words in speaking and to spell at least 180 words in writing in simple everyday communication</p> <p>5-1-5 To be able to understand and respond appropriately to frequently used everyday language (e.g., greetings, thanks, apologies, farewells, etc)</p> <p>5-1-6 *To be able to write important words based on written or oral hints/instructions</p> <p>5-1-7 To be able to understand the relationship between English spelling and pronunciation rules, and be able to apply phonics to listen to, pronounce, read and spell words</p>
Grade 7-9 (Junior High)	<p>Continue the foundation of elementary stage, and develop competences below</p> <p>5-2-1 When they graduate, students will have learnt at least 1200 words, and will be able to use them in communicating through listening, speaking, reading and writing</p> <p>5-2-2 To be able to retell the simple short conversation of others</p> <p>5-2-3 To be able listen to and understand everyday conversation, simple stories or radio broadcasts. Also to be able to use simple words/phrases and sentences to write down points.</p> <p>5-2-4 To be able to read and understand stories and simple short passages, and narrate orally or write out main idea using simple sentences</p> <p>5-2-5 To be able to read and understand simple letters, messages or greeting cards, invitation cards etc., and be able to respond orally or in written form</p> <p>5-2-6 *To be able to read and fill out simple forms and applications</p> <p>5-2-7 *To be able to translate simple Chinese sentences into English</p>

4.3.4.2 Interests and learning strategies

Table 4.7 lists what are referred to as ‘interests and learning strategies’.

Table 4.7: The Year 1 – 9 Curriculum - Interests and learning skill entries

Grades	Entries
Grade 3-6	<p>6-1-1 To be able to participate in all class activities</p> <p>6-1-2 To be able to answer questions asked by a teacher or classmate</p> <p>6-1-3 To be able to concentrate on the teacher’s instructions or demonstrations</p> <p>6-1-4 To be able to review and preview homework</p> <p>6-1-5 Where appropriate, to be able to use non-linguistic signals such as pictures, body language, tone of voice, and expressions as an aid to understanding</p> <p>6-1-6 To be able to draw upon language materials encountered outside of the classroom</p> <p>6-1-7 Not be afraid of making mistakes, and to be able to express opinions</p> <p>6-1-8 To be able to use questions in communicating with teachers or classmates</p> <p>6-1-9 To be positively motivated to use English where the opportunity arises</p> <p>6-1-10 When in contact with speakers of English, to enjoy imitating what they say and exploring meanings</p> <p>6-1-11 To be able to make connections between familiar and unfamiliar words and phrases</p> <p>6-1-12 To enjoy participating in activities that promote English skills (e.g., English camps, poetry readings, short drama performances or contests)</p> <p>6-1-13 *To be curious about language, being able to give examples and opposites in discussion with teachers or classmates</p> <p>6-1-14 To finish assigned homework autonomously</p> <p>6-1-15 *To be able to check picture dictionaries by themselves</p> <p>6-1-16 *To pay attention to English that has not been learnt when it is encountered in daily life or the mass media *</p>
Grade 7-9	<p>Continue the foundation of elementary stage, and develop competences below</p> <p>6-2-1 To actively seek out, and enjoy, English movies, songs, radio shows, books etc.</p> <p>6-2-2 To be interested in others’ cultures and customs and to enjoy experiencing them if the opportunity arises</p> <p>6-2-3 *To enjoy story books, magazines and other reading materials</p> <p>6-2-4 To understand and use basic English reading strategies that enhance interest and develop reading skills</p> <p>6-2-5 To be able to review and organize what has been learnt in class</p> <p>6-2-6 *To be able to use simple resources (e.g., dictionaries) to assist with learning and understanding</p> <p>6-2-7 *To be able to find teaching and learning resources outside of the classroom (e.g., from the internet) and to share them with teachers and classmates</p>

A careful examination of the entries in this category reveals that they involve central aspects of effective language teaching. Thus, for example, it is a central part of the role of a language teacher to ensure that learners are able to participate in all class activities (6-1-1), to ask and answer questions (6-1-2 and 6-1-8), express opinions (6-1-7), to give examples (6-1-13), to relate unfamiliar language to familiar language (6-1-11), to understand and use basic reading strategies (6-2-4), to use resources such as dictionaries (6-2-6), to review and preview homework (6-1-4), and to concentrate on instructions and demonstrations (6-1-3). Whether or not learners are afraid of making mistakes (6-1-7) will also depend on the teacher's approach to teaching and learning. Teachers should also encourage learners to draw upon resources encountered outside of the classroom and share them with others (6-1-6 and 6-2-7).

The extent to which learners are able to review and organise what has been learnt in class (6-2-5), develop curiosity about language (6-1-13), develop as autonomous learners (6-1-15), and enjoy story books and other reading materials (6-2-3) will also depend, to a very considerable extent, on what, and how, they are taught. This is likely to be equally true of the extent to which they are prepared to take advantage of, and enjoy, opportunities to be involved in English outside of the classroom (6-1-9, 6-1-10, 6-1-12, 6-1-16, 6-2-1 and 6-2-2). Whether or not they are able finish assigned homework activities autonomously (6-1-14) will depend on the care with these activities have been constructed and how successful related classroom teaching has been. So far as 6-1-5 is concerned, developing learners' capacity to use non-linguistic signals as an aid to understanding is a critical aspect of language teaching.

Overall, the entries in this category relate primarily to teaching skills and to abilities, skills, interests, and behaviours that are likely to result from effective language teachers. They would, therefore, I believe, be better dealt with in a section on methodology.

4.3.4.3 Culture and customs

Table 4.8 outlines the entries that appear under the heading of ‘culture and customs’.

Table 4.8: The Year 1 – 9 Curriculum - Culture and customs

Grades	Entries
Grade 3-6	<p>7-1-1 <i>To know the major holidays and customs of own culture and others’ cultures</i></p> <p>7-1-2 To know how to talk about our own country’s holidays in simple English</p> <p>7-1-3 To know essential international etiquette</p> <p>7-1-4 To know foreign cultures and customs</p>
Grade 7-9	<p>Continue the foundation of elementary stage, and develop competences below</p> <p>7-2-1 *To be able to introduce local and foreign cultures and customs in simple English</p> <p>7-2-2 *To be able to understand essential politeness conventions relating to conversation in terms of international etiquette</p> <p>7-2-3 *To be able to understand and respect different cultures and customs and be able to appreciate them from a multi-cultural perspective</p>

So far as grades 3 – 6 are concerned, 7-1-3 and 7-1-4 are too general to have any real meaning in the context of an English curriculum, 7-1-1 appears to be over-ambitious and is likely to be interpreted as referring to nothing more than, for example, an ability to name some major holidays in a number of western countries, such as, for example, Christmas and Thanksgiving, having some idea of what these holidays commemorate and of how they are celebrated. So far as 7-1-2 is concerned, being able to name Taiwanese holidays is relatively straightforward matter, but being able to talk about them in English is much more difficult. Given the number of hours of English tuition that learners are likely to have had up to the end of grade 6 and given the number of words they are expected to have assimilated (300) by that stage, it is unlikely that there is much that they will be able to say much in English about Taiwanese holidays at that stage.

There are three competency indicators for grades 7 – 9. All three are expressed in very general terms and none is likely to provide teachers with any useful guidance as to precisely what learners are expected to ‘understand’ (7-2-2 and 7-2-3) at this

stage or what precisely they are expected to be able to do with that understanding (7.2.1).

The competency indicators relating to culture and customs are, with one exception, either too general to be meaningful or too ambitious to be achievable.

4.3.5 Teaching and materials guidelines, principles of materials compilation, teaching methods, assessment, teaching resources

The section headed *teaching and materials guidelines* advises that local teaching materials should be used and that the topics and themes should be interesting, practical and lively. Topics should be relevant to learners' daily lives and should include reference to family, school, food, animals and plants, holidays and costumes, occupations, travel, and sport and leisure activities. The activities should be varied and the materials should include, for example, jazz chants, greeting cards, notes, letters, simple stories, short plays, riddles, jokes, cartoons, and comics. The communicative functions should include those associated with everyday conversation and social interaction such as greeting, thanking, apologizing, agreeing, requesting, and asking for directions. All of these are micro-functions. Oddly, the list includes making a phone call which is not a function but an activity which may include a range of different functions. A section on 'language components' refers to the alphabet, pronunciation (where it is recommended that good use should be made of phonics and noted that phonetic symbols can be useful as a learning tool at junior high level). So far as vocabulary is concerned, it is noted that the vocabulary list in the appendix is made up of 2000 words of which 1,200 (which are to be given priority) are frequently used words. It is also noted that the vocabulary included in each unit should be divided into words for recognition and words for production. The section on sentence structure notes that those sentence structures that are introduced should be essential and frequently used and should move from simple to complex. Attention should be paid to repetition and recycling. Understanding the rules of language is considered important as is the fact that structures should be introduced in meaningful contexts, the emphasis being on fun and understanding.

Under the heading of *principles of materials compilation*, reference is made to the need to provide both print and audio-visual materials. Materials should be interesting, practical, simple and active. Each unit should include topics, sentence structure and communication functions, the situations should be lifelike and there should be an emphasis on varied communicative activities. Vocabulary, phrases and sentence patterns should be introduced gradually, from simple to complex, in an upward spiral and there should be adequate opportunities for practice and review. The content should be fun and should be easily understood and should incorporate songs, dialogues, rhymes, letters, stories, plays etc. as much as possible.

So far as teaching methods are concerned, it is noted that there should be a rich English environment where learning language ‘naturally’ is prioritized.⁴⁸ There should be established goals, and a variety of materials, including videos, tapes, multi-media resources, books and pictures, and children’s songs, jazz chants, simple stories and cartoons should be included. English should be the medium of instruction as much as possible, learners should be given opportunities to listen and to speak, and teacher-student and student-student interactions should take place through situation-based activities. The process should be top down, starting from meaning (with overall situation, purpose and goal being introduced). Overall comprehension and expression should precede more detailed language practice. At junior high school level, authentic materials such as menus, timetables and maps, should be introduced. As learning proceeds, proficiency levels will vary and so, at the same time as taking account of school policies, teachers should be prepared to be flexible in their approach, adding and deleting materials and changing activities to accommodate the needs of their students. Special effort should be made to accommodate those who require remedial teaching and those who are progressing more quickly than others. At the same time, students in the same year and at the same stage of learning (elementary or junior high) should use the same series of textbooks to avoid problems of inconsistency between one series and another.

⁴⁸ There is no way of knowing how the word ‘naturally’ is intended to be interpreted in this context.

A varied approach to assessment is recommended, with assessment being linked to teaching objectives and including the work students do in class. At the elementary stage, formative assessment, including student portfolios, should be prioritized and the focus should be on thick description rather than pencil and paper tests and scores, with attitude and effort playing a role. At junior high school level, this general approach should be continued but all areas of the curriculum should be included.

The section headed *teaching resources* repeats the material in other sections but also notes that teachers can add their own materials such as vocabulary cards and picture stories.

Overall, this section of the curriculum is clearly oriented towards what is often referred to as ‘communicative language teaching’. The emphasis is on meaningful contextualized language with varied activities that reflect the interests and needs of learners⁴⁹.

4.3.6 The appendices

As indicated above, there are three appendices to this curriculum document. The first contains a reference list of *topics, themes and text-types*; the second contains a *functional communication reference list*; the third contains a *vocabulary reference list* and an *essential language structure reference list*.

The list of topics is relatively short (40 items). Interestingly, it includes items that might be better classified as part of the main curriculum content although they do not appear in the list of *competency indicators*. These include: money and prices; numbers; shapes, sizes and measurements; time, date, months, seasons and years.

The list of text-types is also relatively short (19 items). It includes most of the text-types referred to earlier in the curriculum document as well as advertisements, recipes, jokes and riddles. It does not, however, include email

⁴⁹ Unfortunately, this is not always clearly reflected in the teaching materials made available by publishers or in the approaches adopted by teachers (see, for example, Wang, 2006).

messages, notes, posters and flyers, weather reports, programme guides, timetables, brochures and catalogues, shopping lists, greeting cards, recipes, answer phone messages, etc. The fact that these are not included could lead to their omission from textbook materials and classrooms.

The functional communication reference list is very confusing. It includes a number of micro-functions, such as, for example, asking for and giving advice, but it also includes entries that are not functional (in that they do not relate to the interaction of text and context), but relate to the actual content of utterances. There are many of these, including: *asking about prices; asking about the time, the day and the dates; asking about transportation; asking how things are said in English; asking how words are spelled; asking people to repeat or clarify something; naming common toys and household objects; talking about daily schedules and activities; talking about frequency; talking about past, present and future events*. In addition, it includes an entry – *making telephone calls* – which is neither micro-functional nor content-specific.

The list also includes some entries that are essentially discourse-based, that is, entries that refer to the ways in which ideas can be semantically linked (coherence) and linguistically encoded (cohesion) such as: *comparing things and people; describing a sequence; giving reasons*. However, it omits many others, such as, for example, *conditions and conclusions*.

The list appears to indicate a fundamental misunderstanding about the nature of functions. This has, I believe, had a profound impact on the curriculum as a whole in that many of those things which would normally be treated as fundamental aspects of achievement objectives are relegated to an appendix with the result that the *competencies* relating to language and the *competency indicators* associated with them are neither systematic nor coherent, being made up of a combination of very general and very specific items, many of which provide little real guidance on curriculum content.

The vocabulary list is presented alphabetically, by topic and by word class and is said to be based on extensive research. The essential words are underlined. The

fact that this list includes, for example, *also, and, because, but, example, except, if, therefore, however, or, so* and *then* indicates that certain types of cohesion are to be included in the teaching and learning, although this is not clearly signalled in the *competencies* or *competency indicator* entries.

The *essential language structure reference list* does not include any reference to structure-related meanings so that, for example, a list of tenses (tense/aspect combinations) is given with no indication of the various structure-related meanings with which they are intended to be associated.

4.4 Introduction to English curricula for senior high schools, vocational high schools and integrated schools

After pupils finish Junior High School, they may go on to one of the following: Vocational High School, Comprehensive High School or 5-Year Junior College (Ministry of Education (Taiwan), 2005, pp. 20-23). In each case, the English curriculum that they follow will be different in some respects.

The *High School Curriculum Standards* which were introduced in October 1995 (Ministry of Education (Taiwan), 2004b) were replaced in September 2006 by temporary curriculum guidelines for Senior High School, Comprehensive High School, and Vocational High Schools (Ministry of Education (Taiwan), 2004f, 2005c, 2005, July 15).⁵⁰ These are to be replaced in 2008 by fully developed curriculum guidelines for post-Junior High School level. The temporary curriculum guidelines aim to establish a common core for post-Junior High School English and focus on common core competencies for different tracks (Senior High School, Comprehensive High School, Vocational High School and the first three years of a 5-year Junior College programme) (Ministry of Education (Taiwan), 2004a).⁵¹ A critical feature of the common core is that it includes competencies relating to each of the following areas: *listening skills; speaking*

⁵⁰ Junior Colleges can, in the first three years, follow the curriculum for Senior High Schools, Comprehensive Junior High Schools or, most often, Vocational High Schools.

⁵¹ The introduction of the new temporary curriculum requires vocational schools to provide for 12 credits in English (formerly a minimum of 8), Comprehensive High Schools to provide for 8 credits in English and Senior High Schools to provide, as they did previously, for 24 credits in English.

skills; reading skills; writing skills; the four skills combined; learning strategies and attitudes; interest in learning and humanistic attainment; and culture and customs.

4.4.1 The temporary senior school English curriculum: Aims

The English subject guidelines (common core curriculum for Senior High Schools, Comprehensive High Schools and Vocational High Schools) list the following three aims (my translation) (Ministry of Education (Taiwan), 2005a):

- To improve accuracy in the skills of listening, speaking, reading and writing in English and to be able to apply these skills in everyday practical communication;
- To develop effective English learning strategies and a positive attitude towards leaning in order to promote self-motivated and self-directed leaning as a foundation of life-long learning.
- To further develop interest in learning English and interest in, and understanding of international affairs and foreign cultures

4.4.2 The temporary senior school English curriculum: Core competencies

The core competencies are listed in *Table 4.9* (my translation). Following the *Table*, these *core competencies* are compared directly with the skills-related *competency indicators* listed in the Year 1-9 English curriculum.

Table 4.9: *The temporary senior school English curriculum - Core skills competencies*

Listening	<ol style="list-style-type: none"> 1. To be able to listen to and understand classroom language. 2. To be able to understand summaries of the content of lessons and texts introduced by the teacher in the medium of English and to be able to understand questions relating to lesson content. 3. To be able to listen to and understand most everyday English conversation
Speaking	<ol style="list-style-type: none"> 1. To be able to use common/ main English classroom language 2. To be able to ask and answer in English simple questions that are relevant to the lesson content 3. To be able to participate in English oral practice in class 4. To be able to communicate simple oral messages in English 5. To be able to use English accurately and fluently to read out short passages and stories, etc.. 6. To be able to describe daily events in simple English
Reading	<ol style="list-style-type: none"> 1. To be able to read frequently used English signs and charts 2. To be able to read short stories and understand the main idea 3. To be able to read materials encountered outside of class which are at a similar level to those encountered in class textbooks with the aid of dictionaries or other tool books.
Writing	<ol style="list-style-type: none"> 1. To be able to use capital and small letters and punctuation correctly 2. To be able to combine and alter sentences correctly 3. To be able to use appropriate words or phrases to create correct sentences 4. To be able to write out appropriate answers in accordance with questions asked in relation to texts 5. To be able to translate simple sentences from Chinese to English and English to Chinese
Combination of the four skills applied	<ol style="list-style-type: none"> 1. To be able to apply words and sentence structures appropriately in class and in everyday life 2. To be able to read and fill out frequently used forms and applications

So far as listening skills are concerned, the only real difference between the *common core competencies* listed here and some of the *competency indicators* listed in the Year 1-9 curriculum are that students are now expected to be able to understand “classroom language” rather than “frequently used classroom language” and to “understand summaries of the content of lessons and texts introduced by the teacher” rather than simply to “understand the purpose or main idea of a message” (1-2-4). They were already expected to “be able to listen to, and understand every-day conversation” (1-2-3) in Grades 7-9. Presumably they were also expected at an earlier stage to be able to understand questions relating to lesson content although this is not made explicit in the Year 1-9 curriculum.

The six core competencies relating to speaking skills differ little from those listed in the Year 1-9 curriculum. The first *common core competency* relating to speaking skills (*to be able to use common/ main English classroom language*) is the same as 2-2-1 in the Year 1-9 curriculum; the second (*to be able to ask and answer in English simple questions that are relevant to the lesson content*) is covered in the Year 1-9 curriculum by 2-1-10 (*to be able to ask, answer and describe in simple English*) and 2-2-5 (*to be able to ask and answer in accordance with people, events, times, places and objects*). The third and fourth (*to be able to participate in oral practice in class; to be able to communicate simple oral messages in English*) are, presumably, covered in the Year 1-9 curriculum by 2-2-6 (*to be able to express oneself and communicate with others according to situations and occasions*). The only difference between the sixth common core competence relating to speaking skills here (*to be able to describe daily events in simple English*) and 2-1-10 and 2-2-4 of the Year 1-9 curriculum (be able to ask, answer and describe in simple English; to be able to use English to describe relevant people, events, and things in life) is the specific reference to ‘daily events’. In fact, the only significant difference between the *common core competencies* listed here under the heading of *speaking skills* and the *competency indicators* listed under the heading of *speaking skills* in the Year 1-9 curriculum is that the latter does not include anything directly equivalent to: *to be able to use English accurately and fluently to read out short passages and stories, etc.* However, there is a very similar entry under the heading of *reading skills* in the Year 1-9 curriculum (*to be able to read short passages and stories aloud, using appropriate intonation and rhythm (3-2-4)*).

So far as reading skills are concerned, the first *common core competency* listed above (to be able to read frequently used English signs and charts) repeats one of the competency indicators in the Year 1-9 curriculum (i.e., 3-2-3). The second (*to be able to read short stories and understand the main idea*) echoes 3-2-5 in the Year 1-9 curriculum (*to be able to abstract the main idea from texts*). In fact, the inclusion of 3-2-6 (compulsory) and 3-2-7 (optional) in the Year 1-9 curriculum appears to make it potentially more demanding.⁵² The final *core competency*

⁵² 3-2-6 To be able to abstract the important content and/or overall plot from conversations, short

relating to reading (*to be able to read materials encountered outside of class which are at a similar level to those encountered in class textbooks with the aid of dictionaries or other tool books*) is related to 3-2-2 in the Year 1-9 curriculum (to be able to use a dictionary to find out the pronunciation and meaning of words) but is more detailed.

There are five *common core competencies* relating to writing. The first (*to be able to use capital and small letters and punctuation correctly*) represents an advance on 4-1-1 (writing) in the Year 1-9 curriculum (*to be able to use capitals and smaller letters in print*) and represents a transfer from recognition (3-1-7 (reading): Year 1-9 curriculum) to use. The second *common core competency* relating to writing (*to be able to combine and alter sentences correctly*) adds the word ‘correctly’ to a *competency indicator* relating to speaking (4-2-2) in the Year 1-9 curriculum. The third, fourth and fifth *core competencies* relating to writing are different from those listed in the Year 1-9 curriculum. However, it is difficult to see why, in the context of communicative language teaching, written translation is included, particularly in view of the fact that translation and interpreting (particularly where the source language is also the target language) are very specialized skills. Furthermore, one of the remaining common core competencies relating to writing (*to be able to use appropriate words or sentences to create correct sentences*) is very difficult to interpret unless it is intended to convey something similar to 4-2-2 in the Year 1-9 curriculum (*to be able to combine, alter, and make sentences according to clues*).

Finally, there are two common core competencies which relate to a combination of the four skills. These are:

- To be able to apply learned words and sentence structures appropriately in class and in everyday life;
- To be able to read and fill out frequently used forms and applications.

passages, letters, stories, and drama;*3-2-7 To be able to identify the essence of a story, such as its background, characters, events and ending.

Overall, the common core competencies relating to skills listed in the temporary senior school English curriculum add little to the competency indicators listed in the Year 1-9 curriculum. In common with those in the Year 1-9 curriculum, they have little to offer a teacher who is seeking guidance on what is expected in terms of either proficiency level or curriculum content. Indeed, the very fact that most of them simply repeat what is to be found in the Year 1-9 curriculum raises questions about the way in which progression is conceived within this curriculum framework as a whole. The separation of skills and the attempt to subsume communicative objectives under separate skill headings is something that is reflected at tertiary level and it is particularly notable that this is something that featured as a problem in the interviews with tertiary managers (see *Chapter 3*) and is also evident in the questionnaire responses of tertiary teachers (see *Chapter 5*). It seems that there has been a move away from specific linguistic specification in curriculum documents in Taiwan, something that reflects the avoidance of linguistic specification in the ‘strong’ version of communicative language teaching (see *Chapter 3*). However, this seems not to have been replaced by specification in terms of communicative outcomes which have linguistic implications (such as, for example, *communicate about location*) but by, in many cases, very general statements which are associated with particular skills (e.g., speaking) but which are not, in themselves, skills in anything but a very general sense (such as, for example, *to be able to participate in English oral practice in class*). Some of the competencies (or objectives), such as, for example, *to be able to listen to and understand most everyday conversation*, might, with some further specification (e.g., *to be able to listen to and understand most everyday conversation on familiar topics*) usefully be included in proficiency descriptor statements. However, there clearly needs to be a level of specification in curriculum documents that is more detailed than that commonly associated with proficiency descriptors precisely because proficiency descriptors are expressed at a relatively high level of generality (see *Chapter 3*). However, even if it could be argued that the level of generality that characterizes proficiency descriptors is appropriate for curriculum documents, it would be difficult to argue that a competency indicator such as the following can play any useful role in the absence of any indication to what is meant by ‘level’: *to be able to read materials*

encountered outside of class which are at a similar level to those encountered in class textbooks with the aid of dictionaries or other tool books.

There are also *common core competencies* relating to interests and strategies (see Table 4.10).

Table 4.10: *The temporary senior school English curriculum - Core competencies relating to interests and strategies*

Interests and strategies	<ol style="list-style-type: none"> 1. <i>To be able to review and preview homework</i> 2. <i>Not to be afraid of making mistakes, and to be able to express opinions</i> 3. <i>To be able to understand basic English reading skills and promote reading ability and interests</i> 4. <i>To be able to use tool books (e.g., dictionaries) or other resources to assist with learning and understanding</i> 5. <i>To be able to participate in all practice activities</i> 6. <i>To actively seek out, and enjoy, English movies, songs, radio shows, books etc.</i> 7. <i>To enjoy story books, magazines and other reading materials*</i> 8. <i>To enjoy communicating in person or through the internet and letters in English</i> 9. <i>To enjoy participating in activities that promote English skills (e.g., English camps, poetry readings, short drama performances or contests)</i>
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The first of these (*to be able to review and preview homework*) echoes competency indicator 6-1-4 in the Year 1-9 curriculum; the second (*not to be afraid of making mistakes, and to be able to express opinions*) echoes competency indicator 6-1-7 in that curriculum; the third (*to be able to understand basic English reading skills and promote reading ability and interests*) is very similar to 6-2-4 in the Year 1-9 curriculum (*to understand and use basic English reading strategies that enhance interest and develop reading skills*); the fourth (*to be able to use tool books (e.g., dictionaries) or other resources to assist with learning and understanding*) is almost the same as 6-2-6 in the Year 1-9 curriculum except for the inclusion of the word ‘simple’ (i.e., *simple resources (e.g., dictionaries)*) in the latter. The relationship between the fifth, sixth, seventh and ninth *common core competency* listed above and competency indicators in the Year 1-9 curriculum is also a direct one. Entry 5 above is equivalent to 6-1-1; entry 6 above is equivalent to 6-2-1; entry 7 above is equivalent to 6-2-3; entry 9 above is equivalent to 6-1-12. There is, however, no direct equivalent of entry 8 above (*to enjoy communicating in person or through the internet and letters in English*) in

the Year 1-9 curriculum. Overall, the common core competencies have very little to add to those included in the curriculum for elementary and junior high school levels.

There *common core competencies* relating to culture and customs are listed in *Table 4.11*.

Table 4.11: *The temporary senior school English curriculum - Core competencies relating to culture and customs*

Culture and customs	<ol style="list-style-type: none"> 1. <i>To know the major holidays and customs of their own and others' cultures</i> 2. <i>To understand and respect different cultures and customs</i> 3. <i>To know how to talk about their own country's holidays in English</i> 4. <i>To be able to introduce local and foreign cultures and customs in English</i> 5. <i>To be able to own an essentially global perspective</i>
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Entry 1 above is equivalent to 7-1-1 of the Year 1-9 curriculum; entry 2 is equivalent to 7-2-3; entry 3 is the same as 7-1-2 except for the fact that the latter includes the phrase 'in simple English'; entry 4 is the same as 7-2-1 except, once again, for the fact that the phrase 'in simple English' appears in 7-2-1. Only entry 5 above might be considered to be different in some fundamental way from the entries relating to culture and customs in the Year 1-9 curriculum. Although 7-2-3, though differently worded (*to be able to understand and respect different cultures and customs and be able to appreciate them from a multi-cultural perspective*), is very similar to it, 7-2-3 is optional in the Year 1 – 9 curriculum.

4.4.3 The temporary senior school English curriculum: Competency indicators for Senior High Schools and Comprehensive High Schools

In addition to the common core competencies, there are competencies that are specific to Senior High schools and Comprehensive High Schools (Ministry of Education (Taiwan), 2004c, 2006 February,). These are referred to as 'advanced level competencies'. I have translated these and listed them in *Table 4.12*.

Table 4.12: The temporary senior school English curriculum – Competencies associated specifically with Senior High Schools

Listening	<p>1-4-1 To be able to understand summaries of the content of lessons or texts introduced by the teacher through the medium of English and to be able to understand teachers' questions which refer to lesson content</p> <p>1-4-2 To be able to listen to and understand conversations, stories and narratives which are relevant to, or similar to the lesson topic</p> <p>1-4-3 To be able to understand every day English dialogues</p> <p>1-4-4 To be able to listen to and understand English teaching and learning radio programs</p> <p>1-4-5 To be able to listen to and understand most of the content of English films and news broadcasts</p> <p>1-4-6 To be able to listen to and understand most of the language used in announcements at, for example, metro stations, bus stations and airports.</p>
Speaking	<p>2-4-1 To be able to discuss lesson content in English</p> <p>2-4-2 To be able to retell a story or the content of lessons</p> <p>2-4-3 To be able to describe in English the content of pictures⁵³</p> <p>2-4-5 To be able to do simple oral summaries in English</p> <p>2-4-6 To be able to use simple English to introduce one's own culture and customs as well as those of others.</p>
Reading	<p>3-4-1 To be able to guess the meaning of words or the content of sentences from word structure, contextual clues, sentence structure and paragraph organization.</p> <p>3-4-2 To be familiar with higher level reading skills and be able to apply them effectively in practice</p> <p>3-4-3 To be able to understand the content or plot of short stories, letters, comic books, drama and simple news</p> <p>3-4-4 To be able to read articles in different genres and on different topics</p>
Writing	<p>4-4-1 To be able to write appropriate answers in accordance with questions on all types of articles</p> <p>4-4-2 To be able to write a coherent paragraph based on a theme</p> <p>4-4-3 To be able to write simple memos, letters, e-mails, stories and feedback thoughts, etc.</p> <p>4-4-4 To be able to write appropriate abstracts based on the selected articles</p> <p>4-4-5 To be able to translate sentences and paragraphs from Chinese to English and from English to Chinese</p>
Combination of the 4 skills applied	<p>5-4-1 To be able to combine each language skill effectively, and apply appropriately in every communicative situations</p> <p>5-4-2 To be able to listen to everyday conversations, simple stories or broadcast announcements, and be able to speak or write down points concisely</p> <p>5-4-3 To be able to read stories and short passages, and be able to describe or write the main ideas in simple short sentences</p> <p>5-4-4 To be able to read letters, e-mails, messages and greeting cards in everyday communicative contexts, and to be able to respond orally or in writing</p> <p>5-4-5 To be able to translate or interpret sentences or paragraphs accurately from Chinese to English and from English to Chinese</p>

⁵³ 2-4-3 and 2-4-4 are the same in the original document. I have therefore omitted the original 2=4-4 and labeled al, others consecutively

Table 4.12 (Part 2): The temporary senior school English curriculum – Competencies associated specifically with Senior High Schools

Interests and strategies	<p>6-4-1 To be able to think and ask about the content of texts and look for relevant resources</p> <p>6-4-2 To be able to investigate a wide variety of techniques and approaches to learning English and apply them effectively</p> <p>6-4-3 To be able to seek out opportunities that promote communicative competence in English and make use effective of use of resources</p> <p>6-4-4 To be able to apply logical thinking to reinforce language learning</p> <p>6-4-5 To be able to form the habit of self-motivated and self-directed learning as a foundation for the lifelong learning</p> <p>6-4-6 To be able to read materials such as English stories, novels, and magazines autonomously outside of class</p> <p>6-4-7 To be able enjoy English songs, programs, dramas, and films, etc..</p> <p>6-4-8 To be able to communicate in person or via internet or letters in English autonomously</p> <p>6-4-9 To be able to find teaching and learning resources outside of the classroom (e.g., from the internet) and to share these with teachers and classmates</p> <p>6-4-10 To be able participate in relevant English activities autonomously and to be able to promote humanistic attainments</p>
Culture and customs	<p>7-4-1 To know about international affairs and to obtain knowledge using technological sources</p> <p>7-4-2 To be able to understand and appreciate foreign cultures and customs</p> <p>7-4-3 To be able to understand essential international etiquette</p> <p>7-4-4 To be able to compare their own culture and foreign cultures and to understand their sources/ origins</p> <p>7-4-5 To be able to introduce local cultures and customs in English</p> <p>7-4-6 To be able to form perspectives that involve respect for life and a positive attitude towards global sustainable development</p>

In a few cases, such as the first entry under the heading of *listening* in Table 4.12, *advanced competencies* are essentially the same as *core competencies*. In many cases, the *advanced competencies* are similar to *common core competencies* and/ or to *competency indicators* included in the Year 1-9 curriculum (although what is listed here as a single entry may be spread over several entries elsewhere), the primary difference being the omission here of words such as ‘simple’ or ‘main’ which appear elsewhere. In other cases, the *advanced competencies* cannot be distinguished from, for example, C2 (Mastery level), the highest proficiency level of the *Common Reference Levels* (see Chapter 3) at all (see, for example, *to be able to combine each language skill effectively, and apply it appropriately in every communicative situation*), or are distinguishable from C2 only to the extent that they include words such as ‘most’, ‘simple’ and ‘short’ (see, for example, *to*

*be able to listen to and understand **most** of the content of English films and news broadcasts; to be able to understand the content or plot of **short** stories, letters, comic books, drama and simple news; to be able to understand the content or plot of short stories, letters, comic books, drama and **simple** news).* Quite apart from the fact that it is difficult to see why the length (as opposed to the linguistic complexity) of a story or letter should be relevant, there is a major problem associated with the fact that the same word (e.g., simple) which is used in one place to differentiate *lower level competencies* from *advanced competencies* is also used to differentiate *advanced competencies* within the curriculum from higher level competencies as expressed in contexts other than the curriculum such as, for example, proficiency descriptors. The overall result is that teachers are left to rely entirely on their own judgement when it comes to attempting to determine what the curriculum writers intend to convey by the inclusion or omission of words such as ‘simple’ and ‘most’. What this indicates, once again, is that the *competencies* and *competency indicators* included in the curriculum are often too vague, too general, too imprecise to serve a useful role in providing teachers and educational managers with genuine curriculum guidance.

4.4.4 The temporary senior school English curriculum: Competency indicators for Vocational High Schools

Vocational track students are required to study English for three hours per week for three years, leading to twelve credits. There are six compulsory courses. However, all six course outlines *are exactly the same* except for:

- an indication that the length of texts should not exceed 400 words in the case of English courses I and II, 450 words in the case of English courses III and IV, and 500 words in the case of English courses V and VI;
- an indication that the number of words should not exceed 200 in the case of English courses I and II, 250 in the case of English courses III and IV and 300 in the case of English courses V and VI (i.e., a total of 1,500 words);

- the replacement of one of the topics in English courses I – IV (i.e., interpersonal interests and the environment) by another (i.e., global industry, commerce and economics);
- the addition of a further aim (i.e., *to cultivate the ability of students to learn English and to apply their learning in work-related contexts*) in the case of English courses V and VI.

At first sight, it makes little sense that all six courses are exactly the same in most respects. On closer examination, it appears that what we actually have is a single ‘unit’ which is delivered divided in six ‘blocks’ so that students can accumulate credits as they proceed. At the end of the third year, they will have encountered a number of ‘topics’ or ‘themes’ and will, potentially, have added approximately 1,500 words to their lexical store. Only a careful examination of the curriculum will reveal whether anything more can be said about the progress they are expected to have made. Since all six ‘courses’ are the same with the exceptions referred to above, only one of them (English I), which I have translated into English, is outlined here in *Tables 4.13 – 4.16*⁵⁴ (Ministry of Education (Taiwan), 2006a).

Table 4.13: English I for Vocational Schools – Subject Framework

Credit Number : 2	Suggested offering time : first semester of first year
<p>The aim of this course is to help students to:</p> <ul style="list-style-type: none"> • apply the English words and grammar they have learned to communicate through listening, speaking, reading and writing vocational contexts; • establish effective attitudes and strategies for the learning of English, cultivate an interest in learning the language and promote understanding of humanities and technology; • develop competence in thinking independently and making value judgments. <p>The primary content includes: interpersonal relationships, habits, hobbies, leisure activities, environmental protection, daily routines, shopping, running errands, contemporary technology, letters and forms, related vocational types of knowledge, local and international geography, the appreciation and analysis of short passages, British and American etiquette, communicative skills, local and foreign cultures and customs, life education, etc.</p> <p>Assessment and approach to teaching: Assessment methods should be varied. Teaching methods should arouse student interest. An English learning environment should be created. There should be varied activities which are designed to achieve the objectives of communicative language teaching.</p>	

⁵⁴ The original version in Mandarin is included in *Appendix 5* along with the original version of the curriculum for Senior High Schools and Comprehensive High Schools.

The overall aims outlined in *Table 4.12* are different from those associated with other areas of the national curriculum for English in schools only to the extent that the emphasis is on vocational contexts. The ‘primary content’ is expressed in the form of a list which is made up of entries of a variety of types. The majority of the items in the list could most appropriately be described as topics or themes (e.g., *hobbies; leisure activities*). However, at least two of them could more appropriately be described as subject areas (e.g., *local and international geography; contemporary technology*). One of the items in the list is made up of two text-types (i.e., letters and forms); another refers to something that is largely methodological (i.e., *the appreciation and analysis of short passages*). Two of the entries are difficult to classify in a way that makes any sense in terms of ‘primary content’ (i.e., communicative skills). Although most of the entries have broad implications in terms of vocabulary, only two (i.e., *habits; routines*) appear to have any structural implications, and only one (i.e., *the appreciation and analysis of short passages*) suggests a possible orientation towards discourse features.

Table 4.14: *English I for Vocational Schools – Teaching guidelines*

Teaching aims:			
To help students to:			
<ul style="list-style-type: none"> • apply the English words and grammar they have learned to communicate through listening, speaking, reading and writing vocational contexts; • establish effective attitudes and strategies for the learning of English, cultivate an interest in learning the language and promote understanding of humanities and technology; • develop competence in thinking independently and making value judgments.; • guide students towards knowledge and understanding of differences between local and foreign cultures, of international affairs, of technology knowledge and of global perspectives. 			
Teaching materials framework			
Unit topic	Content guidelines	Number of classes	Notes
1. Interpersonal interests and the environment	For example: interpersonal interests, life education, gender education, humanities education, hobbies, interests, leisure activities and environmental education, etc.	depends on the length of the text	A. Material content 1. The number of lessons depends on the number of credits. In principle, 6 – 8 lessons would be appropriate for a 2 credit course 2. Text length may vary in accordance with articles selected but in principle no text should exceed 400 words.

Table 4.14 (Continued): English I for Vocational Schools – Teaching guidelines

2. Daily life	For example: everyday routines, shopping and running errands, etc.	depends on the length of the text	B. Communicative competence 1. To establish the ability to express, communicate and build up interpersonal relationships 2. To train students to develop general competence in the area of interpersonal communication (e.g., greetings, thanks, apologies, etc.) Language components 1. Phonology to review students' concepts of spelling, disguising sounds, pronunciation, stress, intonation, rhythm at the level of word, phrase and sentence, and to reinforce students' learning in relation to pausing, speed, linking and reading aloud. 2. Vocabulary vocabulary to be selected from the 5,000 most frequently used word list; number of words flexible but should, in general, not exceed 200 words 3. Structure Avoid introducing rare and difficult grammar and sentence structures. Use pictures, charts and interesting situational contexts for practice. Reinforce understanding of basic sentence grammar and frequently-used and important sentence structures and explain the significance of paragraph organization and the use of simple rhetoric
3. Technology and jobs*	For example: technology, letters and forms, life planning, vocation-related knowledge, etc.	depends on the length of the text	
4. Knowledge of history, geography and social science	For example: world history and geography, etc.	depends on the length of the text	
5. Literature and culture	For example: short passages, English etiquette, communicative skills and local and foreign cultures and customs, etc.	depends on the length of the text	
6. Language and communication	For example: reading and writing about language knowledge, advertisements, labels and forms, etc.	depends on the length of the text	
7. Knowledge of industry, commerce and agriculture	For example: banking, coins, credit cards, industrial safety, law, education, consumer protection, etc.	depends on the length of the text	

Table 4.14 includes a list of 'unit topics' and one of 'content guidelines'. Indeed, this appears to be essentially a topic-based curriculum. There are seven unit topics, each one associated with what is clearly intended to be a more detailed list of examples of what might be included. In one case, however, the unit topic (i.e., *knowledge of history, geography and social science*) is actually more inclusive than the content guidelines associated with it (i.e., *world history and geography, etc.*). In almost all cases, the content guidelines include a curious mixture of types of entry. Thus, for example, the content guidelines associated with technology and jobs (topic) includes 'technology', 'life-planning' and 'vocation-related knowledge' alongside two text-types (i.e., *letters* and *forms*); the content guidelines associated with language and communication (topic) includes 'reading and writing about language knowledge' alongside two text-types (i.e., *labels* and *forms*). Associated with knowledge of industry, commerce and agriculture (topic) are entries involving very different levels of specificity (e.g., *banking* and *credit*

cards), at least one of which (i.e., *education*) does not appear to be entirely consistent with the topic. Had the curriculum designers included a separate list of suggested text-types as has been done in the case of some New Zealand Ministry of Education curriculum documents for languages (see, for example, Ministry of Education (New Zealand), 2002), some of this awkwardness could have been avoided.

So far as linguistic indicators are concerned, the content of *Table 4.14* is very general. Readers are provided with three examples of micro-functions relevant to interpersonal communication, advised that phonological and syntactic aspects of the Year 1 – 9 curriculum should be revised, that vocabulary should not exceed 200 words and that it should be drawn from a particular source list. In addition, they are specifically directed to explain the significance of paragraph organization and simple rhetoric.

Table 4.15: *English I for Vocational Schools – Materials, Methodology, Assessment and Resources*

<p>Materials compilation</p> <p>The compilation and editing of materials should focus on curriculum relevance and varied activities. Gradualness, progression and repetition are central principles.. Texts should be knowledgeable, interesting, practical and inspiring. Materials should be multi-dimensional. Materials writers can select topics other than those suggested here so long as they are appropriate in terms of student interest and levels.</p>
<p>Teaching methods</p> <p>Apart from training students in language skills and strategies in the areas of listening, speaking, reading and writing, teachers also need to create an environment in which students can apply their English communication skills appropriately.</p>
<p>Assessment</p> <p>There should be a balance of formative, summative and portfolio assessment. The focus should be more on the application of language than knowledge about language. There should be more emphasis on fluency than accuracy.</p>
<p>Teaching resources</p> <p>In addition to in-class materials, teachers should provide as much text-related materials as possible, including teaching tools, audio-visual materials and supplementary computer teaching software. They should provide lists of reference books and learning activities for independent study.</p>
<p>Teaching-related coordinated items</p> <p>None</p>

The content of *Table 4.15* is very general. This curriculum document has little to say about teaching methodology, assessment and resources although it is clear that

the orientation is towards communicative language teaching.⁵⁵ The emphasis in assessment is to be on fluency rather than (not in addition to) accuracy.

Table 4.16: English I for Vocational Schools – Competency indicators

<p>Listening⁵⁶:</p> <ol style="list-style-type: none"> 1. To be able to listen to and understand classroom language 2. To be able to understand summaries of the content of lessons and texts introduced by the teacher in the medium of English and to be able to understand questions relating to lesson content 3. To be able to listen to and understand most everyday English conversation 4. To be able to listen to and understand most of the content of news reported in English in Taiwan
<p>Speaking⁵⁷:</p> <ol style="list-style-type: none"> 1. To be able to use common/ main English classroom language 2. To be able to ask and answer in English simple questions that are relevant to the lesson content 4. To be able to participate in English oral practice in class 4. To be able to communicate simple oral messages in English 5. To be able to use English accurately to read out short passages and stories, etc. 6. To be able to describe daily events in simple English
<p>Reading⁵⁸:</p> <ol style="list-style-type: none"> 1. To be able to recognize letters of the alphabet in cursive writing and in print 2. To be able to read frequently occurring English memos, labels and instruction manuals 3. To be able to read short stories and understand the main idea 4. To be able to read simple books and letters 5. To be able to read materials encountered outside of class which are at a similar level to those encountered in class textbooks with the aid of dictionaries or other tool books
<p>Writing⁵⁹:</p> <ol style="list-style-type: none"> 1. To be able to use capital and small letters and punctuation correctly 2. To be able to combine and alter sentences correctly 3. To be able to use appropriate words or phrases to create correct sentences 4. To be able to write out appropriate answers in accordance with questions asked in relation to texts 5. To be able to fill out application forms 6. To be able to write simple notes, letters and cards, etc.

⁵⁵ The inclusion of portfolio assessment also indicates a move away from the paper and pencil tests.

⁵⁶ The first three entries under ‘listening’ are the common core competencies, the fourth is similar to one of the advanced level competency indicators for Senior High Schools.

⁵⁷ All of the entries here are common core competency indicators. Oddly, however, although the word ‘fluently’ appears in the fifth entry in the common core competency list, it is omitted here.

⁵⁸ Two of the entries here are common core competencies. However, the third common core competency relating to reading (i.e., *to be able to read frequently used English signs and charts*) has been omitted. Of the remaining three, one (i.e., *be able to recognize letters of the alphabet in cursive writing and in print*) is to be found in the Year 1 – 9 curriculum. Reference to ‘memos, labels and instruction manuals’ in one of the others is presumably intended to reflect the vocational orientation of this document.

⁵⁹ The first four entries here are the same as the common core competencies for writing but one of the common core competencies for writing (i.e., *to be able to translate simple sentences from Chinese to English and English to Chinese*) has been omitted. The fifth entry is very similar to one of the two common core competencies for a combination of the four skills applied. The final entry is similar to competency indicator 4-2-3 in the Year 1 – 9 curriculum.

So far as *Table 4.16* above is concerned, what is immediately apparent is that the writers of the curriculum for vocational schools have little to add to the common core competencies outlined for all Year 10-12 students. In fact, one of the common core competencies relating to reading (i.e., *to be able to read frequently used English signs and charts*) has been omitted as has one of the common core competencies relating to writing (i.e., *to be able to translate simple sentences from Chinese to English and English to Chinese*). Furthermore, one of the common core competencies relating to speaking (i.e., *to be able to use English accurately and fluently to read out short passages and stories*) has been altered, the word ‘fluently’ having been omitted here. This suggests that the writers of the temporary curriculum for vocational schools may have disagreed with the way in which common core competencies were established for all Year 10-12 students. Where the competencies associated with listening, speaking, reading and writing are different in other respects from the common core competencies, they generally reflect aspects of competencies included in the Year 1-9 curriculum. In one case, that is, the second entry for reading, reference to specific text-types (i.e., memos, labels and instruction manuals) appears to be an attempt to reflect the vocational nature of this curriculum. However, these particular text-types are likely to be of relevance and significance also to non-vocational track students.

4.5 Some concluding remarks

The new English curriculum for grades 3-9 and the temporary curricula for grades 10-12 clearly indicate an intended move away from rote learning and towards communicative language teaching. However, the relationship between these curricula, and the relationship among the different sections within each of them, is often confusing. Furthermore, the ways in which competencies are grouped and articulated raises a number of critical issues. In particular, these documents appear to provide little guidance in relation to the communicative outcomes and proficiency achievements expected at different stages. Except in the appendices associated with the Year 1-9 curriculum, linguistic specification is largely absent. However, this is replaced neither by the types of competency indicator that are often associated with proficiency descriptors, nor by indicators of communicative outcomes that imply certain types of language competence. As I have already

suggested, some of this may be due to the fact that what is often referred to as the ‘communicative movement’ in language teaching has sometimes been associated not only with disagreement, but also with confusion and uncertainty, particularly in relation to what should be taught and how the content of language teaching should be expressed (see *Chapter 3*). In view of some of the issues raised here in connection with these curricula, and in view of their importance in the context of contemporary education in Taiwan, it is, perhaps, surprising that I have been unable to find any published critical commentary on these documents. There are a number of possible reasons for this, including the possibility that other readers have been largely satisfied with these documents.

I believe that the curricula examined here are unlikely to provide teachers with any clear indication of what can be expected of their students on entry to tertiary level English language education. I also believe that these curricula are unlikely to provide tertiary teachers of English with a clear indication of how they should design their own courses in order to ensure appropriate continuity and progression. If, therefore, some of them are currently uncertain about how best to proceed in terms of their own course planning (see *Chapter 5*), it seems to me to be unlikely that this uncertainty will be removed when students who have completed their secondary education in the context of the new curriculum documents reach tertiary institutions.

When I began work on this research project, my intention was to compare the English curricula of tertiary institutions in Taiwan directly with Taiwanese national curricula for schools. This proved, however, not to be possible because, with one exception⁶⁰, the institutions I approached were able to provide me only with course outlines (generally involving the separation rather than integration of skills) which were, in most cases, expressed in very general terms and which did not provide me with any real indication of course progression. I therefore decided to include questions relating to course planning in a questionnaire designed for tertiary teachers (see *Chapter 5*).

⁶⁰ Only one institution provided me with a curriculum overview. That overview is not discussed here because of the ethical issues that would have been involved in revealing the details of one institution’s detailed curriculum planning in a context where other institutions either have not engaged in that sort of planning or were not prepared to make it publicly available.

Chapter 5

Sampling Taiwanese Tertiary Teachers of English: Attitudes, Perspectives and Competencies

5.1 Introduction

In this chapter, I report on the responses of a sample of Taiwanese teachers of English to a postal questionnaire relating to attitudes, perspectives and competencies (see *Appendix 6*: English and Mandarin versions of the questionnaire for teachers of English in degree level programs in Taiwan). As noted by Cohen and Manion (1980, p. 71), “surveys proceed through well-defined stages”. In preparing for and conducting the survey, I worked through a number of preliminary stages as follows:

- outlining the aims of the survey;
- determining the survey approach that would be adopted;
- determining the target population;
- determining the processes and procedures to be used in analysing responses;
- production of draft;
- pilot of draft survey.

These preliminary stages are discussed in section 5.2 following along with ethical considerations. The questionnaire designed as the survey instrument is outlined in section 5.3 following. In section 5.4, the questionnaire results are analysed and discussed. Finally, in section 5.5, the responses are discussed.

5.2 Designing the questionnaire: preliminary stages

5.2.1 The aims of the survey

The overall aims of the survey were to establish a profile of a sample of teachers of English in tertiary institutions in Taiwan in relation to:

- gender, age, qualifications, experience, and types of English course taught;
- experiences of, and attitudes towards, in-service development;
- attitudes towards, and approaches to, course design and curriculum planning;
- experience of, and attitudes towards, placement testing, diagnostic testing and proficiency benchmarking;
- understanding of, and attitudes towards, discourse competence and communicative language teaching.

Questions on curriculum matters were included largely because they provided a way of supplementing the analysis of curriculum guidelines for schools (*Chapter 4*) in the absence of detailed information about English language curricula in the tertiary sector. Questions about proficiency were included so that the information about student proficiency derived from C-test results (*Chapter 6*) could be viewed in the light of teacher responses in this area. Questions about the background and training of participants were included because of the emphasis in some of the interviews with educational managers on the need for highly trained, research-active staff. Questions about communicative language teaching, discourse competence, etc., were included in order to determine whether survey participants were comfortable with the type of terminology that is currently widely used in literature on language teaching and learning. These questions were formulated with specific reference to the overall direction of the research and the research questions.

5.2.2 Selecting a survey approach

Because I was located in New Zealand for most of the time during which I conducted this research project, I could not interview tertiary teachers face-to-face. I therefore opted for a questionnaire-based survey. However, although my original intention was to send out a postal questionnaire, I believed that the response rate would be likely to be very low. Teachers of English in Taiwan, many of whom are already under pressure of various kinds (see *Chapter 2*), receive many requests to participate in the research activities of others and tend to

resist involvement unless they are approached personally and are convinced that they and/or their students will benefit professionally.

In order to create as few problems as possible for participants, I decided to give them the option of receiving questionnaires written in English or in Mandarin and indicated that responses would be welcomed in either language. I also decided to ask one of my colleagues to take the questionnaires with her on a planned visit to Taiwan and to ask participants in the workshops she would be running for tertiary teachers of English whether they would be prepared to complete the questionnaires at the end of the workshops and to return any completed questionnaires to her. This provided the teachers with a practical way of offering thanks for the work that had gone into the preparation and delivery of the workshop and so both parties were able to benefit.

5.2.3 The target population

The target population was teachers of English in the tertiary education sector in Taiwan. In the event, the sample was a sample of convenience in that only those tertiary teachers of English who attended particular workshops in Taiwan (on teaching methodologies) were asked to participate. However, these workshops were delivered in a number of different locations and participants came from many different institutions.

5.2.4 Processes and procedures to be used in analysing the responses

The responses included in completed questionnaires were inserted into a Microsoft Excel database and analysed using the calculation tools associated with that programme. Then results were demonstrated in figures or tables accompanying with commentary in the section 5.3.1.

5.2.5 The draft questionnaire and the pilot study

The questionnaire was initially written in English and five Taiwanese teachers of English were asked to trial it by (a) attempting to answer the questions, and (b)

providing a written commentary on any problems they had in doing so and any issues that occurred to them as they did so. Three of the five teachers involved at this stage had problems with some of the terminology in English and two felt that there should be a final question that allowed teachers to add any comments they wished. A final question of this type was added, the terminology was adjusted, and the questionnaire was translated into Mandarin. The original five participants were then asked to comment on the revised versions (the English version and the Mandarin version). With the exception of some aspects of the translation (which were modified in a way that satisfied all five teachers), no further issues were raised at this stage. The final version of questionnaires in English and Mandarin included 51 questions.

5.2.6 Ethical considerations

Before the questionnaire was trialled, it was submitted to the relevant Human Research Ethics Committee at the University of Waikato⁶¹. Committee members were satisfied that responses would be anonymous, that no form of coercion was used to secure responses, that the outline of the aim of this part of the research programme (included on the front page of the questionnaire) was clear, and that participants were advised that their responses would be included in reporting on the thesis. The questionnaire was therefore approved.

5.3 Questionnaire responses: Analysis and discussion

Of the 150 questionnaires that were distributed, 71 were collected or returned. Of these, 66 included responses to all of the questions and one (1) included responses to most of the questions. The remaining 4, which are not included in the following analysis of responses, were either blank (2) or contained responses only to the questions in the background information section (2). The following analysis therefore relates to the responses in the case of 67 questionnaires.

⁶¹ The Human Research Ethics Committee of the School of Māori and Pacific Development

5.3.1 Personal information: age, sex, qualifications and teaching experience

(Questions 1 – 10)

Information about the age and sex of respondents (Questions 1 & 2) is provided in *Figures 5.1* and *5.2*:

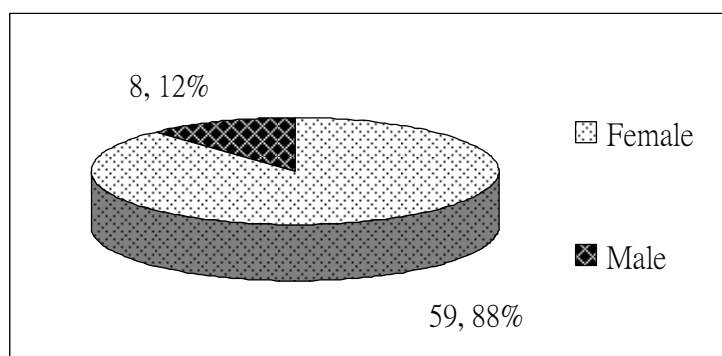


Figure 5.1: Sex of respondents

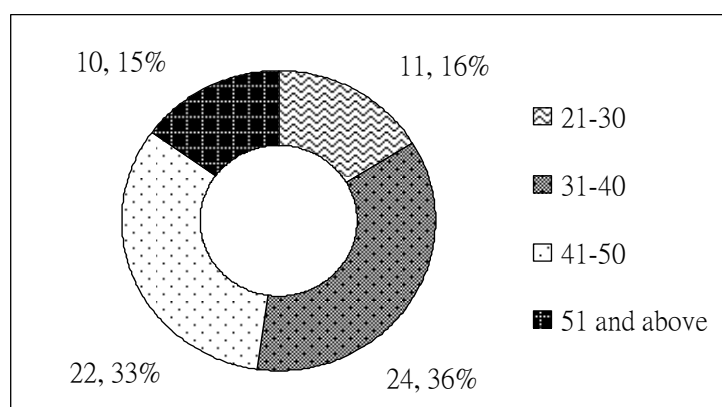


Figure 5.2: Age of respondents

As indicated in *Figures 5.1* and *5.2*, the vast majority of participants – 58 (88%) – were female, with only 8 (12%) being male. Approximately two thirds of the respondents were aged between 31 and 50, with only 11 (16%) being in the 21 – 30 age range and only 10 (15%) being aged 51 and above.

The educational backgrounds of participants was covered in Questions 3-8, the first of these (Question 3) referring to the source (Taiwan or overseas) and subject specialisation/s (e.g. English, linguistics or applied linguistics, education) of respondents' first degrees (Bachelors level). Here, because respondents might have more than one first degree or might have included more than one subject specialist subject in a single degree, they were given the option of ticking more

than one box. Of the 67 participants, 6 ticked two boxes and two ticked three boxes (a total of 77 selections) (see *Figures 5.3*).

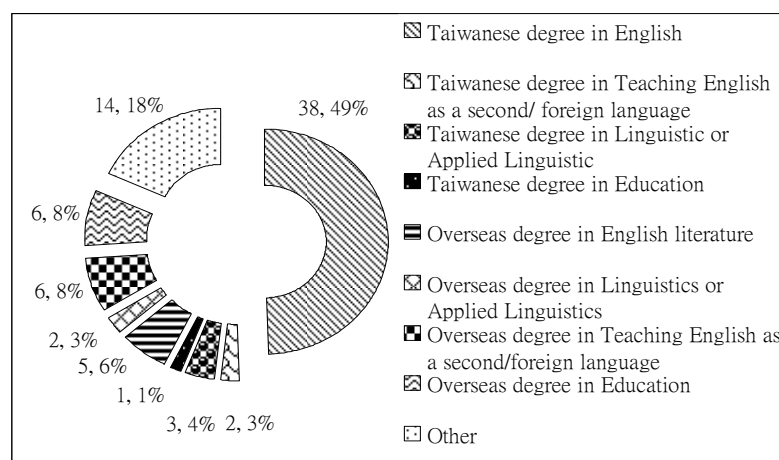


Figure 5.3: *First degree specialist subjects of respondents by number of selections and percentage*

Of the 77 selections, the highest number – 30 (39% of selections) – related to Bachelors degrees from Taiwan with English as a specialist or major subject. A further five selections related to overseas degrees with English literature as a specialist subject. Seven (7) selections related to education as a specialist subject (1 from Taiwan; 6 from overseas). Five (5) selections related to linguistics of applied linguistics as a specialist subject (3 from Taiwan; 2 from overseas); Eight (8) selections referred specifically to the teaching of English as a second or foreign language as a specialist area (2 from Taiwan; 6 from overseas). Fourteen (14) selections (18% of selections) related to degrees involving, as a specialist subject, areas other than English, English literature, education, linguistics or applied linguistics or the teaching of English. Thus, a total of 55 selections related to English or some specialist area relating, directly or indirectly, to teaching.

Question 4 related to Masters degree specialist subjects. Here, there were 71 selections and one non-response. Three (3) respondents made two selections; one (1) respondent made three selections. The selections are outlined in *Figure 5.4*.

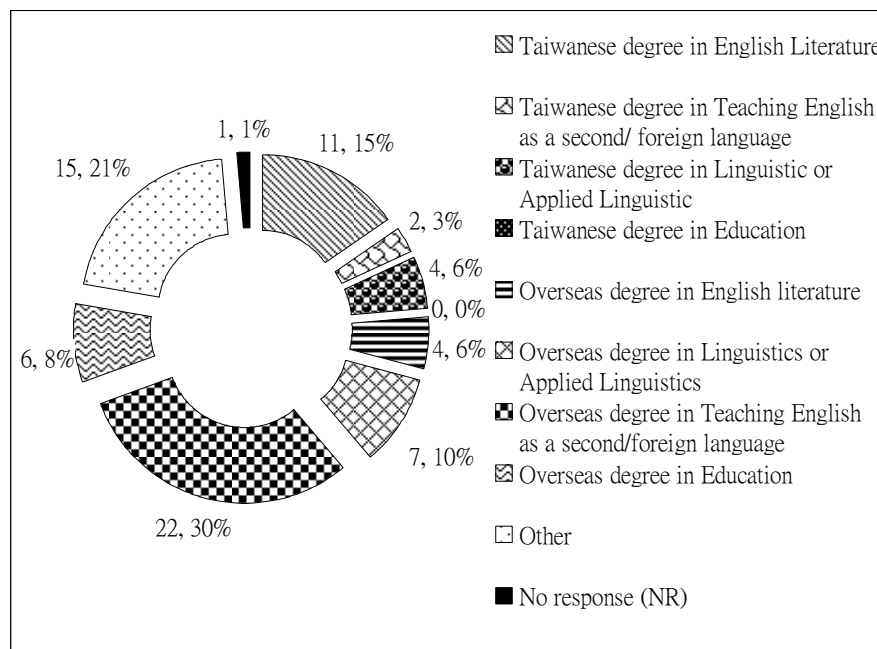


Figure 5.4: *Masters degree specialist subjects of respondents by number of selections and percentage*

Twenty four (24) responses - (34%) – related to degrees in the teaching of English as a second or foreign language (2 from Taiwan; 22 from overseas). Eleven (11) responses (15%) referred to Masters degrees in linguistics or applied linguistics (4 from Taiwan; 7 from overseas). Six (6) responses (8%) referred to a Masters degree from overseas in education. Fifteen responses (21%) referred to English literature as a specialist subject (4 from Taiwan; 11 from overseas). Fifteen (15) responses (21%) related to other specialist subject areas.

Question 5 related to doctoral degrees and doctoral degree specialist subjects. Question 6 related to doctorate degree specialist subjects. There were 67 responses, including one that referred to two specialist subjects (see *Figures 5.5* and *5.6*):

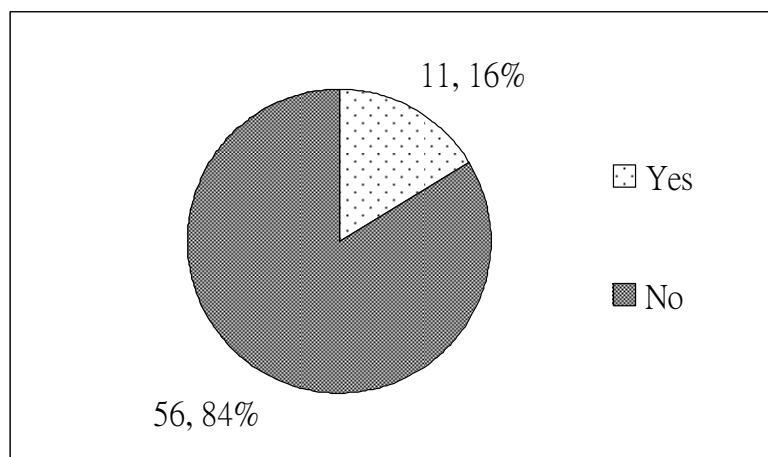


Figure 5.5: Number/ percentage with doctorates

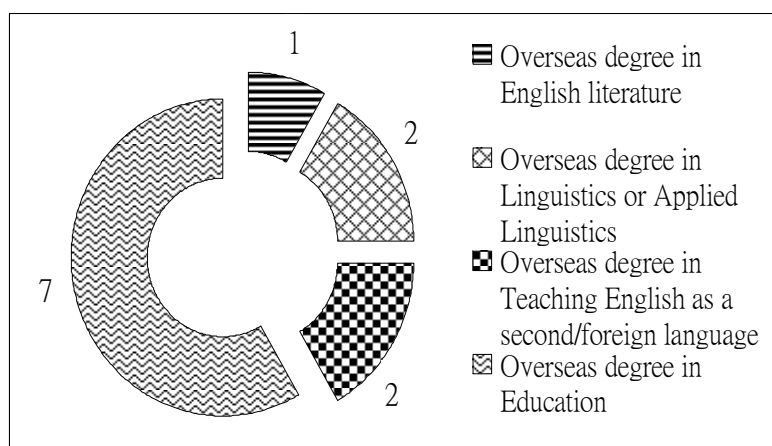


Figure 5.6: Doctorate degree specialist subjects

All eleven respondents had doctorates from overseas. All reported specialist subjects related to education (7 responses), linguistics or applied linguistics (2 responses) or the teaching of English as a second or foreign language (2 responses).

Question 7 referred specifically to qualifications in the teaching of English as a second or foreign language. Respondents were asked to provide some details here

(type of qualification and institution and country where the qualification was gained). There were 12 responses. However, one respondent simply recorded a proficiency score. The remaining 11 responses are indicated in *Figure 5.7*:

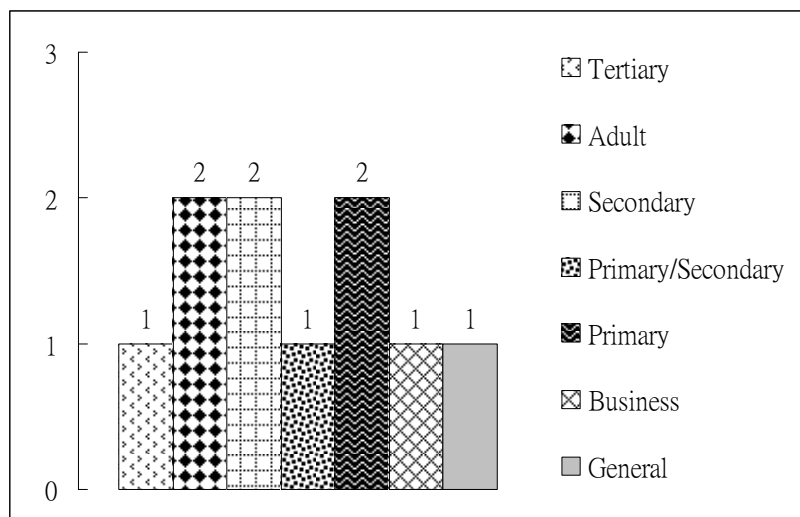


Figure 5.7: TEF/SL - Type of specialisation

Of the eleven (11) respondents who indicated the nature of their qualification in the teaching of English as a second or foreign language, three (3) referred to specialising in tertiary (1) or adult (2) teaching; and one (1) to specialising in the teaching of English in business contexts. The others all indicated that they had specialised in teaching at secondary school level (2), at primary and secondary school level (1) or at primary school level (2).

Question 8 referred to the specific areas covered in English teaching qualifications gained by respondents. Twenty four (24) of the participants responded to this question although only 12 – one without providing an area specification – had indicated that they had a qualification specifically in the area of the teaching of English as a second or foreign language. The difference may relate to the fact that some of those who responded to Question 8 were making reference to aspects of other qualifications recorded in response to Questions 3-6. Of the 24 respondents to this question, several gave multiple responses, the total number of entries being 174 see *Figure 5.8*).

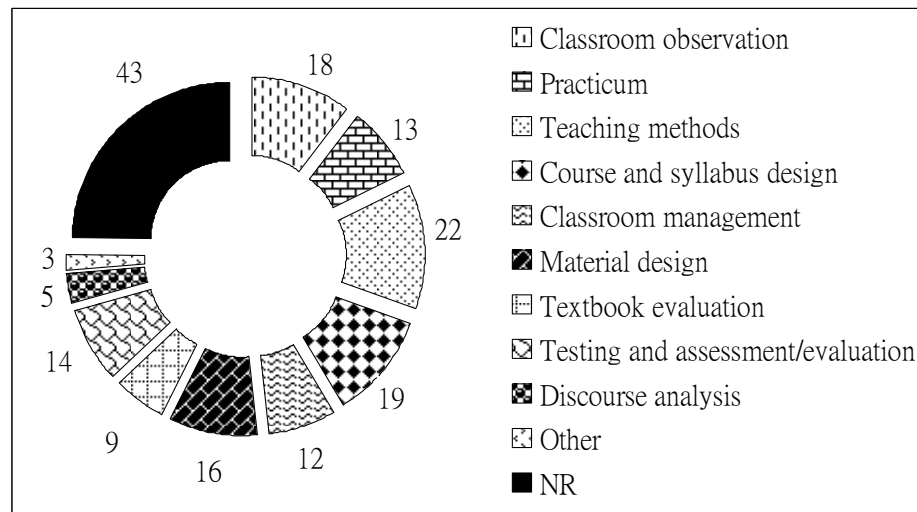


Figure 5.8: Areas covered in teacher training programmes

There were 22 (out of 174) entries for teaching methods, 19 for course and syllabus design, 18 for classroom observation, 16 for materials design 12 for classroom management, 9 for textbook evaluation, 5 for discourse analysis and 3 under the heading *Other*. Of these three, one was for ‘teaching research’, one for ‘using authentic material, using stories in the language classroom’ and one provided no indication of area. Only 13 entries related to a teaching practicum. Thus it appears that only 13 of the 67 respondents had had any type of practicum as part of their preparation for teaching English at tertiary level.

Question 9 asked about the number of years in total that respondents had taught English. As indicated in *Figure 5.9*, 43 respondents recorded that they had over five years of experience of teaching English, with 4 claiming to have taught English for twenty-six years or longer. Only 20 claimed to have taught English for between one and five years. Four participants did not respond to this question.

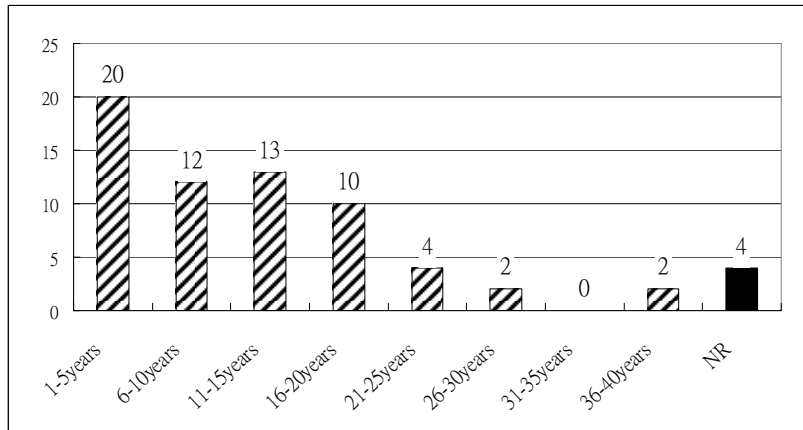


Figure 5.9: Number of years of experience of teaching English

Question 10 asked about the contexts in which respondents were currently teaching. There was one non-response and a total of 140 entries since a number of respondents were teaching in more than one context (see *Figure 5.10*):

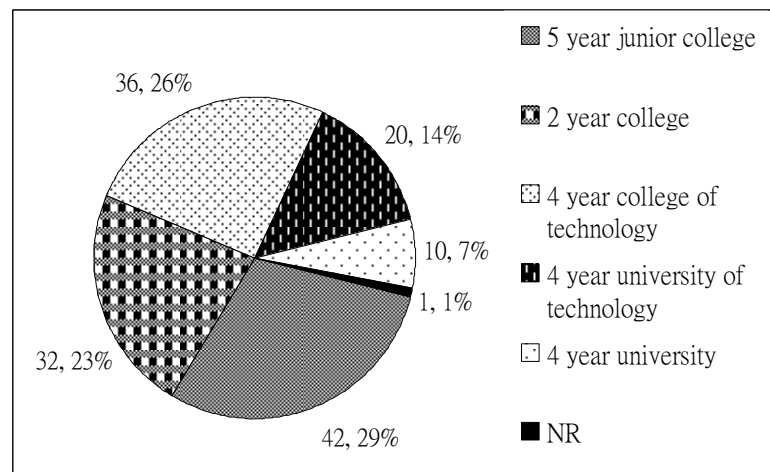


Figure 5.10: Contexts in which respondents were currently teaching English

All of the entries related to tertiary teaching contexts. Thirty (30) respondents (19%) recorded that they were currently teaching in a university context (university or university of technology); 32 (23%) recorded that they were currently teaching in a two-year college (i.e., a college that offers the last two years of a first degree); 36 (26%) recorded that they were currently teaching in a four year college (i.e., a college that offers a four year first degree); and 42 (29%) that they were teaching in a five year college (i.e., a college that offers the first two years of an undergraduate degree).

Question 11 related to the types of course that respondents were currently teaching. Once again, they could record several entries. There was one non-response and a total of 164 entries (see *Figure 5.11*):

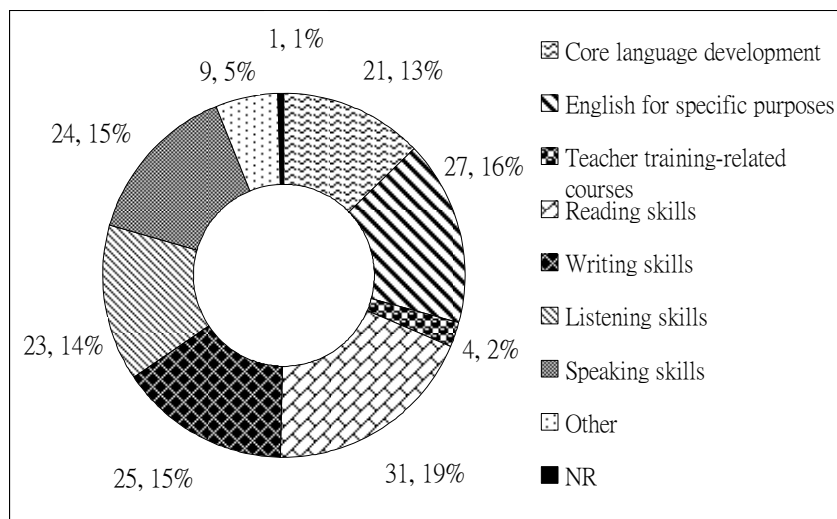


Figure 5.11: *Types of course respondents were currently teaching*

Only 21 entries (13%) related to the teaching of core language development. Twenty seven (27) entries (16%) related to the teaching of English for specific purposes. One hundred and three (103) entries (63%) related to specific skill areas (reading (31 entries), writing (25 entries), listening (23 entries) or speaking (24 entries)). Four (4) entries related to teacher training related courses. There were 9 entries under the heading *Other*. These covered translation, literature, movies, culture, grammar, research writing and general English.⁶² The 27 entries recorded under the heading of English for specific purposes covered a wide range of areas, including English for business, English for journalism and the mass media, English and the internet, English for tourism. Also included were entries that might have been more appropriately recorded under skill headings (research writing, English reading, speech), different subject headings (literature, poetry and film, interpreting and translation, linguistics, and English teaching methodology).

⁶² General English would appear, however, to be more appropriately covered by the initial category (i.e., core language development).

Question 12 was intended to elicit information about the extent to which teachers of English in tertiary institutions were aware of the content of English courses taken by their students in the same year of study but taught by others. The actual question was: *If you are responsible for a reading course at your institution, would you be aware in a detailed way of the content of any writing course that the same students were taking in the same year?* The responses are indicated in *Figure 5.12*:

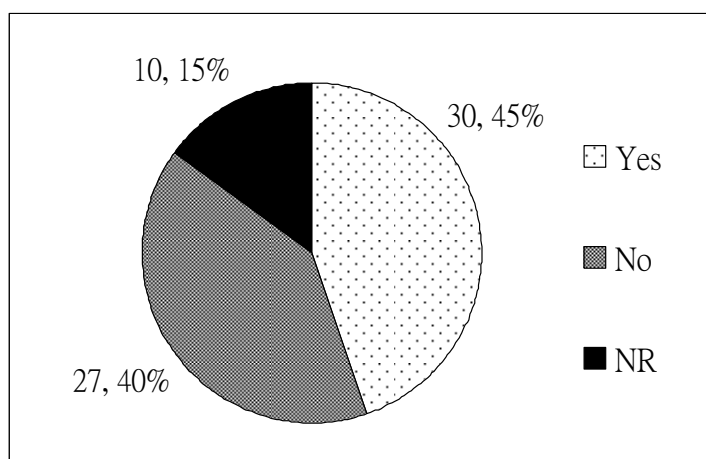


Figure 5.12: Respondents' knowledge of the content of other English courses taken by their students in the same year of study.

Ten of the participants (15%) did not provide a response to this question. Of the remaining 57, 30 (53%) answered in the affirmative; 27 (47%) answered in the negative. Of the 30 respondents who answered in the affirmative, 19 taught in the same institution. Of the 27 who answered in the negative, 10 taught in the same institution as 19 who answered in the affirmative. Nine (9) of the ten who did not respond to this question also taught in that institution. A further 10 of those who answered in the negative taught in the same institution (a different one from that in which the 19 referred to earlier taught).⁶³

Question 13 asked those who had responded in the affirmative to the previous question to indicate whether they would try to make sure that the two courses related directly to one another. Although only 30 had responded in the affirmative

⁶³ It was possible to retrieve this information because of the context in which the questionnaires were distributed and collected.

to the previous question, 35 responded to this question, with 11 of the 35 (31%) indicating that they would not attempt to ensure that there was any direct relation between the two courses (see *Figure 5.13*):

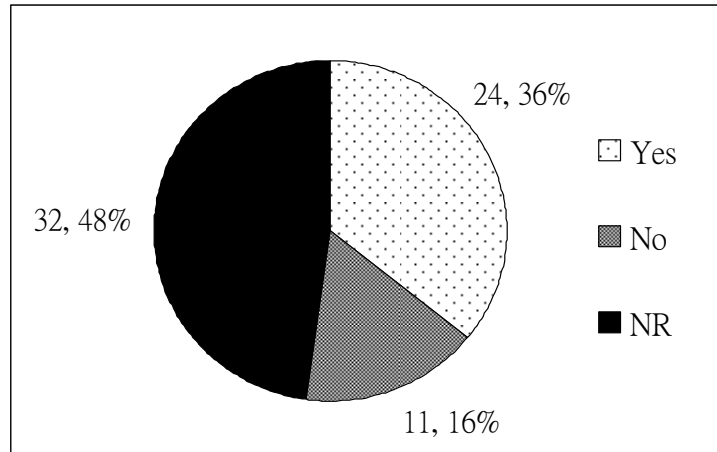


Figure 5.13: *Whether respondents would attempt to make direct links between a reading course taught by them and a writing course taught by another member of staff to the same students in the same year of study*

Question 14 asked those who had responded in the affirmative to the previous question to indicate how they would attempt to make sure that the two courses related directly to one another. Twenty-three (23) of the twenty-four (24) who had answered the previous question in the affirmative responded. The responses are summarised in *Figure 5.14*:

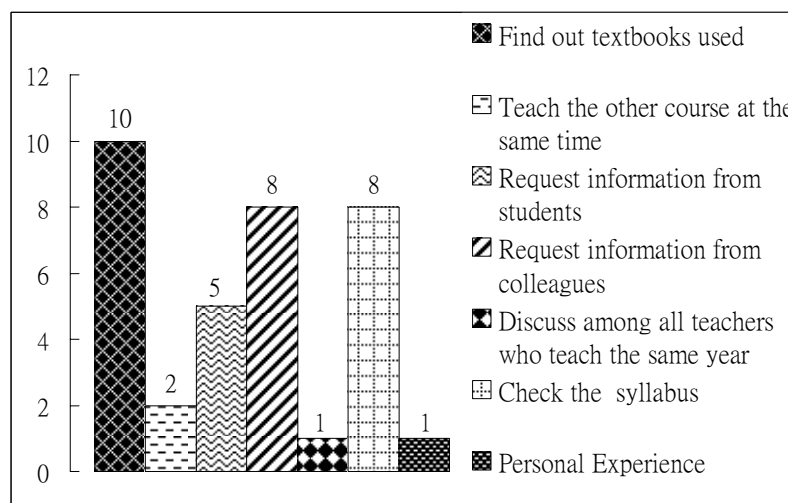


Figure 5.14: *Ways of ensuring that courses related to one another*

Of the 24 who had responded in the affirmative to the previous question, 23 responded to this question. The responses were categorized in terms of number of entries rather than in terms of number of respondents. Ten (10) entries referred to examining the textbook being used by the other member of staff, eight (8) entries referred to requesting information from colleagues, and the other eight (8) to checking the syllabus. Five (5) entries related to requesting information from students, two (2) referred to the fact that the respondent was involved in teaching both courses. Finally, one (1) entry referred to with ‘personal experience’, noting that “[the] more one reads, the better one writes”.

5.3.2 In-service development opportunities and respondents’ evaluation of their own preparation to teach English

Questions 15 – 20 related to in-service development opportunities and respondents’ assessment of their own preparation to teach English.

Question 15 asked participants to indicate whether they believed that their own training had prepared them adequately to teach English. Two (2) of the participants did not respond to this question; 30 responded in the affirmative (45%); 35 (52%) responded in the negative (see *Figure 5.15*):

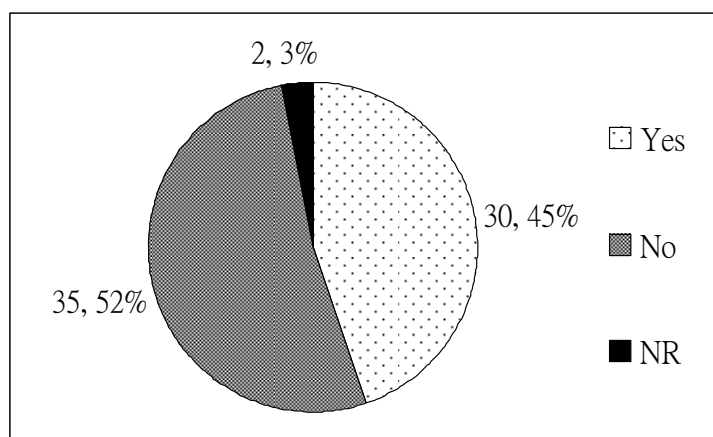


Figure 5.15: Respondents’ views concerning the adequacy of their own preparation to teach English

Question 16 asked teachers whether they had received any type of in-service training at their work place. Fifty six (56) respondents (84%) indicated that in-service training was made available by the institutions where they worked; 11 (16%) indicated that it was not (see *Figure 5.16*):

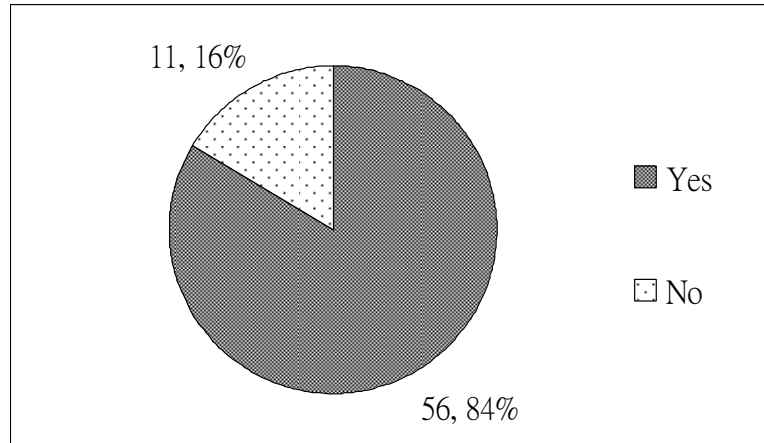


Figure 5.16: Availability of in-service teacher training in the institutions where respondents worked

Question 17, asked those who had attended in-service development training in the institution/s where they worked to indicate, on a five point scale, how useful they considered that training to have been. The responses are indicated in *Figure 5.17*:

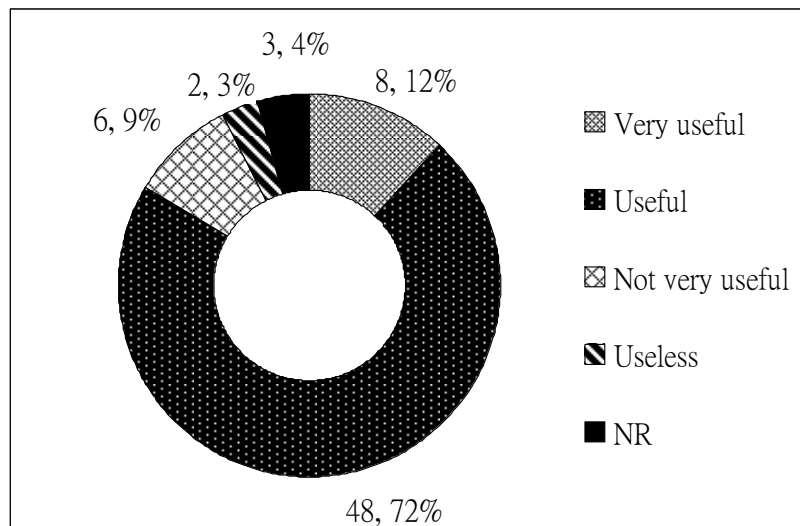


Figure 5.17: Respondents' views on the usefulness of in-service training provided by the institutions where they worked

There were 64 responses. Of these, the vast majority – 56 (84%) - regarded this training as very useful (8) or useful (48). Only 8 respondents (12%) indicated that they regarded it as having been not very useful or useless.

Question 18 asked respondents to indicate what they had done (apart from attending any in-service training offered by their own institution) to improve their teaching skills. There was only one non-response to this question. The 66 participants who responded checked 279 entries (see *Figure 5.18*):

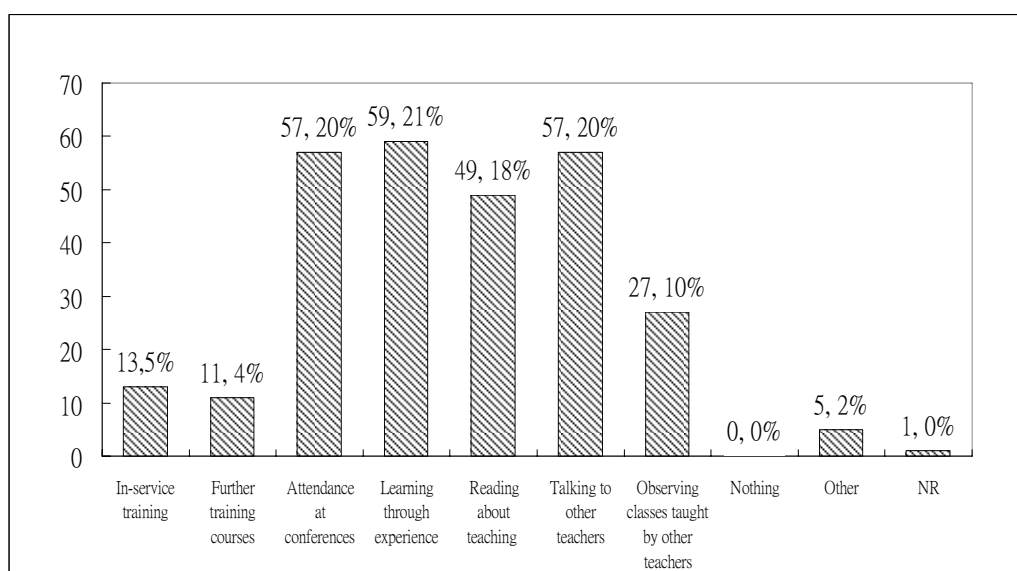


Figure 5.18: Respondents' approaches to improving their teaching skills

Almost half of the responses (51%) related to learning through experience (59 entries), talking to other teachers (57 entries) or observing classes taught by others (27 entries). A further 106 entries (38%) related to attendance at conferences (57 entries) or reading about teaching (49 entries). However, 11 of the respondents had attended further training courses and 13 had been involved in some form of free in-service training (apart from that provided by the institutions where they worked). Included in the *Other* category were 5 entries in 4 categories: one participant would have interaction and discussion with students, one indicated that he/she would watch relevant films and teaching videos, one would learn by trying out different approaches on their own child at home, two would find information via the internet. Only one respondent indicated that they had done nothing specific to improve the quality of their teaching.

Question 19 asked participants to indicate how they maintained and developed their English. The responses are indicated in *Figure 5.19*:

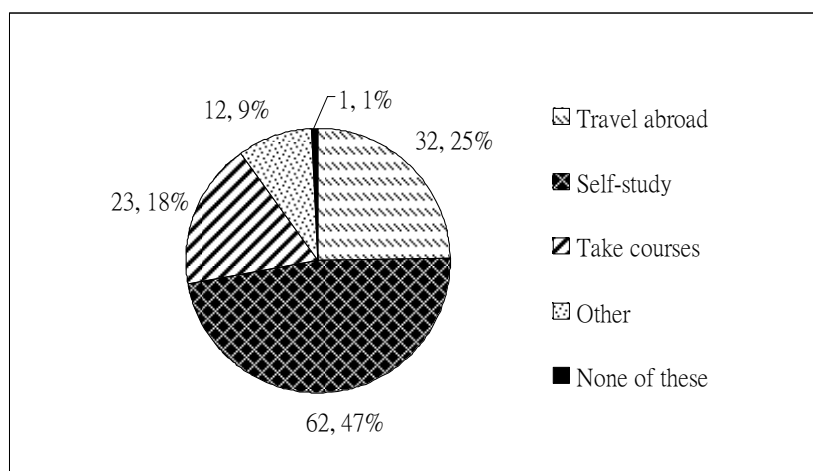


Figure 5.19: *Ways in which respondents maintain and develop their English*

All of the participants responded to this question and there was a total of 130 entries. The largest number of entries (62; 48%) related to self study. The second and third largest categories of entry were travel abroad (32; 25%) and taking courses (23; 18%). In the *Other* category there were 12 entries, including reading (e.g., English newspapers, magazines, and the National Geographic) watching (e.g., TV programs, CNN, English films and broadcasts), having interaction with teachers who are first language speakers of English, keeping in contact with family and friends who live overseas, conducting academic research and attending conferences, learning by teaching or from teaching materials, hiring a tutor and using relevant resources in the environment. One respondent selected the category *None of these*, adding “I’m a native speaker”.

Question 20 related to the type or types of in-service provision that participants would find useful. One participant did not respond. The other 66 participants checked 206 entries. The responses are indicated in *Figure 5.20*:

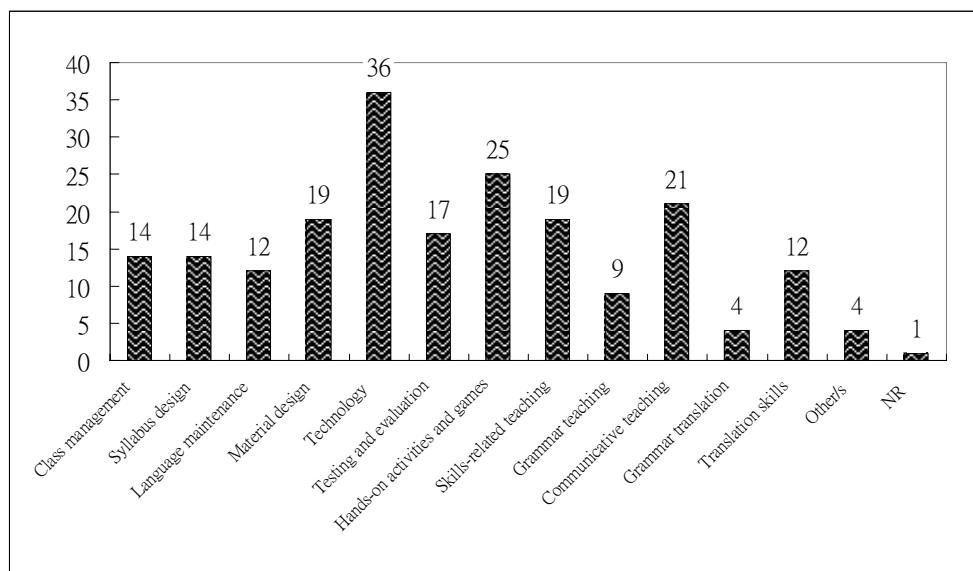


Figure 5.20: Respondents' preferences in relation to in-service provision

The most popular category here was technology (36 entries; 17%), followed by hands-on activities and games (25 entries), communicative teaching (21 entries), materials design (19 entries), testing and evaluation (17 entries), class management (14 entries) and syllabus design (14 entries), language maintenance (12 entries) and translation skills (12 entries), grammar teaching (9 entries), and grammar translation (4 entries). The four entries in the category *Others* were linguistic knowledge (1 entry), academic research in a teaching-related field (1 entry), educational psychology (1 entry), teaching methods relating to culture (1 entry).

5.3.3 Curriculum, syllabus and achievement objectives

The next section of the questionnaire (Questions 21 – 28) deals with curriculum and syllabus issues and achievement objectives.

Question 21, relates to the overall curriculum for English in the institution/s where participants work; *Does the main institution where you work have an overall curriculum for the English courses it offers (showing, for example, the relationship between each of these courses in terms of level and specific content and discussing methodology and materials)?* Responses are summarised in *Figure 5.21*:

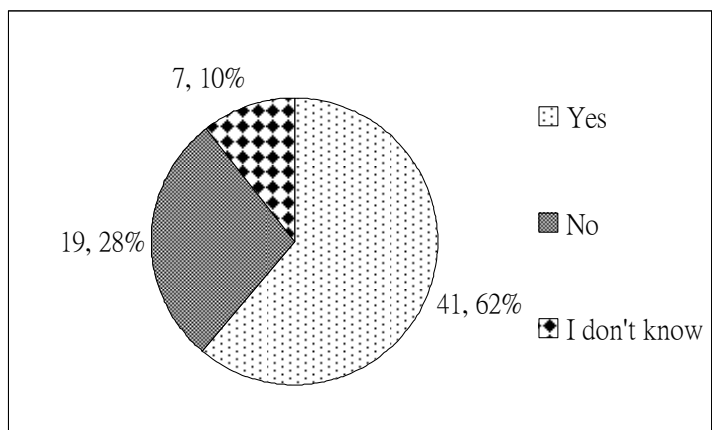


Figure 5.21: Responses relating to whether the institution/s in which participants worked had an overall English curriculum

As indicated in *Table 5.1*, it appears that respondents did not necessarily agree about whether particular institutions had an overall English curriculum.

Table 5.1: Responses relating to whether the institutions/s in which participants worked had an overall English curriculum by institution

	Yes	No	I don't know
Institution A (38)	28	9	1
Institution B (13)	4	5	4
Institution C (5)	4	0	1
Institution D (2)	1	1	0

Question 22 asked participants whether they thought that all of the English courses that a student takes in any particular year should be clearly related to one another (see *Figure 5.22*):

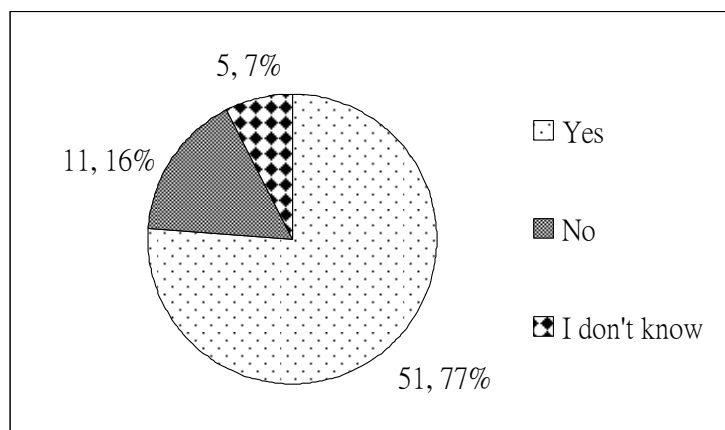


Figure 5.22: Respondents' opinions on the matter of overall coherence in the institutional English curriculum

The relationship between responses and institutional affiliation (where known) is indicated in Table 5.2:

Table 5.2: Views on overall coherence of the institutional English curriculum by institutional affiliation

	Yes	No	I don't know
Institution A (38)	32	6	0
Institution B (13)	9	1	3
Institution C (5)	2	2	1
Institution D (2)	1	1	0

The fact that 51 respondents (77%) answered this question in the affirmative suggests that the majority believe in the importance of curriculum coherence.

Question 23 asked whether participants believed that it is important to have an explicit syllabus document for each course (see *Figure 5.23*):

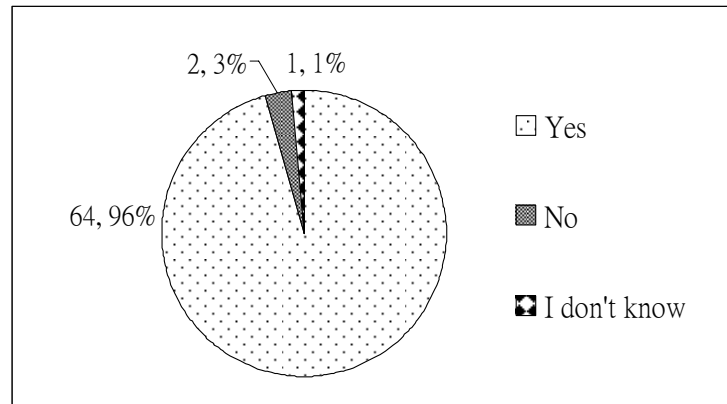


Figure 5.23: Respondents' views on the importance of being provided with an explicit syllabus document

Sixty four respondents (96%) answered this question in the affirmative, 2 (3%) in the negative, and only 1 responded with 'I don't know'.

Question 24 asked participants whether, if there were syllabus documents designed by their institution for use at the level they taught, the extent to which they found them useful (see *Figure 5.24*):

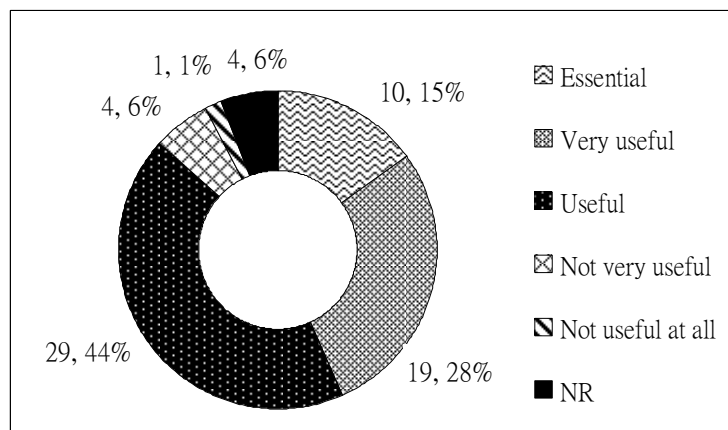


Figure 5.24: Respondents' views on the usefulness of syllabus documents provided by their institution

Four participants did not respond. Of those who did, 10 (15%) found them to be essential, 48 (71%) found them to be very useful (19) or useful (29), and 5 (7%) found them to be not very useful (4) or not useful at all (1).

Question 25 what respondents would do in the event that they were not provided with a syllabus for a course they were asked to teach (see *Figure 5.25*):

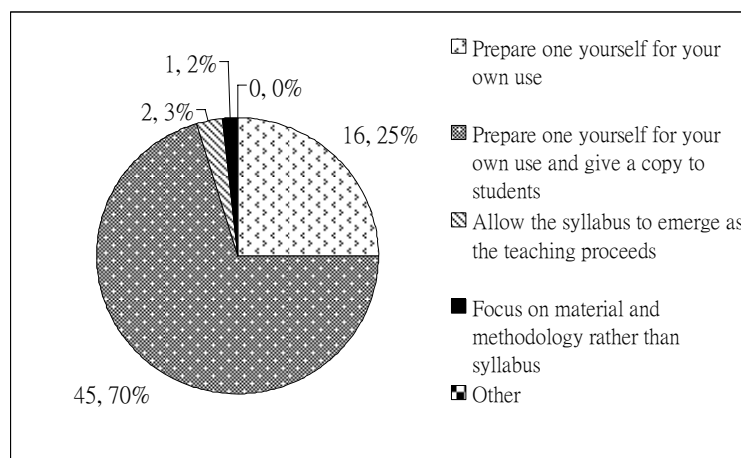


Figure 5.25: What respondents would do if not provided with a syllabus document for a particular course

Three respondents ticked more than one category, thus invalidating their response to this question. Of the remaining 64, 61 (95%) indicated that they would prepare a syllabus for their own use and 45 of them indicated that they would give a copy of that syllabus to their students. One indicated that they would focus on material and methodology rather than syllabus, and 2 claimed that they would allow the syllabus to emerge as the teaching proceeded.

The next question (Question 26) asked whether participants would be able, if requested to do so, to provide a list of the expected specific outcomes of each of their English courses. In response to this question, more than half (37 – 56%) ticked ‘yes’; 15 ticked ‘no’, 13 ticked ‘I don’t know’. Two (2) did not respond (see *Figure 5.26*).

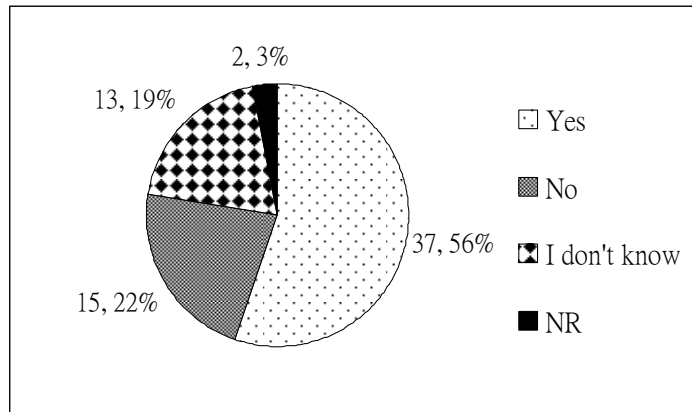


Figure 5.26: whether participants would be able to provide an example of their course outcome

The next question (Question 27), which respondents were asked to provide, in English or Mandarin, an example of a course outcome for any of the courses they teach. The responses indicate that almost all of the respondents would, in fact, find the task of specifying course outcomes (and, therefore, also, presumably, course objectives) very challenging.

Thirty-two (32) out of the 37 who responded to Question 27 provided examples in some form. Of these, 3 gave only a course title. The remainder provided course types/ titles and examples of course outcomes. Some of these are provided below (where responses in brackets have been translated from Mandarin). Some of the course outcomes were very general indeed (see below):

Year/Course Title: English conversation and writing

Outcome: “To improve writing skill:

Year/Course Title: First Year Listening and comprehension

Outcome: “Students can thoroughly understand the daily conversation”

Year/Course Title: Fourth year (without course title)

Outcome: (To be able to understand clearly on how to listen to a long speech lecture)

Year/Course Title: General English

Outcome: “To be able to read in the daily life context”

Some responses were a little less general but not much more informative (see below):

Year/Course Title: Writing

Outcome: (To be able to write an organized composition)

Year/Course Title: Practical English Writing

Outcome: (To be able write out English sentences without serious mistakes, and express meanings clearly in compositions)

Year/Course Title: English Reading

Outcome: (To be able to analyze the content of readings)

Year/Course Title: Journalistic English

Outcome: “Acquire general Newspaper English vocabulary”

One response focused on knowledge about language (see below) suggesting, perhaps, that general English courses are sometimes perceived more as courses about language than as courses whose aim is to improve proficiency:

Year/Course Title: General English

Outcome: “Enable the learner to distinguish nouns, adjectives, adverbs, and verbs”.

Some responses referred to a particular English test as an outcome of the course (see below):

Year/Course Title: 1st and 2nd Year, English reading

Outcome: (Passing CSEPT)

Year/Course Title: 2nd Year, English Listening

Outcome: (Students will be able to understand relevant topic content and to make notes, as well as applying listening skills in the listening part of CSEPT)

Only two provided course outcomes that were specific (or relatively specific) and directly relevant to the course type.

Year/Course Title: 3rd Year English Reading

Outcome: [To be able to learn and apply meanings from contextual clues, grammatical knowledge, word structures and lexical comprehension]

Year/Course Title: Freshmen Writing

Outcome: The student will be able to write a well-formed paragraph with a clear topic sentence, well-developed cohesive ideas, transitional words, and concluding sentence.

Question 28 asked participants how they would decide what to teach in each year of their courses. There were six options of which any number could be selected (see *Figure 5.27*):

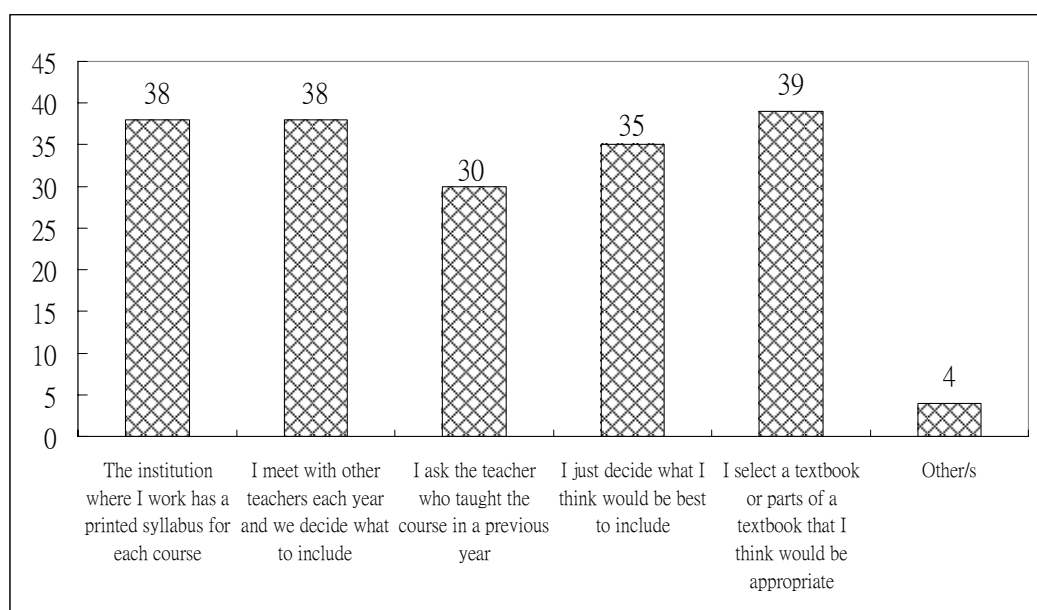


Figure 5.27: Respondents' approaches to deciding on course content

All participants responded to this question and there were a total of 184 entries. The most popular selection was the fifth option (i.e., *I select a textbook or parts of a textbook that I think would be appropriate*). Almost equally popular (with 38 entries each) were the first and second categories (*the institution where I work has a printed syllabus for each course*; and *I meet with other teachers each year and we decide what to include*). Just behind these categories (with 35 entries) was category number 4 (*I just decide what I think would be best to include*). The third category (*I ask the teacher who taught the course in a previous year*) had 30 entries. Finally, there were four entries under the *Other* category. These were “understanding students’ expectations and needs”, “referring to relevant courses from other schools here or overseas” (2x), and “changing approach more or less in accordance with the level of students in the middle of a semester”.

5.3.4 Textbooks and teaching materials

Questions 29 – 33 related to textbooks and teaching materials.

Question 29 asked participants what materials they used in teaching. They could select more than one category (see *Figure 5.28*):

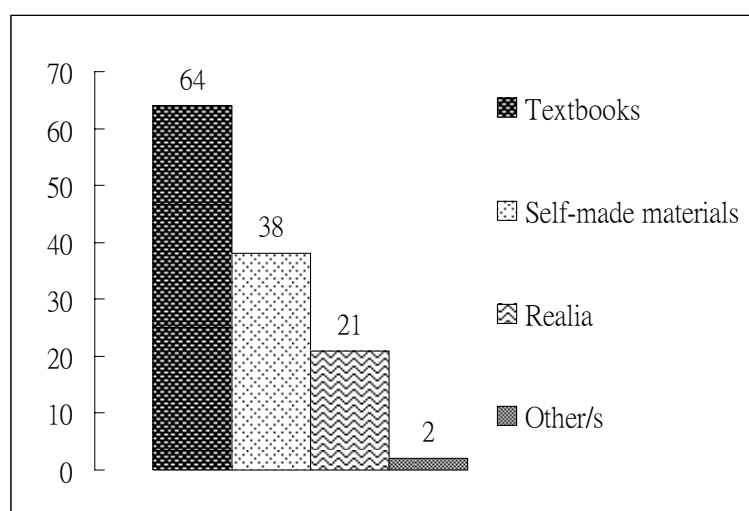


Figure 5.28: *Materials used in teaching*

There were 64 selections for textbooks, 38 for self-made materials, and 21 for realia. There were two selections under the *Other* category. These were specified

as “software/web cam/video and internet teaching materials” and “teaching video clips, and from websites”.

Question 30 concerned the basis of textbook selection. Once again, there was the option of selecting more than one category. There were 141 entries (see *Figure 5.29*):

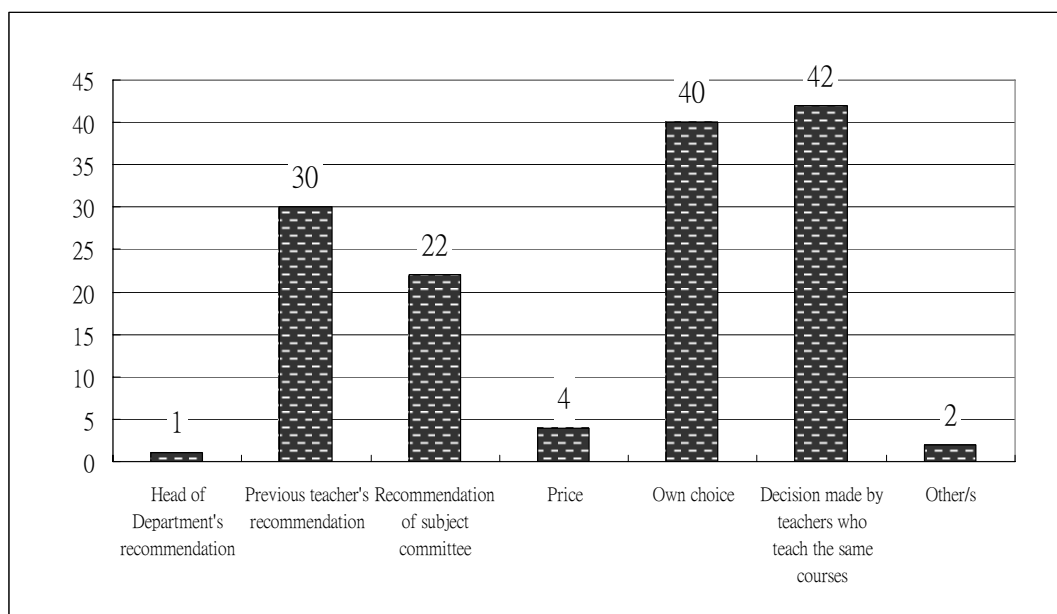


Figure 5.29: How respondents selected textbooks

The most popular category (42 entries) here was the sixth: *Decision made by teachers who teach the same course*. This was closely followed (40 entries) by the fifth category: *Own choice*. The next most popular category (30 entries) was the second: *Previous teacher's recommendation*. This was followed (with 22 entries) by the third category: *Recommendation by subject committee*. For the fourth category (*Price*) there were 4 entries and there was one entry for the first category (*Head of Department's recommendation*). There were two selections for *Others*. These referred to adding to existing course materials according to students' needs and following the recommendations of publishers.

Question 31 related to respondents' opinions about the extent to which their students approved of the textbooks used (see *Figure 5.30*):

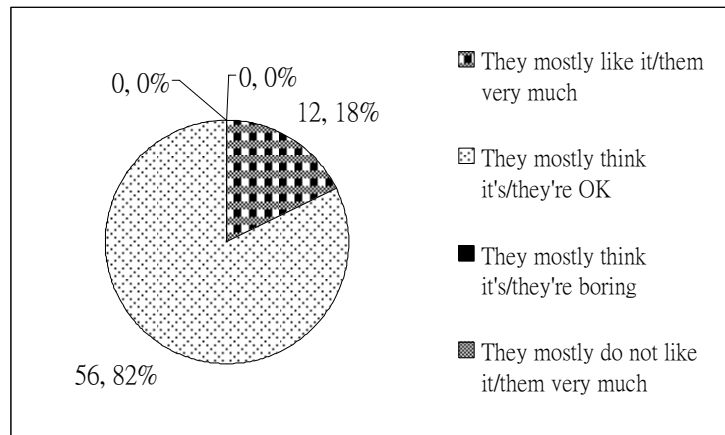


Figure 5.30: Respondents' opinions of their students' views of the textbooks used

There were 68 selections, one of the respondents checking two entries. The vast majority of entries (56; 82%) were in the first category: *They mostly like it/ them very much*. Twelve selections (18%) were in the second category: *They mostly think it's/they're OK*. There were no selections in the last two categories: *They mostly think it's/they're boring*; *They mostly do not like it/them very much*.

The next question (Question 32) was as follows: *If you use a textbook from a particular series (e.g., American Streamline) with a group of first year students, would you select the next highest level textbook from the same series for the same students when they are in their second year?* The responses are summarised in *Figure 5.31*:

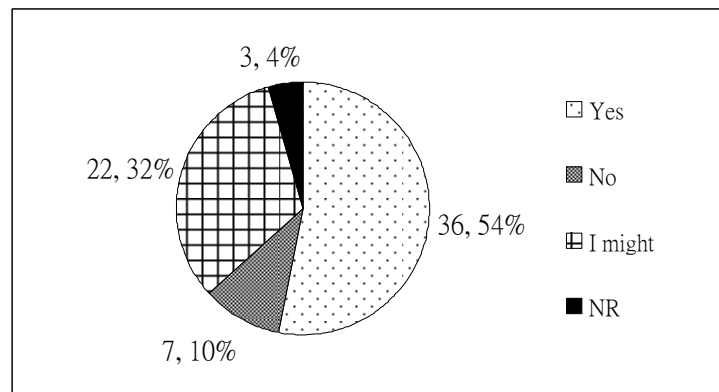


Figure 5.31: Respondents' use of textbooks (same series; different series)

While more than half of the respondents (36; 54%) selected *Yes* and 22 (32%) selected *I might*, 7 (10%) selected *No* and 3 (4%) did not respond.

Question 33 asked those participants who answered *No* or *I might* (29 respondents) to the previous question to give the reasons why they would or might change from one textbook series to another. There were 22 responses to this question. Of the 22 responses, 8 gave reasons why they might *not* be able to make the decision to change textbook series. In each case, these related to the fact that such decisions rest elsewhere. One (1) participant simply noted that s/he had the right to make a decision about textbook selection. Of the remaining 13, 9 referred to the fact that a different series might be more interesting for the students; 4 referred to the fact that it might be more appropriate for the students' level (see *Figure 5.32*):

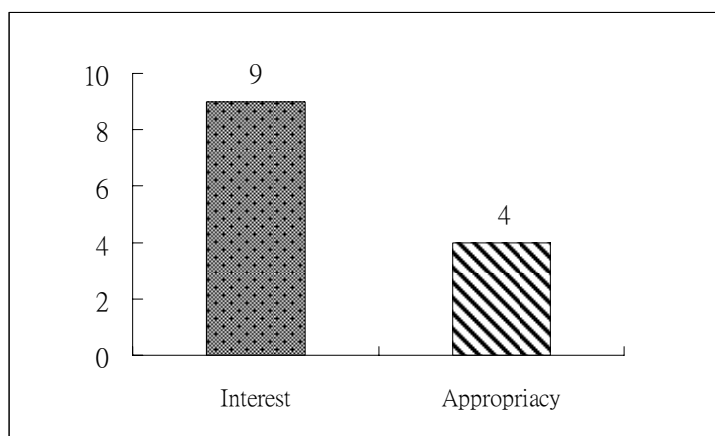


Figure 5.32: Factors that can affect the decision to change from one textbook series to another

5.3.5 Proficiency and placement testing

Questions 34 – 41 dealt with proficiency and placement testing.

Respondents were asked (Question 34) to indicate yes/no to the following question: *Is there a specific proficiency target (e.g., TOEFL 470 for year 1) that each student must achieve at the end of his or her program (i.e. Graduation English Language Proficiency Benchmark) in relation to whether he or she has a*

major or minor in English? There was one non-response to this question. Seven (10%) answered *No*; 59 (89%) answered *Yes*.

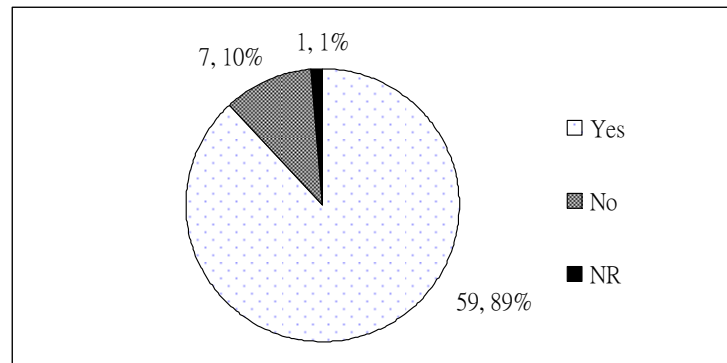


Figure 5.33: Responses relating to whether or not institutions have specific proficiency targets for their students

Question 35 asked participants (who represent at least 12 different institutions) about the proficiency targets to which reference was made in the preceding question. Only 40 participants responded to this question. Of these, 2 indicated that they did not know what the minimum score was for either English major or minor students. The responses of the remaining 38 are summarised in *Figure 5.34* (which relates to data for English major students) and *Figure 5.34A* (which relates to data for English minor students):

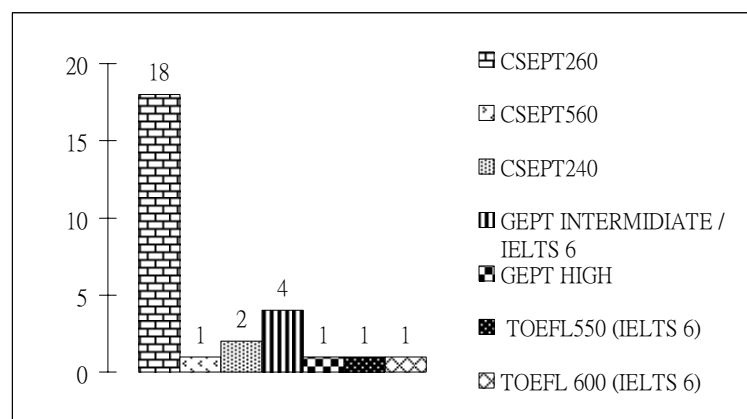


Figure 5.34: Responses relating to proficiency targets for English major students

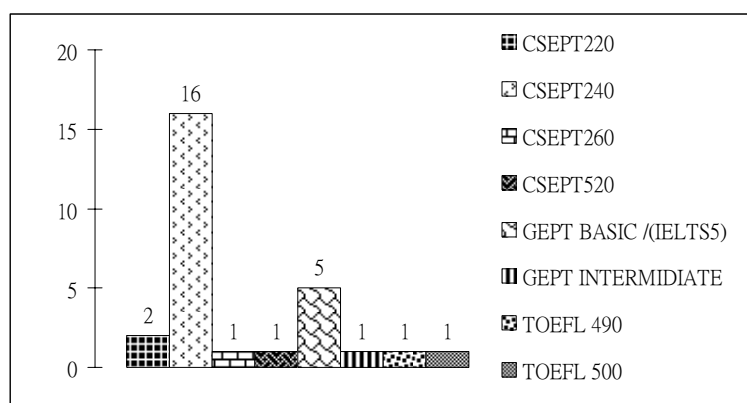


Figure 5.34A: Respondents' data relating to proficiency targets for English minor students

Tables 5.3 and 5.4 provide responses relating to proficiency targets in relation to the institutions the respondents were referring to.

Table 5.3: Responses relating to proficiency benchmarking for *majors* in English by institution

	Number of responses	English Major
Institution A	21	CSEPT 260 (18), CSEPT 240 (2), CSEPT560 (1)
Institution B	2	GEPT Intermediate
Institution C	2	GEPT Intermediate, GEPT low-Intermediate
Institution F	1	GEPT Advanced
Institution G	1	IELTS 6/ TOEFL 550
Institution K	1	IELTS 6/TOEFL 600

Table 5.4: Responses relating to proficiency benchmarking for *minors* in English by institution

	Number of responses	English Minor
Institution A	20	CSEPT 240 (16), CSEPT 220 (2), CSEPT520 (1)
Institution B	7	GEPT Elementary/IELTS 5, GEPT Intermediate, TOEFL 500
Institution C	1	GEPT Elementary
Institution F	1	GEPT Elementary
Institution G	1	IELTS 6/ TOEFL 550
Institution K	1	IELTS 6/TOEFL 600

Whatever the differences among institutions in terms of proficiency targets for students majoring and minoring in English, it seems likely that some of these responses are inaccurate.

Those who indicated that their institutions did have specific proficiency targets for students majoring and/or minoring in English were asked to answer the following question (Question 36): *Approximately what percentage of final year students in your institution would be likely to achieve the required minimum Graduation English Language Proficiency Benchmark in each year?* There were 21 responses to this question (although 59 answered *Yes* to Question 33 and 38 provided details of proficiency targets in response to Question 34). The responses were classified into groups (see *Figure 5.35*):

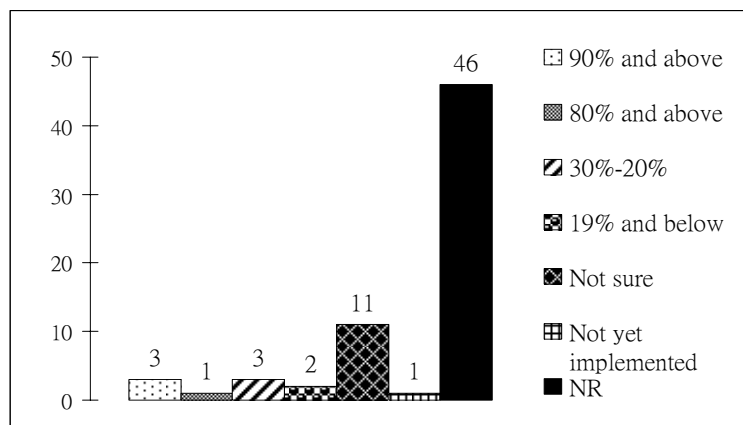


Figure 5.35: Respondents' estimate of the percentage of students who achieve required proficiency benchmarks

Apart from non-responses, the largest group (17) indicated that they were not sure what percentage of students achieved required proficiency benchmarks. Three (3) respondents claimed that 90% or more did so, 1 claimed that 80% or more did so; 3 claimed that between 20% and 30% did so, 2 claimed that under 20% did so and 1 indicated that benchmarking had not yet been implemented at the institution where they taught.

Question 37, an open-ended question, asked what respondents' institutions did to help students who failed to achieve a minimum graduation English language proficiency benchmark. Thirty-eight (38) participants responded to this question.

Of these, 1 indicated that they did not know the answer and 1 indicated that no action was taken. The remaining 36 responses were classified into three categories (see *Figure 5.36*):

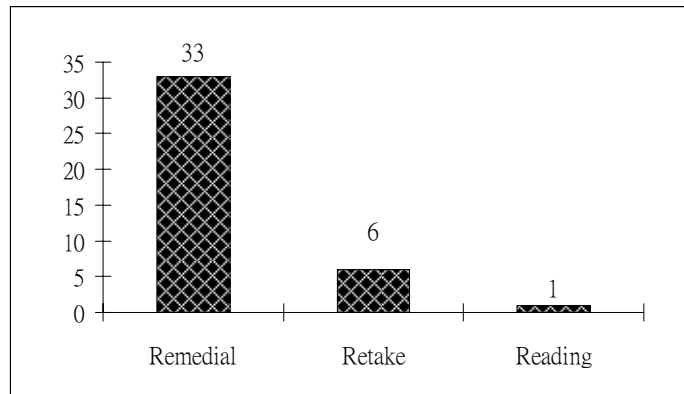


Figure 5.36: Respondents' views on institutional response to student failure to achieve proficiency benchmarks

Of the 36 responses referred to above, 33 indicated that remedial courses would be provided, 6 indicated that students would be asked to retake the proficiency test or take a different one, and 1 indicated that students would be given recommended reading to do in their own time. Thus, approximately 54% of participants indicated that their institutions would provide remedial assistance.

Question 38 asked participants if they had any way of knowing what general proficiency level each of their students had when they entered their courses. There were 2 non-responses. Of the remaining 65, the responses were almost equally divided between *Yes* (35) and *No* (30) (see *Figure 5.37*):

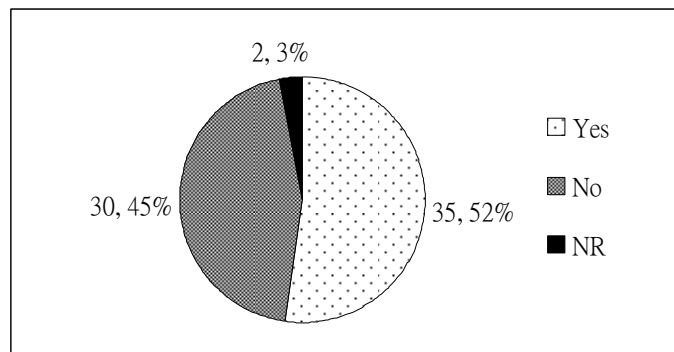


Figure 5.37: The number of participants who were aware of the proficiency levels of students entering their courses

Although only 35 participants answered *Yes* to the previous question, a larger number (38) responded to Question 39 which asked how information about the proficiency levels of entrants to their courses was obtained. Respondents could tick more than one box in response to this question and several did so. The total number of entries was 52 (see *Figure 5.38*):

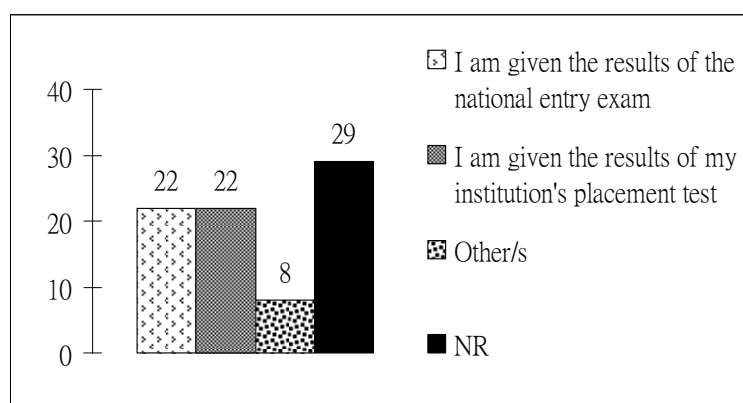


Figure 5.38: *How respondents' knew the proficiency levels of students entering their courses*

Twenty two (22) responses indicated that participants were provided with the results of national entry examinations; 22 indicated that participants were provided with the results of their own institution's placement test. The remaining 8 entries were in the *Other* category. These can be summarised as follows: from proficiency test or previous semester grades (3); from class activities and teaching, e.g., diagnostic testing (1); from teaching in the previous year (2); from 'baseline' assessment (1)⁶⁴; from quizzes (1).

⁶⁴ The term 'baseline assessment' is used in a variety of ways. It is not clear in which way it is used here.

Question 40 asked whether participants' institution had a placement test and, if so, what form or forms it took. Fifteen (15) participants did not respond to this question. The remaining 52 made 153 selections (see *Figure 5.39*):

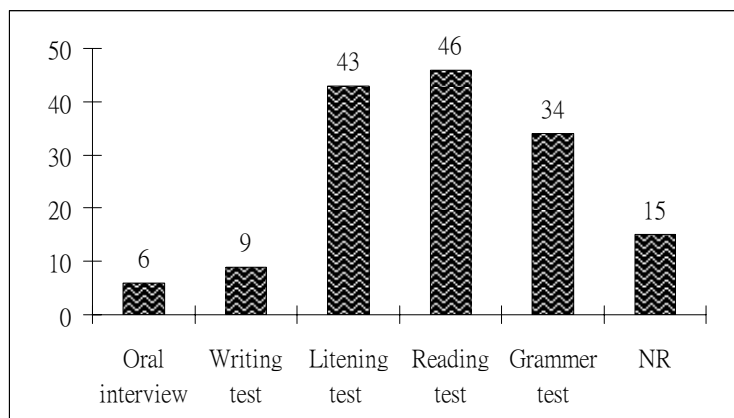


Figure 5.39: Types of placement test run by institutions

There were 46 entries for *Reading test*; 43 for *Listening test*; 34 for *Grammar test*; 9 for *Writing test*, and 6 for *Oral interview*.

The next question, Question 41, asked whether a diagnostic test was required at participants' institutions. Three (3) participants did not respond to this question and 16 indicated that they did not know the answer. Of the remaining 48, 28 answered *No* and only 20 answered *Yes* (see *Figure 5.40*):

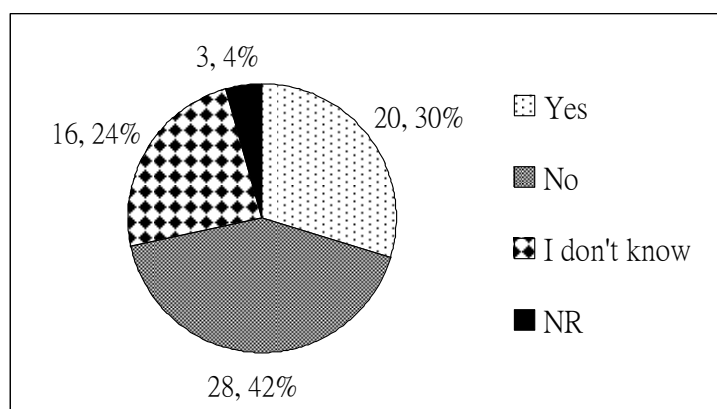


Figure 5.40: Responses to a question about whether participants' institutions provided diagnostic testing

5.3.6 Discourse competence and communicative language teaching

Questions 42 – 47 related to two areas that have received considerable attention in the literature on English language teaching in the last two decades: discourse competence and communicative language teaching.

Question 42 asked participants whether they thought there was a difference between grammatical competence and discourse competence. Five (5) participants did not respond to this question. Of the remaining 62, 52 answered *Yes* and 10 answered *No* (see *Figure 5.41*):

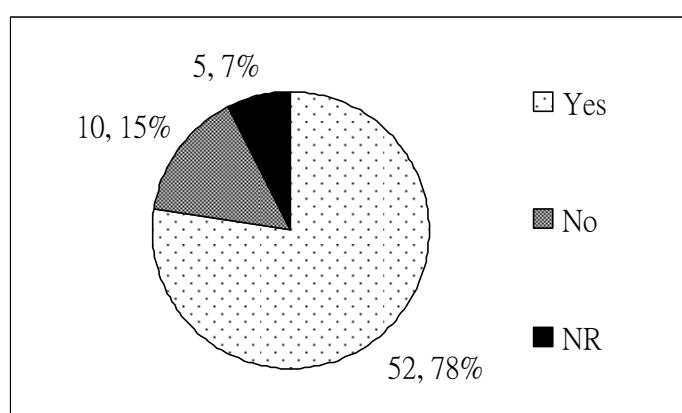


Figure 5.41: Participants views on whether there is a distinction between 'discourse competence' and 'grammatical competence'

Those who answered *Yes* to the previous question were asked (Question 43) to give three examples of things they would include under the heading of 'discourse competence'. There were 62 entries from 23 respondents. Entries that included any reference, however indirect, to texts, text-types, text patterning, genre, paragraph construction, cohesion or coherence were treated as indicating an awareness of the types of thing that are generally considered to come within the domain of discourse competence. Some examples are provided below with brackets indicating that the original was in Mandarin:

- how to write a composition;
- how to write a card to a close family member;
- (transitional words and phrases used in writing);
- the ability to understand stories and create stories;

- the ability to understand business letters and create business letters;
- (can clearly describe an event that happened to oneself);
- (can explain the reason for being late to a teacher);
- can comprehend the thinking structure of an author after reading an article;
- how to summarize and locate key words;
- coherence;
- presentation skills

Entries that made no specific reference to those things that are generally included within discourse competence were grouped together. These included general entries referring simply to the ability to communicate or to conversation generally and entries referring to micro-functions (e.g. greeting; inviting), to sentence structure and to pronunciation. Some examples are provided below:

- daily conversation;
- how to refuse an invitation politely;
- how to greet a stranger in a formal way;
- to communicate with others;
- vocabulary;
- pronunciation;
- informal speech;
- *Would you like . . . ;*
- *That's fine with me;*
- slang

Of the 62 entries from the 23 respondents to this question, 15 came into the first category and 47 into the second category. The 15 entries in the first category were recorded by 8 different respondents. Thus, 8 of the 67 survey participants included responses to this question that indicated, or suggested, an understanding of discourse competence (see *Figure 5.42*).

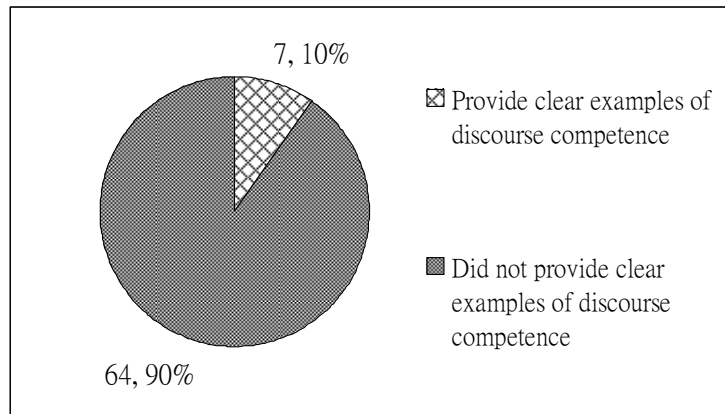


Figure 5.42: Number and percentage) of participants who provided examples of discourse competence that indicated an understanding of the way in which the term is generally used

Question 44 asked whether participants believed that what is sometimes referred to as ‘communicative language teaching’ is relevant at the levels they teach. Three (3) participants did not respond to this question; 16 ticked *I don’t know*; 8 ticked *No*. Forty-one (41) – 61% of the total sample – ticked *Yes* (see Figure 5.43):

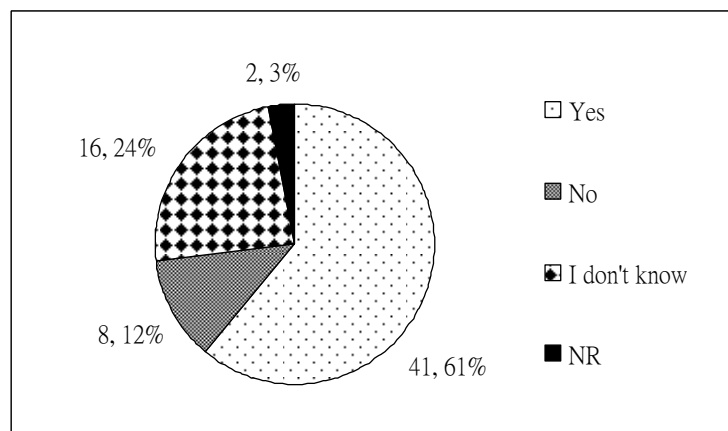


Figure 5.43: Participants’ views on whether ‘communicative language teaching’ is relevant at the levels they teach

The next question (Question 45) asked whether participants believed that ‘communicative language teaching’ could take place only in small classes (e.g., in classes with 20 students or fewer). Five (5) participants did not respond to this question. Twenty nine (29) selected *I don’t know*; 29 selected *Yes*; 18 selected *No*. Thus, only 27% of the sample indicated that they believed that communicative

language teaching could take place in classes of 20 or more students (see *Figure 5.44*):

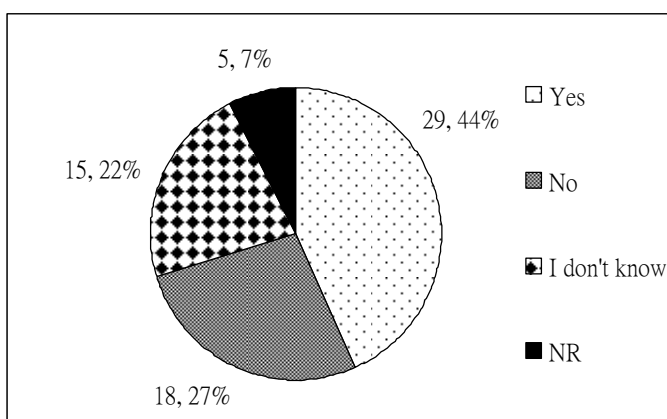


Figure 5.44: Participants views on whether communicative language teaching can take place in classes of 20 or more students

Question 46 asked if participants regarded their own teaching as ‘communicative’. Eleven (11) participants did not respond to this question. Of the 56 who did, 11 answered *I don't know*; 19 answered *No*; and 32 (48% of the total sample) answered *Yes* (see *Figure 5.45*).

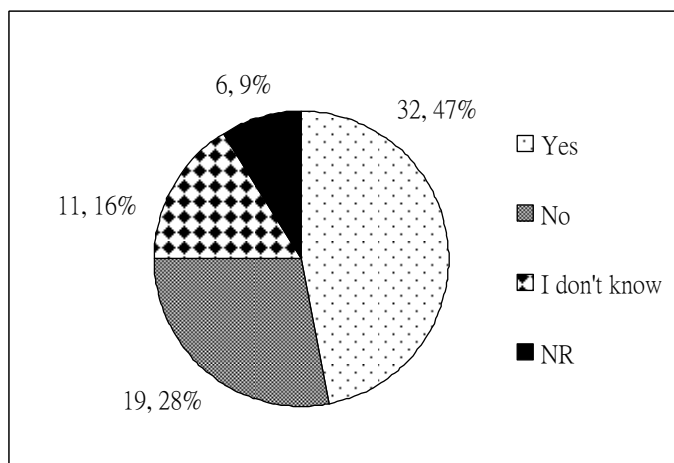


Figure 5.45: Participants' views on whether their own teaching could be described as ‘communicative’

Question 47 asked those who had answered Yes to the previous question to identify three characteristics of their own teaching that they would describe as ‘communicative’. Although 32 respondents had indicated that they would describe

their own teaching as ‘communicative’, only 23 responded to this question. Their responses were grouped into categories as follows: group discussion; information gap activities, jigsaw activities, role play, problem-solving, teacher-student interaction,; student-student interaction; authentic materials (see *Figure 5.46*):

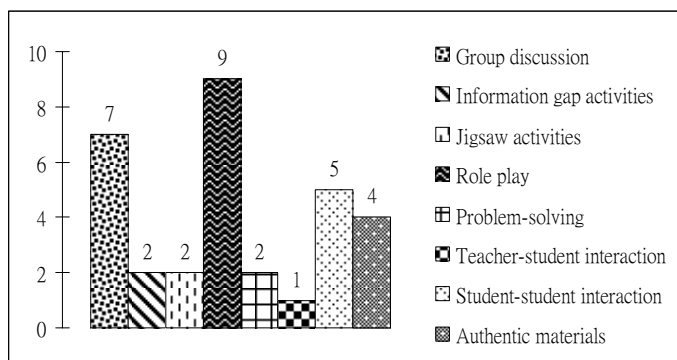


Figure 5.46: *Three characteristics of communicative language teaching – number of times different items occurred*

5.3.7 Teaching beliefs and teaching approach

Questions 48 – 51 covered specific aspects of participants’ teaching.

Question 48 asked participants to estimate the amount of time they spent talking in language classes.⁶⁵ There were 67 responses. One participant selected both of the first two categories (100% of the time; between 80% and 99% of the time). The responses are summarised in *Figure 5.47*):

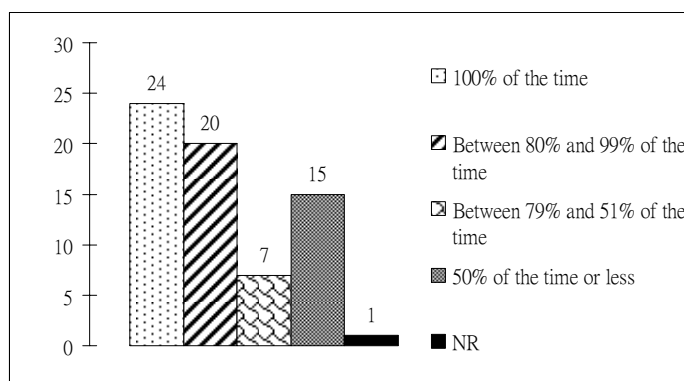


Figure 5.47: *Participants’ estimates of the amount of time they spend talking in class*

⁶⁵ This question may have been misinterpreted. It may have been thought to refer to the amount of time people in the class spent talking as opposed to the amount of time the teacher spent talking.

Twenty five (25) responses related to the first category (*100% of the time*); 20 selected the second category (*between 80% and 99% of the time*); 7 selected the third category (*between 51% and 79% of the time*); 15 selected the fourth category (*50% or less of the time*). Thus, only 22% of respondents indicated that they talked for 50% or less of class time.

Question 49 asked what kind of activities respondents used in their English classes. There were 17 options and respondents could tick any number of categories. There were 517 selections as indicated in *Table 5.5*:

Table 5.5: *Activities participants use in class*

11.	Group discussion involving problem-solving	52
1.	Whatever is in the textbook	49
2.	Oral drill practice	49
14	Short answers based on interpreting text	44
7.	Role play	40
17.	Reading aloud the dialogues and/or texts in textbooks	39
3.	Written drill practice	37
4.	Explicit grammar teaching	34
6.	Singing	26
12.	Writing or telling a story based on a sequence of pictures	26
5.	Implicit grammar teaching	23
15.	Reading and/or writing film or television program reviews	19
13.	Writing letters	23
9.	Vocabulary-based games	16
8.	Grammar-based games	15
16.	Debating	14
10.	Designing graphs on the basis of written or spoken text	10

Question 50 asked: *Which of the following statements best describes your philosophy about English teaching?* There were four options:

1. I believe it is important to explain grammatical rules explicitly in Chinese and translate sentences into Chinese so that students can understand;
2. I believe that students will be more motivated if my teaching mainly focuses on listening and speaking in English;
3. I believe that students can learn better if the focus is on meaning, learning grammar is less important;
4. I believe that students' English will improve naturally if I speak English all or most of the time in class.

Eight participants did not respond to the question. Although the expectation was that participants would make only one selection, seven respondents' made two selections.

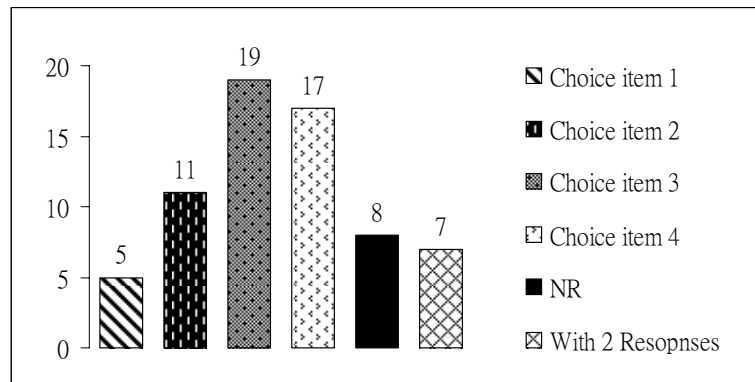


Figure 5.48: Respondents' teaching philosophy

The most popular option (19 responses) was the third one: *I believe that students can learn better if the focus is on meaning; learning grammar is less important.* The next most popular option (17 responses) was the fourth one: *I believe that students' English will improve naturally if I speak English all or most of the time in class.* Next in popularity (11 responses) was the second option: *I believe that students will be more motivated if my teaching mainly focuses on listening and speaking in English.* Least popular (5 responses) was the first option: *I believe it is*

important to explain grammatical rules explicitly in Chinese and translate sentences into Chinese so that students can understand (see Figure 5.48).

Finally, Question 51, participants were asked to add any comments they wished. Only seven participants responded to this question. Two of the responses related to the questionnaire:

- Some questions were not entirely clear. As I didn't specialise in applied linguistics, I was unable to answer them (translated from Mandarin);
- Some questions, Question 31 for example, were not really possible to answer;

The other five responses related to the teaching of English:

- The methods used in teaching English should vary according to the age of students and should be related to students' daily lives (translated from Mandarin);
- The ability of students to think logically is reflected in their spoken and written competence (translated from Mandarin);
- Raise students' awareness of syntax or grammatical rules at times, and each time no longer than 15 minutes;
- In response to the question above 50, I think every answer could be my philosophy Approach to teaching English is far more than complex. The important thing for me to adapt the theories into my teaching practice. - fluency is more important than accuracy in Taiwan! / those kids know more than enough vocab. They just need plenty of PRACTICE! / meaningful is very important! / motivate students as soon as possible!
- Depending on the course and the level of students' English proficiency. If they are low-competent in English, then the traditional method could be philosophy for that class. It really depends on students' needs and the nature of the class.

5.4 Discussion

Some of the findings that emerged from the questionnaire responses seem to be particularly significant. These are highlighted here.

Of the 67 respondents, only 11 clearly indicated that they had a qualification specific to the teaching of English as a second or foreign language although a further 13 noted that they had covered some aspect of the teaching of English in another qualification. Overall, only 13 had had some form of teaching practicum as part of their training. Thus, just over half (34) appear to have had no specific training in the teaching of English other than that included in some form of in-service provision. It is therefore not surprising that fewer than half of the participants (30) indicated that they felt that their training had prepared them adequately for the task of teaching English. On the other hand, the majority (56) indicated that the institution where they worked provided some form of in-service training. In connection with this, it is interesting to note that although there has been considerable public concern in Taiwan about the training of those who teach English to young learners in schools, little, if any concern has been expressed publicly about the fact that many tertiary-level teachers of English have no qualifications in the teaching of English.

Since what is referred to as ‘communicative language teaching’ features prominently in the new curriculum guidelines for the teaching of English in Taiwanese schools (see *Chapter 4*), and since these curriculum guidelines are influenced by, and have an influence on teachers in the tertiary education sector, participants were asked a number of questions about this area. Of the 64 participants who responded to a question about whether they believed communicative language teaching was relevant at the level they taught, 41 (61%) said that they believed it was, with the others either indicating that they did not know or not responding. When asked if communicative language teaching was possible only in classes of fewer than 20 students, only 18 said that they believed that it was possible in larger classes. Thus, 49 (73%) either did not respond to this question, indicated that they did not know how to respond, or indicated that they believed that communicative language teaching was possible only in classes of fewer than 20 students. When asked if they would describe their own teaching as

communicative, fewer than half (432/ 48%) indicated that they believed that it was. When asked whether they believed that there was a difference between grammatical competence and discourse competence, 15 (22%) either did not respond (5) or indicated that they believed there was no difference (10). When asked to give examples of discourse competence, only 8 (12%) included examples that clearly indicated an awareness of the literature in this area. Given the fact that the new curricula for English in Taiwanese schools includes very little that could be identified specifically as involving discourse competence, this is not, perhaps, as surprising as it might otherwise have been. When asked whether they could give examples of the specific outcomes of the courses they taught, just over half of the participants (27/ 55%) said that they could. However, only two of the examples of outcomes that were listed by respondents were both specific and of direct relevance to the type of course indicated in the course title. Once again, this type of difficulty is also evident in the new Taiwanese curricula for English in schools (reflected there in problems associated with the articulation of achievement objectives).

As there is currently much discussion in Taiwan of the need for graduation proficiency benchmarking, something to which reference was made in by education managers in the semi-structured interviews, participants were asked whether the institution for which they worked had some form of proficiency benchmarking. Fifty-nine (59) of the 67 participants indicated that it had. However, only 38 participants provided some specific information about their institution's proficiency benchmarking. In all cases, these responses made reference to specific levels or points in a variety of proficiency tests rather than referring to a benchmarking system such as the common reference levels of the *Common European Framework of Reference for Languages* (Council of Europe, 2001). Furthermore, their responses indicated a lack of consistency in specification across institutions. When asked what percentage of final year students in their institution actually achieved the proficiency benchmark or benchmarks set by that institution, the majority (49/ 73%) either made no response or indicated that they did not know. Of those who did provide a specific response, only three indicated that they believed that 90% or more of final year students achieved the benchmark. Since it is important not only to determine the

proficiency levels achieved by students at the point of graduation, but also to know what proficiency gains are made at each stage of their language education, participants were asked whether they had any way of knowing the proficiency levels of students at the point of entry to their courses. Approximately half indicated that they did not. Furthermore, only 20 respondents (30% of survey participants) indicated that their institution used diagnostic testing although 52 (almost 78%) indicated that placement testing was used.

A number of questions related to curriculum and syllabus. When asked whether their institution had an overall English curriculum, only 37 (55%) indicated that they believed that it had and there was some disagreement among participants who worked in the same institution as to whether that institution did, or did not have an overall English curriculum. Fewer than half of the survey participants (45%) indicated that they were aware of the content of the English courses that the students in their own courses were taking in the same year of study although 51 (76%) indicated that they believed that there should be a clear relationship among the different courses that students took in the same year of study.

Responses to this questionnaire-based survey indicate that it may be the exception rather than the rule for tertiary teachers of English in Taiwan to have a specific qualification in the teaching of English as a second or foreign language. In the context of the increasing requirement for tertiary teachers of English to have doctoral qualifications and to conduct research (see *Chapter 2*), this raises a number of issues. Unless teachers of English have adequate education and training in the teaching and learning of English before they begin post-graduate research, the chances are that that research will be less relevant to their day-to-day activities than might otherwise be the case. Furthermore, since post-graduate research-based qualifications do not, of themselves, ensure quality teaching, it may be advisable for the Ministry of Education in Taiwan to attempt to ensure that all of those tertiary teachers who are financially supported in undertaking research, do so in institutions that can also provide them with an opportunity to attend courses in the teaching and learning of English.

Chapter 6

The English language proficiency of tertiary students in Taiwan: The C-test scores of a sample of students at entry to and exit from BA degrees in Taiwan

6.1 Introduction

The issue of language proficiency is one that featured prominently in the interviews with senior managers (see *Chapter 2*). This is also an issue about which concern has been, and continues to be, expressed widely in Taiwan. There are good reasons for this. As Chen and Johnson (2004) observe, a comparative study of average TOEFL scores across Asian countries placed Taiwanese test-takers (with an average score of 198/300) at number 23 in a list of 30 countries. They note, however (p. 136), that:

Any conclusions drawn from this type of statistical data are likely to be unsafe. The test populations may, for example, be very different in composition. The TOEFL is a well-known and popular test in Taiwan so many people may attempt it simply to gauge the level of their English. However, in countries where the standard of living is not as high as it is in Taiwan, students may attempt the examination only when they must do so in order, for example, to gain entry to a specific study program and only when they know that there is a high probability that they will gain a relatively high score.

The aims of this part of the research project were to:

- investigate the range of English language proficiency exhibited by a representative sample of students entering BA degrees in Taiwan and completing the English courses in these degrees;

- investigate the relationship between the C-test results of these Taiwanese students and the C-test results achieved by participants in a major survey conducted in Europe (Coleman, 1996);
- determine whether there is any significant correlation between participants' scores in the C-test conducted in Taiwan and any factors relating to background and motivation;
- determine whether there is any significant relationship between C-test results and results on other proficiency tests.

In addition to the C-test, participants were asked to complete a questionnaire designed to provide information about their background, their attitudes, and their motivation. The questionnaire was based on one developed for part of the European survey referred to above and following, one that was conducted in October 1993. It focused on the following aspects of C-test participants: “age, sex, institution, course, language background and qualifications, motivation, attitudes, expectations, personality” and “the learners’ own evaluation of their linguistic competence and metalinguistic knowledge” (Coleman, 1994, p. 232, also see 1995a). It was adapted for use in the Taiwanese context. Questions relating to other proficiency tests taken by participants were added, and the questionnaire was translated into Mandarin (see *Appendix 7*). Most aspects of the questionnaire-based findings are reported in *Chapter 7* with the exception of those that relate to performance in other proficiency tests (which are included in this chapter).

Between 1993 and 1995, a major study of 25,000 language students – the *European Language Survey* - was conducted in the UK and six other European countries. The students surveyed completed a type of proficiency test - the C-test - and a background profile questionnaire. In 2005, I arranged for 681 Taiwanese students who were in their first few weeks of study for a BA degree (both English majors and non-English majors) to complete the background questionnaire used in the European survey (adapted to suit the Taiwanese context) and an English C-test that was created and trialled in the context of the European survey⁶⁶. In 2006, I

⁶⁶ In common with TOEFL and IELTS, this C-test did not originate in Taiwan and is inevitably biased from a cultural perspective, something that must be taken into account in any consideration of the results.

arranged for 297 students who had just completed their degrees (either with a major or a minor in English) to take the same test. I then compared the results of the Taiwanese study with those of the *European Language Survey* and those of a smaller study conducted in New Zealand in 2000.

The European survey conducted between 1993 and 1995 was led by Jim Coleman, then Professor at the University of Portsmouth in the UK, in collaboration with researchers from the Universities of Duisberg and Bochum (Coleman, 1995b, 1996). That survey began with a pre-pilot study, a UK-based pilot study, two Europe-based pilot studies and a full UK survey. It explored the background, proficiency levels, and the motivation and attitudes of over 20,000 students of a number of modern languages (French, German, Spanish, English and Russian) in the UK and in six other European countries (Austria, Germany, France, Ireland, Italy, Portugal). In that survey, C-tests were administered to students of modern languages who were also asked to complete a questionnaire to enable language competence to be correlated with a range of other factors, including attitude and motivation. That survey, which focused initially on language teaching and assessment in British Universities, was considered necessary in order, in part, to find out whether students in different universities who started with different levels of proficiency achieved comparable levels of proficiency when they completed their degree studies. If they did not, it was considered important to find out what factors influenced different rates of progress (Coleman 1994, p. 219). The results might also be useful in indicating how valid and reliable approaches to language testing in British universities, which tended to rely on “a few narrow, subjective, uni-dimensional forms of assessment” (p. 220), actually were. In addition, there was interest in whether study abroad and work abroad programs contributed significantly to language proficiency (also see Coleman, 1998, 2005).

The study to which reference has been made began with a United Kingdom program of experimentation (set up in 1993) to “further define the usefulness (reliability, validity, practicality, difficulty prediction) of C-tests in a number of languages” and to “use the C-test to support investigations into university

language learning and testing” (Coleman, 1994, p. 222)⁶⁷. In the initial stages of the project, a French C-test was piloted and the results “confirmed the C-test, and the particular texts used, as being highly reliable . . . providing excellent discrimination across a range of abilities, including the most advanced” (p. 223). In terms of concurrent validity, it was noted that “the C-test does seem to provide similar results to the overall grades achieved by candidates who sat A-level examinations set by the *University of Cambridge Local Examinations Syndicate*.”⁶⁸ A significant relationship was also detected between C-test scores and (a) overall coursework marks, and (b) the global mark for all coursework and examinations in the case of a group of intermediate students at Portsmouth University (pp. 229-230). Overall, the C-tests “proved very reliable” and “highly discriminatory even for advanced learners”.⁶⁹ All of these findings were subjected to further scrutiny in the context of an October 1993 research program in which subjects completed both a C-test and a purpose-designed questionnaire, the questionnaire focusing on “age, sex, institution, course, language background and qualifications, motivation, attitudes, expectations, personality” and “the learners’ own evaluation of their linguistic competence and metalinguistic knowledge” (p. 232).

In 1999, Johnson (2000) conducted, as part of a larger research project, a survey of New Zealand students of German. She used an adapted version of the questionnaire used in the European study and a C-test developed for that study by Dr Grotjahn of Bochum University and administered in 1993 to students in secondary schools, further education colleges and universities in Portsmouth and Duisberg. Johnson conducted her study with students at four different stages in their language study at five different universities in New Zealand. Of the students involved, 144 (51.4% of the total test population) were at the beginning of *Stage I*

⁶⁷ So far as the European results are concerned, the English C-test reliability was as follows: .8388 (331 students in Italy), .8050 (106 students in Austria), .8602 (481 students in Portugal), and .8693 (208 students in Germany) (Coleman, 1996, p. 44)

⁶⁸ The A-level, short for Advanced Level, is a General Certificate of Education qualification, usually taken by students in the final two years of secondary education (after GCSEs).

⁶⁹ There are, however, some disadvantages to this type of testing. The first of these is that the C-test is not appropriate for very young language learners or for students who have very little background in learning the language. In addition, as Coleman (1994, p. 218), points out, the test has “little face validity” and “there is a danger of unhelpful backwash if widely used”. For further discussion of backwash (or washback), see North, 1993 and McNamara, 2000 (p. 73).

of university study of German, having already achieved the entrance requirements for *Stage 1* (a Bursary level pass in German (generally taken in the final year of schooling in New Zealand) or a pass in an equivalent preparation course at university).

6.2 Selecting a test instrument and questionnaire

In the context of this study, it was important to find a validated proficiency instrument that would be economical (in terms of time and money) to administer. I therefore sought permission from Professor Coleman to use a English C-test that was developed for three European pilot studies (Coleman, 1996, p. 28). The English C-test selected contains five short texts in ascending order of difficulty. Each of the short texts has 25 incomplete words – a total of 125 incomplete words. I also sought permission to use the questionnaire developed for the European survey. The questionnaire was adapted to the Taiwanese context, and some questions relating to proficiency tests were added before it was translated into Mandarin.

6.3 Administering the C-test and questionnaire

The C-test and questionnaire were administered to 681 new entrants to Bachelors degrees in three different institutions in Taiwan (some majoring in English; some not) at the beginning of the 2005 academic year. At the end of the 2006 academic year, it was administered to 319 students who had completed degree study (or, in the case of non-English majors, the English component of degree study) in 4 institutions. Students from two of these four institutions had also participated in the entry point C-testing and Questionnaire survey.

To ensure that the participants understood what was involved, a practice C-test was prepared. Students participating in the study were given the practice C-test (involving 2 short texts) before they began the C-test that would be scored. Both of the practice C-test texts (along with the completed texts) are attached as *Appendix 8*. Note that this is not part of the actual C-test and so need not be protected.

Academic staff members administering the C-test and questionnaire were provided with a guide. That guide advised them that the English C-test was being used with the permission of Professor Coleman on condition that the material was not released into general circulation or used in any other context. They were asked to inform the students of the overall aims of the survey and to explain that although their participation would be very helpful, they had the right not to participate. In addition, they were asked to indicate that students would not be asked to write their names on the documents and that no individual or institution would be identified in the reporting of the research. They were then asked to follow the instructions below:

- Tell the students that a C-test is a series of incomplete short texts. In each text, the first sentence is complete. After that, the second half of every second word is deleted. Their task is to complete as many of the incomplete words as possible.
- Give the students the practice C-test (with the full texts on the following page) to try out.
- Tell the students not to worry or get upset if they find the practice C-test or the real C-test too difficult since, if they do, this will provide us with important information that will be useful.
- Also tell the students to remember that nobody will know what they as individuals could – or could not – do.

6.4 Entry C-test scores

There were 681 student participants in the survey of entrants to Bachelors degrees reported here. The mean scores and mean percentage scores of these students are reported in *Tables 6.1 and 6.2*. The range of actual scores and percentage scores is reported in *Table 6.3*

Table 6.1: Mean scores and mean percentage scores of students at the point of entry to Bachelors degrees in Taiwan who participated in the study

Overall number of participants	Mean C-test score (including zero scores)	Mean percentage C-test score (including zero scores)
681	18.6	14.9%

Table 6.2: Mean scores and mean percentage scores of students at the point of entry to Bachelors degrees in Taiwan who participated in the study (by institution and programme)

	English Majors		Non-English Majors	
	Mean score (out of 125)	Mean percentage score	Mean score (out of 125)	Mean percentage score
Institution A (310 students)	31.6	25.3%	26.1	20.8%
Institution B (221 students)	29.1	23.2%	6.1	4.8%
Institution C (150 students)	10.5	8.4%	2.9	2.3%
TOTAL (all 3 institutions): 681 students)	26.11	20.9%	14.73	11.8%

It is interesting to note that in the case of the institution whose entry level scores were highest, the mean percentage score of non-English majors was 9 points higher than that of non-English majors in any of the other institutions.

Table 6.3: Range of actual scores (out of 125) and percentage scores of students at the point of entry to Bachelors degrees in Taiwan who participated in the study

	English Majors		Non-English Majors	
	Range of scores (out of 125)	Range of percentage scores	Range of scores (out of 125)	Range of percentage scores
Institution A (310 students)	1 - 68	0.8% - 54.4%	0 - 66	0% - 52.8%
Institution B (221 students)	0 - 60	0% - 48%	0 - 31	0% - 24.8%
Institution C (150 students)	0 - 40	0% - 32%	0 - 26	0% - 20.8%
TOTAL (all 3 institutions): 681 students)	0 - 68	0% - 54.4%	0 - 66	0% - 52.8%

It is not possible to determine whether those students who scored zero in the C-test (a total of 90) simply decided not to participate when confronted with the test or whether they were actually unable to complete any of the missing words. For this reason, the mean scores and mean percentage scores have been recalculated below with the zero scores removed and the participant numbers adjusted accordingly.

Table 6.4: Mean scores and mean percentage scores (after removal of zero scores) of students at the point of entry to Bachelors degrees in Taiwan who participated in the study

Overall number of participants	Mean score of C-test (after removal of zero scores)	Mean percentage of C-test (after removal of zero scores)
591	21.5	17.2%

Table 6.5: Mean scores and mean percentage scores (after removal of zero scores) of students at the point of entry to Bachelors degrees in Taiwan who participated in the study (by institution and program)

	English Majors		Non-English Majors	
	Mean score (out of 125) of	Mean percentage score	Mean score (out of 125)	Mean percentage score
Institution A (308 students)	31.6	25.3%	26.3	21%
Institution B (192 students)	29.4	23.5%	7.6	6.1%
Institution C (91 students)	11.4	9.1%	6.5	5.2%
TOTAL (all 3 institutions): 591 students)	26.7	21.3%	18.2	14.5%

It would have been interesting to compare the mean scores of Taiwanese students entering degree studies in English with European and New Zealand students entering degree studies in Chinese. Unfortunately, this is not possible because there are no comparable studies (of which I am aware) that provide information about students of Chinese. Nevertheless, it is possible to provide some comparative information. In *Table 6.6*, the mean percentage scores of the Taiwanese students - before and after removal of those with a zero score - are

compared with the mean percentage scores of degree entrant students of German involved in the New Zealand study (Johnson 2000) and of degree entrant language students involved in the European survey, including Portuguese students of English (Palma, 2002), and students of German, French, Spanish and Russian from the UK (Coleman, 1996).

Table 6.6: Comparison of C-test scores (Taiwanese, New Zealand and UK students entering degree programs)

	Mean percentage score at point of entry to degree level study
Taiwanese students (tested in English)	14.9%
Taiwanese students of English (tested in English) with zero scores removed	17.2%
European students (tested in English)	41.52%
European students (tested in German)	44.5%
European students (tested in French)	51.38%
European students (tested in Spanish)	77.48%
European students (tested in Russian)	30.69%
New Zealand students (tested in German)	29.5%

Comparing the mean C-test scores of students involved in different tests and, in particular, tests in different languages, whilst interesting, is of questionable value. However, a comparison of the C-test results of the Taiwanese students and the European students tested in English is valid to the extent that the same test was used. As indicated in *Table 6.6* above, even with zero scores removed in the case of the Taiwanese students, the European students performed more than twice as well. Of course, the European students had the advantage of being first language speakers of an Indo-European language with an alphabetic writing system and the further advantage of ease of travel to an English-speaking country. Furthermore, they are likely to have found the test to be more compatible with their own cultural preferences than are the Taiwanese test takers. Nevertheless, the fact

remains that the mean percentage scores were 14.9% (17.2% with zero scores removed) in the case of the Taiwanese students and 41.52% in the case of the European students.

Participants involved in the Taiwan-based study were asked to supply information about any other proficiency tests they had taken and about their results in these tests. *Table 6.7* provides information about their responses as they relate to internationally used proficiency tests, alongside information about the mean C-test scores of students in different categories.

Table 6.7: *Number of Taiwanese English C-test entry-level participants who provided results in other types of proficiency test*

Proficiency Test	Level/ band	Number of students
General English Proficiency Test (GEPT)	Elementary	157
	Intermediate	127
	High-Intermediate	11
Test of English for International Communication (TOEIC)	255-400	2
	405-600	18
	605-780	2
	785-900	1
Test of English as a Foreign Language (TOEFL)	400 and under	2
	401-450	9
	451-500	8
	501-550	2
	above 550	1
International English Language Testing System (IELTS)	Level 6	1

In most cases, only a small number of students provided test scores. However, in the case of the GEPT, the number of students who reported having achieved specific grades is sufficient to warrant making a comparison with C-test scores. The tables below indicate the relationship between GEPT level passes and mean (raw) and mean percentage C-test scores without the zero scores removed (*Table 6.8*) and with the zero scores removed (*Table 6.9*).

Table 6.8: Relationship between GEPT level scores and C-test scores of entry-level participants without zero C-test scores removed

GEPT levels	Number of students	Mean C-test score	Mean percentage C-test score
Elementary	157	22.01	17.6%
Intermediate	127	34.31	27.5%
High-Intermediate	11	44.27	35.4%

Table 6.9: Relationship between GEPT level scores and C-test scores of entry-level participants *with* zero C-test scores removed

GEPT levels	Number of students	Mean C-test score	Mean percentage C-test score
Elementary	152	22.74	18.2%
Intermediate	126	34.59	27.7%
High-Intermediate	11	44.27	35.4%

There appears to be some relationship between GEPT levels and C-test scores. There are published tables indicating relationships among a number of proficiency tests, including GEPT (see, for example, website of *Test of English for International Communication (TOEIC)*, 2006). It is therefore possible, using these tables and the type of C-test and GEPT comparison provided here, to begin to draw some preliminary inferences about the relationship between C-test scores and other proficiency measures, including the Common Reference Levels (CRL) associated with the Common European Framework of Reference for Languages (Council of Europe, 2001; North, 2000). It is important, however, to indicate that such inferences must be treated with extreme caution at this stage. Furthermore, it is important to bear in mind that this C-test, in common with many of the high stakes proficiency tests taken by Taiwanese students, emerges out of a cultural context with which the majority of Asian students are likely to be less familiar than the majority of, for example, European students.

6.5 Discussion of C-test scores of sample on entry to degree level study

The English C-test scores of this sample of students at the point of entry to degree level study provide some indication of the difficulties faced by English language professionals teaching at degree level in Taiwan. Not only do new entrants have a very wide *range* of scores, but the mean percentage score (17.2% even after removal of zero scores) is considerably lower than that achieved by students of English in the European study. Whatever the reasons for this – and there are many different possibilities, including the comparative difficulty for Taiwanese students of learning an Indo-European language – the fact remains that it presents language professionals in tertiary institutions in Taiwan with a major challenge.

6.6 Exit C-test scores: data and discussion

6.6.1 Exit C-testing: Introduction

The same C-test was used for students exiting the English components of Bachelors level study (majors and minors) as was used in the case of those entering Bachelors degree study. Students were considered to be at the point of exit from degree level study when they had completed all courses in English associated with their degree. For English majors, the entry point coincides with completion of the degree; for English minors, the exit point could be at an earlier stage, from the end of the first year of study, to the end of the fourth year of study (depending on the stage at which they completed required English courses). A total of 319 students from four different institutions participated in the exit-level study (conducted in May 2006, towards the end of the academic year). Of these, 296 took the C-test and completed the questionnaire, 22 completed the questionnaire but did not take the C-test and 1 took the C-test but did not complete the questionnaire. One of the three institutions (Institution C) whose students participated in the entry testing was unable to be involved in the exit testing. However, two institutions whose students were not involved in the entry testing indicated a willingness to be involved in the exit testing and students from these institutions (Institutions D, E) were included in the exit testing. Although it would have been preferable to have only the same institutions involved in the exit and entry testing, this did not prove possible. Nor did it prove possible, because if

the limited time available for this research project, to conduct a longitudinal study involving the same students at entry and exit points.

6.6.2 Exit C-test scores and comparison between entry and exit scores

Table 6.10 shows the overall mean C-test percentage of the 297 participants at the point of exit. *Table 6.11* shows the mean C-test score by percentage of the 86 English major participants (15.2%) and the 211 non-English major participants (11.3%).

Table 6.10: Mean scores and mean percentage scores of students at the point of exit from the English components of Bachelors degrees in Taiwan

Overall number of participants	Mean C-test score	Mean percentage C-test score
297	15.5	12.4%
After zeros removed		
Overall number of participants with zero scores removed	Mean C-test score with zero scores removed	Mean percentage C-test score with zero scores removed
275	16.8	13.4%

The mean percentage C-test *exit* score (12.4% with zeros included; 13.4% with zero scores removed) (see *Table 6.10*) was lower than the mean percentage C-test *entry* score (14.9% with zero scores included: 17.2% with zero scores removed) (see *Table 6.1* and *6.4*).

The mean C-test scores and mean percentage C-test scores of exit-level students are provided in *Table 6.11*.

Table 6.11: Mean C-test scores and mean percentage scores of English major and non-English major participants at the point of exit from the English components of Bachelors degrees in Taiwan

	English Majors		Non-English Majors	
	Number of Participants	Mean percentage score	Number of Participants	Mean percentage score
Institution A (32 students)	N/A	N/A	32	30.9%
Institution B (124 students)	33	9.8%	91	12.5%
Institution D (78 students)	37	19.6%	41	3.0%
Institution E (63 students)	16	16%	47	2.9%
TOTAL (all 4 institutions: 297 students)	86	15.2%	211	11.3%

The mean percentage C-test *exit* score (12.4%) (see *Table 6.10*) was lower than the mean percentage C-test *entry* score (14.9%) (see *Table 6.1*). The mean percentage *entry* score of English majors was 20.9%, the mean percentage *exit* score of English majors was 15.2%; the mean percentage *entry* score of non-English majors was 11.8%, the mean percentage *exit* score of non-English majors was 11.3%. Thus, in both cases (English majors and non-English majors) the mean percentage exit score was lower than the mean percentage entry score

There were fewer zero scores in the exit test than in the entry test and therefore the removal of zero scores had less effect in the case of the exit test (see *Table 6.12*), the mean percentage score rising by only 0.2% (from 15.2% to 15.4%) as opposed to a rise of 1.2% in the case of the entry test. (from 11.3% to 12.5%).

Table 6.12: Mean C-test scores and mean percentage C-test scores of English major and non-English major participants at the point of exit from the English components of Bachelors degrees in Taiwan (after removing zero scores)

	English Majors		Non-English Majors	
	Number of Participants	Mean percentage score	Number of Participants	Mean percentage score
Institution A (32 students)	N/A	N/A	32	30.9%
Institution B (122 students)	32	10.2%	90	12.6%
Institution D (72 students)	37	19.6%	35	3.6%
Institution E (48 students)	16	16.0%	33	4.2%
TOTAL (all 4 institutions): (275 students)	85	15.4%	190	12.5%

The study was not a longitudinal one - different groups of students were involved in the entry and exit C-tests. Also, five institutions were involved in total and, of these, only two – institutions A and B – were able to participate in both exit and entry testing and institution A could provide only non-English majors for the exit testing. Thus, only institution B participated in both entry and exit testing of English major and non-English major students. It is therefore particularly interesting to examine the mean and mean percentage entry and exit scores of participants from that institution (see 6.13).

Table 6.13: Mean percentage C-test entry and exit scores of participants from institution B

	English majors		Non-English majors	
	actual mean score	mean percentage score	actual mean score	mean percentage score
Institution B entry scores (221 students)	29.1	23.2%	6.1	4.8%
Institution B exit scores (124 students)	12.3	9.8%	15.6	12.5%

As *Table 6.13* indicates, the mean percentage exit score of non-English majors was higher (12.5%) than the mean percentage entry score of non-English majors (4.8%). However, in the case of English majors, the mean percentage exit score was considerably lower (at 9.8%) than the mean percentage entry score (at 23.2%). At the point of exit from Bachelors level English study, the mean percentage score of non-English major students from institution B was 2.7% higher than that of English major students.

Students from institution A scored highest in both entry and exit tests. The mean percentage entry test score of English majors from this institution was 25.3% (2.1% higher than the next highest institutional mean percentage for English majors). The mean percentage entry score of non-English majors from that institution was 20.8% (9% higher than the next highest institutional mean percentage entry score). The mean percentage exit score of non-English major students from that institution (30.9%) was 10.1% higher than the mean percentage entry score of students from that institution, 18.4% higher than the next highest institutional mean percentage exit score for non-English majors and 11.3% higher than the highest institutional mean percentage score for English major students. Unfortunately, that institution was unable to supply English major students to participate in the exit testing.

Table 6.14 provides information about the range of scores achieved in the exit test.

Table 6.14: Range of actual scores (out of 125) and percentage scores of a sample of students at the point of exit from the English component of Bachelors degrees in Taiwan

	English Majors		Non-English Majors	
	Range of C-test Scores	Range of mean percentage	Range of C-test Scores	Range of mean percentage
Institution A (32 students)	N/A	N/A	6 - 81	4.8% - 64.8%
Institution B (124 students)	0 - 51	0% - 40.8%	0 - 68	0% - 54.4%
Institution D (78 students)	1 - 53	0.8% - 42.4%	0 - 11	0% - 8.8%
Institution E (63 students)	3 - 43	2.4% - 34.4%	0 - 34	0% - 27.2%
TOTAL (all 4 institutions): 297 students)	0 - 53	0% - 42.4%	0 - 68	0% - 64.8%

As Table 6.14 indicates, the range of C-test scores at the point of exit from the English component of Bachelors degree level study was very wide both in the case of English major and non-English major students, from an actual score of zero to an actual score 53 in the case of English majors; from an actual score of zero to an actual score of 68 in the case of non-English majors.

6.7. Relationship between C-test scores and performance in other proficiency tests

Of the 297 students who participated in the exit C-tests, 123 (41.41%) provided information about their performance on other proficiency tests (see Table 6.15).

Table 6.15: Performance of participants in the exit-level C-tests in other proficiency tests

Proficiency Test	Level/ band	Number of students
General English Proficiency Test (GEPT)	Elementary	37
	Intermediate	17
	High-Intermediate	2
Test of English for International Communication (TOEIC)	255-400	8
	405-600	27
	605-780	20
	785-900	1
Test of English as a Foreign Language (TOEFL)	400 and under	0
	410-450	2
	451-500	1
	501-550	4
	above 550	2
International English Language Testing System (IELTS)	Level 5.5	1
	Level 6	1

As indicated in *Table 6.15* above, only 2 participants indicated that they had taken an IELTS test and only 9 that they had taken a TOEFL test. However, 56 indicated that they had taken a TOEIC test, and 56 that they had taken a GEPT test. Only two of those who indicated that they had taken a GEPT test indicated that they had scored in the high intermediate category. However, 21 of those who indicated that they had taken a TOEIC test indicated that they had scored above 600 in that test.

Table 6.16 provides a comparison of scores in the exit level C-test and those in the GEPT. *Table 6.17* provides a comparison of scores in both the entry and exit level C-test and those in the GEPT

Table 6.16: Comparison of exit level C-test scores and scores in the GEPT

GEPT levels	Number of students	Mean C-test score	Mean C-test percentage score
Elementary	37	18.6	14.9%
Intermediate	17	25.3	20.2%
High-Intermediate	2	34	27.2%

Table 6.17: Comparison of entry and exit level C-test scores and scores in the GEPT

GEPT	Entrant Group		Exit Group	
	Number of students	C-test Mean	Number of students	C-test Mean
Elementary	157	17.6%	37	14.9%
Intermediate	127	27.5%	17	20.2%
High-Intermediate	11	35.4%	2	27.2%

As Tables 6.16 and 6.17 indicate, there does appear to be a relationship between C-test scores and performance in the GEPT.

Table 6.18 indicates the relationship between mean C-test scores and scores in the TOEIC of entry-level and exit-level students.

Table 6.18: C-test means comparison of entry and exit groups in the TOEIC

TOEIC	Entrant Group		Exit Group	
	Number of students	C-test Mean	Number of students	C-test Mean
255-400	2	14%	8	11.9%
405-600	18	25.1%	27	14.9%
605-780	2	29.6%	20	17.2%
785-900	1	36.8%	1	27.2%

The low number of students who reported scores in the TOEIC means that no conclusions can be drawn on the basis of the Table above. However, it would be interesting at some point in the future to do a more comprehensive study of the relationship between C-test scores and scores in a range of proficiency tests.

6.8 Comparison of exit level C-test scores: Taiwan, Europe, New Zealand

Table 6.19 provides a comparison of the C-test scores of students at different points in the study of languages

Table 6.19: Comparison of C-test scores (Taiwanese, New Zealand and UK students exiting degree programs)

	Mean percentage score at point of entry to degree level study	Mean percentage score at point of exit from degree level study	Difference
Taiwanese students (tested in English)	14.9%	12.4%	-2.5%
Taiwanese students of English (tested in English) with zero scores removed	17.2%	13.4%	-3.8%
European students (tested in English) ⁷⁰	41.52%	53.52%	+12%
European students (tested in German) ⁷¹	44.5%	65.51%	+21.01%
European students (tested in French) ⁷²	51.38%	70.34%	+18.96%
European students (tested in Spanish) ⁷³	77.48%	91.91%	+14.43%
European students (tested in Russian) ⁷⁴	30.69%	44.18%	+13.49%
New Zealand students (tested in German) ⁷⁵	29.5%	60.4%	+30.9%

In the European study, the mean percentage C-test exit-point score of was 12% higher than the mean percentage C-test entry-point score. In the case of the Taiwanese study, it was 2.5% lower (without removal of zero scores).

⁷⁰ From Palma (2002, p. 214).

⁷¹ From Coleman (1996, p. 182).

⁷² From Coleman (1996, p. 181).

⁷³ From Coleman (1996, p. 183).

⁷⁴ From Coleman (1996, p. 184).

⁷⁵ From Johnson (2000, p. 492).

6.9 Concluding remarks

It is unfortunate that it was not possible for all of the institutions involved in the entry-level testing also to be involved in the exit-level testing, particularly in the case of that institution whose students scored best over all. Ideally, a longitudinal study involving the same students from the same institutions at the point of entry to and exit from Bachelors degree level study would have been conducted. Unfortunately, this proved impossible, both in terms of the length of time available for this research project and in terms of the difficulties institutions face in committing themselves to involvement in this type of research over the longer term.⁷⁶ In spite of the inevitable difficulties that would be involved in attempting to set up a longitudinal study of this type involving as many institutions as possible, I believe that it would be extremely useful to attempt to do so in the future. I also believe that it would be useful to conduct a comprehensive study of the relationship between C-test scores and performance in a range of proficiency tests and to compare the scores of students on tests originating in Europe and North America with those designed in Taiwan. There is an urgent need for more research on issues relating to the linguistic and cultural assumptions that underpin the design of proficiency tests. Even so, the findings of this part of the research project would appear to provide strong support for the widespread concern about the proficiency in English language of Taiwanese students as reported in the popular press (see, for example, Central News Agency, 12 October, 2002: *English proficiency becomes dominant issue in Taiwan's Education*; TVBS, 2 February, 2006: *Tertiary English proficiency drawback - TOEIC rated 8th in Asia*⁷⁷; and News Radio, 31 July, 2006: *Taiwanese students - Fall on their English language proficiency level, unfavourable job recruitment*⁷⁸).

⁷⁶ Another difficulty in this case was that one of the institutions involved had no exit-level students at the point when the exit-level study was conducted.

⁷⁷“大學英文程度變差，「多益」亞洲第八名”

⁷⁸“台灣學生英文程度直直落 不利求職”(Lan [藍孝威])

Chapter 7

The C-test participants: background, attitudes, motivation, expectations, personality, metalinguistic knowledge and self-evaluation of linguistic competence

7.1 Selecting and adapting the questionnaire

The senior managers who were interviewed as part of this research project expressed concerns about the English language proficiency of graduates. These concerns related not only to the issue of proficiency standards and proficiency benchmarking in themselves, but also to questions about how proficiency achievements could be improved. In connection with this, student motivation is clearly relevant. However, there are other factors which may also be relevant such as, for example, whether the learning of other languages impacts positively on proficiency gains in English. The questionnaire designed as part of the European survey referred to in *Chapter 6* has the potential to provide insight into a range of factors that may be associated with proficiency achievement.

As indicated in *Chapter 6*, the questionnaire that was distributed at the same time as the C-tests was based on the one that was developed for the part of the European survey that was conducted in October 1993. That questionnaire was adapted to the Taiwanese context and translated into Mandarin. Two slightly different versions were prepared – one to accompany the C-test at the point of entry to Bachelors degree level study; one to accompany the C-test at the point of exit from Bachelors degree level study or on completion of all required English courses within the Bachelors degree. Both the English and the Mandarin versions of both are included as *Appendix 7*. The purpose of the questionnaire was not only to investigate aspects of the background, knowledge, attitudes and motivation of C-test participants but also to examine some correlations between these and C-test scores.

7.2 Questionnaire responses

Six hundred and eighty one (681) students completed all or part of the C-test and questionnaire at the point of entry to Bachelors degree level study (referred to subsequently as entry-level participants); three hundred and seventeen (317) completed all or part of the questionnaire at the point of exit from Bachelors degree level study or after completing all courses required for a major or minor in English (referred to subsequently as exit-level participants).⁷⁹

7.2.1 Gender

Of the 681 entry-level participants, 54% were female and 41.4% were male. There was one non-response. The average C-Test score of the female group was 19.1%, over twice that of the male group at 9%. Of the 317 exit-level questionnaire participants, 67.2% were female and 32.8% were male. The average C-Test score of exit-level male participants was 9.7%; that of exit-level female participants was 12.3%. Thus, although the males in both groups performed, on average, less well in the C-test than the females, the difference between the performance of males and females was greater in the case of the entry-level group (see Figures 7.1 – 7.4).

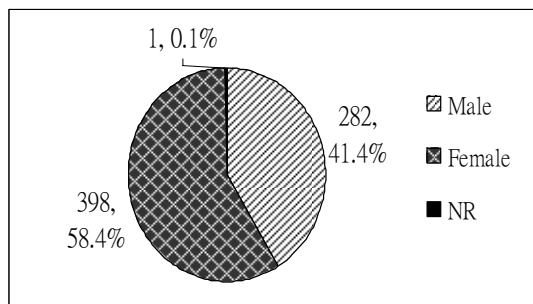


Figure 7.1: Entry-level participants – percentage of males & females

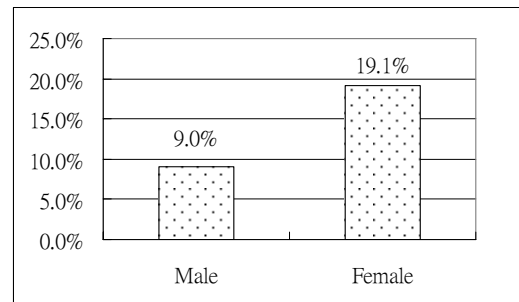


Figure 7.2: Entry-level participants – average C-test scores of males & females

⁷⁹ A further 2 exit-level students completed the C-test without completing the questionnaire.

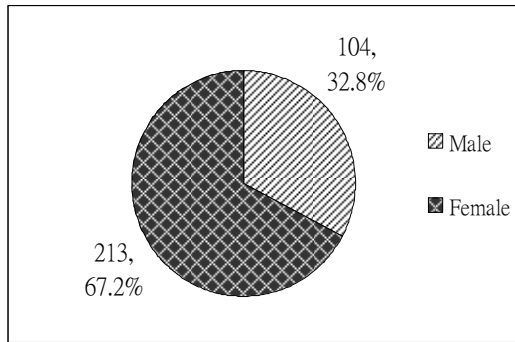


Figure 7.3: Exit-level participants – percentage of males & females

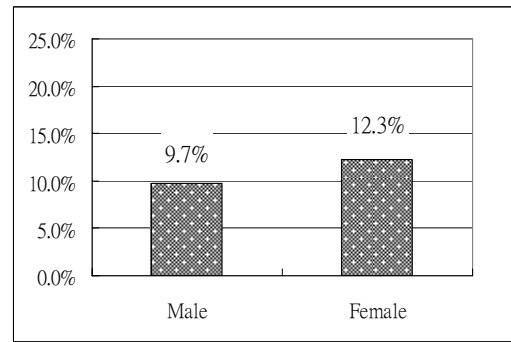


Figure 7.4: Exit-level participants – average C-test scores of males & females

7.2.2 Age

The majority of participants in the entry-level group were aged 18 at the time of their participation in the study (439/ 64.5%) with just over a quarter being 19 (182/ 26.7%). Most of the remainder (53/ 7.8%) were aged 20 or above, with only 4 (0.6%) being aged 17. Three (0.4%) did not indicate their ages (see *Figure 7.5*). In the case of the exit-level group, the majority of the participants were aged 22 (77/ 24.3%), 21 (75/ 23.7%) or 20 (56/ 17.7%). Apart from 4 participants who gave no indication of their ages, the remainder ticked/ checked the *Other* category (see *Figure 7.6*). Of these, 37 gave no further indication of their ages. Of the 69 participants who did provide further indication, the range was as follows:

aged 18 (8); aged 19 (19); aged 23 (18); aged 24 (11); aged 25 (4); aged 27 (2); aged 29 (2); aged 30 (2); aged 31 (1); aged 35 (1); aged 38 (1).

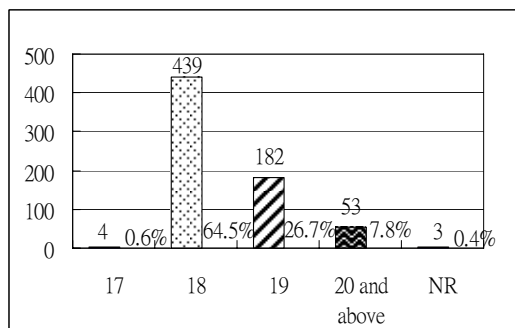


Figure 7.5: Age groups of entry-level participants by percentage

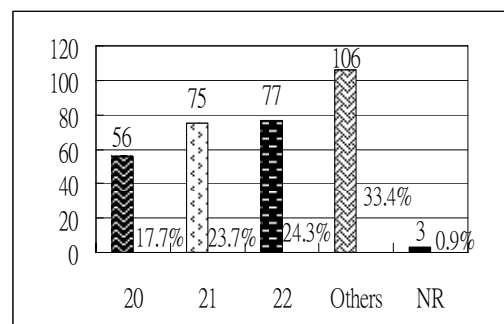


Figure 7.6: Age groups of exit-level participants by percentage

7.2.3 Degree and major subject

Question 3 asked about the students' degrees and major subjects. As it is known that all of the students were studying towards a Bachelors degree, and as it is also known which were majoring in English, the number not majoring in English could be calculated at 448 in the case of the entry-level participants. Of these, 409 indicated what subject they were majoring in. The non-English major responses were then divided into three categories: (a) those who were majoring in a foreign language other than English or in language teaching, (b) those who were majoring in Applied Chinese or in some aspect of communication; and (c) others. (see *Table 7.1*). The average C-test score of English majors was then compared with the average C-test scores of students majoring in each of the three groups. The average C-test scores of those in the first 3 categories were within 3.7% of one another (20.9%; 22.3%; 18.6%); the average C-test score of those in the *Other* category was considerably lower (5.7%) (see *Figure 7.7*). Notably, the average C-test score of those majoring in applied Chinese or some aspect of communication was higher (22.3%) than that of those majoring in English (20.9%).

Table 7.1: Entry-level participants - non-English major subjects

Major subjects	Number
Japanese	47
Spanish	19
French	17
German	12
Foreign Language Instruction	35
Applied Chinese	9
Information management and communication	19
Communication arts	17
Electronic engineering	41
Electrical engineering	36
Chemical and materials engineering	27
International Business	20

Table 7.1(continued): Entry-level participants - non-English major subjects

Biotechnology	18
Multimedia and entertainment science	15
Mechanical engineering	15
International affairs	14
Architecture	12
Chemical analysis	11
Industrial engineering management	10
Civil engineering	5
Sports, health & leisure	5
Childhood education	3
International trade	1
Mechatronics	1
No Response	39

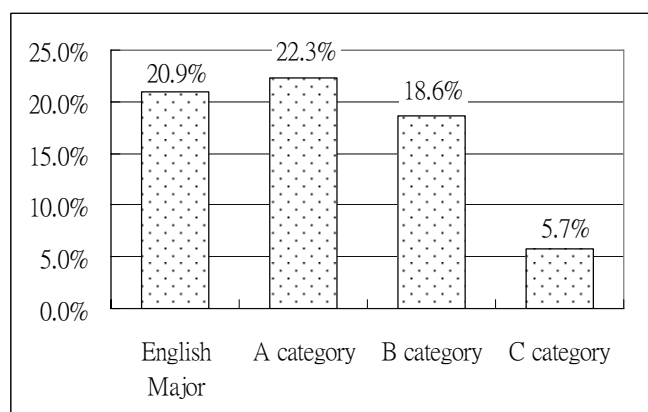


Figure 7.7: Entry-level participants: Average C-test scores by major subject category (English; foreign language other than English or language teaching (A category); applied Chinese or some aspect of communication (B category); other (C category))

Those in the exit-level group were asked to indicate their major subjects. *Table 7.3.1* shows the responses of participants who indicated both of their years and majors. Ten respondents (3.2%) either did not make any response or gave a partial response. Of the remaining 307, 86 were majoring in Applied English and 224 were majoring in another subject. Of these, 82 were majoring in some applied Chinese (31) or some aspect of communication, in this case, information management (51) (see *Table 7.2*).

Table 7.2: Exit-level participants –non-English major subjects

Year	Majors	Number	Percentage
4	Applied Chinese	31	9.8%
3	Information Management	51	16.1%
3	International Business	41	12.9%
3	Applied Chemistry	6	1.9%
2	Nursing	14	4.4%
2	Childcare Education	9	2.8%
2	Environmental Engineering and Sanitation	14	4.4%
2	Physical Therapy	3	0.9%
2	Health and Leisure Management	9	2.8%
1	Electrical Engineering	16	5.0%
1	Product Design	13	4.1%
1	Multimedia Design	11	3.5%
1	Electronic Engineering	6	1.9%

The average C-test scores of the 86 participants who indicated that they were majoring in applied English were compared with the average C-test scores of the 82 who were majoring in applied Chinese or information management and the 142 who were majoring in another subject (see *Figure 7.8*). Once again, as in the case of entry-level participants, English major students scored lower on average in the C-test (15.2%) than the students majoring in applied Chinese or some aspect of communication (18.2%).

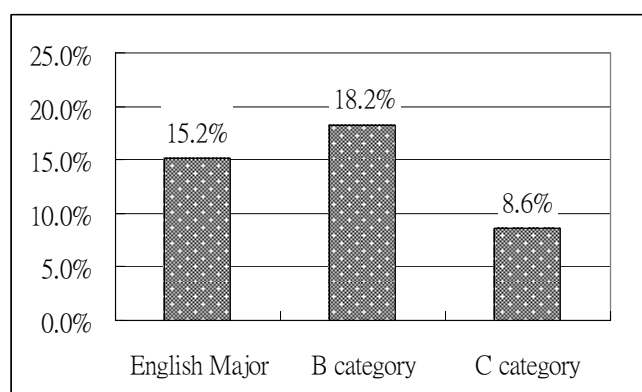


Figure 7.8: Exit-level participants: Average C-test scores by major subject category (English; applied Chinese or some aspect of communication (B category); other (C category))

7.2.4 Nationality, year of study, type of high school attended

The vast majority of entry-level participants indicated that they were Taiwanese, with only one being Malaysian and one being Japanese. Two participants claimed to be American. However, since their responses to other questions indicated that this was very unlikely to be the case, these two responses were discounted. All 681 respondents indicated that they were in the first year of degree study. In the case of exit-level participants, all but three indicated that they were Taiwanese. Of these three, one was Brazilian, one Thai and one Japanese.

Because students who attend different types of high school in Taiwan take different types of English programme (see *Chapters 1 and 4*), entry-level participants were asked about their high school background (see *Figure 7.9*). Average C-test scores of those who had attended different types of high school were then compared. Students from senior high schools performed slightly better (19.6%) than those from comprehensive high schools (17.4%), and both of these groups outperformed those from vocational high schools (12.6%) (see *Figure 7.10*).

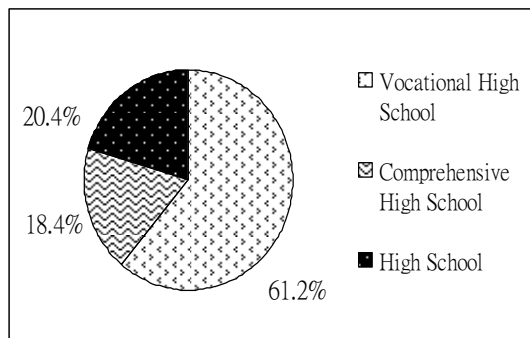


Figure 7.9: Entry-level participants - attendance at different types of high school

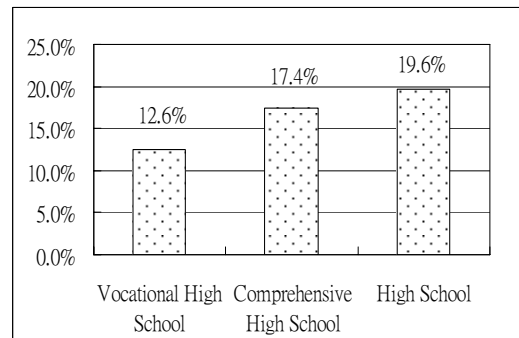


Figure 7.10: Entry-level participants - average C-test scores of participants who attended different types of high school

7.2.5 Entry-level participants: High school specialist areas

Entry-level participants were asked to indicate what subject or subjects they had specialized in at high school. The majority indicated that they had followed a general subject curriculum (25.6%) or had specialized in one or more of a range of subjects other than languages (51.6%). However, a significant percentage (22.8%) indicated that they had specialised in applied foreign languages (English).⁸⁰ The average C-test score of those who indicated that they had specialised in English as an applied foreign language was then compared with the average C-test score of the other participants and it was found that those who specialized in applied English at high school performed almost twice as well (with an average score of 20%) as those who did not (with an average score of 12.8%) (see *Figure 7.11*).

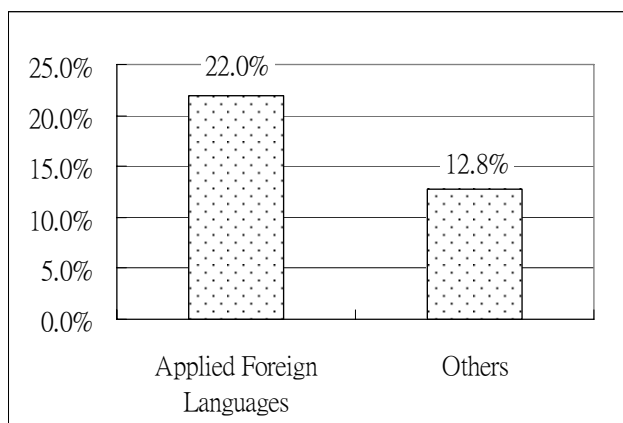


Figure 7.11: Entry-level participants – Average C-test score of those who had specialized in Applied Foreign Languages (English) and those who had not

7.2.6 Entry-level participants: Performance in college entrance examinations

Entry-level participants were asked about their scores in college entrance examinations – either in the *College Entrance Examination* or the *Technological and Vocational Education Joint College Entrance Examination*. Those who had sat the *College Entrance Examination* provided levels rather than percentage scores. These were divided into seven categories, all of which, with one

⁸⁰ ‘Applied foreign language’ involves the study of language without a literature component in the course.

exception, included two levels. Level 15 represents the highest scores and levels 3 & 4 represent the lowest scores (see *Table 7.3*).

Table 7.3: *Entry-level participants - College Entrance Examination levels*

Level 3 & 4	Level 5 & 6	Level 7 & 8	Level 9 & 10	Level 11 & 12	Level 13 & 14	Level 15
5	10	1	7	23	9	1

The results reported for the *Technological and Vocational Education Joint College Entrance Examination* are recorded here in ten percentage bands (see *Table 7.4*).

Table 7.4: *Entry-level participants - Technological and Vocational Education Joint College Entrance Examination percentage bands*

1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
1	2	17	36	75	50	46	49	128	103

The scores reported in these two examinations were correlated with the C-test scores (see *Tables 7.5* and *7.7*).

Table 7.5: *Entry-level participants – College Entrance Examination levels and average C-test scores*

College Entrance Examination Levels	Average C-test scores
Levels 3 - 10	11.3%
Levels 11 - 15	31.8%

Table 7.6: *Entry-level participants – Technological and Vocational Education Joint College Entrance Examination scores and average C-test scores*

Technological and Vocational Education Joint College Entrance Examination scores	Average C-test scores
1 – 60	3.8%
61 – 100	24.6%

As indicated in *Tables 7.5* and *7.6* above, there was a major difference in terms of average C-test scores between those who achieved Levels 11 – 15 in the College Entrance Examination (31.8%) and those who achieved Levels 3 – 10 (11.3%). There was also a major difference between those who achieved scores of 61 and above in the Technological and Vocational Education Joint College Entrance Examination (24.6%) and those who scored 60 or lower (3.8%).

7.2.7 Prior study of English

Entry-level participants were asked to indicate approximately how many English classes they had taken each week at high school level. Of those who responded (96.6%), the majority (53%) indicated that they had taken four (24.5%) or five (28.5%) English classes each week at high school, with a smaller percentage indicating that the number of English classes each week was three (15.7%), or two (4.7%). A significant number (23.2%) selected the *Other* category (see *Figure 7.6*). Of these, 23% indicated that they had over five English lessons each week (see *Figure 7.12*). The average C-test score of those who had five or more English classes each week at high school (19.4%) was then compared with that of those who had four classes or fewer (9.9%), the difference between the average scores of the two groups being 9.9% (see *Figure 7.13*).

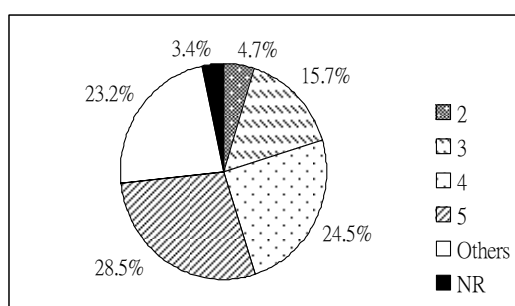


Figure 7.12: Entry-level participants - number of weekly high school English classes

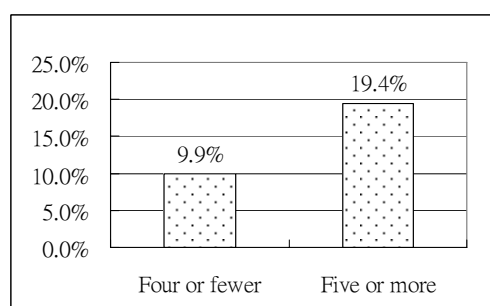


Figure 7.13: Entry-level participants: Average C-test scores of those who had five or more English classes each week at high school and those who had four or fewer

Entry-level participants were asked to indicate how many years they had been studying English. The responses are indicated in *Figure 7.14*.

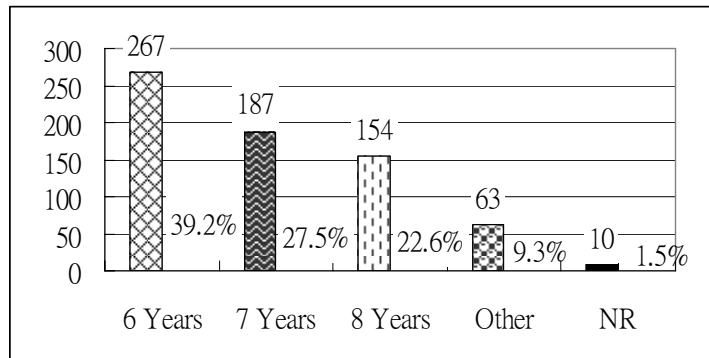


Figure 7.14: Entry-level participants – Number of years of English study

In the *Other* category, the distribution was as follows:

3 years:	2 participants
Between 9 and 11 years:	60 participants
20 years:	1 participant

The average C-test scores of participants who reported that they had been studying English for 6 years, 7 years, 8 years and *Others* (mainly between 9 and 11 years) were compared (see *Figure 7.15*).

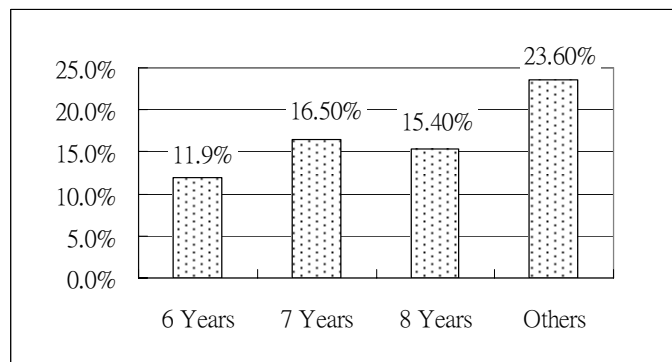


Figure 7.15: Entry-level participants - Relationship between number of years of English study and average C-test scores

Exit-level participants were also asked to indicate how long they had been learning English. The responses are summarized in *Figure 7.16*.

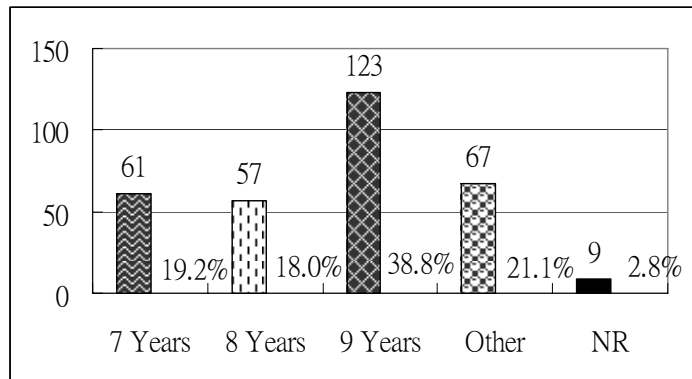


Figure 7.16: Exit-level participants - Number of years of English study

In the *Other* category, the distribution was as follows:

Fewer than 6 years:	9 participants
10 years:	20 participants
11 years:	10 participants
Between 12 and 16 years:	6 participants

The average C-test scores of participants who reported that they had been studying English for 7 years, 8 years, 9 years and 10 or more years were compared (see *Figure 7.17*)

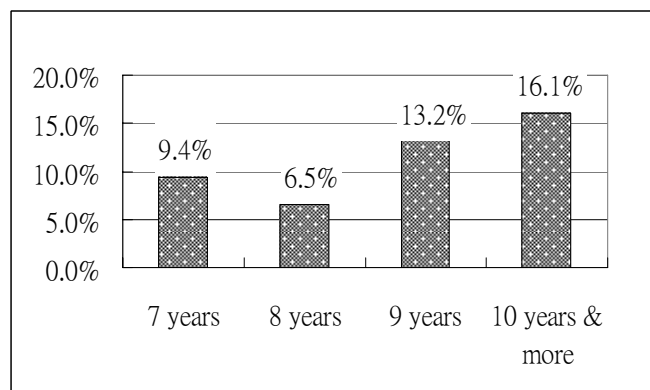


Figure 7.17: Exit-level participants: Relationship between number of years of English study and average C-test scores

The average C-test score of the group of exit-level participants who reported having studied English for 8 years was actually lower than that of those who reported having studied English for 7 years. However, when the average C-test score of these two groups is combined (7.95%), it is found to be 5.25% lower than the average of those who reported having studied English for 9 years and their average C-test score is almost 3% lower than that of those who reported having studied English for 10 years or more. Taking both entry-level and exit-level participants into account suggests strong correlation between C-test scores and years of study.

Exit-level participants were asked to indicate the number of years that they had studied English *at their current institution*. Almost all (316 out of 317) participants responded to this question. Of these, 116 (36.6%) indicated that they had studied English for 4 years in their current institution, 91 students (28.7%) that they had done so for 3 years, 51 (16.1%) of for 2 years, and 58 (18.3%) for 1 year (see *Figure 7.18*). Participants were also asked whether they were required to take any further English courses as part of their degree. Just under 40% (124 participants) indicated that they had to complete one further English course (see *Figure 7.19*).

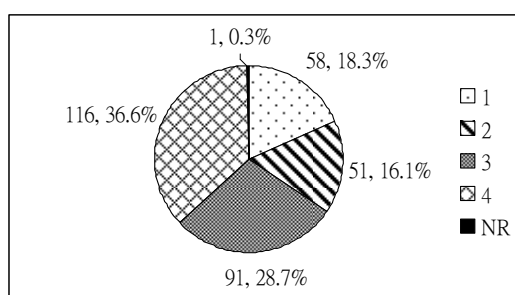


Figure 7.18: Exit-level participants: Number of years of English study in current institution

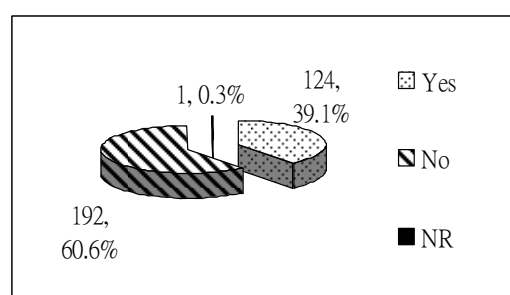


Figure 7.19: Exit-level participants: Number of English courses still to be taken as part of their degree

As these are all exit-level students (i.e., students who have completed all of the courses required within a Bachelors degree for a major or minor in English), the fact that some had studied English for only one year, and the fact that some still needed to complete one course in English may, at first sight, seem surprising.

However, these questions were included because (a) some students take more courses in English than are required for a major or minor in English because, for example, a particular English for Specific Purposes course may be required for a major or minor in a subject such as hospitality, (b) it is not uncommon for students to have to repeat at least one failed course before graduating, and (c) the establishment of English proficiency benchmarks in some institutions has meant that those students who do not meet the benchmarks (irrespective of whether they have completed the required number of courses for a major or minor) are required to take an additional English course in order to prepare to retake a proficiency benchmark examination.

The average C-test score of exit-level participants who had studied English for one year in their current institution was compared with that of those who had studied English in their current institution for two years, three years and four years (see *Figure 7.20*).

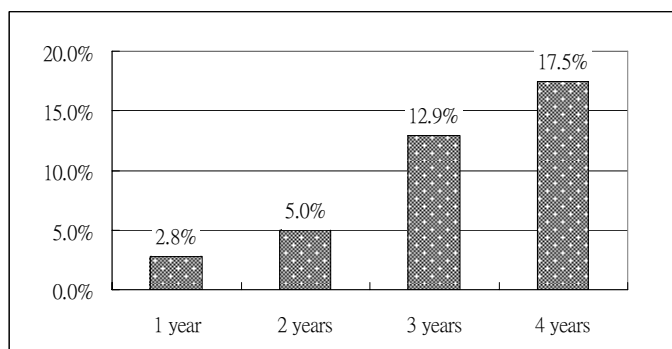


Figure 7.20: *Exit-level participants: Average C-test scores in relation to number of years of study of English in current institution*

As indicated in *Figure 7.20* above, there were major differences, with the lowest average of 2.8% (for students who had completed only one year of English in their current institution) being 14.7% lower than that of the highest average of 17.5% (for students who had completed four years of English in their current institution). Even so, the average percentage score of those who had completed four years of English in their current institution was only 2.6% higher than the average C-test score of all entry-level students (see *Chapter 6: Table 6.1*)

7.2.7 Graduation proficiency benchmarking

Exit-level participants were asked whether their institutions had set up graduation English proficiency benchmarks which they were expected to achieve. Only 1.3% of participants did not respond to this question. Of the 313 who did, 214 (67.5%) answered that there was such a benchmark and 99 (31.2%) that there was not (see *Figure 7.21*).⁸¹ Most of those who indicated that their institution had existing graduation English proficiency benchmarks (61.8% of all respondents) were able to specify what these were (see *Figure 7.22*).

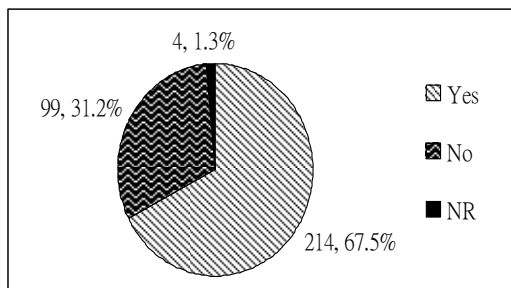


Figure 7.21: Percentage of exit-level participants who indicated that their institution had graduation English proficiency benchmarks

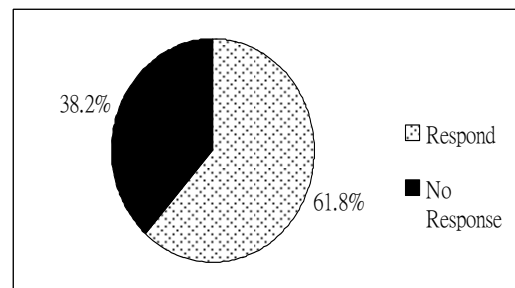


Figure 7.22: Percentage of exit-level participants who indicated what their institution's graduation English proficiency benchmarks were

⁸¹ Although 31.2% of participants claimed that their institution had not set up Graduation English Proficiency Benchmarks, staff members who assisted in this part of survey claimed that where they had not done so already, their institutions were planning to set up proficiency benchmarks in the near future.

On the basis of participant responses, it appears that the graduation English proficiency benchmarks are as indicated in *Table 7.7*.

Table 7.7: *Graduation English proficiency benchmarks as indicated by exit-level participants*

	Type of student	Type of proficiency test	Level / Mark
Institution A	Non-English Major	CSEPT	level 2/240
		TOEFL	500
Institution B	English Major	TOEIC	730
		GEPT	high intermediate
Institution B	Non-English Major	CSEPT	level 1/ 131-141
Institution D	Non-English Major	GEPT	elementary

As indicated in *Table 7.7*, institutions A and B both require non-English major students to take a CSEPT test. However, whereas one of these institutions requires a Level 2, the other requires only a Level 1. This needs to be considered in the context of the fact that there is no agreed overall standard table used in Taiwan for comparing different proficiency examinations and for indicating whether and, if so, how each relates to the levels recommended by the Taiwanese Ministry of Education as graduation proficiency benchmarks - A2 or B1 of the CRL - or, indeed, to any other level of the CRL. In *Appendix 9*, I include some comparative proficiency tables which illustrate the problem. In fact, when the Taiwanese *Language Training and Testing Center* was first requested by the Ministry of Education to produce comparative Tables including major English proficiency tests in 2004, the results suggested that they had treated the examination which they administer (i.e., the GEPT) differently from the others. This led to various disputes. The table was changed again in 2005. This time, it included only those tests held by the Center (excluding all ETS tests (TOEFL, TOEIC) and IELTS (The Language Training and Testing Center, 2005, July 12). Even so, the Center was fined on November 10, 2005 by the Fair Trade Commission for violating Article 24 of the Fair Trade law:

The Language Training and Testing Center uses its dominant market position and the information inadequacy of its trading counterparts to affect the choice of English proficiency test categories of its trading counterparts, which is an obviously unfair action sufficient to affect trading order and violates Article 24 of the Fair Trade Law.

(The Language Training and Testing Center, 2006, February 28)

The Central Personnel Administration (under the aegis of Executive Yuan) was also asked by the Taiwan Ministry of Education to produce a comparative table indicating the relationship between different proficiency tests. Its comparative proficiency table was first released in 2005 (refer to Letter No.0940065062) It was released again in 2006 (Letter No. 0950061629) with the same content. Although the primary purpose of the table produced by the Central Personnel Administration was to provide public servants with a means of determining how to determine how to add points to their record based on their English proficiency levels in relation to the CRL, it has become a popular source of reference for many educational institutions although others produce their own comparative tables which do not always conform to the one produced by the Central Personnel Administration.

Exit-level participants were asked if they had achieved the graduation proficiency benchmark required by their institution. There were 6 (1.9%) non-responses to this question. Over a quarter (90/28.4%) indicated that their institution did not currently have a graduation proficiency benchmark. Just under half (143/45.1%) indicated that they had not yet achieved the graduation proficiency benchmark; one quarter (78/24.6%) indicated that they had done so (see *Figure 7.23*). Thus, 35% of the 221 who indicated that their institution had a graduation proficiency benchmark had actually achieved that benchmark.

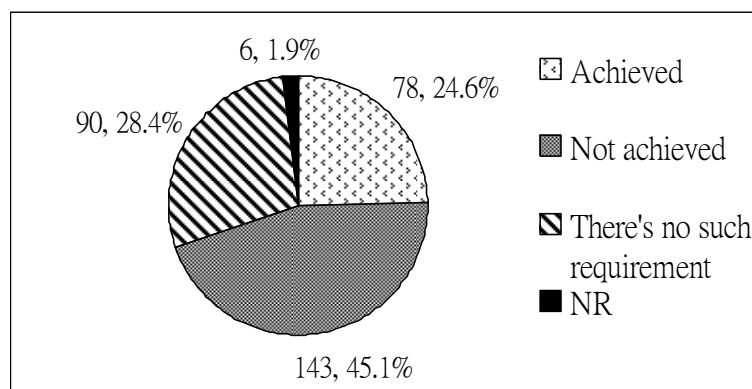


Figure 7.23: Exit-level participants – achievement of graduation proficiency benchmark

According to Keynote of Education Policies (Action plan 1.1.1 (assessment))⁸² the goal is that 50% of graduating students at Bachelors degree level (whatever their major subject) should achieve the equivalent of B1 (Threshold level) of the Common Reference Levels in 2007 (Ministry of Education (Taiwan), 2005b, 2006, September). However, this goal was to be reached gradually, the expectation being that only 20% of graduating students would achieve that level in 2004, 30% in 2005 and 40% in 2006. The reality is, however, that 3.56% of graduating students reached the equivalent of B1 in 2004 and 6.6% did so in 2005. For this reason, the target for 2006 was reduced to 15%.⁸³

In this context, it is important to bear in mind that B1 is the third of six general proficiency levels as follows:

- Basic user: A1 (Breakthrough); A2 (Waystage)
- Independent user: B1 (Threshold); B2 (Vantage)
- Proficient user: C1 (Effective proficiency); C2 (Mastery)

⁸²教育施政主軸行動方案暨成果表

⁸³ During a recent phone call to the Taiwanese Ministry of education, I was informed that the ultimate goal of 100% of degree-level graduates reaching the equivalent of B1 did not apply to technological universities where a goal of A2 was considered more realistic.

Level B1 is defined as follows in the Common European Framework of Reference for Languages (2001, p.24):

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans.

This is generally the level expected of students who have studied a foreign language in New Zealand schools to level 8 (the top level of schooling) (Crombie & Whaanga 2006, pp. 53-54). Characteristically, students do not begin to study a foreign language in New Zealand schools until they are twelve or thirteen and complete level 8 when they are seventeen. In Taiwan, students currently graduating with a Bachelors degree will have studied English at least since they entered secondary school.

The average C-Test score of participants who had achieved the proficiency benchmark required by their institutions was almost twice as high (16%) as that of those who had not (8.8%) (see *Figure 7.24*).

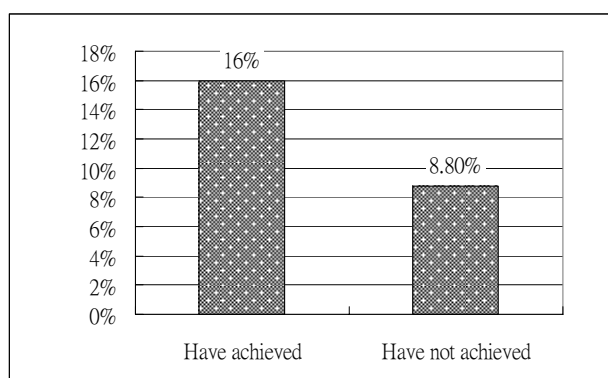


Figure 7.24: Exit-level participants – Average C-test scores of those who had achieved their institution's proficiency benchmark and those who had not

As indicated in *Chapter 6* (see *Table 6.16*), the relationship between GEPT levels (elementary and intermediate) reported by participants and average C-test scores was found to be as follows:

GEPT elementary level (37 participants)/ Average C-test score 14.9%

GEPT intermediate level (17 participants)/ Average C-test score 20.2%

As indicated above, participants reported that institution D had a graduation proficiency benchmark of GEPT elementary for non-English majors and institution B had a graduation proficiency benchmark of GEPT high intermediate for English majors. Only 2 students reported having taken a GEPT test and having scored high intermediate. The average C-test score of these two students was 27.2%.

7.2.8 First languages/ home languages

Participants were asked to indicate the first language(s) spoken by their mother and father and their own first language(s) as well as the language(s) used at home. *Table 7.8* summarizes the language backgrounds of entry-level and exit-level participants by percentage.

Table 7.8: Language backgrounds of entry-level and exit-level participants by percentage

	Native language(s) of mother		Native language(s) of father		Native language(s) of respondent		Language(s) used at home	
	Entry-level	Exit-level	Entry-level	Exit-level	Entry-level	Exit-level	Entry-level	Exit-level
Mandarin	44.8%	44.9%	43%	42.3%	53%	51.4%	57.8%	54.2%
Taiwanese	47.7%	49.2%	49.3%	51.4%	41.8%	44.1%	39.3%	43%
Hakka	5.9%	5.3%	6.4%	5.5%	4.4%	3.5%	2.2%	1.7%
Others	1.3%	0.2%	0.8%	0.6%	0.6%	0.8%	0.5%	0.2%
No Response	1.3%	0.4%	0.5%	0.2%	0.3%	0.2%	0.2%	1%

Those whose first language is not Mandarin are likely to have studied most of their school subjects in a second language. The average C-test performance of entry-level participants whose first language is Mandarin was found to be slightly higher than that of those whose first language is not Mandarin (see *Figure 7.25*). However, in the case of exit-level participants, the average C-test performance of those whose first language is Mandarin is slightly lower than that of those whose first language is not Mandarin (see *Figure 7.26*).

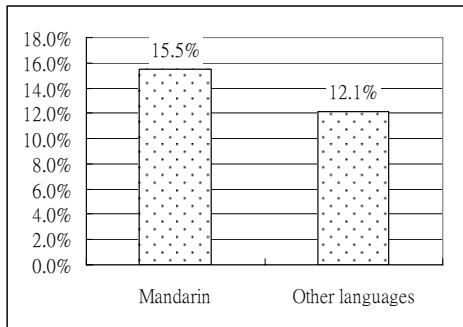


Figure 7.25: Entry-level participants - Average C-test scores of first language speakers of Mandarin and first language speakers of other languages

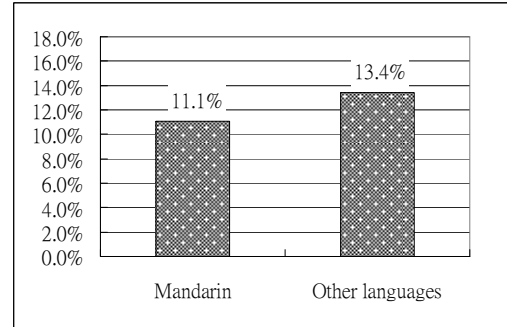


Figure 7.26: Exit-level participants - Average C-test scores of first language speakers of Mandarin and first language speakers of other languages

7.2.9 Residence abroad

Participants were asked to indicate whether they had visited an English speaking country and, if so, how many times and for how long. Only 115 (16.9%) entry-level respondents indicated that they had visited an English-speaking country (see *Figure 7.27*). The percentage of exit-level participants who had done so was only slightly higher at 17.9% (see *Figure 7.28*).

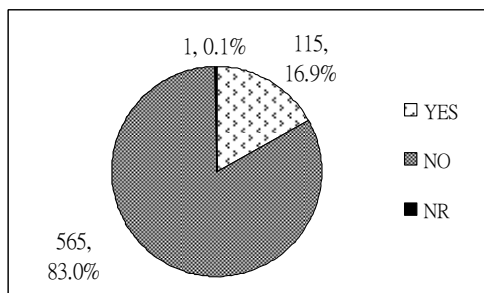


Figure 7.27: Entry-level participants who had visited an English-speaking country

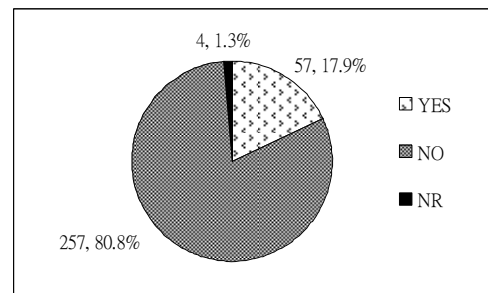


Figure 7.28: Exit-level participants who had visited an English-speaking country

Participants who had visited an English-speaking country were also asked how often, and for how long in total, they had done so. Sixty-one (61) entry-level participants and 33 exit-level participants claimed to have visited an English-speaking country once only, 48 entry-level participants and 18 exit-level participants claimed to have done so between two and five times, and 9 entry-level participants and 6 exit-level participants claimed to have done so more than five times (see *Figures 7.29* and *7.30*). The length of time spent in an English-speaking country was: less than one week (30 entry-level participants; 12 exit-level participants); between one week and one month (54 entry-level participants; 28 exit-level participants); between one month and one year (28 entry-level participants; 12 exit-level participants); over one year (6 entry-level participants; 5 exit-level participants) (see *Figures 7.31* and *7.32*).

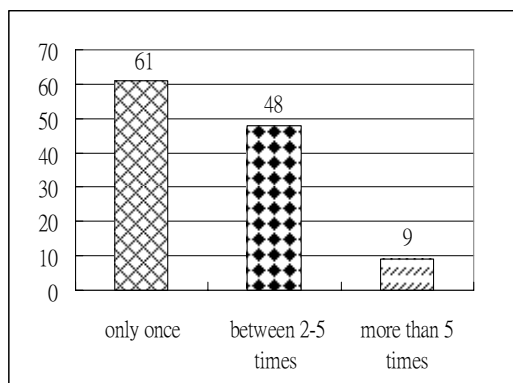


Figure 7.29: Entry-level participants – Number of visits to an English-speaking country

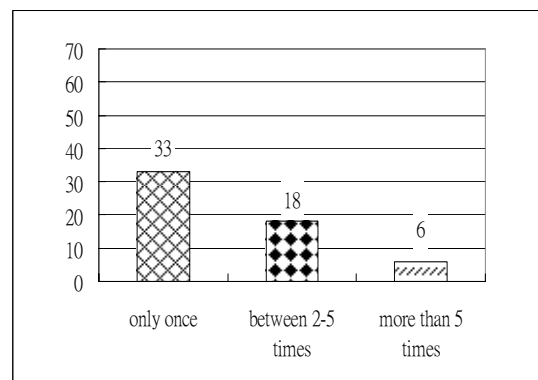


Figure 7.30: Exit-level participants – Number of visits to an English-speaking country

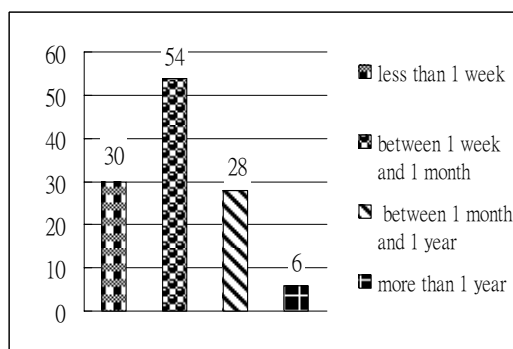


Figure 7.31: Entry-level participants - Length of time spent in an English-speaking country

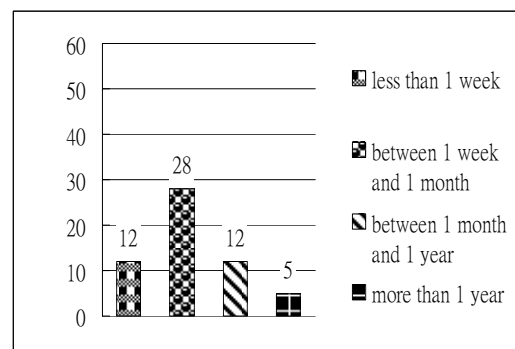


Figure 7.32: Exit-level participants - Length of time spent in an English-speaking country

The average C-test score of those who had spent some time in an English-speaking country were compared with that of those who had not (see *Figures 7.33* and *7.34*) and that of those who had spent one month or more in an English-speaking country was compared with that of all others (see *Figures 7.35* and *7.36*).

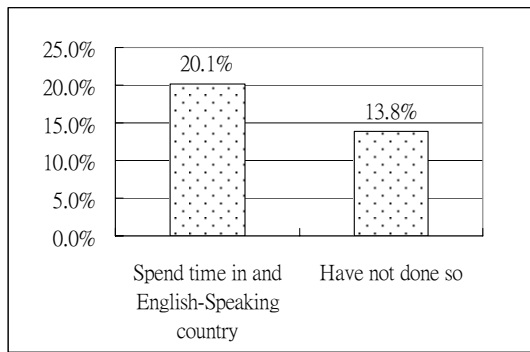


Figure 7.33: Entry-level participants - Average C-test scores of those who had spent some time in an English-speaking country and those who had not

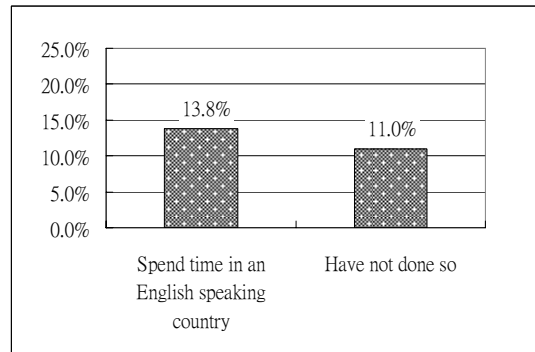


Figure 7.34: Exit-level participants - Average C-test scores of those who had spent some time in an English-speaking country and those who had not

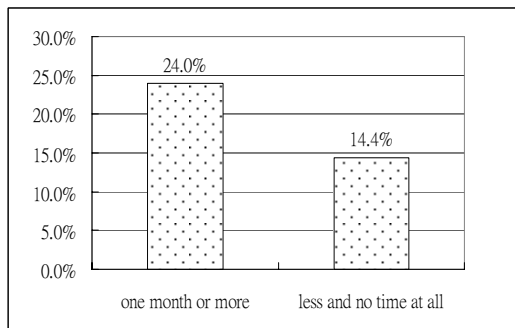


Figure 7.35: Entry-level participants - Average C-test scores of those who had spent one month or more in an English-speaking country and those who had not

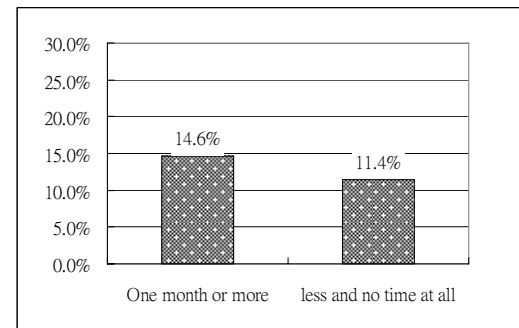


Figure 7.36: Exit-level participants - Average C-test scores of those who had spent one month or more in an English-speaking country and those who had not

Both time spent, and the amount of time spent, in an English-speaking country seem to have had a more marked effect on the C-test scores of entry-level participants than they do on the C-test scores of exit-level participants.

7.2.10 Proficiency self-evaluation

Participants were asked to rate their own English language proficiency on a four point scale (elementary – intermediate – advanced – near-native speaker). The responses are summarised in *Figures 7.37* and *7.38*). The average c-test scores of participants who located themselves in each of the proficiency bands were then compared (see *Figures 7.39* and *7.40*).

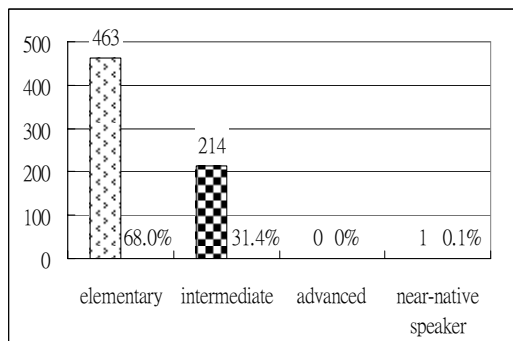


Figure 7.37: Entry-level participants – Proficiency self-evaluation

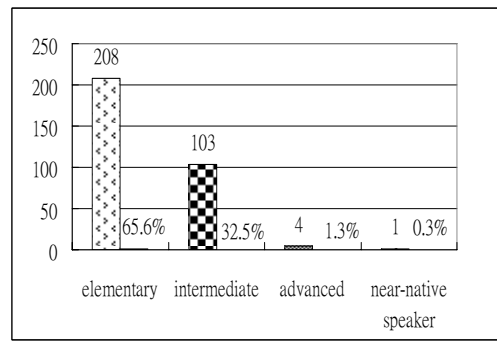


Figure 7.38: Exit-level participants – Proficiency self-evaluation

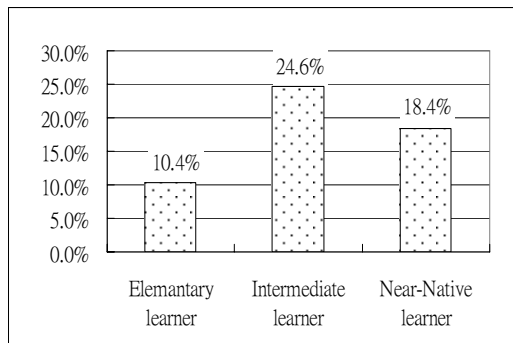


Figure 7.39: Entry-level participants: Average C-test scores and proficiency self-evaluation bands

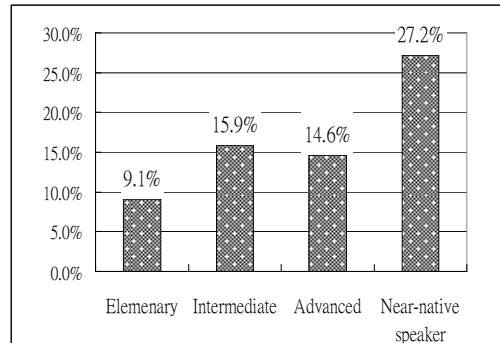


Figure 7.40: Exit-level participants: Average C-test scores and proficiency self-evaluation bands

7.2.11 Other languages studied

In the case of entry-level participants, 40.5% indicated that they had studied a language other than English or Mandarin.⁸⁴ In the case of exit-level participants,

⁸⁴ For entry-level participants, the most popular languages were Japanese, followed by French and then Spanish.

64.4% indicated that they had studied a language other than English or Mandarin (see *Figures 7.41* and *7.42*). The average C-test scores of those who had, and those who had not, studied a language other than English and Mandarin were then compared (see *Figures 7.43* and *7.44*).

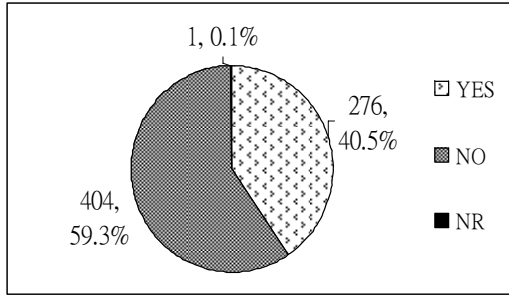


Figure 7.41: Entry-level participants – Study of languages other than English and Mandarin in the past

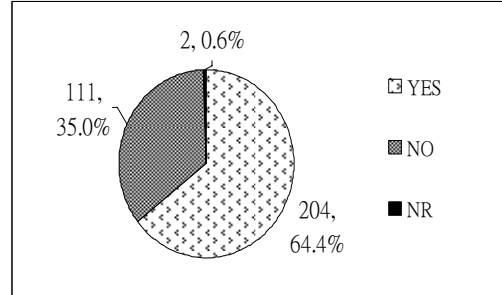


Figure 7.42: Exit-level participants – Study of languages other than English and Mandarin in the past

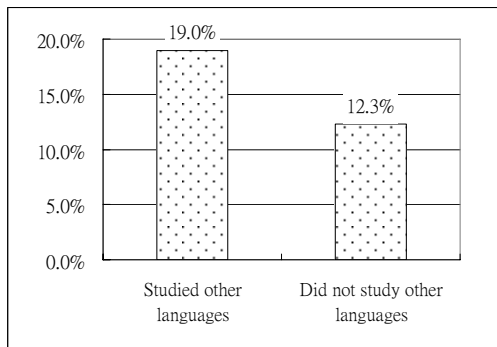


Figure 7.43: Entry-level participants – Study of languages other than English and Mandarin in the past and C-test averages

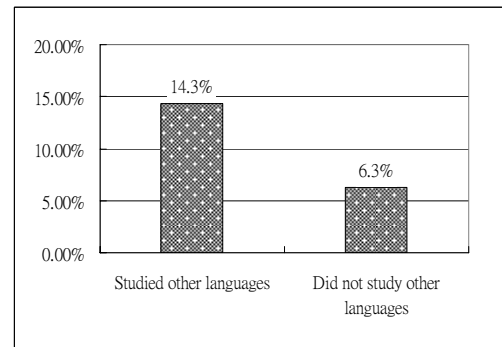


Figure 7.44: Exit-level participants – Study of languages other than English and Mandarin in the past and C-test averages

Entry-level participants who had studied a language other than English or Mandarin in the past scored 6.7% higher in the C-test than those who had not. For exit-level participants, the average C-test score was 8% higher in the case of those who had previously studied a language other than English or Mandarin.

Participants were also asked whether they were currently studying a language other than English or whether they planned to do so. In the case of entry-level

participants, 57.9% responded in the affirmative to this question and 59% of exit-level participants did so (see *Figures 7.45* and *7.46*). The average C-test score of both groups in the case of both entry-level and exit-level participants were then compared (see *Figures 7.47* and *7.48*).

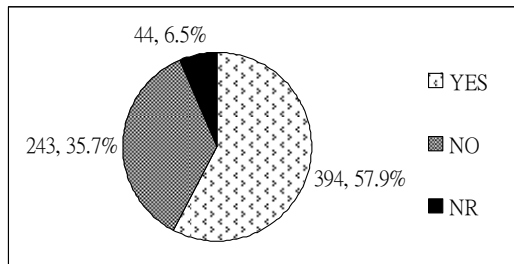


Figure 7.45: Entry-level participants – current or planned study of other languages

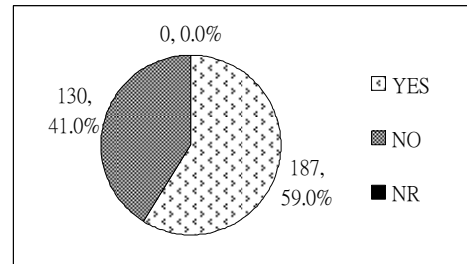


Figure 7.46: Exit-level participants – current or planned study of other languages

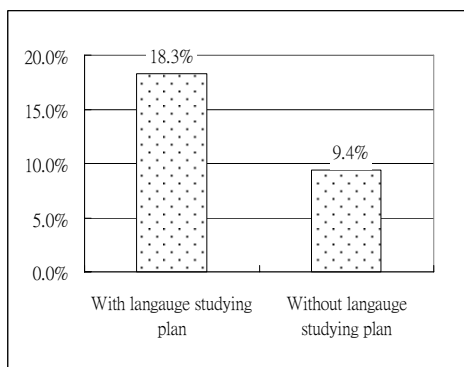


Figure 7.47: Entry-level participants – current or planned study of other languages and C-test averages

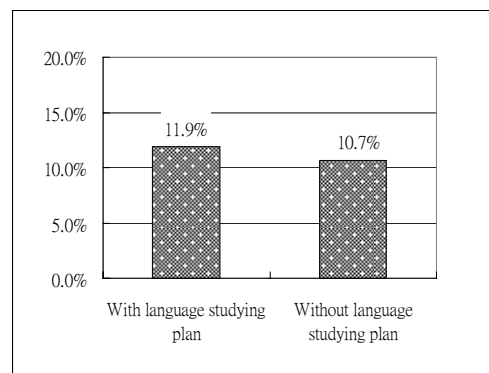


Figure 7.48: Exit-level participants – current or planned study of other languages and C-test averages

Entry-level participants who were studying a language other than English, or were planning to do so, scored an average of 8.9% higher on the C-test than the others. However, exit-level participants who were studying or planned to study a language other than English scored only 1.3% higher on the C-test than the others.

7.2.12 Motivation

From a list of 18 options, participants were asked to select up to six reasons for studying English as part of their degree studies. Forty seven (47) entry-level respondents and 27 exit-level respondents selected more than six options. In these cases, only the first six selections were included in the analysis of responses. The responses are indicated in *Table 7.9*.

Table 7.9: *Reasons for including English in degree study*

<i>Reasons</i>	<i>Percentage of Exit-level</i>	<i>Percentage of entry point</i>
compulsory	44	36
further study in L2 land	11	24
get to know L2-landers	19	21
need for career	80	83
want to travel	63	67
become better educated	16	17
liked teacher at school	7	6
understand life in L2 land	22	21
international language	74	80
friends studying English	4	4
parents wish	25	26
good at English	4	5
relatives in an English-speaking country	4	3
like the English language	26	32
more respect if good at English	21	19
meet more people	36	39
want to live in L2 land	13	16
Other reason (please specify)	3	2
No Response	1	Less than 1

The most popular reason given for studying English is that it is needed for a career. This is closely followed by the fact that it is an international language and, next, by a desire to travel. Next is the fact that English is compulsory. Clearly integrative reasons have a much lower priority.

7.2.13 Perceptions of Taiwanese people and English-speaking people

Participants were asked to indicate whether they thought each of a list of attitudinal adjectives generally applied to Taiwanese people and to English speaking people. The results, in terms of % responses are indicated in *Table 7.10*.

Table 7.10: *Perceptions of typical English-speaking people and Taiwanese people*

Entry-level participants				Attitudinal adjectives	Exit-level participants			
Typical Taiwanese people		Typical English speakers			Typical Taiwanese people		Typical English speakers	
Yes	No	Yes	No		Yes	No	Yes	No
79%	19%	46%	49%	emotional	68%	26%	44%	44%
39%	58%	60%	36%	arrogant	34%	56%	65%	26%
45%	53%	40%	56%	serious	45%	46%	34%	55%
84%	14%	82%	14%	friendly	81%	11%	71%	19%
35%	62%	95%	2%	confident	30%	59%	89%	2%
44%	53%	85%	11%	logical	46%	45%	76%	15%
66%	32%	68%	28%	generous	69%	23%	57%	32%
33%	64%	76%	21%	calm	34%	56%	65%	23%
56%	42%	44%	53%	lazy	48%	44%	44%	45%
73%	25%	78%	19%	helpful	75%	17%	63%	27%
41%	56%	83%	14%	efficient	44%	46%	73%	17%
68%	30%	32%	63%	impatient	59%	33%	37%	52%
78%	20%	44%	52%	stubborn	73%	18%	44%	44%
61%	37%	93%	4%	honorable	53%	39%	85%	7%
78%	20%	91%	5%	competent	77%	15%	84%	7%
56%	42%	86%	11%	good-humored	44%	46%	84%	7%
82%	15%	9%	88%	shy	84%	9%	12%	77%
55%	42%	67%	29%	honest	55%	37%	57%	32%
84%	14%	66%	31%	hard-working	80%	13%	54%	33%
49%	48%	73%	24%	patient	52%	38%	60%	28%
79%	19%	38%	58%	loud	74%	19%	42%	47%
60%	37%	80%	16%	tolerant	63%	27%	67%	22%
85%	12%	24%	72%	thrifty	84%	9%	18%	69%

Perceptions were remarkably similar in the case of entry-level and exit-level participants. English-speaking people were, overall, judged to be more confident, logical, calm, efficient, honourable, good-humoured, patient, honest, and tolerant than Taiwanese people but also, by a considerable margin, more arrogant. Taiwanese people were, overall, judged to be more emotional, lazy, impatient; stubborn, hard-working, loud and shy than English speaking people. Taiwanese people and English-speaking people were judged to be more or less equally serious, friendly and generous. In general, therefore, with the exception of arrogance, the stereotypes of English speaking people appeared to be largely positive, something that is likely to contribute towards a positive attitude towards learning the language.

7.2.14 Importance of English in specified situations

Participants were asked how important (very important; important; a little important; not important) they thought it would be for them to be able to do certain things when they finished their English courses. The responses of entry-level participants are summarized in *Table 7.11*; those of exit-level participants in *Table 7.12*. The entry-level and exit-level responses reported for a combination of 'very important' and 'important' are recorded by percentage in *Table 7.13*. Once the distinction between 'very important' and 'important' is removed, it can be seen that the two most significant motivators, one instrumental in type (i.e., operate in a business context), the other integrative in type (i.e., everyday conversations with native speakers), are closely followed by one in which instrumental and integrative motivations are likely to be combined (i.e., read magazines and newspapers in English). The final item on the list (regarded as the least important) is one that might have been expected to be very significant for any students intending to study abroad in the future (i.e., academic discussion with native speakers).

Table 7.11: Entry-level participants - Perceptions of relative importance of the ability to use English in specified situations (by percentage)

	Very Important	Important	A little important	Not important	No Response
Everyday conversations with native speakers	68.0%	22.2%	7.0%	1.8%	1.0%
Enjoy films and TV in English	39.6%	40.7%	15.1%	3.5%	1.0%
Read literature in English	30.8%	35.1%	26.1%	7.2%	0.7%
Listen to the radio in English	39.1%	38.6%	17.3%	3.7%	1.3%
Academic discussion with native speakers	32.5%	30.0%	27.6%	8.7%	1.3%
Write letters for social/general purposes	40.0%	34.7%	20.0%	4.3%	0.7%
Operate in a business context	65.5%	25.1%	6.2%	2.3%	0.9%
Read magazines and newspapers in English	50.0%	36.7%	10.3%	1.8%	0.7%
Make friends with speakers of English	47.7%	31.6%	16.3%	3.8%	0.6%
Make phone calls	38.2%	31.7%	21.0%	8.2%	0.9%
Others	3.1%				

Table 7.12: Exit-level participants - Perceptions of relative importance of the ability to use English in specified situations (by percentage)

	Very Important	Important	A little important	Not important	No Response
Everyday conversations with native speakers	55.5%	31.5%	6.9%	3.2%	2.5%
Enjoy films and TV in English	32.8%	43.2%	18.6%	2.5%	2.5%
Read literature in English	20.5%	38.2%	30.9%	7.6%	2.5%
Listen to the radio in English	25.6%	44.5%	20.5%	6.3%	2.8%
Academic discussion with native speakers	20.5%	31.5%	28.7%	15.8%	3.5%
Write letters for social/general purposes	30.0%	39.4%	22.4%	5.7%	2.5%
Operate in a business context	52.4%	34.4%	8.8%	1.9%	2.2%
Read magazines and newspapers in English	36.9%	42.9%	16.1%	1.9%	2.2%
Make friends with speakers of English	33.1%	32.8%	24.6%	6.6%	2.5%
Make phone calls	28.7%	36.6%	19.2%	12.6%	2.8%
Others	2.2%				

Table 7.13: *Entry-level and exit-level participants - Competencies regarded as 'very important' or 'important' (by percentage)*

	Entry-level participants	Exit-level participants
Operate in a business context	91%	86.8%
Everyday conversations with native speakers	90%	87%
Read magazines and newspapers in English	87%	79.8%
Enjoy films and TV in English	80%	76%
Make friends with speakers of English	79%	65.9%
Listen to the radio in English	78%	70.1%
Write letters for social/ general purposes	75%	69.4%
Make phone calls	70%	65.3%
Read literature in English	66%	58.7%
Academic discussion with native speakers	62%	52%

7.2.15 Willingness to take risks or remain in comfort zone

Participants were asked what they would do in situations where they had an option of responding in a way that involved more involvement with English (willingness to make contact with English culture) or less involvement with English (remaining in their comfort zone). Percentage responses for entry-level and exit-level participants are indicated in *Table 7.14*. In general, it appears that participants are willing to move out of their comfort zone to use English. However, there are occasions (see, in particular, situations (e)) in which there is a marked preference for use of the first language.

Table 7.14: Entry-level and exit-level participants - Willingness to engage with English in specified contexts (by percentage)

	Entry-level participants		Exit-level participants	
	Willing to make contact with L2 culture/language	Remain in comfort zone	Willing to make contact with L2 culture/language	Remain in comfort zone
(a) You have two hours for lunch before you catch a train. Would you prefer to go to a local café or restaurant or go to a fast food outlet?	63.6%	36.1%	55.8%	41%
(b) You need some bread and cheese. Would you prefer to go to a small grocery store or go to a self-service supermarket?	18.9%	80.9%	17.7%	79.2%
(c) You are listening to the radio. Do you try some local stations or try to find a station using your own language?	55.8%	43.9%	55.2%	40.7%
(d) The cinema is showing a new film in English. Do you go straight in or do something else instead?	50.1%	49.6%	44.8%	51.7%
(e) The station bookstall has local newspapers but also one or two in your own language. Do you buy a local paper or buy a paper in your own language?	21.6%	75.2%	24.3%	73.5%
(f) You have an opportunity to watch TV. Would you prefer to sample local stations or find a satellite station in your own language?	52.7%	46%	57.4%	39.4%
(g) You are with a group of friends going to a local show/ museum/ football match. Do you volunteer to be the one to get the tickets? Yes or No.	46.1%	52.9%	45.4%	49.2%
(h) You have to confirm arrangements with the family of a friend who lives 20 minutes' walk away. Do you confirm the arrangements on the phone or go to visit them to confirm the arrangements?	79.9%	19.1%	79.2%	15.5%
(i) When you encounter people from your own country in, for example a supermarket, do you begin a conversation or ignore them?	82.1%	16.6%	78.2%	16.7%

The responses have also been also categorised in relation to involvement in receptive and productive skills (see *Table 7.15*). What is indicated here is that participants feel more comfortable in using the target language in the area of receptive skills such as listening (86%) and reading (71.8%), rather than in the areas of productive skills involving speaking (57.7% to 63.9%), socializing (45.5%) and writing (38.5%).

Table 7.15: *Entry-level and exit-level participants – Extent to which they are prepared to move out of their comfort zone in relation to particular skills*

	Entry-level participants		Exit-level participants	
	Yes	No	Yes	No
(a) Speaking in English to native speakers	63.9%	34.9%	54.9%	39.7%
(b) Socializing with native speakers of English	45.5%	53%	40.1%	53.6%
(c) Speaking in English to friends	57.7%	41.0%	48.9%	45.4%
(d) Watching TV or films in English	86%	13.1%	83%	11.7%
(e) Reading for pleasure in English	71.8%	27.0%	63.7%	30.6%
(f) Writing emails in English to friends	38.5%	60.2%	35%	59%

Participants were asked to choose a preferred response to three situations which might take place in their homeland. The responses do not always add up to 100% because there were some non-responses (see *Table 7.16*). The majority of respondents would, in their own country, respond in a way that involved verbal interaction (see *Table 7.16*).

Table 7.16: *Entry-level and exit-level participants - Verbal or non-verbal responses to situations encountered in Taiwan (by percentage)*

<i>If you are at home in Taiwan,</i>				
	Entry-level participants		Exit-level participants	
	Yes	No	Yes	No
(a) When seeing a group of Taiwanese people pouring over a map, do you offer to help?	66.8%	32%	64%	30%
(b) A waiter brings you a wrong dish at a restaurant, you would...?	Eat the dish	Ask the waiter to take it back and bring you the one you ordered	Eat the dish	Ask the waiter to take it back and bring you the one you ordered
	32.7%	66.4%	31.5%	61.8%
(c) A just bought new CD has a long scratch on the case. Do you ...	Live with it	Have it replaced	Live with it	Have it replaced
	33.3%	65.9%	31.2%	62.1%

A comparison of *Tables 7.15* and *7.16* indicates that although participants were generally willing to interact verbally in their native language when they had the option of not doing so, they were willing to do so when the context required them to use English.

7.2.16 Language confidence and language anxiety

Participants were asked whether they would feel embarrassed if they made mistakes when speaking English. The majority of entry-level (63%) and exit-level (58.4%) participants reported that they would feel embarrassed if they made mistakes while speaking English (see *Figures 7.49* and *7.50*). The average C-test score of those who would feel embarrassed if they made mistakes while speaking

English was compared with the average C-test score of those who would not (see *Figures 7.51 and 7.52*).

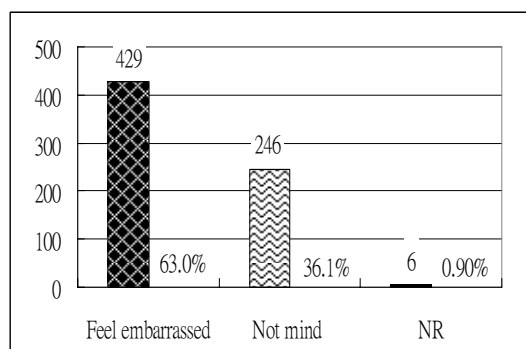


Figure 7.49: Entry-level participants – Embarrassed when make mistakes in speaking English?

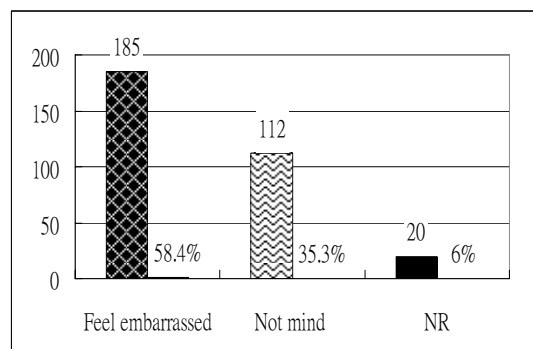


Figure 7.50: Exit-level participants – Embarrassed when make mistakes in speaking English?

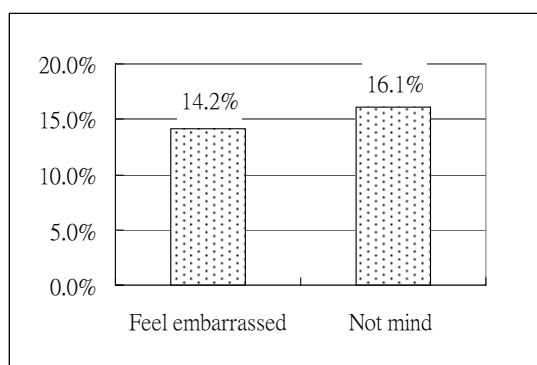


Figure 7.51: Entry-level participants: Average C-test score of those who would, and those who would not feel embarrassed if they made mistakes while speaking English

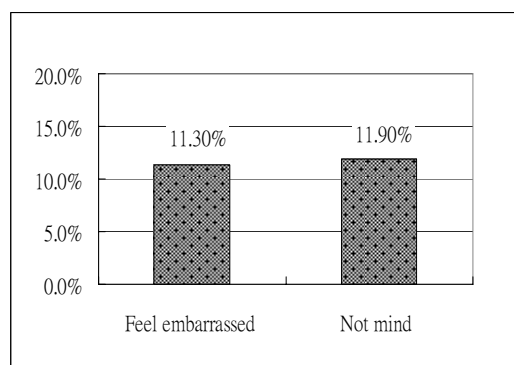


Figure 7.52: Exit-level participants: Average C-test score of those who would, and those who would not feel embarrassed if they made mistakes while speaking English

7.2.17 Identification with English-speakers

Participants were asked whether they would like people to think they were native speakers of English. The majority of both entry-level and exit-level participants indicated that they would (see *Figures 7.53 and 7.54*). The average C-test score of those who would like to be considered native speakers of English was higher

than that of those who would not, particularly so in the case of entry-level participants (see *Figures 7.55 and 7.56*).

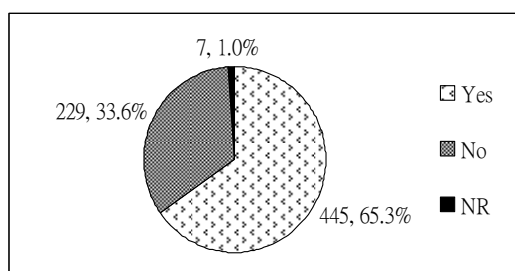


Figure 7.53: Entry-level participants – Would or would not like to be considered to be native speakers of English (by percentage)

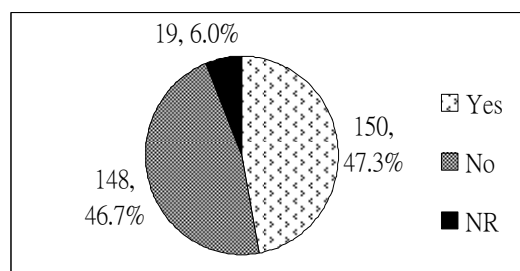


Figure 7.54: Exit-level participants – Would or would not like to be considered to be native speakers of English (by percentage)

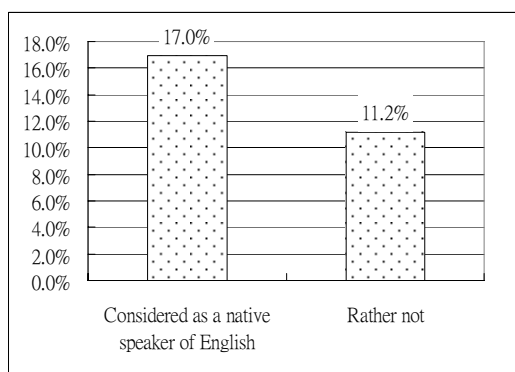


Figure 7.55: Entry-level participants – Average C-test scores of those who would, and those who would not like to be considered to be native speakers of English

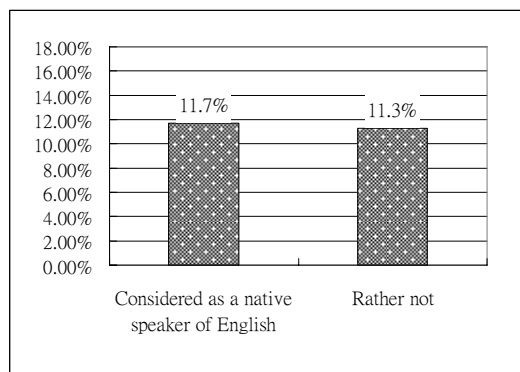


Figure 7.56: Exit-level participants – Average C-test scores of those who would, and those who would not like to be considered to be native speakers of English

Participants were asked where they would like their children to grow up and how they felt about their children learning English. The responses are summarized in *Figures 7.57 and 7.58*. Fewer than 30% of respondents (20.3% in the case of entry-level participants; 25.9% in the case of exit-level participants) wanted their children to be brought up in Taiwan AND thought it was up to the children themselves whether they learned English well. The responses to this question were correlated with average C-test scores (see *Tables 7.17 and 7.18*).

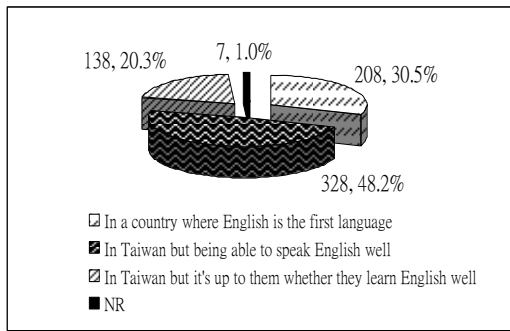


Figure 7.57: Entry-level participants – Attitudes towards their own children (country of upbringing and language)

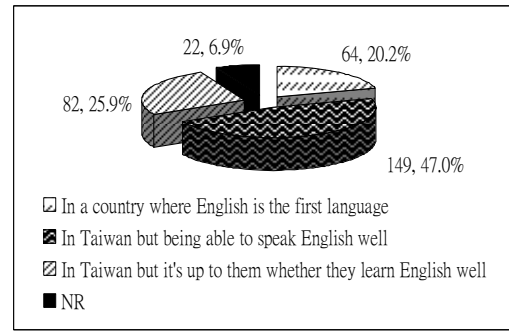


Figure 7.58: Exit-level participants – Attitudes towards their own children (country of upbringing and language)

Table 7.17: Entry-level participants – Attitudes towards their own children (country of upbringing and language) and C-test averages

	C-test average percentage
In a country where English is the first language	16.8%
In Taiwan but being able to speak English well	14.4%
In Taiwan but it's up to them whether they learn English well	13.6%

Table 7.18: Exit-level participants – Attitudes towards their own children (country of upbringing and language) and C-test averages

	C-test average percentage
In a country where English is the first language	11.1%
In Taiwan but being able to speak English well	11.4%
In Taiwan but it's up to them whether they learn English well	11.7%

7.2.18 Information about the parents and siblings of participants

Participants were asked to indicate (*yes* or *no*) whether their parents could use English to socialize with native speakers. In the case of both entry-level and exit-level participants, the vast majority answered in the negative (see *Figures 7.59* and *7.60*). Answers to this question were correlated with average C-test scores (see *Figures 7.61* and *7.62*)

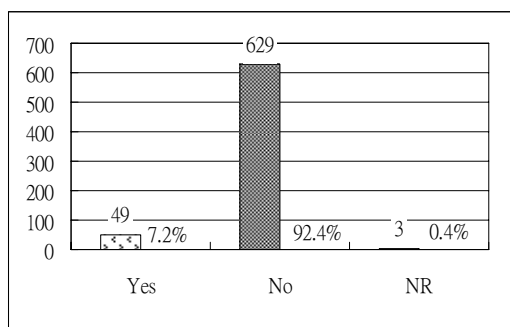


Figure 7.59: Entry-level participants: Parents' capacity to use English to socialize with native speakers

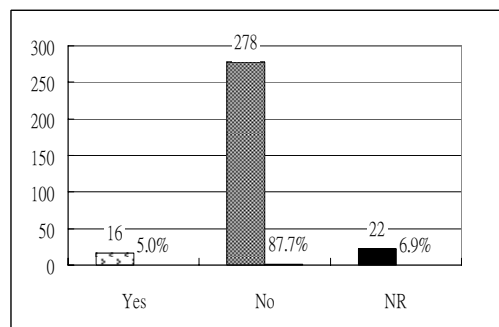


Figure 7.60: Exit-level participants: Parents' capacity to use English to socialize with native speakers

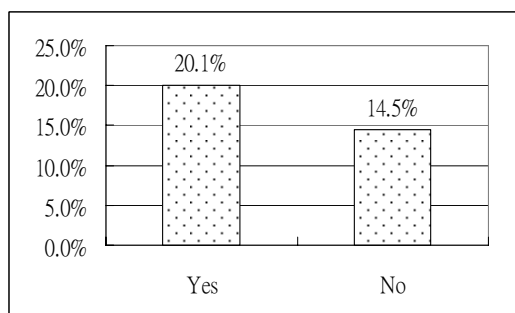


Figure 7.61: Entry-level participants: Average C-test scores correlated with whether parents can use English to socialize

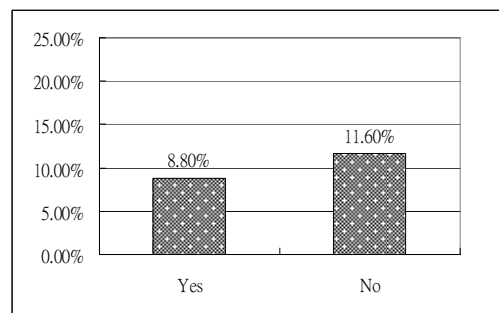


Figure 7.62: Exit-level participants: Average C-test scores correlated with whether parents can use English to socialize

Participants were asked whether their parents could use other foreign languages (other than English) to communicate with native speakers. The vast majority of both entry-level and exit-level participants reported that they could not (see *Figures 7.63* and *7.64*). The responses to this question were correlated with average C-test scores (see *Figures 7.65* and *7.66*).

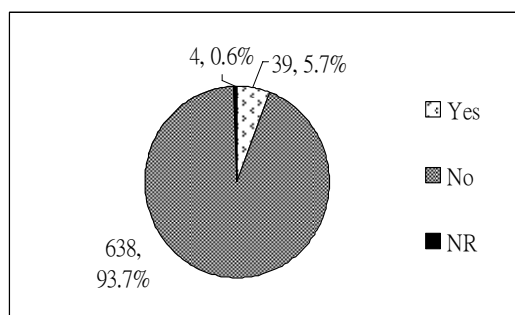


Figure 7.63: Entry-level students: Parents' capacity to use a foreign language other than English to socialize with native speakers

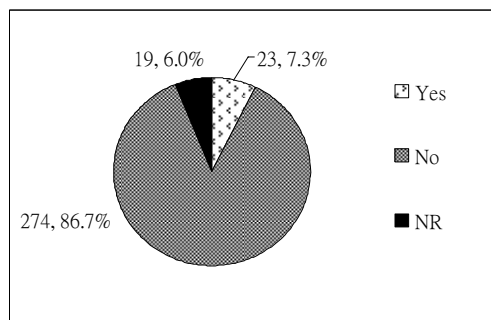


Figure 7.64: Exit-level students: Parents' capacity to use a foreign language other than English to socialize with native speakers

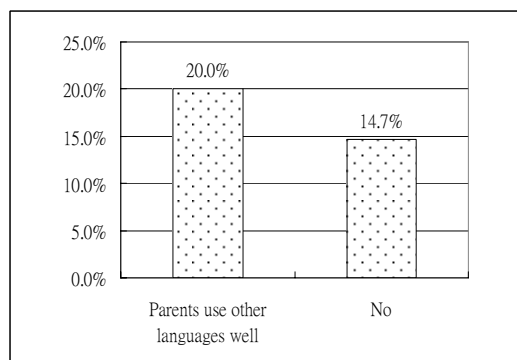


Figure 7.65: Entry-level students: Average C-test scores correlated with parents' capacity to use a foreign language other than English to socialize with native speakers

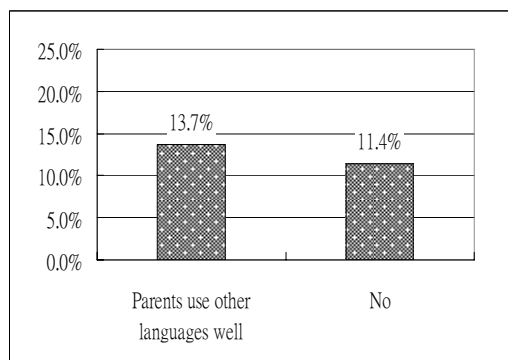


Figure 7.66: Exit-level students: Average C-test scores correlated with parents' capacity to use a foreign language other than English to socialize with native speakers

In response to a question asking whether their parents actively encouraged them to learn English, the majority of entry-level participants (86.6%) and exit-level participants (77.5%) indicated that they did (see *Figures 7.67* and *7.68*). However, parental encouragement, or lack of it, appears to have had little effect on average C-test scores (see *Figures 7.69* and *7.70*).

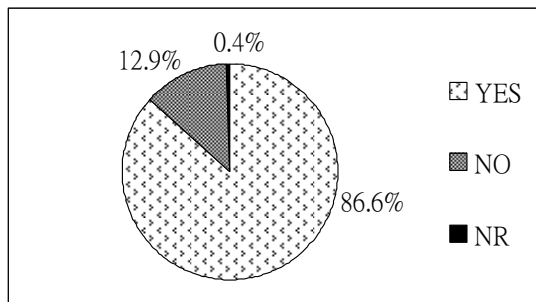


Figure 7.67: Entry-level participants – Parental encouragement

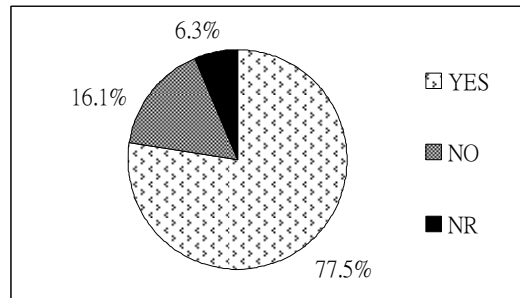


Figure 7.68: Exit-level participants – Parental encouragement

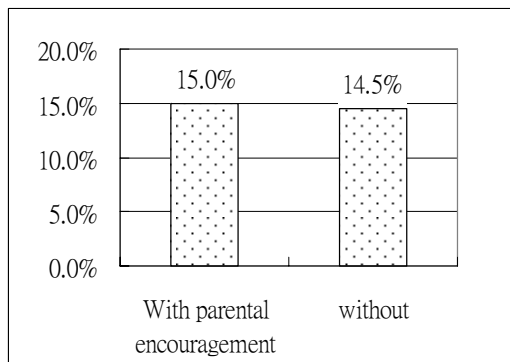


Figure 7.69: Entry-level participants: Average C-test scores correlated with parental encouragement

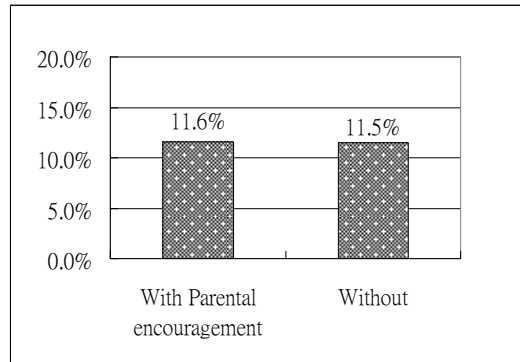


Figure 7.70: Exit-level participants: Average C-test scores correlated with parental encouragement

Participants were asked whether their parents had friends overseas with whom they could exchange visits. The majority (82.2% of entry-level participants; 78.2% of exit-level participants) indicated that this was not the case (see *Figures 7.71 and 7.72*).

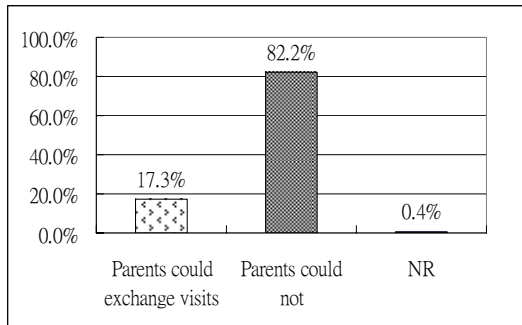


Figure 7.71: Entry-level participants: Whether parents had friends overseas with whom they could exchange visits

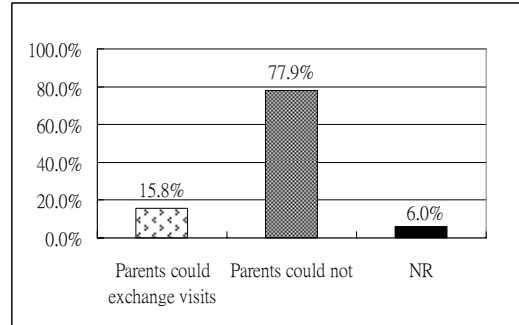


Figure 7.72: Exit-level participants: Whether parents had friends overseas with whom they could exchange visits

Next, participants were asked whether, if they had siblings, they were keen on learning a foreign language (see *Figures 7.73 and 7.74*).

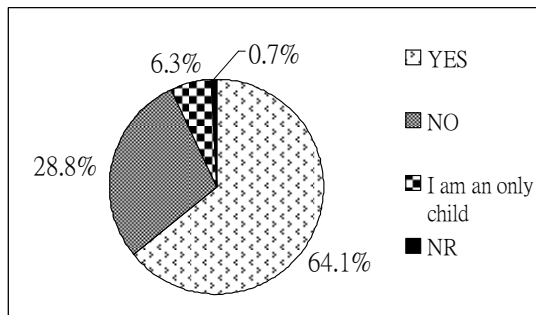


Figure 7.73: Entry-level participants: Whether siblings keen on foreign language learning

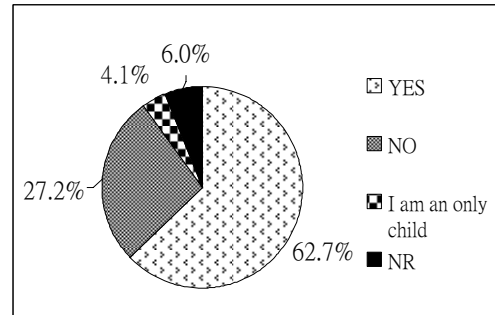


Figure 7.74: Exit-level participants: Whether siblings keen on foreign language learning

7.2.19 Knowledge about language

In the case of entry-level participants only, the questionnaire ended with questions about knowledge *about* English. Participants were first asked whether they know what a ‘subject’ was. Although 87.5% claimed that they did (see *Figure 7.75*), only 15% were able to correctly identify the subject in the case of a particular sample sentence (see *Table 7.19*).

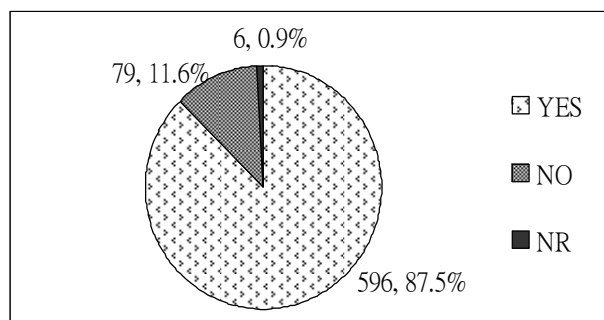


Figure 7.75: Entry-level participants: Percentage who claimed to know what a ‘subject’ was

Table 7.19: Entry-level participants: Attempts to identify the subject of ‘*The boy in the blue jeans waved to me*’

Selected subjects	By percentage
<i>The boy</i>	66.4%
<i>The boy in the blue jeans</i>	15%
<i>boy</i>	6.9%
other	4.7%
No response	7%

Participants were then asked whether they knew what an ‘indirect object’ was. Although 71% claimed that they did (see *Figure 7.76*), only 38.8% were actually able to identify the indirect object of a particular simple sentence (see *Table 7.20*).

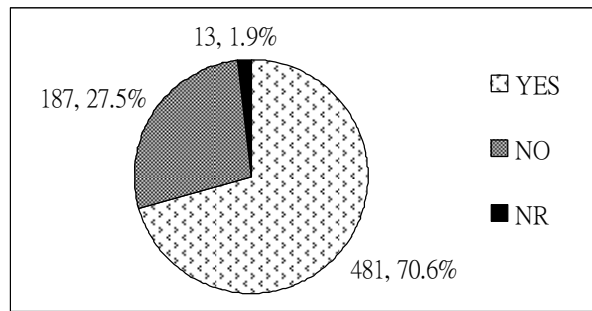


Figure 7.76: Entry-level participants: *Percentage who claimed to know what an 'indirect object' was*

Table 7.20: Entry-level participants: *Attempts to identify the indirect object of 'He gave me the red book'*

Selected Indirect Object	By percentage
<i>me</i>	38.8%
other	42.1%
No response	19.1%

Next, participants were asked whether they knew what a 'modal verb' was. The majority (79.9%) claimed that they did (see *Figure 7.77*), but a lower percentage (56.8%) was actually able to correctly identify the modal verb in a particular sample sentence (see *Table 7.21*).

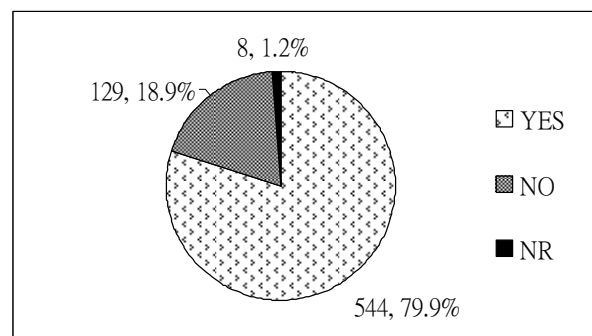


Figure 7.77: Entry-level participants: *Percentage who claimed to know what a 'modal verb' was*

Table 7.21: *Entry-level participants: Attempts to identify the modal verb in 'I might not have seen you'*

Selected Modal Verb	By percentage
<i>might</i>	56.8%
other	30.4%
No response	12.8%

What the responses to the grammatical questions indicate is that participants were less well able to identify grammatical categories than they thought they were. This might indicate that the tendency to emphasise grammatical awareness that is evident in much of the language teaching in Taiwan is less effective in increasing grammatical awareness than is sometimes supposed. This supports the finding of Liang (1994) that the fact that learners may be able to explain the rules of English does not mean that they are able to apply these rules. Furthermore, there are some very real problems in relation to the teaching of grammar in Taiwan (and elsewhere).⁸⁵

7.3 Overview

Graduation proficiency benchmarking has only recently gained ground in Taiwan and different institutions vary in terms of how graduation proficiency is assessed and the level of proficiency considered appropriate. Where institutions had agreed graduation proficiency benchmarks, less than 40% of exit-level participants had achieved them. Those who had, had an average percentage C-test score almost twice that of those who had not (16%/ 8.8%). So far as entry-level participants are concerned, the correlation of questionnaire responses and C-test scores revealed some factors that appear to have a bearing on proficiency (see *Table 7.22*).

⁸⁵ For example, some grammar practice documents posted over Taiwanese high school and university websites, identify *the girl* as the subject of the following sentences: *The girl with long hair lives in the room across the street* (Bai, [白宏彬], 1999); *The beautiful girl with a novel in her hand gave me a kiss* (Lin, 2004).

Table 7.22: Some factors that appear to have a bearing on proficiency in the case of entry-level participants

Entry-level participants		
Category	Average % C-test score	Comment
Students from Senior High Schools	19.6	Students from Senior High Schools outperformed those from Comprehensive High Schools who, in turn, outperformed those from Vocational High Schools
Students from Comprehensive High Schools	17.4	
Students from Vocational High Schools	12.6	
Specialized in English at High School	20	Students who specialized in English at High School performed, on average, 7.2% better than those who did not
Specialized in another subject at High School	12.8	
Scored Levels 3 – 10 in <i>College Entrance Examination</i>	11.3	The <i>College Entrance Examination</i> and the <i>Technological and Vocational Education Joint College Entrance Examination</i> appear to be good indicators of proficiency.
Scored Levels 11 – 15 in <i>College Entrance Examination</i>	31.8	
Scored up to 60% in <i>Technological and Vocational Education Joint College Entrance Examination</i>	3.8	
Scored above 60% in <i>Technological and Vocational Education Joint College Entrance Examination</i>	24.6	
Five or more English classes each week at High school	19.4	Prior amount of in-class exposure to English had a significant effect on average C-test score
Four or fewer English classes each week at High school	9.9	

Correlating questionnaire responses and average percentage C-test scores in the case of both entry-level and exit-level participants yielded some interesting results (see *Table 7.23*). Among these is the fact that both entry-level and exit-level students majoring in Applied Chinese or some aspect of communication outperformed students majoring in English.

Most of the findings are in line with those of the other surveys of this type to which reference has been made here. Thus, for example, exposure to more than one additional language and time spent in English-speaking countries appear to have a positive impact on proficiency. In connection with this, it is important to note that only approximately 18% of participants had any experience of living in

an English-speaking country. Bearing in mind that some researchers (e.g., Ellis, 1994) have observed that learners are likely to display stronger integrative motivation in contexts in which use of the target language is required, this is likely not only to have had some impact on the overall test scores, but also on the overall tendency towards instrumental motivation revealed in responses.

Table 7.23: *Some factors that appear to have a bearing on proficiency in the case of both entry-level and exit-level participants*

Entry-level participants		Exit-level participants		Comment
Category	Average % C-test score	Category	Average % C-test score	
Female	19.1	Female	12.3	Females scored higher than males (10.1% higher entry; 2.6% higher exit)
Male	9	Male	9.7	
Majoring in applied Chinese or some aspect of communication	22.3	Majoring in applied Chinese or some aspect of communication	18.2	Students majoring in applied Chinese or some aspect of communication scored higher on average (1.4% higher entry; 3% higher exit)
Majoring in English	20.9	Majoring in English	15.2	
Spent one month or more in an English speaking country	24	Spent one month or more in an English speaking country	14.6	Only 16.9% of entry-level participants and 17.9% of exit-level participants had visited an English-speaking country.
Spent less than one month (including no time) in an English-speaking country	14.4	Spent less than one month (including no time) in an English-speaking country	11.4	
Self-assessed proficiency - elementary	10.4	Self-assessed proficiency - elementary	9.1	The C-test average percentage of self-assessed intermediate students was over twice that of self-assessed elementary students in the case of entry-level participants and 4.8% higher in the case of exit-level participants
Self-assessed proficiency - intermediate	24.6	Self-assessed proficiency - intermediate	15.9	
Had studied a language other than English or Mandarin	19	Had studied a language other than English or Mandarin	14.3	Studying more than one additional language appears to have had a significant effect on average percentage C-test scores
Had not studied a language other than English or Mandarin	12.3	Had not studied a language other than English or Mandarin	6.3	

In *Table 7.24* includes a number of observations emerging from questionnaire responses that seem to be to be worth including in this overview.

Table 7.24: *Some final observations emerging from the questionnaire responses*

Category	Observation
Graduation proficiency benchmarks	No overall consistency in graduation proficiency benchmarking for English majors and non-English majors.
Reasons for studying English	The motivations of Taiwanese participants in the study for learning English appear largely instrumental although participants did rate the ability to converse with English-speaking people very highly.
Stereotypical perceptions of English-speaking people	Perceptions of English-speaking people were largely positive except for the fact that they were, by a considerable margin, judged to be more arrogant than Taiwanese people.
Indication of preferred model of English.	Over half of the participants indicated that they would like people to think they were native speakers of English.
Willingness to move out of comfort zone	In general, participants were more willing to use English in receptive contexts (reading, watching TV) than in productive ones (socializing with native speakers).
Knowledge about English	In terms of the examples included in the entry-level C-test, students believed they knew considerably more <i>about</i> English than was actually the case.

Although the C-test results and questionnaire responses reported here provide some insights into the backgrounds, attitudes and achievements of Taiwanese students at the point of entry to and exit from Bachelors degree level study, much more information is required before any definite conclusions can be reached. There is a need for longitudinal proficiency studies of various types, for studies of the impact on the motivation and performance of Taiwanese students of different curricula, different teaching materials and different approaches to teaching. There is also need for a study of the impact on teachers and learners of constant references in the Taiwanese press to dissatisfaction with their performance, something that is likely to have a negative impact on confidence and, hence, on performance.

Chapter 8

Looking back, looking forward: Conclusions, reflections and recommendations

8.1 Introduction

When I began this research project, my primary aims were to investigate:

- how those involved in the teaching and learning of English in higher education institutions in Taiwan are affected by, and perceive themselves to be affected by some global trends relating to English and English language education;
- how they are responding to these trends; and
- how effective their responses are.

Graddol (2006, p. 70) observes that “English now forms a key part of the educational strategy in most countries” and that “[there] is scope for great success but also for great disaster” (p. 120). My conclusion is that Taiwan is currently poised precariously in relation to the success/ disaster equation. Currently, English language education in Taiwan is marked by considerable anxiety, frustration and uncertainty. Anxiety and frustration are detectable in the interviews with educational managers notwithstanding the fact that the people interviewed are managers of an institution that has traditionally had an excellent reputation for language education (*Chapter 2*). Uncertainty is detectable in the questionnaire responses of tertiary teachers (*Chapter 5*). Some of the questionnaire responses of students indicate anxiety and uncertainty in relation to the use of English, with a considerably higher percentage indicating that they would be less willing to use English in the areas of productive skills where they had an option of not doing so than they would in the area of productive skills, and with the majority indicating that they would feel embarrassed if they were to make errors while speaking English. A measure of uncertainty is also, I believe, evident in the new English

curricula for schools (*Chapter 4*), curricula which are strongly influenced by tertiary sector English language specialists.

The English C-test results of students entering degree level study and completing the English language components of degree level study (*Chapter 6*) suggest that there is a genuine cause for concern. Students majoring in English performed less well on average in the C-tests than did students majoring in some other subjects and the C-test scores of some students who had completed degree level study were lower than those of some who were at the point of entry to degree level study. Furthermore, the range of scores was extremely wide. It is not surprising that attempts to establish graduate proficiency benchmarking have been largely unsuccessful given that there appears to be a considerable difference in proficiency among graduates of different institutions (*Chapter 6*), no inter-institutional agreement on benchmarking, no consistency in the interpretation of the results of proficiency tests, and no guarantee that students will achieve the proficiency benchmarks that have been established (*Chapter 7*). This situation is very unlikely to be confined to Taiwan. Indeed, Graddol (2006) has noted some of the difficulties currently faced by other countries for whose citizens English is not a first language. Furthermore, whereas Taiwan is moving towards graduation proficiency benchmarking for English, many countries have not yet seriously considered proficiency benchmarking for students of languages. In connection with this, it is important to note, however, that both the proficiency benchmarking systems used in Taiwan and the proficiency tests taken by Taiwanese students either emerge out of, or are strongly influenced by, language models and concepts of proficiency that are European and/or North American in orientation, something that clearly needs to be given careful consideration in light of the increasing recognition that “the local is getting sort-changed by the social processes and intellectual discourses of contemporary globalization” and that “negotiation of the global can be conducted by taking greater account of the local and respecting its value and validity” (Canagarajah, 2005, p. xiv).

For those countries, and for those institutions whose managers and teaching staff are struggling to compete not only nationally, but also internationally, the critical question is whether the enormous efforts they are making are likely to pay off in

the future. It seems to me that there are a number of hopeful signs so far as Taiwan is concerned. Teachers and educational managers in Taiwan are aware of the problems they currently face and appear to be determined to resolve them. This is likely to be a critical factor in problem resolution. Furthermore, Taiwanese researchers appear to be increasingly prepared to question international research on language teaching and learning and some of the trends associated with that research, not only in relation to its relevance, or otherwise, in the contexts in which they work, but also on more general grounds (see, for example Wu, 2004). This is the result, in part, of the increasing need for Taiwanese academics, in order to be competitive, to conduct their own research and, in part, a direct response to the perception that responsiveness to international trends has not, thus far, brought about any major advances in terms of the proficiency achievements of their students (*Chapter 5*). In this connection, it is important to note that it appears to be the exception rather than the rule for teachers of English in Taiwanese tertiary institutions to have specific qualifications in the teaching of English as a second or foreign language. In considering whether tertiary teachers of English in Taiwan should be given opportunities not only to gain higher qualifications and increase their research outputs, but also to undertake training in language teaching, it will be important to give careful thought to the approaches to language teacher education that would be most appropriate in the local context.

Some institutions in Taiwan are coping better with changes in English language education than others. These are likely to be the ones whose staff are most aware of the nature of the problems they face and the most committed to addressing them. Identifying these institutions and exploring their approach to problem resolution and the extent to which that approach is proving to be successful will be much easier when graduation proficiency benchmarking is fully in place, particularly if it is extended to the final years of schooling so that proficiency improvements, as well as final proficiency achievements, can be recorded. However, there is clearly a need for careful re-examination of the proficiency test instruments commonly used in Taiwan and others that are less commonly used, with a view to reaching agreement on their relative merits (*Chapter 6*). In particular, the experiences of Hong Kong in relation to the introduction of the

Common English Proficiency Assessment for Students (based on the IELTS) could be carefully monitored.

Since the success of English language education in schools is critical to the success of English language education at tertiary level, and since the new English curricula for schools, along with the success of the move to introduce English in Year 3, are being continuously reviewed, any problems in these areas are likely to be identified and resolved. This will inevitably have a positive impact on tertiary level English language education. In addition, this research project has identified some factors which appear to be having either positive or negative effects on English language proficiency achievements. Thus, for example, fewer than 18% of the almost 1,000 participants in the C-test and questionnaire had visited an English-speaking country and very few of them (34% in the case of entry-level participants and 17% in the case of exit-level participants) had spent more than one month there (*Chapter 7*). Both this research project and the research of Coleman and his colleagues (Coleman, 1996, 1997, 2002 & 2005) suggest that time spent in a country in which the target language is widely spoken is likely to have a positive impact on proficiency. Taiwanese tertiary institutions, in collaboration with the Ministry of Education, would do well to explore their options in relation to including overseas study as part of Bachelors degree programmes. Furthermore, since there is some evidence that majoring in English may not necessarily be the best route towards proficiency development (*Chapter 7*), they would also do well to monitor the comparative proficiency achievements of students majoring in English and other subjects, paying particular attention to the impact on proficiency of delivering other subjects, in whole or in part, through the medium of English (*Chapter 3*). In addition, students who attend Senior High Schools and Comprehensive High schools appear, in general, to out-perform students who attend vocational schools in the area of English language proficiency (*Chapter 7*). It is tempting to assume that the reason for this is that it is, traditionally, the less academically able students who attend vocational schools. There may, however, be other reasons, including the fact that students attending vocational schools are required to spend fewer hours learning English. Since both length of time learning English and number of hours of in-class exposure to English appear to have a positive impact on proficiency (*Chapter 7*),

the Ministry of Education might wish to reconsider its policies on English language provision in vocational schools. Given the apparent positive relationship between English language proficiency and the study of other languages, it might also wish to consider extending opportunities for studying other languages in schools and tertiary institutions.

8.2 Limitations of the research

An unavoidable problem for PhD students is that there is a limited amount of time available for the planning and execution of the research project and, therefore, limited opportunity to revise research plans in line with findings as they emerge. Another problem is the fact that it is extremely difficult to secure the necessary support and involvement of others in PhD research because it is often perceived not to have the authority and status of research that is conducted by senior academics. For these reasons, I am particularly grateful to those institutional managers, teachers and students who were prepared to devote effort and valuable time to participating in this study. Even so, in spite of the efforts of over one thousand research participants, some negative effects of limited time and the difficulties of securing the involvement of institutions in both the entrance-level and exit-level C-testing are evident in the outcomes.

The specific limitations of this research project of which I am currently aware include the following. First, it would have been interesting to compare the new Taiwanese curricula for English in schools with English curricula designed by different tertiary institutions for English major and minor students. Unfortunately, I was, in all but one case, unable to secure from those staff in tertiary institutions whom I approached anything other than course outlines, most of which included insufficient detail on which to base inferences about institutional curricula as a whole and the relationship among different institutional curricula. This raises interesting questions about the extent to which tertiary institutions in Taiwan engage in overall curriculum planning for English. It would, however, be inappropriate, on the basis of the limited evidence currently available to me, to reach the conclusion that overall curriculum planning is less rigorous than it might

be. After all, there are issues of confidentiality associated with such planning. A second limitation of the research is that it includes interviews with educational managers from one institution only. This was partly a question of time. Even so, it might have been possible to find the time to interview managers from at least one other tertiary institution. I did not, however, attempt to do so, largely because I lacked the confidence in the initial stages of this research project to approach them with a request to be involved in this aspect of the research. A third limitation relates to the fact that it was not possible to conduct a longitudinal study involving C-testing. Ideally, I would have liked to test the same students from the same institutions on entry to and exit from Bachelors degree study. However, this would have been impossible in view of the time limitations associated with PhD research. Even so, the findings would have been more interesting if the same number of exit-level and entry-level participants had been involved in the research and if the same institutions had been involved in the entry-level and exit-level tests. As it was, only two institutions were able to participate in both parts of the study.

8.3 Research contribution

In spite of the limitations of this study (referred to above), I believe that there are a number of areas in which it makes a contribution to existing knowledge and understanding. These are listed below.

Educational managers are necessarily concerned with the short term and longer term planning and development issues that affect their institutions. However, these issues are often a reflection of wider issues with which educational managers in many other institutions, both national and international, are concerned. In this case, the problems with which the educational managers who were interviewed were concerned were often problems that could be seen to be directly related to a number of national and international trends associated with English and English language education. This provided an opportunity to review literature relating to these trends from a rather different perspective from the one that is commonly adopted by language specialists. I believe that this perspective

was productive in highlighting some issues associated with these trends that are often neglected such as, for example, the impact on one Asian country's language planning of European developments, such as those associated with the *Common European Framework of Reference for Languages*. This is something that could usefully be developed further in view of the fact that the assumptions underlying the development of the *Common European Framework* and, indeed, the nature of the *Framework* itself, need to be subjected to careful scrutiny, particularly in relation to their relevance or otherwise in non-European contexts. After all, the initial enthusiasm that greeted some of the earlier work of the Council of Europe, including, in particular, the proposals relating to the notional syllabus (see, for example, Wilkins, 1976), led to a number of developments that appear, in retrospect, not to have been entirely positive.

This research project includes a translation into English of the new curriculum for English in Years 3 – 9 of schooling in Taiwan as well as translations of the new Taiwanese draft curricula for Years 10 – 12 of schooling. This means that these curriculum documents are now available for discussion much more widely than would otherwise be the case. So far as I am aware, this research project also provides the first detailed analysis and assessment of the new Taiwanese school curricula for English, an analysis which has the advantage of being carried out by someone who was not involved in their production. Given that these curricula, the new Year 1 – 9 curriculum in particular, represent an important part of Taiwan's response to the challenges associated with the increasing globalization of English, analysis and assessment of them seems to me to be of considerable significance, particularly as it draws attention to the fact that the overall framework is problematic in certain respects. This includes the lack of any attempt at proficiency benchmarking, the lack of a transparent relationship between core competencies and competency indicators (or more specific competencies), the variability (in terms of levels of generality and specificity) between different listings, the inclusion under certain skill headings (e.g., listening) of entries that appear to be too general to provide any useful skills-related information (e.g., being able to listen to and understand simple everyday conversations), and, under others, of a few items that appear to abstract a specific vocabulary set from all of the possible vocabulary sets for no obvious reason (e.g.,

to know different types of occupation). Above all, the analysis and discussion provided here indicates, I believe, an overall lack, in some areas, of transparency, coherence and consistency. Many of these problems appear to relate to the difficulties involved in making the transition from a grammar-centred to a communication-oriented, outcomes-based model. The fact that these curricula are likely to be subject to ongoing revision means that an analysis of the type conducted here may have some impact in the future.

I believe that this research project also makes a contribution to understanding of the backgrounds, attitudes and current concerns of tertiary teachers of English in Taiwan. In particular, it draws attention to the fact that many of the teachers involved in the survey do not have specific qualifications in the teaching of English and that even fewer of them were exposed, during their training, to a teaching practicum. Over half of them do not feel that their own training prepared them adequately for the task of teaching English. It also indicates that almost half of those involved in the survey were not aware of the content of other English courses in which their students were involved. Some of them claimed not to know whether the institution for which they work had an overall English curriculum and some of those who worked in the same institution disagreed about whether that institution did, or did not, have an overall English curriculum. Although more than half claimed that they would have no difficulty in specifying the outcomes of the courses they taught, most had difficulty in providing examples of course outcomes. Almost half of the participants did not respond to a question asking whether their institution had proficiency benchmarking. Those who did, indicated a wide range of proficiency benchmarks and proficiency benchmark test instruments. For the CSEPT test alone, the proficiency benchmarks reported for students majoring in English ranged from 240 through 260 to 580. Over 20% of respondents either did not respond to a question asking whether there was a difference between grammatical competence and discourse competence and 14% reported that they thought there was no difference between the two. Only 27% of respondents indicated that they believed it was possible for communicative language teaching to take place in classes of 20 or more students. Particularly interesting to note here is the fact that there is, and has been, considerable public concern in Taiwan about the type of training provided for teachers of English of

young learners in Taiwan but almost no public discussion (of which I am aware) of the fact that many teachers of English in the tertiary sector have no specific training in teaching the language.

This research project also contributes towards our understanding of the range of English language proficiency of students at the point of entry to Bachelors degree level study and at the point of completion of all English courses required for a major or minor in English within a Bachelors degree. Almost 1,000 students completed an English C-test. Of these, a considerable number scored zero in spite of the fact that two practice C-test texts were included in the preparation phase of the testing. The overall mean percentage score of exit-level students (12.4% before the removal of zero scores; 13.4% after the removal of zero scores) was lower than that of entry-level students (14.9% before the removal of zero scores; 17.2% after the removal of zero scores), there was a marked difference among the scores of students attending different institutions, and the actual scores ranged from 0 to 68 in the case of entry-level students and from 0 to 81 in the case of exit-level students. In this context, it is, however, important to note that the study was not a longitudinal one.

Finally, some light is thrown here on some factors that may affect proficiency. These include experience of living in an English-speaking country, experience of learning another foreign language in addition to English, number of years involved in learning English and number of hours involved in in-class instruction. Furthermore, the fact that students majoring in applied Chinese or some aspect of communication out-performed students majoring in English in terms of mean C-test scores, raises issues about the commonly held belief that the best way to achieve a high level of competence in English is to major in it.

8.4 Recommendations for future research

The recommendations for future research that are included here relate, in part, to the limitations of the present study and, in part, to issues emerging from it.

First, the interviews with senior managers from one tertiary education institution in Taiwan that were conducted as part of this research project could usefully be supplemented by interviews with senior managers from other tertiary institutions (both in Taiwan and beyond) in order to throw further light on the ways in which trends in the use of English and in the teaching and learning of English impact on educational institutions.

Secondly, the analysis and discussion of the new Taiwanese school English curricula conducted here could usefully be extended to include the national English curricula of other countries, particularly those of other Asian countries, in order to determine whether there are any major differences among them which are likely to impact on the success of English language teaching in schools. This could usefully be supplemented by a comparative study of English curricula in tertiary institutions although, bearing in mind the potential relevance of issues of confidentiality, any such study would almost certainly have to be conducted on behalf of the Ministry of Education and only after agreement has been reached on the ways in which institutional confidentiality can be protected in relation to the storage of raw data and the way in which findings are reported.

Responses to the questionnaire for teachers of English in tertiary institutions raised a number of issues that would be worthy of further research involving a greater number of research participants. These include issues relating to the qualifications and training of tertiary-level teachers of English and their experience of, and attitudes towards, curriculum planning and course design.

Further research on proficiency that involves a range of different schools and tertiary institutions would provide policy-makers with useful comparative data. However, one disadvantage of using C-testing is that it is inappropriate for younger learners and is more useful at the higher stages of proficiency development (from intermediate onwards). Further investigation may reveal that some of the difficulties that the students had in relation to this C-test may have related as much to the European bias of the test used as it did to the actual competences of the test-takers. In the absence of an experiment in which C-tests developed and validated in Taiwan are also used, no definitive conclusions can be

reached. However, if there is a problem in relation to this particular C-test, there are likely also to be similar problems in relation to high-stakes tests such as the TOEFL and IELTS. This is certainly something that requires further investigation.

Finally, more research on the impact on graduate English language proficiency of factors such as experience of living in an English-speaking country and of learning other foreign languages would provide policy-makers in Taiwan with useful information on which to base decisions about some aspects of the future of English language education in Taiwan.

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Appendix 1:

*Semi-structured interviews schedules and lists
of questions*

Interview schedule

Year	Date	Interviewee
2004	February 3	Chairperson of the Board of Governors
2004	February 4	Chairperson of Foreign Language Instruction
2004	February 11	President
2004	February 13	Chairperson of English Department
2004	April 25	Dean of the Academic Affairs (now Vice president)

Semi-Structured Interview: Ursuline Sisters

List of Questions

1. When was Wenzao Ursuline College founded?
2. Why was it founded?
3. What was its central aim/mission at the time it was founded?
4. Why was it considered important to establish Wenzao Ursuline College?
5. Was the teaching of English central to the work of Wenzao Ursuline College at the time when it was founded?
6. What are the main changes (social; economic; educational) that have influenced changes and developments at Wenzao Ursuline College since it was founded?
7. What are the main things that are currently likely to have an effect on Wenzao Ursuline College?
8. Is it, in your view, going to be possible for Wenzao to adapt and change in relation to changing circumstances at the same time as maintaining all (or some) of its original aims/mission?
9. Are there any changes you would like to see happening in relation to Wenzao Ursuline College?

10. Do you think there is a special role that Wenzao Ursuline College can /should perform in Taiwan now/ in the immediate future?
11. What role should the teaching of English play at Wenzao Ursuline College (a) now, and (b) in the immediate future?
12. What do you think the relationship between the school and the college (a) was originally intended to be; (b) is now; (c) should be in the future?
13. Can you tell me your vision for Wenzao Ursuline College in ten years from now?
14. Is there anything else you would like to say?

Semi-Structured Interview: President

List of Questions

1. What are the main changes (social; economic; educational) that have influenced changes and developments at Wenzao Ursuline College since it was founded?
2. What are the main things that are currently likely to have an effect on Wenzao Ursuline College?
3. Is it, in your view, going to be possible for Wenzao to adapt and change in relation to changing circumstances at the same time as maintaining all (or some) of its original aims/mission?
4. Are there any changes you would like to see happening in relation to Wenzao Ursuline College?
5. Are there any changes that you believe must happen in relation to Wenzao Ursuline College?
6. Do you think there is a special role that Wenzao Ursuline College can/should perform in Taiwan now/ in the immediate future?
7. What role should the teaching and learning of English play at Wenzao Ursuline College (a) now, and (b) in the immediate future?

8. What do you think the relationship between the school and the college (a) was originally intended to be; (b) is now; (c) should be in the future?
9. In general, do you believe that the English students at Wenzao Ursuline College of Languages have a better or worse standard of proficiency in English when they graduate than they had in the past?
10. What changes do you believe could/ should take place in relation to:
 - the overall curriculum at Wenzao?
 - the English curriculum at Wenzao?
 - the education and training of existing English teaching staff at Wenzao?
 - the education and training of new English teaching staff at Wenzao?
11. Can you tell me your vision for Wenzao Ursuline College in ten years from now?
12. Is there anything else you would like to say?

Semi-Structured Interview: Chairperson of English Department

List of Questions

1. Was the teaching of English central to the work of Wenzao Ursuline College at the time when it was founded?
2. What are the main changes (social; economic; educational) that have influenced changes and developments at Wenzao Ursuline College since it was founded?
3. What role should the teaching and learning of English play at Wenzao Ursuline College (a) now, and (b) in the immediate future?
4. In general, do you believe that the English students at Wenzao Ursuline College of Languages have a better or worse standard of proficiency in English when they graduate than they had in the past?
5. Do you think there is a special role that Wenzao Ursuline College can/should perform in Taiwan now/ in the immediate future?

6. What was the English curriculum like? Has it changed through out the years? If it has, which would you prefer to work with?
7. What changes do you believe could/ should take place in relation to:
 - the overall curriculum at Wenzao?
 - the English curriculum at Wenzao?
 - the education and training of existing English teaching staff at Wenzao?
 - the education and training of new English teaching staff at Wenzao?
8. Can you tell me your vision for Wenzao Ursuline College in ten years from now?
9. What do you think the relationship between the school and the college (a) was originally intended to be; (b) is now; (c) should be in the future?
10. Is there anything else you would like to say?

Semi-Structured Interview: Dean of Academic Affairs

List of Questions

1. You are yourself a graduate of Wenzao. What do you think were the most important aspects of your experience there as an undergraduate?
2. Now that you are one of the most important figures at Wenzao, what do you think you can do to make sure that today's students have an experience that they will remember with the same gratitude as you do?
3. What does Wenzao need to do to gain University status?
4. Do you think that Wenzao can retain its unique character after it achieves University status?
5. Do you think that Wenzao students of English can achieve higher proficiency gains that they do at present? If so, what do you think we need to do to achieve this?
6. Language teaching is labour intensive. Do you think that we should introduce more self-access learning to release staff to do research on an ongoing basis?

7. Do you think that courses in English for specific purposes (e.g. business) are really effective? Might it be better to have core English courses and other courses (e.g. business) taught in Mandarin?
8. The German Department has made important changes to its curriculum. Do you think the English Department could or should do the same?
9. What do you think Wenzao can do to convince the Ministry of Education in Taiwan that it should play a more central role in making language policy for the country?
10. What are the main frustrations that you have experienced in trying to bring about change at Wenzao?
11. The University of Waikato is one of the newest universities in New Zealand. It is currently celebrating its 40th anniversary as a University. It introduced a post-graduate Diploma and Masters in Applied Linguistics (second language teaching and learning) in 1991. These qualifications are now firmly established and three of its staff work closely with the New Zealand Ministry of Education in the area of language policy and planning. In view of the similarities between Wenzao and Waikato, do you think there are ways in which the two institutions could help one another?

Appendix 2:

*Taiwanese degree programs taught through the
medium of English*

Appendix 2: Programmes available in English in Taiwanese universities in 2004 – 2005(Part 1) (information drawn from a range of WWW sources).

Institution	Undergraduate	Masters	Doctorate
National University of Taiwan	Computer Science and Information Engineering; Chemical Biology and Molecular Physics; Nano Science and Technology	Occupational Medicine and Industrial Hygiene; Applied Mechanics; Computer Science and Information Engineering; Business Administration; Accounting; Finance; International Business; Information Management	Physics; Applied Mechanics; Computer Science and Information Engineering
National Chengchi University		MBA; Taiwan Studies; China Studies	
National Cheng Kung University		MBA	
National Tsing Hua University		MBA; Computer Science; International Engineering and Engineering Management; Nano Science and Technology	Molecular Dynamics and Spectroscopy; Chemical Biology and Molecular Biophysics; Bioinformatics; Computational Linguistics and Chinese Language Processing; Nano Science and Technology
National Chiao Tung University	Taiwan Studies	MBA; Electrical Engineering and Computer Science; Taiwan Studies	MBA; Electrical Engineering and Computer Science; Taiwan Studies
National Sun Yat-Sen University			Mainland China Studies
National Chung Hsing University		Electronic Commerce; Molecular and Biological Agricultural Sciences	Molecular and Biological Agricultural Sciences

Appendix 2 (continued): Programmes available in English in Taiwanese universities in 2004 – 2005 (Part 2)

Institution	Undergraduate	Masters	Doctorate
National Central University	French Language and Literature	Chinese Classics – Contemporary Interpretations; Cultural Studies – Theory and Practice; The International Hakka Studies Program; Philosophy; History; Learning and Instruction; Human Resource; Business Administration; International Environment-Sustainable Development; Optical-Mecatronic Engineering; Construction Engineering; Materials Chemistry and Physics; Physics; Astronomy; Earth System Science; Atmospheric Physics; Geophysics; Space Science; Hydraulic Sciences; Electrical Engineering with specialization on Engineering Entrepreneurship; Computer Science and Information Engineering	Chinese Literature; Philosophy; Physics; Astronomy; Mechanical Engineering; Chemical and Materials Engineering; Business Administration; Electrical Engineering; Computer Science and Information Engineering; Communication Engineering; Atmospheric Physics; Geophysics; Space Science
National Yang Ming University		International Health	Molecular Medicine; Bioinformatics
National Taiwan Ocean University		Aquatic Sciences and Marine Resource Management	
National Chiayi University		Agriculture; Horticulture; Animal Science; Food Science; Biotechnology; Aquatic Biosciences	
Fu Jen Catholic University	Business Management;		

Appendix 2 (continued): Programmes available in English in Taiwanese universities in 2004 – 2005 (Part 3)

Institution	Undergraduate	Masters	Doctorate
Ming Chuan University	Business; Tourism; Information Communications; Information Management; Digital Media Design; Electronic Engineering	International Affairs; Tourism; Management	Management
Taichung Healthcare and Management University	Health Care Administration; Computer Science and Information Engineering		
National Taiwan University of Science and Technology		Chemical Engineering; Computer Communication Networks; Mechanical Engineering; Construction Engineering; Polymer Engineering	Chemical Engineering
National Pingtung University of Science and Technology	Tropical Agriculture and International Cooperation	Tropical Agriculture and International Cooperation	Tropical Agriculture and International Cooperation
National Teipei University of Technology	Materials and Mineral Resources Engineering	Mechanical and Electronic Engineering	
National Kaohsiung University of Applied Sciences	Mechanical Engineering; Mold and Die Engineering	Commerce	
Southern Taiwan University of Technology		Mechatronics Program in Mechanical Engineering; IMBA Program in Business Administration	
Meiho Institute of Technology		MBA	

Appendix 3:

*An outline of evidence from various correlation
studies involving C-testing*

Adapted from Eckes and Grotjahn (2006, pp. 295-297).

Table 1: Bivariate correlations between C-tests and other common language tests

Test	r	r*	Rel	n
<p><i>Communicative use of English as a Foreign Language Test</i> (RSA intermediate; Wright, 1990: 175) 6 texts; 150 blanks Learners of English as a third language in the European school of Luxembourg:</p> <p>Total Writing of letters Reading Listening</p>	.71 .61 .31 .49			55
<p><i>ELBA</i> (Negishi, 1987) 4 texts; 100 blanks Japanese EFL university students:</p> <p>Total Grammar Vocabulary Reading Comprehension</p>	.76 .56 .62 .80		.78 ^a	20
<p><i>English Placement Test (EPT)</i> (Jafarpur, 2002: 35, 39) 4 texts; 100 blanks Iranian EFL university students:</p> <p>Total Listening Grammar Vocabulary Reading</p>	.80 .65 .72 .74 .72	.87 .87 .84 .85 .86	.92 ^c	146
<p><i>Iowa State English Placement Test</i> (Chapelle and Abraham, 1990: 146) 5 paragraphs from one text; 75 blanks ESL university students: Vocabulary ('grammatically based') Writing Reading Listening</p>		.84 .64 .60 .47	.81 ^b	49
<p><i>Michigan Test</i> (Boonsathorn, 1987) 2 C-Tests with 4 texts; 100 blanks each test ESL university students:</p> <p>Total 1 Total 2</p>	.54 .61		.81 ^a .90 ^a	23 19

Table 1 (continued): Bivariate correlations between C-tests and other common language tests

<i>Oxford Placement Test</i> (OPT) (Sigott, 2004) 4 texts; 100 blanks Austrian students of English as a main subject: Grammar part of the OPT (100 items)	.83	.93	.81 ^a	60
<i>TestDaF</i> (Arras <i>et al.</i> , 2002) 4 texts; 80 blanks university students (worldwide): Reading Listening Writing Speaking	.65 .64 .68 .64		.84 ^a	187 187 155 145
<i>TOEFL</i> (Babaii and Ansary, 2001) 5 texts; 100 blanks Iranian EFL engineering students: Total Structure Vocabulary Reading comprehension	.88 .88 .79 .80		.88 ^a	32
<i>TOEFL</i> (Hastings, 2002b: 21) 12 tests; 120 blanks ESL program at the University of Wisconsin-Milwaukee; correlations' corrected for TOEFL reliability: August 1991 December 1991 May 1992 December 1992		.87 .94 .91 .87		18 35 46 53
<i>TOEFL</i> (Chihara <i>et al.</i> , 1996) 4 C-tests: 4 texts, 100 blanks each test Japanese EFL junior college students: Total Structure Vocabulary and reading Listening	.55 to .65 .43 to .61 .38 to .50 .36 to .61		.76 to .81 ^c	82 to 93
<i>TOEFL</i> (Farhady and Jamali, 1999) 1 text; 100 blanks Senior Iranian EFL university students: Total without listening and writing	.46		.85 ^c	47
<i>TOEIC</i> (Dörnyei and Katona, 1992) 4 texts differing in length; 81 blanks Hungarian university English majors: Total Listening Reading	.62 .51 .54		.75 ^a	102

Table 1 (continued): Bivariate correlations between C-tests and other common language tests

Hungarian secondary school pupils:			.77 ^a	53
Total	.62			
Listening	.53			
Reading	.58			
TOEIC (Daller and Phelan, 2006)				
6 texts; 120 blanks				
EFL students from France in the U.K:			.84 ^a	30
Reading d	.48			
Listening d	.45			

“Notes: We considered only C-Tests based on the classical deletion principle (i.e. ‘2nd half of every 2nd word’); r = Pearson correlation or Spearman rank correlation (all significant at $p < .01$, one-tailed); r^* = Pearson correlation corrected for attenuation; Rel = Reliability coefficient (C-test); ^a Cronbach’s Alpha. ^b Kuder-Richardson KR20; ^c Kuder-Richardson KR21; d Course entry data only.”(Eckes & Grotjahn, 2006, p. 297).

Appendix 4:

*Original version of The Grade 1~9 Integrated
Coordinated Curriculum (Taiwan) with my
translation*

英語

一、基本理念

隨著地球村時代的來臨，國際間政治、經濟、文化往來頻繁，英語的重要性日益突顯。從資訊、科技、工商業、乃至高等教育，英語已成爲國際交流的重要溝通工具。此外，透過英語文學習，學習者能適切回應英語國家的社會文化活動和增進多元文化的了解與尊重，並進而使用英語能力爲二十一世紀的生活作準備，更被引述爲世界公民的必要素質。

爲配合政府國際化的政策，提高我國國際競爭力，政府正大力推動各個階段的英語教育，加上社會各界的殷切期盼，英語教學遂規劃九十四學年度起提前至國小三年級開始實施。

國民中小學英語課程旨在奠定國人英語溝通能力的基礎、提昇英語學習的動機與興趣、涵泳國際觀、獲致新知，以期未來能增進國人對國際事務的處理能力，增強國家競爭力。本課程強調營造自然、愉快的語言學習環境，以培養學生的學習興趣和基本溝通能力。上課宜採輕鬆活潑、互動的教學模式；教材內容及活動設計宜生活化、實用化及趣味化；體裁宜多樣化。除強調個別語言成分之外，更應強調聽、說、讀、寫四種技能的培養，透過多元教材與活動練習，循序漸進，讓學生藉由同儕及師生的互動，多方面接觸英語，並實際運用，而非由老師單向灌輸文法知識。爲了維持學生的學習動機且不增加學習負擔，教材的份量及難易度宜適中，學生的學習興趣與吸收能力應勝於教學進度的考量。

二、課程目標

國民中小學英語課程的目標爲：

1. 培養學生基本的英語溝通能力，俾能運用於實際情境中。
2. 培養學生學習英語的興趣與方法，俾能自發有效地學習。
3. 增進學生對本國與外國文化習俗的認識，俾能加以比較，並尊重文化差異。

三、分段能力指標

英語科課程分爲國小及國中兩階段：

國小階段：國小三、四、五、六年級。

國中階段：國中一、二、三年級。

以上兩階段的教學同時注重聽、說、讀、寫，不過本課程希望能運用兒童在發音學習方面的優勢，於國小三、四年級的啓蒙階段強調聽、說的學習，讓兒童藉由豐富的英語聽、說的學習，奠定良好的英語口語溝通基礎。然而即使是在啓蒙階段，讀、寫活動並未偏廢，而是適時融入課程，讓學生藉由接觸簡易的閱讀材料，以及適當的臨摹及填寫字詞等練習，自然體驗語言的不同形式，以收聽、說、讀、寫四者相輔相成的效果。國中階段除了持續地培養基本聽說讀寫的能力外，更強調英語的實際運用，發揮其工具性功能，藉以吸收新知、幫助個人身心發展。

本課程的分段能力指標分國小、國中兩階段加以規劃，並依語言能力、學習英語的興趣與方法、及文化與習俗三方面加以敘述。其中語言能力的陳述涵括聽、說、讀、寫以及語言綜合應用能力五項。

- 〈說明〉
1. 能力指標編號：第一個數字代表能力類別，第二個數字代表學習階段，第三個數字代表流水號。
 2. 國小階段部份能力指標以斜體字標示者，代表該能力指標較爲基本，應該優先在國小三、四年級達成。
 3. 九年一貫英語科教學應涵蓋以下所有的能力指標，惟表中標有*號者，表示各校在針對學生的能力特質或各校的不同時數規劃課程時，可就該項能力指標選取或自行研發深淺、份量不同的教材，進行適性教學。

(一)、語言能力

1. 聽

國小階段	1-1-1 能聽辨 26 個字母。 1-1-2 能聽辨英語的語音。 1-1-3 能聽辨課堂中所習得的詞彙。 1-1-4 能聽辨問句和直述句的語調。 1-1-5 能聽辨基本的單字、片語、及句子的重音。 1-1-6 能聽辨句子的節奏。 1-1-7 能聽懂常用的教室用語及日常生活用語。 1-1-8 能聽懂簡單的句子。 1-1-9 能聽懂簡易的日常生活對話。 *1-1-10 聽懂簡易歌謠和韻文的主要內容。 *1-1-11 能藉圖畫、布偶及肢體動作等視覺輔助，聽懂簡易兒童故事及兒童短劇的大致內容。
國中階段	延續國小階段的基礎，繼續發展以下各項能力： 1-2-1 能辨識簡易詩歌的節奏與音韻。 1-2-2 能辨識不同句子語調所表達的情緒和態度。 1-2-3 能聽懂日常生活對話和簡易故事。 *1-2-4 能辨識對話或訊息的主旨或目的。 *1-2-5 能透過視覺上的輔助，聽懂簡易影片和短劇的大致內容。

2. 說

國小階段	2-1-1 能說出 26 個字母。 2-1-2 能唸出英語的語音。 2-1-3 能說出課堂中所習得的詞彙。 2-1-4 能以正確的語調說出問句和直述句。 2-1-5 能以正確的重音及適當的語調說出簡單的句子。 2-1-6 能使用簡單的教室用語。 2-1-7 能以簡易英語介紹自己。 2-1-8 能以簡易英語介紹家人和朋友。 2-1-9 能使用基本的社交禮儀用語。 2-1-10 能作簡單的提問、回答和敘述。 2-1-11 能吟唱和朗讀歌謠韻文。 2-1-12 能以簡易英語看圖說話。 *2-1-13 能根據圖片或提示以角色扮演作簡單的對話。 *2-1-14 能參與簡易的兒童短劇表演。
國中階段	延續國小階段的基礎，繼續發展以下各項能力： 2-2-1 能使用主要的教室用語。 2-2-2 能以簡易英語參與課堂上老師引導的討論。 2-2-3 以簡易的英語表達個人的需求、意願和感受。 2-2-4 能以簡單的英語描述日常生活中相關的人、事、物。 2-2-5 能依人、事、時、地、物作提問和回答。 *2-2-6 能依情境及場合，適切地表達自我並與他人溝通。 *2-2-7 能參與簡易的短劇表演。 *2-2-8 能以簡單的英語介紹國內外風土民情。

3. 讀

國小階段	3-1-1 能辨識印刷體大小寫字母。 3-1-2 能辨識課堂中習得的詞彙。 3-1-3 能使用字母拼讀法(phonics)中基本常用的規則讀出單字。 3-1-4 能看懂簡易的英文標示。 3-1-5 能辨識故事、韻文、歌謠中的常用字詞。 3-1-6 能看懂簡單的句子。 3-1-7 能了解英文書寫格式，如字間空格、句首大寫、由左到右、上而下及句尾適當標點符號。 3-1-8 能跟著老師或錄音帶正確地朗讀課本中的對話和故事。 *3-1-9 能藉圖畫、圖示等視覺輔助，閱讀並了解簡易故事及兒童短劇中的大致內容。 *3-1-10 能藉圖畫、書名或上下文做簡易的預測或推論。
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3. 讀 (續前頁)

國小階段	*3-1-11 能活用字母拼讀法(phonics)的規則讀出單字。
國中階段	<p>延續國小階段的基礎，繼續發展以下各項能力：</p> <p>3-2-1 能辨識英文字母的連續書寫體 (cursive writing)。</p> <p>3-2-2 能用字典查閱字詞的讀音及意義。</p> <p>3-2-3 能看懂常用的英文標示和圖表。</p> <p>3-2-4 能用適切的語調、節奏朗讀短文、故事等。</p> <p>3-2-5 能了解課文的主旨大意。</p> <p>3-2-6 能了解對話、短文、書信、故事及短劇等的重要內容與情節。</p> <p>*3-2-7 能辨識故事的要素，如背景、人物、事件和結局。</p> <p>*3-2-8 能從上下文或圖示，猜字意或推論文意。</p> <p>*3-2-9 能閱讀不同體裁、不同主題的簡易文章。</p> <p>*3-2-10 能了解並欣賞簡易的詩歌及短劇。</p>

4. 寫

國小階段	<p>4-1-1 能書寫印刷體大小寫字母。</p> <p>4-1-2 能書寫自己的姓名。</p> <p>4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>4-1-4 能臨摹抄寫課堂中習得的句子。</p> <p>4-1-5 能拼寫一些基本常用字詞（至少一百八十個）。</p> <p>4-1-6 能依圖示填寫重要字詞。</p> <p>4-1-7 能掌握英文書寫格式寫出簡單的句子。</p>
國中階段	<p>延續國小階段的基礎，繼續發展以下各項能力：</p> <p>4-2-1 能填寫簡單的表格及資料等。</p> <p>4-2-2 能依提示合併、改寫及造句。</p> <p>4-2-3 能寫簡單的賀卡、書信（含電子郵件）等。</p> <p>*4-2-4 能依提示書寫簡短的段落。</p>

5. 聽說讀寫綜合應用能力

國小階段	<p>5-1-1 能正確地辨識、唸出與寫出 26 個英文字母。</p> <p>5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>5-1-4 口語部份至少會應用三百個字詞，書寫部份至少會拼寫其中一百八十個字詞，以應用於簡易的日常溝通中。</p> <p>5-1-5 能聽懂日常生活應對中常用語句（如問候、致謝、道歉、道別等），並能作適當的回應。</p> <p>*5-1-6 能依文字或口語提示寫出重要字詞。</p> <p>5-1-7 能活用字母拼讀法(phonics)了解英語拼字與發音間規則的對應關係，並能嘗試看字發音，聽音拼字。</p>
國中階段	<p>延續國小階段的基礎，繼續發展以下各項能力：</p> <p>5-2-1 畢業時，學生應至少學會一千二百個字詞，並能應用於聽、說、讀、寫的溝通中。</p> <p>5-2-2 能轉述別人簡短的談話。</p> <p>5-2-3 能聽懂日常生活對話、簡易故事或廣播，並能以簡單的字詞、句子記下要點。</p> <p>5-2-4 能看懂故事及簡易短文，並能以幾個簡短的句子述說或寫出內容大意。</p> <p>*5-2- 能看懂日常溝通中簡易的書信、留言或賀卡、邀請卡等，並能以口語或書面作簡短的回應。</p> <p>*5-2-6 能看懂並能填寫簡單的表格、資料。</p> <p>*5-2-7 能翻譯簡易的中英文句子。</p>

(二)、學習英語的興趣與方法

國小階段	6-1-1 樂於參與各種課堂練習活動。 6-1-2 樂於回答老師或同學所提的問題。 6-1-3 對於老師的說明與演示，能集中注意。 6-1-4 主動溫習、預習功課。 6-1-5 運用情境中非語言訊息，如圖示、肢體動作、語調、表情等幫助學習。 6-1-6 樂於接觸課外英語教材。 6-1-7 不畏犯錯，樂於溝通、表達意見。 6-1-8 主動向老師或同學提出問題。 6-1-9 在生活中有使用英語機會時，樂於嘗試。 6-1-10 在生活中接觸英語時，樂於探究其涵意並嘗試模仿。 6-1-11 運用已學過字詞之聯想以學習新的字詞。 6-1-12 樂於參與有助提昇英語能力的活動（如英語營、詩歌朗誦、短劇表演或比賽等）。 *6-1-13 具有好奇心，並對老師或同學討論的內容能舉出示例或反例。 6-1-14 主動做完老師交待的作業。 *6-1-15 主動查閱圖畫字典。 *6-1-16 會在生活中或媒體上注意到學過的英語。
國中階段	以國小階段的學習興趣與方法為基礎，進一步加以提升增強： 6-2-1 樂於接觸英語電影、歌曲、廣播、書籍等。 6-2-2 對於世界各地民情文化有興趣，並樂於找機會接觸。 *6-2-3 樂於嘗試閱讀故事、雜誌及其他課外讀物。 6-2-4 了解基本英文閱讀技巧，進而提升閱讀的興趣與能力。 6-2-5 對於教學內容能主動複習並加以整理歸納。 *6-2-6 利用簡單工具書(如字典)，主動了解所接觸英語的內容。 *6-2-7 主動從網路或其他課外材料搜尋相關的教學資源，與老師及同學分享。

(三)、文化與習俗

國小階段	7-1-1 能認識課堂中所介紹的國內外主要節慶習俗。 7-1-2 能了解我國主要節慶的簡易英語表達方式。 7-1-3 能了解一些國際社會的基本禮儀。 7-1-4 能認識外國風土民情。
國中階段	以國小階段對文化習俗的了解為基礎，進一步發展以下知能： *7-2-1 能以簡易英語介紹中外風土民情。 *7-2-2 能了解國際社會的基本說話禮儀。 *7-2-3 能從多元文化觀點，了解並尊重不同的文化及習俗。

四、分段能力指標與十大基本能力的關係

九年一貫課程強調國民教育階段應培養學生十項基本能力（見下表）。各學習領域的分段能力指標，須盡量符合新課程的十項基本能力的內涵。英語在我國為外語，國小、國中階段實為英語教育的起步階段，此時期英語課程的主要目標在於奠定基本的英語溝通能力、培養英語學習的興趣與方法、以及增進中外文化的了解。國小、國中的英語課程教學時數有限，內容十分淺顯，難以直接闡揚、培育十項基本能力的內涵。但透過教學內容中的主題、溝通功能、及課堂中的人際互動，英語課程所培養的能力仍有助於達成此十項基本能力的精神或內涵。

九年一貫英語課程所發展的能力或態度與十項基本能力的對應，列舉數例如下：

基本能力	英語課程透過主題、溝通功能、教學活動可培養之能力或態度
(一) 了解自我與發展潛能	了解身體部位之說法。
	了解如何以簡易英語表達個人之興趣與嗜好。
	了解如何以簡易英語描述個人之外表與個性。
	了解如何以簡易英語描述日常生活作息。
	了解如何以簡易英語描述個人專長。
	認識不同的職業類別。
(二) 欣賞、表現與創新	欣賞英語之音韻節奏。
	吟唱和朗讀簡易歌謠及韻文。
	欣賞簡易兒童故事。
	欣賞簡易文學作品。
	欣賞簡易卡通影片。
	欣賞簡易廣播、電視、電影等節目。
(三) 生涯規劃與終身學習	培養英語之基本能力，奠定終身學習的基礎。
(四) 表達、溝通與分享	使用簡易教室用語。
	參與課堂口語練習。
	使用簡易英語參與課堂討論活動。
	使用簡易英語從事日常生活對話。
	使用簡易英語介紹自己、家人和朋友。
	使用簡易英語表達個人需求與感受。
	使用簡易英語表達個人意見。
	使用簡易英語分享個人經驗。
	使用簡易英語描述生活中相關之人、事、物。
	使用簡易英語進行提問、回答和敘述。
	使用簡易英語回應或解釋別人所說的話。
	使用基本的社交禮儀用語。
	了解英美人士之溝通方式。
	依情境場合，使用簡易英語適切表達自我，與他人溝通（如問候、同意、道歉、告別等）。
(五) 尊重、關懷與團隊合作	透過英語學習，培養對人權、兩性、及弱勢族群之尊重。
	透過英語學習，培養對家人、朋友及社區之關懷。
	透過英語學習，培養環保觀念。
(六) 文化學習與國際了解	認識中外節慶習俗。
	了解中外風土民情。
	欣賞簡易兒童文學作品，藉以了解他國文化。
	了解國際社會禮儀。

九年一貫英語課程所發展的能力或態度與十項基本能力的對應(續前頁)

基本能力	英語課程透過主題、溝通功能、教學活動可培養之能力或態度
(六) 文化學習與國際了解	欣賞、接納不同之文化習俗。
	培養國際觀。
(七) 規劃、組織與實踐	利用有效之外語學習方法安排規劃英語之學習。
(八) 運用科技與資訊	認識一些生活常見的科技、資訊用語。
	利用科技提昇英語學習興趣。
	利用網路查詢資料。
(九) 主動探索與研究	使用字典及其他工具書查詢資料。
(十) 獨立思考與解決問題	培養利用英語解決問題之能力。

五、實施要點

(一)、教材綱要

國民中小學英語科教材的內容取材應涵蓋以下幾個部份：

1．主題與體裁

英語科課程應符合趣味化、實用化及生活化的原則，並適度納入本土教材。教材所涵蓋的主題層面宜多元，以學生日常生活相關的主題，如家庭、學校、食物、動植物、節慶習俗、職業、旅遊、運動、休閒等為主要內容，並儘量呼應十項基本能力的精神，以順應時代潮流，涵詠現代公民的素養。教材編寫及活動設計亦應多樣化，並融入各種不同的體裁，如歌謠、韻文、賀卡、便條、書信、簡易故事、幽默短文、短劇、謎語、笑話、卡通、漫畫等。(詳見附錄一)

2．溝通功能

國小國中所應培養的溝通能力屬於基本常用者,包括日常交談、社交應對等一般人際溝通的語言能力。依其功能可分為問候、感謝、道歉、同意、請求、問路、打電話等類別。(詳見附錄二)

3．語言成份

(1) 字母：教材中英文字母教學包括印刷體大小寫及連續體大小寫。國小階段只須學會印刷體，國中階段須會辨識連續體書寫的文字，但平日的書寫仍以印刷體為主。教師書寫黑板或批改習作，亦盡量採用印刷體。

(2) 發音：國小初學階段除了單音的聽說模仿外，發音教學應注重音的組成、音節、重音的練習，並將英語的基本語音適時融入單字中介紹。教師應善用字母拼讀法讓學生熟悉字母與發音的對應關係，並能主動看字讀音。音標本身僅是一種學習工具，可用來幫助學生在面臨不熟悉的詞彙而又無法靠字母拼讀法的對應規則協助發音時，藉由查閱字典中的音標讀出字音。音標教學宜在國中階段開始實施，此時學生對英語語音已具基本聽與說的能力，而字母符號的建構亦較穩固，開始學習音標符號，較不致於與字母混淆。

(3) 字彙：為了顧及教材的銜接及避免使用艱深詞彙，國小中英語教材編寫所用的字彙宜稍加界定，以免各版本的教材所使用的字彙差異過大。因此本課程綱要提供了一份常用一千二百及二千字參考字彙表(詳見附錄三)。本字彙表的制定係參考多種字彙來源，包括民國八十三年教育部發布的「國民中學課程標準」參考字彙表、韓國小學課程綱要參考字彙、上海九年制課程綱要詞彙表、日本初中英語教材常用字彙、數種國內外兒童英語教材常用字彙、LTTC「全民英檢初級檢定二千字彙參考表」，以及民國八十四、九十、九十一年大學入學考試中心公佈的高中英文參考詞彙表中的最常用字詞，和 Collins COBUILD 最新字典(1995, 2001)所制定的最常用英文字彙表(該字典是根據 The Bank of English 語料庫編制的)，綜合彙整，輸進電腦，建立一詞庫及字頻表後，並參考美國、英國、南非、及日本等國最常用英文字彙，最後再依我國中小學階段學生的認知能力、生活經驗，英語學習目標，及外語學習環境等因素，由編輯、諮詢委員多次討論、研商後，加以篩選調整完成。國小國中階段的教材，宜優先從常用一千二百字詞(即參考字彙表中有畫底線的字詞)中選取編纂。若需要加深

或加廣時，可從參考字彙表的其餘字詞中選用。爲了使教材編寫具有彈性空間，教材編纂時亦可視其必要性斟酌選用本表以外的字彙。

學生完成國小階段的英語教育，口語部份應至少會應用三百個字詞，書寫部份則至少會拼寫其中一百八十個字詞。國中畢業時，學生應至少學會一千二百個字詞，並能應用於聽、說、讀、寫溝通中。

爲減輕學生學習的負擔，各教學單元的新字詞，可依其在該單元的重要性，區分爲「應用字彙」(words for production)和「認識字彙」(words for recognition)。兩者的界定如下：凡是出現在每課主教材及相關的主要練習活動中的字詞，皆應列爲「應用字彙」或「認識字彙」，兩者的區隔主要是以該字詞在理解課文及練習活動的重要性而定。若該字詞與該課主題關係密切、攸關教材內容的了解且爲常用字詞者，則歸爲「應用字彙」；反之，則歸爲「認識字彙」。教授這兩類字彙時，對學生所要求的掌握、精熟程度略有不同。「應用字彙」部分，學生必須了解其字義、聽懂讀音，同時需能在書面或口頭溝通中正確拼讀書寫，並在適切的語境中使用該字詞。而「認識字彙」部分，學生只要了解字義、聽懂讀音，以幫助了解文句語意，不必拼讀、書寫或於口語溝通中運用的字詞（至多僅作爲口語練習之用）。

(4) 句型結構：國小國中教材可採用的句型，應以基本常用爲主（詳見附錄四），避免冷僻、抽象的文法知識的灌輸。句型結構的呈現應循序漸進、由簡而繁，讓學生透過有意義的情境了解語意，經由語意的了解，進而建構語言規則並熟悉句型。句型結構呈現的順序應考量教材內容的完整性與趣味性，作適度調整。國中與國小兩階段所介紹的句型應有良好的銜接。並適時重複，讓學生有充分的機會練習所學的句型，進而能靈活應用。

(二) 教材編纂原則

國小國中的英語教材包含平面教材及視聽教材。各種教材的編製以學生的興趣及需要爲依歸，內容應實用、淺顯、生動活潑且有趣。編製教材宜參考分段能力指標及附錄中所列的主題、體裁及溝通功能，以落實英語課程目標。國小階段的教材內容及活動設計重視聽、說能力，培養簡易的讀、寫能力。國中階段應力求聽、說、讀、寫四種能力均衡發展。

教材編撰時，每單元宜提供生活化的情境，並融合主題、句型結構及溝通功能加以編寫。活動的設計宜多元，並強調溝通式活動，以增進學習語言的興趣並培養基本的溝通能力。每單元的活動宜環繞主題或溝通功能加以設計，字彙、片語、句型的介紹應採循序漸進，由易漸難螺旋向上的模式，並適時安排複習單元，提供學生反覆練習的機會。介紹過的主題、溝通功能或文法句型，之後仍可以較高層次的應用方式再次出現。教材的主題應與學生的生活密切配合，體裁宜隨著學生年齡及英語能力的增長呈現多元的風貌。內容以淺白易懂與趣味化爲原則，儘量將歌謠、對話、韻文、書信、故事、短劇等融入教材之中。生活化的主題搭配不同的體裁，提供學生多樣化的語言情境，豐富學習內容、提昇學習的興趣，以增進學習的效果。

(三) 教學方法

英語科教學要成功，首重在學校及班級如何營造出一個豐富的英語學習環境，讓學生置身其中，以自然的方式學習英語。教學的實施應配合目標進行，並透過多元化的平面及視聽教材，包括錄音帶、錄影帶、電腦多媒體、書本、圖片等，引導學生接觸童謠、歌曲、節奏韻文（jazz chants）、簡易故事、卡通等，來訓練學生聽與說的能力。教學時應儘量以英語進行，以增加學生聽說的機會，並突破由教師作單向知識灌輸的模式，儘量透過情境化的活動、同儕與師生雙向互動的練習，讓學生從活動中學習。

教學應儘量由意義的建構出發，先處理整體的理解與表達，交代情境、目的、對象後，再進行較局部的語言成分的練習，語言的整體和局部應並重。此種由上而下的過程可使零碎的語言練習活動，如文法練習或拼讀練習等，較具意義。國小階段的聽力教學宜注重語意理解，口說教學也以語意表達爲主，並利用圖示、肢體動作等視覺輔助，增進學生對語意的掌握。閱讀方面，對於常出現在每課主教材中的字詞，學生應儘量使用字母拼讀法的規則嘗試拼讀或認字。此外，儘量經由簡易有趣的故事及短文，讓學生在有意義的語意環境下學習識字，建構句子概念和了解英文書寫形式。書寫方面的教學，應提供學生臨摹、抄寫活動，再透過重要字詞填寫和造句培養基本的寫作能力。國中階段應延伸聽、說、讀、寫及整合能力的訓練，利用菜單、時間表、行程表、地圖、指標、報章雜誌等各種實際生活資料進行口語及聽力活動。閱讀方面，應增加不同主

題和題裁的教材，以提高閱讀興趣、增強閱讀能力，並幫助學生發展處理訊息的閱讀策略和能力。寫作能力的培養，應循序漸進從合併、改寫、完成句子、造句到書寫簡單的段落。國中小階段教學皆應強調適時複習，實際應用，不要求死背強記，以提高學習的興趣和效果。

九年一貫課程實施後，學習的年限加長，將衍生學生程度參差的現象，老師應該在時間、資源允許的範圍內，盡量針對學生的程度實施適性教學。除了以學校行政措施（如能力分組、社團活動等）因應外，老師在課堂中更應以靈活的教學技巧（如增刪教材、變化活動或問題難度等）盡量照顧學生不同的需求。對於程度兩極的學生，或進行補救教學協助其迎頭趕上；或提供適當的課外補充教材，個別指導以求加深加廣、持續精進。

九年一貫課程教科書編寫開放後，必然產生不同版本教材間的銜接問題，國小、國中兩階段之間，尤其如此。國中老師必須在學生入學之初，安排一段國小國中教材銜接期，規劃課程，協助學生順利轉進至國中新教材。然而，同一階段（國小或國中）之內，同一屆學生應該盡量使用同一系列教科書，確保前後教材銜接順利，避免滋生無謂困擾。若同一階段內必須中途更換教科書時，學校也應規劃課程，進行新舊教材的銜接教學。

（四）教學評量

教學評量建議採用多元化的評量模式。評量要根據教學目標並能反映學習成果，學習成果一般可分為：知識、思考、技能、和情意等類別，評量方式除測驗外，更應涵蓋學生作品的呈現。國小階段可多採取形成式評量，了解學生的學習起點，評量其個別的進步情形，將學生的各項學習活動表現詳加記錄，盡量將相關作品整理成個人檔案，且將學生的學習態度、認真程度等同時都列入評量範圍，作為評量的參考。學習成果不一定全採用分數，亦可以質的敘述方式呈現。聽與說的評量儘量以上課的口語練習、角色扮演、配對、小組互動表現為依據，少作紙筆測驗。國中階段的評量，應配合教學目標，兼顧發音、字彙、文法等各種語言成份及聽、說、讀、寫、和綜合溝通能力的評量。除了筆試方式的評量外，可兼採聽力與口說測驗等方式，此外平時上課的表現、作業書寫與繳交狀況、學習態度等皆可列入評量考核範圍內。

（五）教學資源

英語教學應盡量結合平面教材、各種視聽媒體以及教具，讓學生在聽、說、讀、寫方面，皆能達到預期的目標。除教科書外，應有配套的教學指引、學生習作及錄音帶/CD。此外，亦可研發教具及輔助教材，如生字卡、圖卡、情境圖、圖畫故事、簡易課外閱讀教材、錄影帶、及電腦輔助教學軟體等，並在教學過程中善用菜單、時間表、行程表、地圖、指標、報章雜誌等各種實際生活資料，俾使教學生動活潑，提高教學成效。

附錄一：主題與體裁參考表

主題：

Animals	Interests and hobbies
Appearance	Manners
Home appliances	Money & prices
Clothing/Accessories	Nation & languages
Colors	Nature
Computers	Neighborhood
Customs & lifestyles	Numbers
Daily routines	Occupations
Eating out	Parts of the body
Environment & pollution	School life
Families, family relationships & kinship terms	Shapes, sizes & measurements
Famous or interesting people	Shopping
Famous or interesting places	Special events
Food & drinks	Sports & exercises
Friends & personal relationship	Study habits or plans
Gender equality	Time, date, month, seasons & years
Health	Transportation
Holidays & festivals	Traveling
Houses & apartments	Weather & climate
Human rights	Science & technology

體裁：

Advertisements	Poems
Chants	Recipes
Cartoons	Rhymes
Conversation	Riddles
Forms	Songs
Jokes	Stories
Letters	Tables
Maps	TV schedules
Menus	
Notices	
Plays	

附錄二：溝通功能參考表

Asking about abilities
Asking about ownership
Asking about prices
Asking about the time, the day, & the date
Asking about transportation
Asking for and giving advice
Asking for and giving directions
Asking for and giving information
Asking for and giving instructions
Asking for and giving permission
Asking how things are said in English
Asking how words are spelled
Asking people to repeat or clarify something
Checking & indicating understanding
Comparing things, people, etc.
Describing actions
Describing people's appearances
Describing emotions and experiences
Describing a sequence
Expressing agreement & disagreement
Expressing congratulations
Expressing gratitude
Expressing concern
Expressing likes & dislikes
Expressing prohibition
Expressing wants and needs
Extending, accepting, and declining invitations
Getting attention
Giving reasons
Greeting people
Introducing friends, family and oneself
Making appointments
Making apologies
Making compliments
Making plans
Making requests
Making suggestions
Making telephone calls
Naming common toys and household objects
Offering and requesting help
Ordering food & drinks
Talking about location
Talking about daily schedules and activities
Talking about frequency
Talking about past, present, and future events

附錄三：參考字彙表

本表為常用 2000 字詞，其中畫底線者為國民中小學最基本之 1200 個字詞。

A · 依字母排序	<p>A— <u>a(an)</u>, a few, a little, a lot, <u>a.m.</u>, <u>able</u>, <u>about</u>, <u>above</u>, <u>abroad</u>, absent, accept, accident, <u>across</u>, <u>act</u>, <u>action</u>, active, activity, <u>actor</u>, <u>actress</u>, actually, add, address, admire, adult, advertisement, advice, advise, affect, <u>afraid</u>, <u>after</u>, <u>afternoon</u>, <u>again</u>, against, <u>age</u>, <u>ago</u>, <u>agree</u>, <u>ahead</u>, aim, <u>air</u>, air conditioner, airlines, <u>airplane (plane)</u>, <u>airport</u>, alarm, album, alike, alive, <u>all</u>, allow, <u>almost</u>, alone, <u>along</u>, aloud, alphabet, <u>already</u>, <u>also</u>, altogether, <u>always</u>, ambulance, <u>America</u>, <u>American</u>, among, amount, ancient, <u>and</u>, angel, anger, <u>angry</u>, ankle, <u>animal</u>, <u>another</u>, <u>answer</u>, <u>ant</u>, <u>any</u>, <u>anyone (anybody)</u>, <u>anything</u>, anywhere, <u>apartment</u>, apologize, <u>appear</u>, <u>apple</u>, appreciate, <u>April</u>, area, argue, <u>arm</u>, armchair, army, <u>around</u>, arrange, <u>arrive</u>, <u>art</u>, artist, <u>as</u>, <u>ask</u>, asleep, assistant, assume, <u>at</u>, <u>attack</u>, attention, <u>August</u>, <u>aunt</u>, <u>autumn (fall)</u>, available, avoid, <u>away</u></p>
B—	<p><u>baby</u>, baby sitter, <u>back</u>, backpack, backward, <u>bad</u>, <u>badminton</u>, <u>bag</u>, <u>bake</u>, <u>bakery</u>, <u>balcony</u>, <u>ball</u>, balloon, <u>banana</u>, <u>band</u>, <u>bank</u>, <u>barbecue</u>, barber, bark, <u>base</u>, <u>baseball</u>, basement, basic, <u>basket</u>, <u>basketball</u>, <u>bat</u>, <u>bath</u>, bathe, <u>bathroom</u>, <u>be (am, is, are, was, were, been)</u>, <u>beach</u>, <u>bean</u>, <u>bear</u>, beard, beat, <u>beautiful</u>, beauty, <u>because</u>, <u>become</u>, <u>bed</u>, <u>bedroom</u>, <u>bee</u>, <u>beef</u>, beer, <u>before</u>, <u>begin</u>, beginner, beginning, behave, <u>behind</u>, <u>believe</u>, <u>bell</u>, <u>belong</u>, <u>below</u>, <u>belt</u>, <u>bench</u>, <u>beside</u>, besides, <u>between</u>, beyond, <u>bicycle (bike)</u>, <u>big</u>, bill, biology, <u>bird</u>, <u>birthday</u>, <u>bite</u>, bitter, <u>black</u>, <u>blackboard</u>, blame, blank, <u>blanket</u>, bless, <u>blind</u>, <u>block</u>, blood, blouse, <u>blow</u>, <u>blue</u>, board, <u>boat</u>, <u>body</u>, <u>boil</u>, bomb, bone, <u>book</u>, bookcase, <u>bookstore</u>, <u>bored</u>, <u>boring</u>, <u>born</u>, <u>borrow</u>, <u>boss</u>, <u>both</u>, bother, <u>bottle</u>, <u>bottom</u>, <u>bow</u>, <u>bowl</u>, bowling, <u>box</u>, <u>boy</u>, branch, brave, <u>bread</u>, <u>break</u>, <u>breakfast</u>, brick, <u>bridge</u>, <u>bright</u>, <u>bring</u>, broad, broadcast, <u>brother</u>, <u>brown</u>, brunch, <u>brush</u>, bucket, buffet, <u>bug</u>, <u>build</u>, building, <u>bus</u>, bundle, burger, <u>burn</u>, burst, <u>bus</u>, <u>business</u>, <u>businessman</u>, <u>busy</u>, <u>but</u>, <u>butter</u>, <u>butterfly</u>, button, <u>buy</u>, <u>by</u></p>
C—	<p>cabbage, cable, cafeteria, <u>cake</u>, <u>cake</u>, calendar, <u>call</u>, calm, <u>camera</u>, <u>camp</u>, campus, <u>can (could)</u>, cancel, cancer, <u>candle</u>, <u>candy</u>, <u>cap</u>, captain, <u>car</u>, <u>card</u>, <u>care</u>, <u>careful</u>, careless, carpet, carrot, <u>carry</u>, cartoon, <u>case</u>, cash, cassette, <u>castle</u>, <u>cat</u>, <u>catch</u>, cause, ceiling, <u>celebrate</u>, <u>cellphone</u>, <u>cent</u>, <u>center</u>, <u>centimeter</u>, central, century, cereal, certain, <u>chair</u>, <u>chalk</u>, <u>chance</u>, <u>change</u>, channel, character, charge, chart, chase, <u>cheap</u>, <u>cheat</u>, <u>check</u>, <u>cheer</u>, <u>cheese</u>, chemistry, <u>chess</u>, <u>chicken</u>, <u>child</u>, childhood, childish, childlike, chin, <u>China</u>, <u>Chinese</u>, chocolate, choice, choose, <u>chopsticks</u>, <u>Christmas</u>, chubby, <u>church</u>, <u>circle</u>, <u>city</u>, <u>clap</u>, <u>class</u>, classical, <u>classmate</u>, <u>classroom</u>, <u>clean</u>, <u>clear</u>, <u>clerk</u>, clever, climate, <u>climb</u>, <u>clock</u>, <u>close</u>, closet, <u>clothes</u>, cloud, <u>cloudy</u>, <u>club</u>, coach, coast, <u>coat</u>, cockroach, <u>coffee</u>, coin, <u>Coke</u>, <u>cold</u>, collect, college, <u>color</u>, colorful, <u>comb</u>, <u>come</u>, <u>comfortable</u>, <u>comic</u>, command, comment, <u>common</u>, company, compare, complain, complete, <u>computer</u>, concern, confident, confuse, congratulation, consider, considerate, contact lens, continue, contract, control, convenience store, <u>convenient</u>, conversation, <u>cook</u>, <u>cookie</u>, <u>cool</u>, <u>copy</u>, corn, <u>corner</u>, <u>correct</u>, <u>cost</u>, cotton, <u>couch</u>, cough, <u>count</u>, <u>country</u>, couple, courage, <u>course</u>, court, <u>cousin</u>, <u>cover</u>, <u>cow</u>, cowboy, crab, crayon, <u>crazy</u>, cream, create, credit card, crime, <u>cross</u>, crowd, crowded, cruel, <u>cry</u>, culture, <u>cup</u>, cure, curious, current, curtain, curve, custom, customer, <u>cut</u>, <u>cute</u></p>
D—	<p>daily, damage, <u>dance</u>, danger, <u>dangerous</u>, <u>dark</u>, <u>date</u>, <u>daughter</u>, dawn, <u>day</u>, <u>dead</u>, deaf, <u>deal</u>, <u>dear</u>, death, debate, <u>December</u>, <u>decide</u>, decision, decorate, decrease, deep, deer, degree, <u>delicious</u>, deliver, <u>dentist</u>, department, <u>department store</u>, depend, describe, desert, design, desire, <u>desk</u>, dessert, detect, develop, dial, diamond, diary, <u>dictionary</u>, <u>die</u>, diet, difference, <u>different</u>, <u>difficult</u>, difficulty, <u>dig</u>, diligent, diplomat, <u>dining room</u>, <u>dinner</u>, dinosaur, direct, direction, <u>dirty</u>, disappear, discover, discuss, discussion, <u>dish</u>, dishonest, distance, distant, divide, dizzy, <u>do (does, did, done)</u>, <u>doctor (Dr.)</u>, <u>dodge ball</u>, <u>dog</u>, <u>doll</u>, <u>dollar</u>, dolphin, donkey, <u>door</u>, <u>dot</u>, double, doubt, doughnut, <u>down</u>, downstairs, downtown, <u>dozen</u>, <u>dragon</u>, drama, <u>draw</u>, <u>drawer</u>, <u>dream</u>, <u>dress</u>, <u>dresser</u>, <u>drink</u>, <u>drive</u>, <u>driver</u>, <u>drop</u>, drugstore, <u>drum</u>, <u>dry</u>, dryer, <u>duck</u>, dumb, <u>dumpling</u>, <u>during</u>, duty</p>
E—	<p><u>each</u>, eagle, <u>ear</u>, <u>early</u>, earn, earrings, <u>earth</u>, ease, <u>east</u>, <u>Easter</u>, <u>easy</u>, <u>eat</u>, edge, education, effort, <u>egg</u>, <u>eight</u>, <u>eighteen</u>, <u>eighty</u>, either, elder, elect, <u>elementary school</u>, <u>elephant</u>, <u>eleven</u>, electric, <u>else</u>, <u>e-mail</u>, embarrass, emotion, emphasize, employ, empty, <u>end</u>, enemy, energetic, energy, engine, <u>engineer</u>, <u>English</u>, <u>enjoy</u>, <u>enough</u>, <u>enter</u>, entrance, <u>envelope</u>, environment, envy, equal, <u>eraser</u>, error, especially, <u>eve</u>, <u>even</u>, <u>evening</u>, event, <u>ever</u>, <u>every</u>, <u>everyone (everybody)</u>, <u>everything</u>, everywhere, evil, exam, <u>example</u>, <u>excellent</u>, <u>except</u>, excite, <u>excited</u>, <u>exciting</u>, <u>excuse</u>, <u>exercise</u>, exist, exit, expect, <u>expensive</u>, <u>experience</u>, explain, express, extra, <u>eye</u></p>
F—	<p><u>face</u>, <u>fact</u>, <u>factory</u>, <u>fail</u>, fair, <u>fall</u>, false, <u>family</u>, <u>famous</u>, <u>fan</u>, fancy, fantastic, <u>far</u>, <u>farm</u>, <u>farmer</u>, fashionable, <u>fast</u>, <u>fat</u>, <u>father (dad, daddy)</u>, faucet, fault, <u>favorite</u>, fear, <u>February</u>, fee, <u>feed</u>, <u>feel</u>, feeling, female, fence, <u>festival</u>, <u>fever</u>, <u>few</u>, <u>fifteen</u>, <u>fifty</u>, <u>fight</u>, <u>fill</u>, film, final, <u>finally</u>,</p>

附錄三 (續前頁) : 參考字彙表

F—	<u>find</u> , <u>fine</u> , <u>finger</u> , <u>finish</u> , <u>fire</u> , <u>first</u> , <u>fish</u> , <u>fisherman</u> , <u>fit</u> , <u>five</u> , <u>fix</u> , <u>flag</u> , <u>flashlight</u> , <u>flat tire</u> , <u>flight</u> , <u>floor</u> , <u>flour</u> , <u>flower</u> , <u>flu</u> , <u>flute</u> , <u>fly</u> , <u>focus</u> , <u>fog</u> , <u>foggy</u> , <u>follow</u> , <u>food</u> , <u>fool</u> , <u>foolish</u> , <u>foot</u> , <u>football</u> , <u>for</u> , <u>foreign</u> , <u>foreigner</u> , <u>forest</u> , <u>forget</u> , <u>forgive</u> , <u>fork</u> , <u>form</u> , <u>formal</u> , <u>former</u> , <u>forty</u> , <u>forward</u> , <u>four</u> , <u>fourteen</u> , <u>fox</u> , <u>frank</u> , <u>free</u> , <u>freedom</u> , <u>freezer</u> , <u>freezing</u> , <u>French fries</u> , <u>fresh</u> , <u>Friday</u> , <u>friend</u> , <u>friendly</u> , <u>friendship</u> , <u>frighten</u> , <u>frisbee</u> , <u>frog</u> , <u>from</u> , <u>front</u> , <u>fruit</u> , <u>fry</u> , <u>full</u> , <u>fun</u> , <u>funny</u> , <u>furniture</u> , <u>future</u>
G—	<u>gain</u> , <u>game</u> , <u>garage</u> , <u>garden</u> , <u>garbage</u> , <u>gas</u> , <u>gate</u> , <u>gather</u> , <u>general</u> , <u>generous</u> , <u>genius</u> , <u>gentle</u> , <u>gentleman</u> , <u>geography</u> , <u>gesture</u> , <u>get</u> , <u>ghost</u> , <u>giant</u> , <u>gift</u> , <u>girl</u> , <u>give</u> , <u>glad</u> , <u>glass</u> , <u>glasses</u> , <u>glove</u> , <u>glue</u> , <u>go</u> , <u>goal</u> , <u>goat</u> , <u>God</u> , <u>gold</u> , <u>golden</u> , <u>golf</u> , <u>good</u> , <u>good-bye</u> (<u>goodbye</u> , <u>bye</u>), <u>goodness</u> , <u>goose</u> , <u>government</u> , <u>grade</u> , <u>gram</u> , <u>granddaughter</u> , <u>grandfather</u> (<u>grandpa</u>), <u>grandmother</u> (<u>grandma</u>), <u>grandson</u> , <u>grape</u> , <u>grass</u> , <u>gray</u> , <u>great</u> , <u>greedy</u> , <u>green</u> , <u>greet</u> , <u>ground</u> , <u>group</u> , <u>grow</u> , <u>guard</u> , <u>guava</u> , <u>guess</u> , <u>guest</u> , <u>guide</u> , <u>guitar</u> , <u>gun</u> , <u>guy</u> , <u>gym</u>
H—	<u>habit</u> , <u>hair</u> , <u>hair dresser</u> , <u>haircut</u> , <u>half</u> , <u>hall</u> , <u>Halloween</u> , <u>ham</u> , <u>hamburger</u> , <u>hammer</u> , <u>hand</u> , <u>handkerchief</u> , <u>handle</u> , <u>handsome</u> , <u>hang</u> , <u>hanger</u> , <u>happen</u> , <u>happy</u> , <u>hard</u> , <u>hardly</u> , <u>hard-working</u> , <u>hat</u> , <u>hate</u> , <u>have</u> (<u>has</u> , <u>had</u>), <u>he</u> (<u>him</u> , <u>his</u> , <u>himself</u>), <u>head</u> , <u>headache</u> , <u>health</u> , <u>healthy</u> , <u>hear</u> , <u>heart</u> , <u>heat</u> , <u>heater</u> , <u>heavy</u> , <u>height</u> , <u>helicopter</u> , <u>hello</u> , <u>help</u> , <u>helpful</u> , <u>hen</u> , <u>here</u> , <u>hero</u> , <u>hey</u> , <u>hi</u> , <u>hide</u> , <u>high</u> , <u>highway</u> , <u>hike</u> , <u>hill</u> , <u>hip</u> , <u>hippo</u> , <u>hire</u> , <u>history</u> , <u>hit</u> , <u>hobby</u> , <u>hold</u> , <u>hole</u> , <u>holiday</u> , <u>home</u> , <u>homesick</u> , <u>homework</u> , <u>honest</u> , <u>honesty</u> , <u>honey</u> , <u>hop</u> , <u>hope</u> , <u>horrible</u> , <u>horse</u> , <u>hospital</u> , <u>host</u> , <u>hot</u> , <u>hot dog</u> , <u>hotel</u> , <u>hour</u> , <u>house</u> , <u>housewife</u> , <u>housework</u> , <u>how</u> , <u>however</u> , <u>hug</u> , <u>human</u> , <u>humble</u> , <u>humid</u> , <u>humor</u> , <u>humorous</u> , <u>hundred</u> , <u>hunger</u> , <u>hungry</u> , <u>hunt</u> , <u>hunter</u> , <u>hurry</u> , <u>hurt</u> , <u>husband</u>
I—	<u>I</u> (<u>me</u> , <u>my</u> , <u>mine</u> , <u>myself</u>), <u>ice</u> , <u>ice cream</u> , <u>idea</u> , <u>if</u> , <u>ignore</u> , <u>ill</u> , <u>imagine</u> , <u>impolite</u> , <u>importance</u> , <u>important</u> , <u>impossible</u> , <u>improve</u> , <u>in</u> , <u>inch</u> , <u>include</u> , <u>income</u> , <u>increase</u> , <u>independent</u> , <u>indicate</u> , <u>influence</u> , <u>information</u> , <u>ink</u> , <u>insect</u> , <u>inside</u> , <u>insist</u> , <u>inspire</u> , <u>instant</u> , <u>instrument</u> , <u>intelligent</u> , <u>interest</u> , <u>interested</u> , <u>interesting</u> , <u>international</u> , <u>Internet</u> , <u>interrupt</u> , <u>interview</u> , <u>into</u> , <u>introduce</u> , <u>invent</u> , <u>invitation</u> , <u>invite</u> , <u>iron</u> , <u>island</u> , <u>it</u> (<u>its</u> , <u>itself</u>)
J—	<u>jacket</u> , <u>jam</u> , <u>January</u> , <u>jazz</u> , <u>jealous</u> , <u>jeans</u> , <u>jeep</u> , <u>job</u> , <u>jog</u> , <u>join</u> , <u>joke</u> , <u>journalist</u> , <u>joy</u> , <u>judge</u> , <u>juice</u> , <u>July</u> , <u>jump</u> , <u>June</u> , <u>junior high school</u> , <u>just</u>
K—	<u>kangaroo</u> , <u>keep</u> , <u>ketchup</u> , <u>key</u> , <u>kick</u> , <u>kid</u> , <u>kill</u> , <u>kilogram</u> , <u>kilometer</u> , <u>kind</u> , <u>kindergarten</u> , <u>king</u> , <u>kingdom</u> , <u>kiss</u> , <u>kitchen</u> , <u>kite</u> , <u>kitten</u> , <u>knee</u> , <u>knife</u> , <u>knock</u> , <u>know</u> , <u>knowledge</u> , <u>koala</u>
L—	<u>lack</u> , <u>lady</u> , <u>lake</u> , <u>lamb</u> , <u>lamp</u> , <u>land</u> , <u>language</u> , <u>lantern</u> , <u>large</u> , <u>last</u> , <u>late</u> , <u>later</u> , <u>latest</u> , <u>latter</u> , <u>laugh</u> , <u>law</u> , <u>lawyer</u> , <u>lay</u> , <u>lazy</u> , <u>lead</u> , <u>leader</u> , <u>leaf</u> , <u>learn</u> , <u>least</u> , <u>leave</u> , <u>left</u> , <u>leg</u> , <u>lemon</u> , <u>lend</u> , <u>less</u> , <u>lesson</u> , <u>let</u> , <u>letter</u> , <u>lettuce</u> , <u>level</u> , <u>library</u> , <u>lick</u> , <u>lid</u> , <u>lie</u> , <u>life</u> , <u>lift</u> , <u>light</u> , <u>lightning</u> , <u>like</u> , <u>likely</u> , <u>limit</u> , <u>line</u> , <u>link</u> , <u>lion</u> , <u>lip</u> , <u>liquid</u> , <u>list</u> , <u>listen</u> , <u>liter</u> , <u>little</u> , <u>live</u> , <u>living room</u> , <u>loaf</u> , <u>local</u> , <u>lock</u> , <u>locker</u> , <u>lonely</u> , <u>long</u> , <u>look</u> , <u>lose</u> , <u>loser</u> , <u>loud</u> , <u>love</u> , <u>lovely</u> , <u>low</u> , <u>lucky</u> , <u>lunch</u>
M—	<u>ma'am</u> , <u>machine</u> , <u>mad</u> , <u>magazine</u> , <u>magic</u> , <u>magician</u> , <u>mail</u> , <u>mailman</u> (<u>mail carrier</u>), <u>main</u> , <u>major</u> , <u>make</u> , <u>male</u> , <u>mall</u> , <u>man</u> , <u>manager</u> , <u>mango</u> , <u>manner</u> , <u>many</u> , <u>map</u> , <u>March</u> , <u>mark</u> , <u>marker</u> , <u>market</u> , <u>marry</u> , <u>married</u> , <u>marvelous</u> , <u>mask</u> , <u>mass</u> , <u>master</u> , <u>mat</u> , <u>match</u> , <u>math</u> (<u>mathematics</u>), <u>matter</u> , <u>maximum</u> , <u>may</u> (<u>might</u>), <u>May</u> , <u>maybe</u> , <u>meal</u> , <u>mean</u> , <u>meaning</u> , <u>measure</u> , <u>meat</u> , <u>mechanic</u> , <u>medicine</u> , <u>medium</u> , <u>meet</u> , <u>meeting</u> , <u>member</u> , <u>memory</u> , <u>men's room</u> , <u>menu</u> , <u>message</u> , <u>metal</u> , <u>meter</u> , <u>method</u> , <u>microwave</u> , <u>middle</u> , <u>midnight</u> , <u>mile</u> , <u>milk</u> , <u>million</u> , <u>mind</u> , <u>minor</u> , <u>minus</u> , <u>minute</u> , <u>mirror</u> , <u>Miss</u> , <u>miss</u> , <u>mistake</u> , <u>mix</u> , <u>model</u> , <u>modern</u> , <u>moment</u> , <u>Monday</u> , <u>money</u> , <u>monkey</u> , <u>monster</u> , <u>month</u> , <u>moon</u> , <u>more</u> , <u>morning</u> , <u>mop</u> , <u>mosquito</u> , <u>most</u> , <u>mother</u> (<u>mom</u> , <u>mommy</u>), <u>motion</u> , <u>motorcycle</u> , <u>mountain</u> , <u>mouse</u> , <u>mouth</u> , <u>move</u> , <u>movement</u> , <u>movie</u> , <u>Mr.</u> , <u>Mrs.</u> , <u>MRT</u> , <u>Ms.</u> , <u>much</u> , <u>mud</u> , <u>museum</u> , <u>music</u> , <u>musician</u> , <u>must</u>
N—	<u>nail</u> , <u>name</u> , <u>napkin</u> , <u>narrow</u> , <u>nation</u> , <u>national</u> , <u>natural</u> , <u>nature</u> , <u>naughty</u> , <u>near</u> , <u>nearly</u> , <u>necessary</u> , <u>neck</u> , <u>necklace</u> , <u>need</u> , <u>needle</u> , <u>negative</u> , <u>neighbor</u> , <u>neither</u> , <u>nephew</u> , <u>nervous</u> , <u>nest</u> , <u>net</u> , <u>never</u> , <u>new</u> , <u>news</u> , <u>newspaper</u> , <u>next</u> , <u>nice</u> , <u>nice-looking</u> , <u>niece</u> , <u>night</u> , <u>nine</u> , <u>nineteen</u> , <u>ninety</u> , <u>no</u> , <u>nobody</u> , <u>nod</u> , <u>noise</u> , <u>noisy</u> , <u>none</u> , <u>noodle</u> , <u>noon</u> , <u>nor</u> , <u>north</u> , <u>nose</u> , <u>not</u> , <u>note</u> , <u>notebook</u> , <u>nothing</u> , <u>notice</u> , <u>novel</u> , <u>November</u> , <u>now</u> , <u>number</u> , <u>nurse</u> , <u>nut</u>
O—	<u>obey</u> , <u>object</u> , <u>ocean</u> , <u>o'clock</u> , <u>October</u> , <u>of</u> , <u>off</u> , <u>offer</u> , <u>office</u> , <u>officer</u> , <u>often</u> , <u>oil</u> , <u>OK</u> , <u>old</u> , <u>omit</u> , <u>on</u> , <u>once</u> , <u>one</u> , <u>oneself</u> , <u>onion</u> , <u>only</u> , <u>open</u> , <u>operation</u> , <u>opinion</u> , <u>or</u> , <u>orange</u> , <u>order</u> , <u>ordinary</u> , <u>other</u> , <u>out</u> , <u>outside</u> , <u>oven</u> , <u>over</u> , <u>overpass</u> , <u>overseas</u> , <u>over-weight</u> , <u>own</u> , <u>owner</u> , <u>ox</u>
P—	<u>p.m.</u> , <u>pack</u> , <u>package</u> , <u>page</u> , <u>pain</u> , <u>painful</u> , <u>paint</u> , <u>painter</u> , <u>pair</u> , <u>pajamas</u> , <u>pale</u> , <u>pan</u> , <u>panda</u> , <u>pants</u> , <u>papaya</u> , <u>paper</u> , <u>pardon</u> , <u>parent</u> , <u>park</u> , <u>parking lot</u> , <u>parrot</u> , <u>part</u> , <u>partner</u> , <u>party</u> , <u>pass</u> , <u>passenger</u> , <u>past</u> , <u>paste</u> , <u>path</u> , <u>patient</u> , <u>pattern</u> , <u>pause</u> , <u>pay</u> , <u>PE</u> (<u>physical education</u>), <u>peace</u> , <u>peaceful</u>

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P—	<u>peach</u> , <u>pear</u> , <u>pen</u> , <u>pencil</u> , <u>people</u> , <u>pepper</u> , <u>perfect</u> , <u>perhaps</u> , <u>period</u> , <u>person</u> , <u>personal</u> , <u>pet</u> , <u>photo</u> , <u>physics</u> , <u>piano</u> , <u>pick</u> , <u>picnic</u> , <u>picture</u> , <u>pie</u> , <u>piece</u> , <u>pig</u> , <u>pigeon</u> , <u>pile</u> , <u>pillow</u> , <u>pin</u> , <u>pineapple</u> , <u>pink</u> , <u>pipe</u> , <u>pizza</u> , <u>place</u> , <u>plain</u> , <u>plan</u> , <u>planet</u> , <u>plant</u> , <u>plate</u> , <u>platform</u> , <u>play</u> , <u>player</u> , <u>playground</u> , <u>pleasant</u> , <u>please</u> , <u>pleased</u> , <u>pleasure</u> , <u>plus</u> , <u>pocket</u> , <u>poem</u> , <u>point</u> , <u>poison</u> , <u>police</u> , <u>polite</u> , <u>pollute</u> , <u>pollution</u> , <u>pond</u> , <u>pool</u> , <u>poor</u> , <u>pop music</u> , <u>popcorn</u> , <u>popular</u> , <u>population</u> , <u>pork</u> , <u>position</u> , <u>positive</u> , <u>possible</u> , <u>post office</u> , <u>postcard</u> , <u>pot</u> , <u>potato</u> , <u>pound</u> , <u>powder</u> , <u>power</u> , <u>practice</u> , <u>praise</u> , <u>pray</u> , <u>precious</u> , <u>prepare</u> , <u>present</u> , <u>president</u> , <u>pressure</u> , <u>pretty</u> , <u>price</u> , <u>priest</u> , <u>primary</u> , <u>prince</u> , <u>princess</u> , <u>principal</u> , <u>principle</u> , <u>print</u> , <u>printer</u> , <u>private</u> , <u>prize</u> , <u>probably</u> , <u>problem</u> , <u>produce</u> , <u>production</u> , <u>professor</u> , <u>program</u> , <u>progress</u> , <u>project</u> , <u>promise</u> , <u>pronounce</u> , <u>protect</u> , <u>proud</u> , <u>provide</u> , <u>public</u> , <u>pull</u> , <u>pump</u> , <u>pumpkin</u> , <u>punish</u> , <u>puppy</u> , <u>purple</u> , <u>purpose</u> , <u>purse</u> , <u>push</u> , <u>put</u> , <u>puzzle</u>
Q—	<u>quarter</u> , <u>queen</u> , <u>question</u> , <u>quick</u> , <u>quiet</u> , <u>quit</u> , <u>quite</u> , <u>quiz</u>
R—	<u>rabbit</u> , <u>race</u> , <u>radio</u> , <u>railroad</u> , <u>railway</u> , <u>rain</u> , <u>rainbow</u> , <u>raincoat</u> , <u>rainy</u> , <u>raise</u> , <u>rare</u> , <u>rat</u> , <u>rather</u> , <u>reach</u> , <u>read</u> , <u>ready</u> , <u>real</u> , <u>realize</u> , <u>really</u> , <u>reason</u> , <u>receive</u> , <u>record</u> , <u>recorder</u> , <u>recover</u> , <u>rectangle</u> , <u>recycle</u> , <u>red</u> , <u>refrigerator</u> , <u>refuse</u> , <u>regret</u> , <u>regular</u> , <u>reject</u> , <u>relative</u> , <u>remember</u> , <u>remind</u> , <u>rent</u> , <u>repair</u> , <u>repeat</u> , <u>report</u> , <u>reporter</u> , <u>respect</u> , <u>responsible</u> , <u>rest</u> , <u>restaurant</u> , <u>restroom</u> , <u>result</u> , <u>return</u> , <u>review</u> , <u>revise</u> , <u>rice</u> , <u>rich</u> , <u>ride</u> , <u>right</u> , <u>ring</u> , <u>rise</u> , <u>river</u> , <u>road</u> , <u>rob</u> , <u>ROC</u> , <u>robot</u> , <u>rock</u> , <u>role</u> , <u>roll</u> , <u>roller skate</u> (roller blade), <u>roof</u> , <u>room</u> , <u>root</u> , <u>rope</u> , <u>rose</u> , <u>round</u> , <u>row</u> , <u>rub</u> , <u>rubber</u> , <u>rude</u> , <u>ruin</u> , <u>rule</u> , <u>ruler</u> , <u>run</u> , <u>rush</u>
S—	<u>sad</u> , <u>safe</u> , <u>safety</u> , <u>sail</u> , <u>sailor</u> , <u>salad</u> , <u>sale</u> , <u>salesman</u> , <u>salt</u> , <u>same</u> , <u>sample</u> , <u>sand</u> , <u>sandwich</u> , <u>satisfy</u> , <u>Saturday</u> , <u>saucer</u> , <u>save</u> , <u>say</u> , <u>scared</u> , <u>scarf</u> , <u>scene</u> , <u>scenery</u> , <u>school</u> , <u>science</u> , <u>scientist</u> , <u>scooter</u> , <u>score</u> , <u>screen</u> , <u>sea</u> , <u>seafood</u> , <u>search</u> , <u>season</u> , <u>seat</u> , <u>second</u> , <u>secondary</u> , <u>secret</u> , <u>secretary</u> , <u>section</u> , <u>see</u> , <u>seed</u> , <u>seek</u> , <u>seem</u> , <u>seesaw</u> , <u>seldom</u> , <u>select</u> , <u>selfish</u> , <u>sell</u> , <u>semester</u> , <u>send</u> , <u>senior high school</u> , <u>sense</u> , <u>sentence</u> , <u>September</u> , <u>serious</u> , <u>servant</u> , <u>serve</u> , <u>service</u> , <u>set</u> , <u>seven</u> , <u>seventeen</u> , <u>seventy</u> , <u>several</u> , <u>shake</u> , <u>shall</u> , <u>shape</u> , <u>share</u> , <u>shark</u> , <u>sharp</u> , <u>she</u> (<u>her</u> , <u>hers</u> , <u>herself</u>), <u>sheep</u> , <u>sheet</u> , <u>shelf</u> , <u>shine</u> , <u>ship</u> , <u>shirt</u> , <u>shoe(s)</u> , <u>shop</u> , <u>shopkeeper</u> , <u>shoot</u> , <u>shore</u> , <u>short</u> , <u>shorts</u> , <u>should</u> , <u>shoulder</u> , <u>shout</u> , <u>show</u> , <u>shower</u> , <u>shrimp</u> , <u>shut</u> , <u>shy</u> , <u>sick</u> , <u>side</u> , <u>sidewalk</u> , <u>sight</u> , <u>sign</u> , <u>silence</u> , <u>silent</u> , <u>silly</u> , <u>silver</u> , <u>similar</u> , <u>simple</u> , <u>since</u> , <u>sincere</u> , <u>sing</u> , <u>singer</u> , <u>single</u> , <u>sink</u> , <u>sir</u> , <u>sister</u> , <u>sit</u> , <u>six</u> , <u>sixteen</u> , <u>sixty</u> , <u>size</u> , <u>skate</u> , <u>ski</u> , <u>skill</u> , <u>skillful</u> , <u>skin</u> , <u>skinny</u> , <u>skirt</u> , <u>sky</u> , <u>sleep</u> , <u>sleepy</u> , <u>slender</u> , <u>slice</u> , <u>slide</u> , <u>slim</u> , <u>slippers</u> , <u>slow</u> , <u>small</u> , <u>smart</u> , <u>smell</u> , <u>smile</u> , <u>smoke</u> , <u>snack</u> , <u>snail</u> , <u>snake</u> , <u>sneakers</u> , <u>sneaky</u> , <u>snow</u> , <u>snowman</u> , <u>snowy</u> , <u>so</u> , <u>soap</u> , <u>soccer</u> , <u>social</u> , <u>society</u> , <u>socks</u> , <u>soda</u> , <u>sofa</u> , <u>soft drink</u> , <u>softball</u> , <u>soldier</u> , <u>solve</u> , <u>some</u> , <u>someone</u> (somebody), <u>something</u> , <u>sometimes</u> , <u>somewhere</u> , <u>son</u> , <u>song</u> , <u>soon</u> , <u>sore</u> , <u>sorry</u> , <u>soul</u> , <u>sound</u> , <u>soup</u> , <u>sour</u> , <u>south</u> , <u>soy-sauce</u> , <u>space</u> , <u>spaghetti</u> , <u>speak</u> , <u>speaker</u> , <u>special</u> , <u>speech</u> , <u>speed</u> , <u>spell</u> , <u>spend</u> , <u>spider</u> , <u>spirit</u> , <u>spoon</u> , <u>sports</u> , <u>spot</u> , <u>spread</u> , <u>spring</u> , <u>square</u> , <u>stairs</u> , <u>stamp</u> , <u>stand</u> , <u>star</u> , <u>start</u> , <u>state</u> , <u>station</u> , <u>stationery</u> , <u>stay</u> , <u>steak</u> , <u>steal</u> , <u>steam</u> , <u>step</u> , <u>still</u> , <u>stingy</u> , <u>stomach</u> , <u>stomachache</u> , <u>stone</u> , <u>stop</u> , <u>store</u> , <u>storm</u> , <u>stormy</u> , <u>story</u> , <u>stove</u> , <u>straight</u> , <u>strange</u> , <u>stranger</u> , <u>straw</u> , <u>strawberry</u> , <u>stream</u> , <u>street</u> , <u>strike</u> , <u>strong</u> , <u>student</u> , <u>study</u> , <u>stupid</u> , <u>style</u> , <u>subject</u> , <u>subway</u> , <u>succeed</u> , <u>success</u> , <u>successful</u> , <u>such</u> , <u>sudden</u> , <u>sugar</u> , <u>suggest</u> , <u>suit</u> , <u>summer</u> , <u>sun</u> , <u>Sunday</u> , <u>sunny</u> , <u>super</u> , <u>supermarket</u> , <u>supper</u> , <u>support</u> , <u>sure</u> , <u>surf</u> , <u>surprise</u> , <u>surprised</u> , <u>survive</u> , <u>swallow</u> , <u>swan</u> , <u>sweater</u> , <u>sweep</u> , <u>sweet</u> , <u>swim</u> , <u>swimsuit</u> , <u>swing</u> , <u>symbol</u> , <u>system</u>
T—	<u>table</u> , <u>table tennis</u> , <u>tail</u> , <u>Taiwan</u> , <u>take</u> , <u>talent</u> , <u>talk</u> , <u>talkative</u> , <u>tall</u> , <u>tangerine</u> , <u>tank</u> , <u>tape</u> , <u>taste</u> , <u>taxi</u> , <u>tea</u> , <u>teach</u> , <u>teacher</u> , <u>team</u> , <u>teapot</u> , <u>tear</u> , <u>teenager</u> , <u>telephone</u> (phone), <u>television</u> (TV), <u>tell</u> , <u>temperature</u> , <u>temple</u> , <u>ten</u> , <u>tennis</u> , <u>tent</u> , <u>term</u> , <u>terrible</u> , <u>terrific</u> , <u>test</u> , <u>textbook</u> , <u>than</u> , <u>thank</u> , <u>Thanksgiving</u> , <u>that</u> , <u>the</u> , <u>theater</u> , <u>then</u> , <u>there</u> , <u>therefore</u> , <u>these</u> , <u>they</u> (<u>them</u> , <u>their</u> , <u>theirs</u> , <u>themselves</u>), <u>thick</u> , <u>thief</u> , <u>thin</u> , <u>thing</u> , <u>think</u> , <u>third</u> , <u>thirsty</u> , <u>thirteen</u> , <u>thirty</u> , <u>this</u> , <u>those</u> , <u>though</u> (although), <u>thought</u> , <u>thousand</u> , <u>three</u> , <u>throat</u> , <u>through</u> , <u>throw</u> , <u>thumb</u> , <u>thunder</u> , <u>Thursday</u> , <u>ticket</u> , <u>tidy</u> , <u>tie</u> , <u>tiger</u> , <u>till</u> , <u>time</u> , <u>tiny</u> , <u>tip</u> , <u>tired</u> , <u>title</u> , <u>to</u> , <u>toast</u> , <u>today</u> , <u>toe</u> , <u>tofu</u> , <u>together</u> , <u>toilet</u> , <u>tomato</u> , <u>tomorrow</u> , <u>tongue</u> , <u>tonight</u> , <u>too</u> , <u>tool</u> , <u>tooth</u> , <u>toothache</u> , <u>toothbrush</u> , <u>top</u> , <u>topic</u> , <u>total</u> , <u>touch</u> , <u>toward</u> , <u>towel</u> , <u>tower</u> , <u>town</u> , <u>toy</u> , <u>trace</u> , <u>trade</u> , <u>tradition</u> , <u>traditional</u> , <u>traffic</u> , <u>train</u> , <u>trap</u> , <u>trash</u> , <u>travel</u> , <u>treasure</u> , <u>treat</u> , <u>tree</u> , <u>triangle</u> , <u>trick</u> , <u>trip</u> , <u>trouble</u> , <u>trousers</u> , <u>truck</u> , <u>true</u> , <u>trumpet</u> , <u>trust</u> , <u>truth</u> , <u>try</u> , <u>T-shirt</u> , <u>tub</u> , <u>tube</u> , <u>Tuesday</u> , <u>tunnel</u> , <u>turkey</u> , <u>turn</u> , <u>turtle</u> , <u>twelve</u> , <u>twenty</u> , <u>twice</u> , <u>two</u> , <u>type</u> , <u>typhoon</u>
U—	<u>ugly</u> , <u>umbrella</u> , <u>uncle</u> , <u>under</u> , <u>underline</u> , <u>underpass</u> , <u>understand</u> , <u>underwear</u> , <u>unhappy</u> , <u>uniform</u> , <u>unique</u> , <u>universe</u> , <u>university</u> , <u>until</u> , <u>up</u> , <u>upon</u> , <u>upper</u> , <u>upstairs</u> , <u>USA</u> , <u>use</u> , <u>useful</u> , <u>usual</u> , <u>usually</u>
V—	<u>vacation</u> , <u>Valentine</u> , <u>valley</u> , <u>valuable</u> , <u>value</u> , <u>vegetable</u> , <u>vendor</u> , <u>very</u> , <u>vest</u> , <u>victory</u> , <u>video</u> , <u>village</u> , <u>vinegar</u> , <u>violin</u> , <u>visit</u> , <u>visitor</u> , <u>vocabulary</u> , <u>voice</u> , <u>volleyball</u> , <u>vote</u>
W—	<u>waist</u> , <u>wait</u> , <u>waiter</u> , <u>waitress</u> , <u>wake</u> , <u>walk</u> , <u>walkman</u> , <u>wall</u> , <u>wallet</u> , <u>want</u> , <u>war</u> , <u>warm</u> , <u>wash</u> , <u>waste</u> , <u>watch</u> , <u>water</u> , <u>waterfalls</u> , <u>watermelon</u> , <u>wave</u> , <u>way</u> , <u>we</u> (<u>us</u> , <u>our</u> , <u>ours</u> , <u>ourselves</u>), <u>weak</u> , <u>wear</u> , <u>weather</u> , <u>wedding</u> , <u>Wednesday</u> , <u>week</u> , <u>weekday</u> , <u>weekend</u> , <u>weight</u> , <u>welcome</u> , <u>well</u> , <u>west</u> , <u>wet</u> , <u>whale</u> , <u>what</u> , <u>wheel</u> , <u>when</u> , <u>where</u> , <u>whether</u> , <u>which</u> , <u>while</u> , <u>white</u> , <u>who</u> , <u>whole</u> , <u>whose</u> , <u>why</u> ,

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<p>W— <u>wide</u>, <u>wife</u>, <u>wild</u>, <u>will</u> (<u>would</u>), <u>win</u>, <u>wind</u>, <u>window</u>, <u>windy</u>, <u>wing</u>, <u>winner</u>, <u>winter</u>, <u>wise</u>, <u>wish</u>, <u>with</u>, <u>without</u>, <u>wok</u>, <u>wolf</u>, <u>woman</u>, <u>women's room</u>, <u>wonderful</u>, <u>wood</u>, <u>woods</u>, <u>word</u>, <u>work</u>, <u>workbook</u>, <u>worker</u>, <u>world</u>, <u>worm</u>, <u>worry</u>, <u>wound</u>, <u>wrist</u>, <u>write</u>, <u>writer</u>, <u>wrong</u></p> <p>Y— <u>yard</u>, <u>year</u>, <u>yell</u>, <u>yellow</u>, <u>yes</u> (<u>yeah</u>), <u>yesterday</u>, <u>yet</u>, <u>you</u> (<u>your</u>, <u>yours</u>, <u>yourself</u>, <u>yourselves</u>), <u>young</u>, <u>youth</u>, <u>yummy</u></p> <p>Z— <u>zebra</u>, <u>zero</u>, <u>zoo</u></p> <p>B · 依主題、詞性分類</p> <p>1. People ---adult, angel, <u>baby</u>, <u>boy</u>, <u>child</u>, couple, customer, fool, genius, gentleman, <u>giant</u>, <u>girl</u>, guest, <u>guy</u>, hero, host, <u>kid</u>, <u>king</u>, lady, male, <u>man</u>, master, <u>neighbor</u>, partner, <u>people</u>, <u>person</u>, <u>prince</u>, <u>princess</u>, <u>queen</u>, <u>stranger</u>, <u>teenager</u>, visitor, <u>woman</u>, youth</p> <p>2. Personal characteristics ---beautiful, <u>blind</u>, chubby, <u>cute</u>, deaf, dumb, <u>fat</u>, <u>handsome</u>, <u>heavy</u>, nice-looking, <u>old</u>, over-weight, <u>pretty</u>, <u>short</u>, skinny, slender, <u>slim</u>, <u>tall</u>, <u>thin</u>, under-weight, ugly, <u>young</u> ---active, <u>angry</u>, <u>bad</u>, <u>bored</u>, <u>boring</u>, brave, <u>busy</u>, <u>careful</u>, careless, childish, childlike, clever, confident, considerate, <u>cool</u>, crazy, cruel, curious, diligent, dishonest, evil, energetic, <u>excited</u>, <u>exciting</u>, <u>famous</u>, foolish, frank, <u>friendly</u>, <u>funny</u>, gentle, generous, <u>good</u>, greedy, <u>happy</u>, <u>hard-working</u>, <u>honest</u>, humble, humorous, impolite, intelligent, <u>interested</u>, jealous, <u>kind</u>, <u>lazy</u>, <u>lonely</u>, <u>lovely</u>, <u>mad</u>, naughty, nervous, <u>nice</u>, patient, <u>polite</u>, <u>poor</u>, <u>proud</u>, <u>rich</u>, rude, <u>sad</u>, selfish, <u>shy</u>, silly, sincere, <u>smart</u>, sneaky, stingy, <u>stupid</u>, <u>successful</u>, talkative, <u>unhappy</u>, <u>wise</u></p> <p>3. Parts of body ---beard, chin, <u>ear</u>, <u>eye</u>, <u>face</u>, <u>hair</u>, <u>lip</u>, <u>mouth</u>, <u>nose</u>, tongue, <u>tooth</u> ---ankle, <u>arm</u>, <u>back</u>, <u>body</u>, bone, <u>finger</u>, <u>foot</u>, <u>hand</u>, <u>head</u>, hip, <u>knee</u>, <u>leg</u>, <u>nail</u>, <u>neck</u>, <u>shoulder</u>, skin, <u>throat</u>, thumb, toe, waist, wrist. ---<u>heart</u>, <u>stomach</u></p> <p>4. Health ---comfortable, dizzy, <u>healthy</u>, ill, painful, pale, <u>sick</u>, <u>strong</u>, <u>tired</u>, <u>weak</u>, <u>well</u>, wound ---cancer, <u>cold</u>, flu, <u>headache</u>, stomachache, toothache ---cough, <u>fever</u>, pain, <u>sore</u> throat ---cure, recover ---death, <u>health</u>, <u>life</u>, <u>medicine</u></p> <p>5. Forms of address --- <u>Dr.</u>, <u>Mr.</u>, <u>Mrs.</u>, <u>Miss</u>, <u>Ms.</u>, <u>sir</u>, ma'am, <u>name</u></p> <p>6. Family ---<u>aunt</u>, <u>brother</u>, <u>cousin</u>, <u>daughter</u>, elder, <u>family</u>, <u>father</u> (<u>dad</u>, <u>daddy</u>), granddaughter, <u>grandfather</u> (<u>grandpa</u>), <u>grandmother</u> (<u>grandma</u>), grandson, <u>husband</u>, <u>mother</u> (<u>mom</u>, <u>mommy</u>), nephew, niece, <u>parent</u>, relative, <u>sister</u>, <u>son</u>, <u>uncle</u>, <u>wife</u> -- <u>born</u>, <u>grow</u>, <u>live</u>, marry, <u>married</u></p> <p>7. Numbers ---<u>zero</u>, <u>one</u>, <u>two</u>, <u>three</u>, <u>four</u>, <u>five</u>, <u>six</u>, <u>seven</u>, <u>eight</u>, <u>nine</u>, <u>ten</u>, <u>eleven</u>, <u>twelve</u>, <u>thirteen</u>, <u>fourteen</u>, <u>fifteen</u>, <u>sixteen</u>, <u>seventeen</u>, <u>eighteen</u>, <u>nineteen</u>, <u>twenty</u>, <u>thirty</u>, <u>forty</u>, <u>fifty</u>, <u>sixty</u>, <u>seventy</u>, <u>eighty</u>, <u>ninety</u>, <u>hundred</u>, <u>thousand</u>, <u>million</u> ---<u>first</u>, <u>second</u>, <u>third</u>, <u>last</u> ---<u>all</u>, <u>a few</u>, <u>a little</u>, <u>a lot</u>, <u>any</u>, <u>both</u>, <u>few</u>, <u>less</u>, <u>little</u>, <u>many</u>, <u>more</u>, <u>much</u>, <u>number</u>, <u>several</u>, <u>some</u>, <u>total</u></p> <p>8. Time ---dawn, <u>morning</u>, <u>noon</u>, <u>afternoon</u>, <u>evening</u>, <u>night</u>, midnight ---<u>Monday</u>, <u>Tuesday</u>, <u>Wednesday</u>, <u>Thursday</u>, <u>Friday</u>, <u>Saturday</u>, <u>Sunday</u>, <u>week</u>, <u>weekday</u>, <u>weekend</u> ---<u>month</u>, <u>January</u>, <u>February</u>, <u>March</u>, <u>April</u>, <u>May</u>, <u>June</u>, <u>July</u>, <u>August</u>, <u>September</u>, <u>October</u>, <u>November</u>, <u>December</u></p>
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附錄三 (續前頁) : 參考字彙表

8. Time
--- <u>season</u> , <u>spring</u> , <u>summer</u> , <u>autumn (fall)</u> , <u>winter</u>
---alarm clock, calendar, <u>clock</u> , <u>watch</u> , stop watch
--- <u>a.m.</u> , <u>p.m.</u> , <u>half</u> , <u>hour</u> , <u>minute</u> , <u>moment</u> , <u>o'clock</u> , <u>past</u> , <u>quarter</u> , <u>second</u> , <u>time</u>
--- <u>ago</u> , <u>already</u> , current, <u>early</u> , <u>last</u> , <u>late</u> , <u>later</u> , <u>next</u> , <u>now</u> , <u>once</u> , <u>future</u> , <u>soon</u> , <u>today</u> , <u>tonight</u> , <u>tomorrow</u> , <u>week</u> , <u>weekend</u> , <u>year</u> , <u>yesterday</u> , <u>day</u> , daily
9. Money
---bill, cash, <u>cent</u> , <u>change</u> , coin, credit card, <u>dollar</u> , <u>money</u> , <u>price</u>
--- <u>borrow</u> , <u>buy</u> , charge, <u>cost</u> , earn, <u>lend</u> , <u>pay</u> , <u>spend</u>
--- <u>cheap</u> , <u>expensive</u>
10. Food & drink
--- <u>fruit</u> , <u>apple</u> , <u>banana</u> , <u>grape</u> , <u>guava</u> , <u>lemon</u> , mango, <u>orange</u> , <u>papaya</u> , <u>peach</u> , <u>pear</u> , pineapple, <u>strawberry</u> , tangerine, <u>tomato</u> , <u>watermelon</u>
--- <u>vegetable</u> , <u>bean</u> , cabbage, carrot, corn, <u>lettuce</u> , nut, onion, potato, <u>pumpkin</u> , <u>meat</u>
--- <u>beef</u> , <u>bread</u> , <u>bun</u> , burger, cereal, <u>chicken</u> , <u>dumpling</u> , <u>egg</u> , <u>fast food</u> , <u>fish</u> , flour, <u>food</u> , <u>French fries</u> , <u>ham</u> , <u>hamburger</u> , <u>hot dog</u> , instant noodle, <u>noodle</u> , <u>pizza</u> , <u>pork</u> , <u>rice</u> , <u>salad</u> , <u>sandwich</u> , seafood, shrimp, <u>soup</u> , <u>spaghetti</u> , <u>steak</u> , tofu
--- <u>breakfast</u> , brunch, <u>dinner</u> , <u>lunch</u> , <u>meal</u> , <u>snack</u> , supper
---beer, coffee, <u>Coke</u> , <u>drink</u> , <u>ice</u> , <u>juice</u> , liquid, <u>milk</u> , milk <u>shake</u> , soda, soft drink, <u>tea</u> , <u>water</u>
--- <u>cake</u> , <u>candy</u> , <u>cheese</u> , <u>chocolate</u> , <u>cookie</u> , dessert, doughnut, <u>ice cream</u> , <u>moon cake</u> , <u>pie</u> , <u>popcorn</u> , <u>toast</u>
--- <u>butter</u> , ketchup, cream, jam, <u>oil</u> , pepper, soy-sauce, <u>salt</u> , <u>sugar</u> , vinegar
--- <u>hungry</u> , <u>full</u> , <u>thirsty</u>
---bitter, <u>delicious</u> , <u>hot</u> , sour, <u>sweet</u> , <u>yummy</u>
--- <u>bake</u> , <u>boil</u> , <u>burn</u> , <u>cook</u> , <u>eat</u> , <u>order</u> , spread
--- <u>menu</u> , diet
---slice
11. Tableware
--- <u>bowl</u> , <u>chopsticks</u> , <u>cup</u> , <u>dish</u> , <u>fork</u> , <u>glass</u> , <u>knife</u> , napkin, <u>plate</u> , saucer, <u>spoon</u> , <u>straw</u>
12. Clothing & accessories
---blouse, <u>coat</u> , <u>dress</u> , <u>jacket</u> , <u>jeans</u> , pajamas, <u>pants</u> , raincoat, <u>shirt</u> , <u>T-shirt</u> , <u>shorts</u> , <u>skirt</u> , suit, <u>sweater</u> , swimsuit, trousers, <u>uniform</u> , underwear, <u>vest</u>
--- <u>bag</u> , <u>belt</u> , button, <u>cap</u> , <u>comb</u> , contact lens, earrings, <u>glove</u> , handkerchief, <u>hat</u> , <u>mask</u> , necklace, <u>pocket</u> , purse, <u>ring</u> , scarf, <u>shoe(s)</u> , slippers, sneakers, <u>socks</u> , <u>tie</u> , <u>umbrella</u> , <u>wallet</u> , hole, spot
--- <u>clothes</u> , cotton, diamond, gold, silver
---iron, <u>wear</u>
13. Colors
--- <u>black</u> , <u>blue</u> , <u>brown</u> , <u>color</u> , golden, <u>gray</u> , <u>green</u> , <u>orange</u> , <u>pink</u> , <u>purple</u> , <u>red</u> , <u>white</u> , <u>yellow</u>
14. Sports, interests & hobbies
--- <u>sports</u> , <u>badminton</u> , <u>baseball</u> , <u>basketball</u> , <u>dodge ball</u> , football, <u>frisbee</u> , golf, <u>race</u> , <u>soccer</u> , softball, table tennis, <u>tennis</u> , volleyball
--- <u>barbecue</u> , bowling, <u>camp (camping)</u> , <u>climb (mountain climbing)</u> , <u>cook (cooking)</u> , <u>dance (dancing)</u> , <u>draw (drawing)</u> , exercise, <u>fish (fishing)</u> , <u>hike (hiking)</u> , <u>jog (jogging)</u> , <u>picnic</u> , <u>roller skate (roller-skating)</u> , <u>run (running)</u> , <u>sail (sailing)</u> , <u>sing (singing)</u> , <u>skate</u> , ski (skiing), <u>stamp</u> , <u>surf</u> , <u>swim (swimming)</u> , travel, <u>trip</u>
--- <u>hobby</u> , <u>band</u> , card, cartoon, <u>chess</u> , <u>comic</u> , <u>computer game</u> , <u>doll</u> , drama, <u>drum</u> , film, <u>flute</u> , <u>game</u> , <u>guitar</u> , instrument, jazz, <u>kite</u> , <u>movie</u> , <u>music</u> , novel, <u>paint</u> , <u>piano</u> , pop music, puzzle, <u>song</u> , <u>team</u> , tent, <u>toy</u> , trumpet, <u>violin</u>
---others: <u>lose</u> , <u>play</u> , loser, <u>win</u> , winner, <u>fan</u>
15. Houses & apartments
--- <u>apartment</u> , building, <u>house</u> , <u>home</u>
---basement, <u>bathroom</u> , <u>bedroom</u> , <u>dining room</u> , fence, garage, <u>garden</u> , hall, <u>kitchen</u> , <u>living room</u> , <u>room</u> , <u>study</u> , <u>yard</u>
--- <u>balcony</u> , ceiling, <u>door</u> , downstairs, <u>floor</u> , <u>gate</u> , roof, <u>stairs</u> , upstairs, <u>wall</u> , <u>window</u>
---furniture, armchair, <u>bath</u> , <u>bed</u> , <u>bench</u> , bookcase, <u>chair</u> , closet, <u>couch</u> , curtain, <u>desk</u> , <u>drawer</u> , faucet, <u>lamp</u> , <u>light</u> , mirror, shelf, sink, <u>sofa</u> , <u>table</u> , <u>tub</u>
--- <u>blanket</u> , carpet, hanger, pillow, sheet, toothbrush, soap, <u>towel</u>
---air conditioner, <u>camera</u> , cassette, <u>computer</u> , dresser, dryer, <u>fan</u> , flashlight, freezer, heater, <u>machine</u> ,

附錄三 (續前頁)：參考字彙表

15. Houses & apartments
---microwave, oven, <u>radio</u> , <u>refrigerator</u> , speaker, stove, <u>tape</u> , <u>tape recorder</u> , <u>telephone (phone)</u> , <u>television (TV)</u> , <u>video</u> , walkman, printer
--- <u>basket</u> , brick, bucket, <u>candle</u> , hammer, housework, <u>key</u> , <u>mat</u> , needle, pan, <u>pot</u> , teapot, <u>umbrella</u> , toilet, trash can, wok, tube
--- <u>build</u> , <u>clean</u> , decorate, design, <u>fix</u> , repair, sweep, <u>wash</u>
---address, <u>road</u> , <u>street</u>
16. School
---college, <u>elementary school</u> , <u>junior high school</u> , kindergarten, <u>senior high school</u> , university
---campus, <u>classroom</u> , guard, <u>gym</u> , <u>playground</u> , <u>library</u> , <u>class</u>
---seesaw, <u>slide</u>
---board, <u>blackboard</u> , <u>book</u> , <u>chalk</u> , crayon, diary, <u>dictionary</u> , <u>envelope</u> , <u>eraser</u> , <u>glasses</u> , <u>glue</u> , ink, <u>letter</u> , magazine, <u>map</u> , <u>marker</u> , <u>notebook</u> , <u>page</u> , <u>paper</u> , <u>pen</u> , <u>pencil</u> , <u>pencil box (pencil case)</u> , <u>picture</u> , <u>postcard</u> , <u>present</u> , <u>ruler</u> , sheet, textbook, <u>workbook</u> , backpack
--- <u>course</u> , <u>art</u> , <u>Chinese</u> , <u>English</u> , geography, <u>history</u> , biology, chemistry, physics, <u>language</u> , law, <u>math (mathematics)</u> , <u>music</u> , PE (<u>physical education</u>), <u>science</u> , social science
--- <u>cheer leader</u> , <u>class leader</u> , <u>classmate</u> , <u>friend</u> , principal, <u>student</u> , <u>teacher</u>
--- <u>answer</u> , <u>ask</u> , behave, explain, <u>fail</u> , <u>learn</u> , <u>listen</u> , <u>mark</u> , <u>pass</u> , <u>practice</u> , <u>prepare</u> , pronounce, punish, <u>read</u> , <u>repeat</u> , review, <u>say</u> , <u>speak</u> , <u>spell</u> , <u>study</u> , <u>talk</u> , <u>teach</u> , underline, <u>understand</u> , <u>write</u>
---alphabet, conversation, <u>draw</u> , exam, <u>example</u> , <u>exercise</u> , final, <u>grade</u> , <u>homework</u> , <u>knowledge</u> , <u>lesson</u> , poem, <u>problem</u> , <u>question</u> , <u>quiz</u> , record, score, <u>story</u> , <u>test</u> , vocabulary, semester
17. Places & locations
--- <u>here</u> , <u>there</u> , position
--- <u>back</u> , backward, central, forward, <u>front</u> , <u>left</u> , <u>middle</u> , <u>right</u> , <u>east</u> , <u>west</u> , <u>south</u> , <u>north</u> , <u>top</u>
--- <u>bakery</u> , <u>bank</u> , <u>beach</u> , <u>bookstore</u> , buffet, cafeteria, <u>church</u> , convenience store, culture center, <u>department store</u> , drugstore, <u>factory</u> , <u>fast food restaurant</u> , <u>fire station</u> , <u>flower shop</u> , <u>hospital</u> , <u>hotel</u> , mall, <u>market</u> , men's room, women's room, <u>movie theater</u> , <u>museum</u> , <u>office</u> , <u>park</u> , pool, <u>post office</u> , <u>police station</u> , <u>restroom</u> , <u>restaurant</u> , <u>shop</u> , stationery store, <u>store</u> , <u>supermarket</u> , <u>temple</u> , <u>theater</u> , waterfalls, <u>zoo</u>
--- <u>city</u> , <u>country</u> , downtown, <u>farm</u> , <u>place</u> , <u>town</u> , village
--- local, international
18. Transportation
--- <u>airplane (plane)</u> , ambulance, <u>bicycle (bike)</u> , <u>boat</u> , <u>bus</u> , <u>car</u> , helicopter, jeep, <u>motorcycle</u> , <u>scooter</u> , <u>ship</u> , tank, <u>taxi</u> , <u>train</u> , <u>truck</u>
---airlines, <u>airport</u> , <u>bus stop</u> , parking lot, <u>station</u> , <u>train station</u>
--- <u>block</u> , <u>bridge</u> , flat tire, highway, <u>MRT</u> , overpass, passenger, path, platform, railroad, <u>railway</u> , sidewalk, subway, <u>traffic</u> , underpass, wheel
--- <u>arrive</u> , <u>cross</u> , <u>drive</u> , <u>fly</u> , <u>land</u> , <u>ride</u> , sail, <u>turn</u>
--- <u>fast</u> , <u>quick</u> , <u>slow</u>
19. Sizes & measurements
--- <u>centimeter</u> , <u>foot</u> , <u>gram</u> , <u>inch</u> , <u>kilogram</u> , kilometer, liter, meter, <u>mile</u> , <u>pound</u> , yard
--- <u>circle</u> , <u>dot</u> , <u>line</u> , <u>point</u> , rectangle, <u>row</u> , <u>shape</u> , <u>square</u> , triangle
--- <u>big</u> , deep, distant, extra, <u>far</u> , <u>high</u> , <u>large</u> , <u>little</u> , <u>long</u> , <u>low</u> , maximum, <u>medium</u> , minus, narrow, plus, <u>short</u> , <u>small</u> , <u>straight</u> , tiny, wide, <u>round</u> , <u>short</u> , <u>light</u>
--- <u>bottle</u> , <u>cup</u> , <u>dozen</u> , <u>glass</u> , loaf, <u>pack</u> , <u>package</u> , <u>pair</u> , <u>piece</u>
--- <u>size</u> , height, distance, weight, amount, measure
20. Countries and areas
--- <u>country</u> , nation, <u>world</u> .
--- <u>America</u> , <u>China</u> , <u>Taiwan</u> , <u>ROC</u> , <u>USA</u>
21. Languages
--- <u>Chinese</u> , <u>English</u> ,
22. Holidays & festivals
--- <u>Chinese New Year</u> , <u>New Year's Eve</u> , Double Tenth Day, Dragon-boat Festival, <u>Lantern Festival</u> , <u>Moon Festival</u> , <u>Teacher's Day</u>
--- <u>Christmas</u> , <u>Easter</u> , <u>Halloween</u> , <u>New Year's Day</u> , <u>Mother's Day</u> , <u>Father's Day</u> , Thanksgiving, Valentine's Day
---culture, custom, <u>festival</u> , <u>holiday</u> , <u>vacation</u> , memory
--- <u>celebrate</u>

附錄三 (續前頁) : 參考字彙表

23. Occupations
--- <u>actor</u> , <u>actress</u> , artist, assistant, baby sitter, barber, <u>boss</u> , <u>businessman</u> , <u>clerk</u> , <u>cook</u> , cowboy, <u>dentist</u> , diplomat, <u>doctor</u> , <u>driver</u> , <u>engineer</u> , <u>farmer</u> , <u>fisherman</u> , guide, hair dresser, <u>housewife</u> , hunter, journalist, judge, <u>lawyer</u> , magician, <u>mailman (mail carrier)</u> , manager, mechanic, model, musician, <u>nurse</u> , owner, painter, <u>police officer</u> , president, priest, <u>reporter</u> , sailor, <u>salesman</u> , scientist, <u>secretary</u> , servant, <u>shopkeeper</u> , <u>singer</u> , <u>soldier</u> , <u>waiter</u> , <u>waitress</u> , <u>worker</u> , <u>writer</u> , vendor.
--- <u>business</u> , company, employ, hire, <u>job</u> , <u>work</u>
24. Weather & nature
--- <u>weather</u> , <u>clear</u> , <u>cloudy</u> , <u>cold</u> , <u>cool</u> , <u>dry</u> , foggy, freezing, <u>hot</u> , humid, natural, <u>rainy</u> , <u>snowy</u> , stormy, <u>sunny</u> , <u>warm</u> , <u>wet</u> , <u>windy</u>
---fog, lightning, <u>rainbow</u> , shower, <u>snow</u> , <u>snowman</u> , storm, thunder, <u>typhoon</u> , <u>wind</u>
--- <u>blow</u> , <u>rain</u> , <u>shine</u>
--- <u>nature</u> , <u>air</u> , climate, cloud, degree, <u>earth</u> , <u>moon</u> , <u>sky</u> , <u>sun</u> , <u>star</u> , temperature
25. Geographical terms
---area, <u>bank</u> , <u>beach</u> , coast, desert, environment, forest, <u>hill</u> , <u>island</u> , <u>lake</u> , <u>mountain</u> , ocean, plain, <u>pond</u> , <u>pool</u> , <u>river</u> , <u>sea</u> , <u>spring</u> , stream, valley, woods
26. Animals & insects
--- <u>animal</u> , <u>bear</u> , <u>cat</u> , <u>chicken</u> , <u>cow</u> , deer, dinosaur, <u>dog</u> , donkey, <u>duck</u> , eagle, <u>elephant</u> , <u>fox</u> , <u>frog</u> , <u>goat</u> , <u>goose</u> , <u>hen</u> , <u>hippo</u> , <u>horse</u> , <u>kangaroo</u> , kitten, <u>koala</u> , lamb, <u>lion</u> , <u>monkey</u> , monster, <u>mouse</u> , <u>ox</u> , panda, parrot, <u>pet</u> , <u>pig</u> , pigeon, <u>puppy</u> , <u>rabbit</u> , <u>rat</u> , <u>sheep</u> , swan, <u>tiger</u> , <u>turkey</u> , wolf, <u>zebra</u>
--- <u>insect</u> , <u>ant</u> , <u>bat</u> , <u>bee</u> , <u>bird</u> , <u>bug</u> , <u>butterfly</u> , cockroach, <u>dragon</u> , mosquito, snail, <u>snake</u> , <u>spider</u> , worm
---crab, dolphin, <u>fish</u> , <u>shark</u> , shrimp, <u>turtle</u> , <u>whale</u>
---bark, <u>bite</u> , swallow
--- <u>tail</u> , wing
27. Articles & determiners
--- <u>a</u> , <u>every</u> , <u>the</u> , <u>this</u> , <u>that</u> , <u>these</u> , <u>those</u> , <u>my</u> , <u>our</u> , <u>your</u> , <u>his</u> , <u>her</u> , <u>its</u> , <u>their</u>
28. Pronouns & reflexives
--- <u>I (me, my, mine, myself)</u> , <u>you (you, your, yours, yourself, yourselves)</u> , <u>he (him, his, himself)</u> , <u>she (her, hers, herself)</u> , <u>it (it, its, itself)</u> , <u>we (us, our, ours, ourselves)</u> , <u>they (them, their, theirs, themselves)</u>
--- <u>all</u> , <u>another</u> , <u>any</u> , <u>anyone (anybody)</u> , <u>anything</u> , <u>both</u> , <u>each</u> , <u>everyone (everybody)</u> , <u>everything</u> , <u>many</u> , <u>most</u> , <u>nobody</u> , none, <u>nothing</u> , <u>other</u> , <u>part</u> , <u>some</u> , <u>someone (somebody)</u> , <u>something</u>
29. Wh-words
--- <u>how</u> , <u>what</u> , <u>which</u> , <u>who</u> , <u>whose</u> , <u>when</u> , <u>where</u> , <u>whether</u> , <u>while</u> , <u>why</u>
30. Be & auxiliaries
--- <u>be (am, are, is, was, were, been)</u> ,
--- <u>do (does, did, done)</u> , <u>have (has, had)</u> , <u>can (could)</u> , <u>will (would)</u> , <u>may (might)</u>
--- <u>must</u> , <u>shall</u> , <u>should</u>
31. Prepositions
--- <u>about</u> , <u>above</u> , <u>across</u> , <u>after</u> , against, <u>along</u> , among, <u>around</u> , <u>at</u> , <u>before</u> , <u>behind</u> , <u>below</u> , <u>beside</u> , <u>between</u> , beyond, <u>by</u> , <u>down</u> , <u>during</u> , <u>except</u> , <u>for</u> , <u>from</u> , <u>in</u> , <u>in back of</u> , <u>in front of</u> , <u>inside</u> , <u>into</u> , <u>like</u> , <u>near</u> , <u>of</u> , <u>off</u> , <u>on</u> , <u>out</u> , <u>out of</u> , <u>outside</u> , <u>over</u> , <u>next to</u> , <u>since</u> , <u>than</u> , through, till, <u>to</u> , toward, <u>under</u> , <u>until</u> , <u>up</u> , upon, upper, <u>with</u> , <u>without</u>
32. Conjunctions
--- <u>and</u> , <u>as</u> , <u>because</u> , besides, <u>but</u> , <u>however</u> , <u>if</u> , <u>or</u> , <u>since</u> , <u>than</u> , <u>that</u> , therefore, <u>though (although)</u>
33. Interjections
--- <u>hello</u> , <u>hey</u> , <u>hi</u> , <u>good-bye (goodbye, bye)</u>
34. Other nouns
---accident, <u>action</u> , activity, advertisement, advice, <u>age</u> , aim, alarm, album, <u>American</u> , anger, army, attention, balloon, <u>band</u> , <u>base</u> , beauty, beginner, beginning, <u>bell</u> , <u>birthday</u> , blank, blood, bomb, <u>bottom</u> , branch, bundle, cable, <u>cage</u> , <u>can</u> , captain, <u>case</u> , <u>castle</u> , cause, <u>cellphone</u> , <u>center</u> , century, <u>chance</u> , channel, character, chart, childhood, choice, <u>club</u> , coach, command, congratulation, contract, <u>corner</u> , courage, court, crime, crowd, curve, damage, danger, debate, decision, department,

附錄三 (續前頁) : 參考字彙表

34. Other nouns

---desire, difference, difficulty, direction, discussion, dream, duty, edge, education, effort, e-mail, emotion, enemy, energy, engine, entrance, error, event, excuse, exit, experience, fact, fault, fear, fee, feeling, fire, flag, flight, foreigner, flower, freedom, friendship, fun, garbage, gas, gesture, ghost, gift, goal, God, goodness, government, grass, ground, group, gun, habit, haircut, heat, honesty, honey, human, humor, hunger, idea, importance, income, influence, information, Internet, interview, invitation, joke, joy, kind, kingdom, lack, leader, leaf, level, lid, link, locker, mail, manner, mass, matter, meaning, meeting, member, message, metal, method, mind, mistake, motion, movement, mud, nest, news, newspaper, noise, note, object, operation, opinion, order, party, pattern, peace, period, photo, pile, pin, pipe, planet, player, pleasure, poison, pollution, population, powder, power, pressure, prize, production, program, progress, project, purpose, reason, report, result, robot, rock, role, root, rope, rose, rule, safety, sale, sample, sand, scene, scenery, screen, secret, seat, section, seed, sense, sentence, service, set, shore, side, sight, silence, skill, smile, society, soul, space, speech, speed, spirit, state, steam, step, stone, story, style, subject, success, swing, symbol, system, talent, tear, term, thief, thing, thought, ticket, title, tool, topic, tower, trade, tradition, trash, treasure, treat, tree, trick, trouble, truth, tunnel, universe, value, victory, voice, war, way, wedding, wood, word, memory, net, principle

35. Other verbs

---feel, hear, listen, look, see, smell, sound, taste, watch
---check, complete, end, finish, succeed, survive
---affect, believe, blame, bother, confuse, consider, develop, divide, doubt, ease, embarrass, forgive, forget, frighten, gather, guess, hate, hope, imagine, inspire, know, like, love, mind, need, notice, realize, regret, remember, remind, surprise, think, want, wish, worry, bless
---act, bathe, beat, blow, bow, break, bring, brush, carry, catch, chase, cheat, choose, clap, close, come, control, collect, comment, correct, copy, count, cover, cry, cut, dial, dig, deliver, drop, elect, enter, exist, feed, fight, follow, fray, go, greet, grow, guide, hand, hang, help, hit, hold, hop, hunt, hurry, jump, kick, knock, kill, kiss, laugh, lay, leave, lick, lift, list, lock, make, meet, miss, mix, move, nod, offer, open, pack, park, paste, pause, pick, plant, print, pull, pump, produce, protect, push, put, recycle, revise, rise, roll, rub, run, rush, rob, rest, shake, shoot, shout, shut, smoke, sign, stand, steal, strike, take, tell, throw, touch, trace, trap, type, use, vote, walk, wave, hug, yell, mop
---accept, add, admire, advise, agree, allow, apologize, appear, appreciate, argue, arrange, assume, attack, avoid, become, begin, belong, broadcast, burst, call, calm, cancel, care, certain, check, compare, complain, concern, continue, create, date, deal, decide, decrease, depend, describe, detect, die, direct, disappear, discover, discuss, emphasize, enjoy, envy, excite, expect, express, fall, fill, find, fit, focus, form, gain, get, give, handle, happen, hide, hurt, improve, include, ignore, increase, indicate, insist, interrupt, introduce, invent, invite, join, judge, keep, lead, let, lie, limit, list, match, mean, notice, obey, omit, own, pardon, plan, please, pollute, praise, pray, prepare, promise, provide, quit, raise, reach, receive, refuse, reject, rent, respect, return, ruin, solve, satisfy, save, search, seem, select, sell, send, serve, share, show, sit, sleep, start, stay, stop, suggest, support, thank, treat, trust, try, visit, wait, wake, waste, welcome.

36. Other adjectives

---able, absent, afraid, alike, alive, alone, American, ancient, asleep, available, basic, bright, broad, classical, colorful, common, complete, convenient, correct, crowded, dangerous, dark, dead, dear, different, difficult, dirty, double, easy, electric, else, enough, equal, excellent, false, fancy, fantastic, fair, fashionable, favorite, fine, foreign, formal, former, free, fresh, general, glad, great, hard, helpful, homesick, horrible, important, impossible, independent, instant, interesting, latest, latter, likely, loud, lucky, magic, main, major, marvelous, minor, modern, national, necessary, new, negative, noisy, only, ordinary, other, overseas, own, peaceful, perfect, personal, pleasant, popular, positive, possible, precious, present, primary, private, public, quiet, rare, ready, real, regular, responsible, right, safe, same, scared, secondary, serious, sharp, silent, similar, simple, single, skillful, sleepy, sorry, special, strange, such, sudden, super, sure, surprised, terrible, terrific, thick, tidy, traditional, true, unique, useful, usual, valuable, social, whole, wild, wonderful, wrong.

37. Other adverbs

---always, ever, never, often, seldom, sometimes, usually
---actually, again, also, away, too, almost, altogether, especially, even, finally, hardly, least, maybe, nearly, perhaps, probably, rather, really, so, still, then, together, very, quite, yet
---aloud, abroad, ahead, everywhere, anywhere, somewhere
---either, neither, no, nor, not, yes (yeah)

字彙編列原則

1. 字彙表字數的計算不包含括弧內的字詞。
2. Be 動詞和助動詞 do, have, can, will, may 只列原形，其相關衍生詞均列在其後括弧內，如 be (am, are, is, was, were, been)。
3. 代名詞：I, you, he, she, it, we, they 只列主格，其受格、所有格、所有格代名詞和反身代名詞均列在其後括弧內，如 I (me, my, mine, myself)。
4. 括弧的使用，除以上(2)、(3)項的情形外，其餘括弧內的字詞為其前字詞的同義字，如 yes (yeah), anyone (anybody)。
5. 一般動詞均以原形出現，動詞變化不個別列出。
6. 形容詞均以原形出現，比較級及最高級不個別列出。
7. 數字的序數，除了不規則的 first, second, third 依然列出外，其餘皆視為字尾加-th 的規則變化，不個別列出。
8. 名詞除了少數常以複數形式出現者(如 pants)之外，均以單數形式出現。
9. 本字彙表以主題及詞性分類表列出時，有些跨類的字詞會同時出現於不同類組(如 chicken 分別列於動物及食物類)。
10. 片語 (phrase)，如 get up, as soon as 等不在此字彙表列出。
11. 國名、地名、及語文名稱等專有名詞為數眾多，除了 America, China, ROC, Taiwan, USA, Chinese, American, English 外，其餘不個別列出。
12. 以複合名詞出現的節慶名稱(如 Chinese New Year) 只在主題及詞性分類表列出。字母排序字彙表中則僅列複合名詞的個別單字。
13. 表中畫有底線者為「基本一千二百個字彙」，係以教育部 92 年 1 月公布之「國民中小學英語基本字彙」中的「基本一千個字彙」為基礎，合併原 7 個數字的序數字彙後，再加上 207 個基本字彙而成。此 207 個字彙的制訂，係以國立編譯館審查通過上市之標準版及暫行版國小課本中出現過的單字，參照教育部「國民中小學英語基本字彙」中「基本一千個字彙」以外的單字、語言訓練測驗中心 (L TTC)「全民英檢初級檢定二千字彙參考表」、84 年及 91 年大考中心公佈的「高中常用字彙表」，選取出現在此四份字彙表中的字詞編製而成。

附錄四：基本語言結構參考表⁸⁶

名詞--

- *可數名詞與不可數名詞
- 可數名詞的複數形
- *專有名詞

代名詞--

- 代名詞的單複數形 (I, we, you, he, she, it, they)
- 代名詞的受格 (you, him, her, it, us, them 等)
- 代名詞所有格 (my, his, her, your)
- 不定代名詞 one, ones 的用法
- 所有格代名詞 (mine, yours, * his, * hers, * theirs)
- 反身代名詞

冠詞--

- 不定冠詞 an
- *定冠詞

指示詞--

- 指示詞 (this, that)
- 指示詞/代名詞 (these, those)

數量詞--

- 基數
- 序數 (Ordinals) : first, second, third, fourth
- 數量詞 : many, much, some, any

⁸⁶ 此參考表係以過去部編版國中教科書中所介紹的語言結構為基礎。其中，加註星號*者為部編版教科書中僅零星提及、或是雖未提及但仍相當重要而應該納入教學的語言結構。

數量詞：one, both, some, most, all...of, * a lot of, * lots of

形容詞--

形容詞的比較級
形容詞的最高級

副詞--

*時間副詞
*場所副詞
頻率副詞（always, usually 等）
情態副詞
too 及 either 的用法

不定詞--

*不定詞當主詞
不定詞當受詞
wh-不定詞片語
It is + 形容詞 + to + 原形動詞
It takes... to...
too...to

動名詞--

動名詞當主詞
動名詞當介詞的受詞
動名詞當其他動詞的受詞（如 like/enjoy/hate +V-ing）

分詞--

*現在分詞當形容詞
過去分詞當形容詞

連接詞--

and 與 * but 的用法
not only...but also B4L8

介詞與介系詞片語--

表示場所的介系詞（如 in, on, under, next to, in front of, between 等）
表示時間的介系詞（如 at, in, on 等）
修飾用的介系詞片語

句子的分類--

1. 直述句

以 Be 動詞為主的直述句
以普通動詞為主的直述句

2. 疑問句

Yes/No 問句
以 Be 動詞為主的 Yes/No 問句及其答句（肯定與否定）
以 do/does/did 及其他助動詞引導的 Yes/No 問句及回應的句型（肯定與否定）

3. WH-問句

以 what, who, where, when, why, how 及 which 引導的問句及回應之句型
以 how old 引導的問句及回應之句型
以 what time 起首的問句及其回應句型
疑問句：How much...? How many...? How old...?

附加問句

祈使句

祈使句的基本句型

*感嘆句

引介句

以 there 爲主的引介句 (introductory sentences)

被動句

助動詞--

助動詞 do, don't, does, doesn't, did, didn't

助動詞 have to

情態助動詞 should

聯綴動詞：become, get, look

感官動詞

感官動詞 + 原形動詞

使役動詞

使役動詞 + 原形動詞

時式--

1. 現在式

(1) 簡單式

Be 動詞的用法

普通動詞第三人稱、單數的用法

(2) 進行式

現在進行式的基本句型：直述句、否定句、疑問句及答句

(3) 完成式

現在完成式：直述句、否定句、疑問句及答句

2. 過去式

(1) 簡單式

be 動詞的過去簡單式：直述句、否定句、疑問句及答句

規則動詞與不規則動詞的過去式

* (2) 進行式

Be 動詞的過去進行式：直述句、否定句、疑問句及答句

* (3) 完成式

過去完成式：直述句、否定句、疑問句及答句

3. 未來式

(1) 簡單式

未來式 (will...; be going to)

子句--

1. 對等子句

句子的合併 (...but/so...)

2. 從屬子句

由 that 引導的名詞子句

wh-名詞子句

時間子句：before, when, after

原因子句：because

條件子句：if（不包含假設語氣）

關係子句：關係代名詞

程度子句：so...that

其他：

give/buy + 人 + 物

人 + used to + VP

How + Be + NP...?

My translation version of Grade 1-9 Intergrated Coordinated Curriculum

Issue No. 0930061395

Department of Elementary Education, Ministry of Education

Main function: To introduce the Elementary Grade 1-9 Curriculum (replacing the English curriculum guidelines in the languages area).

1. This curriculum is effective from school year of 2005 and begins from Grades 3 & 4.
2. The number of items listed under the heading of English Vocabulary has been extended from 1,000 to 1,200 words to accommodate the fact that the number of teaching years has been extended from five to seven. Details attached.

English language curriculum guidelines for elementary education (from Grade 3)

1. Fundamental idea

Increasing globalization and, along with it, an increase in political, economic and cultural relationships among peoples, has led to steady growth in the importance of English. English has become the important tool in international communication, in technology, industry, commerce, even higher education. Thus, through learning English, people can not only become involved in social activities in English-speaking countries, but also improve their inter-cultural understanding and respect for other cultures. Furthermore, to be able to use English is to be prepared for the next century and is an essential aspect of world citizenship.

In line with the internationalization of government policies and in order to promote our country's international competitiveness, the government dedicates a great energy in to English education at all levels. In line with the wishes and expectations of the people, it has been decided to extend the learning of English down to grade three in primary schools in the 2005 school year.

The aims of the Primary and Junior High school English curriculum are to create a solid foundation for students' communicative abilities, to encourage their motivation to learn English and their interest in the language, to cultivate an international perspective, and to increase their knowledge. All of these things will improve our citizens' ability to deal with international affairs and increase our country's competitiveness. The curriculum emphasizes the creation of a natural, enjoyable language learning environment and the cultivation of enthusiasm and basic communicative abilities. In-class teaching should be relaxed, happy and interactive. The teaching materials should be realistic, practical and interesting. There should be a variety of text-types. Rather than focusing on individual components of language, there is increased emphasis on the cultivation of integrated listening, speaking, reading and writing skills through the use of a variety of teaching materials and practice activities. In this way, students' ability to use English in a useful and practical way will gradually increase through interaction with their peers and their teacher. There will not be a one-way street in which teachers focus only on pouring out grammatical knowledge. In order to ensure that students' motivation to learn is increased and that there is no increase in their learning burden, it is important that the amount and difficulty of learning materials should be appropriate in relation to level of difficulty. Maintaining the interest and comprehension of students should be treated as being more important than the amount of progress made.

2. Curriculum goals

The goals of the English Curriculum for Elementary and Junior High school are:

1. To cultivate essential English communicative ability and the ability to apply it in situations.
2. To cultivate interests and strategies for learning English which lead to effective self-motivated learning;
3. To gain understanding of, and be able to compare, one's own cultures and customs and those of others. To develop respect for cultural differences.

3. Competence indicators/Benchmarks

(Note that the section in *bold italic print* below is a **summary translation** rather than a direct translation of the original.)

Two stages

The English language curriculum is divided into two stages: primary (Grades 3, 4, 5 and 6) and secondary (Grades 7, 8 and 9). Four skills (listening, speaking, reading, and writing) are addressed in both stages. Although listening and speaking are emphasized in the beginning stages of learning (particularly Grades 3 and 4), simple reading and writing activities (such as copying words and filling in blanks) is integrated into the teaching and learning processes. At secondary level, the emphasis is on practical English and the development of the four skills is continued from elementary level onwards.

The competence indicators are set up in three categories: *Language skills*, *Learning English: Interests and strategies*, and *Cultures and Customs*. Listening, speaking, reading, writing and a combination of these are included under the heading *Language skills*.

Explanation

1. Number indicators: the first number represents the type of competency involved; the second number indicates the learning stage involved; the third number signals position in the relevant list.
2. Statements in italics in the part of the document referring to elementary education elementary part are to be treated as essential and should be achieved in Grades 3 and
3. English language teaching should cover all of the competency indicators included in the Grade 1-9 Curriculum. However, the inclusion of an asterisk (*) indicates that schools are free to develop the section to which the asterisk refers in whatever way, and to whatever depth, they consider appropriate in terms of the characteristics and competencies of their students and the number of teaching hours available planning.

(1) Language Skills

1. Listening

<p>Grade 3-6 (Elementary)</p>	<p>1-1-12 To be able to listen and identify the 26 letters of the alphabet 1-1-13 To be able to listen to and identify English pronunciation 1-1-14 To be able to listen to and identify words learned in class 1-1-15 To be able to listen to and identify the intonation of questions and statements 1-1-16 To be able to listen to and identify the rhythm of sentences 1-1-17 To be able to listen and identify the stress of basic vocabulary items, phrases, and sentences 1-1-18 To be able to listen and understand frequently used classroom language and everyday interactional language 1-1-19 To be able to listen to and understand simple sentences 1-1-20 To be able to listen to and understand simple everyday conversation 1-1-21 *To be able to listen to and understand the content of simple chants and rhymes 1-1-22 *To be able to listen to and understand simple children's stories and most of the content of short children's drama supported by visual aids such as pictures, puppets, and body language</p>
<p>Grade 7-9 (Junior High)</p>	<p>Continue the foundation of the elementary stage, and develop the competences below</p> <p>1-2-6 To be able to recognize the rhythm and rhyme of simple poems 1-2-7 To be able to recognize emotions and attitudes from different tones of voice 1-2-8 To be able to listen to, and understand every-day conversation and simple stories 1-2-9 *To be able to recognize the purpose or main idea of a conversation or a message 1-2-10 *To be able to listen to and understand most of the content of simple films and short dramas with the help of visual aids</p>

2. Speaking

<p>Grade 3-6 (Elementary)</p>	<p>2-1-1 To be able to say the 26 letters of the alphabet 2-1-2 To be able to pronounce English words 2-1-3 To be able to say/tell words learned in class 2-1-4 To be able to ask questions and make statements using correct intonation 2-1-5 To be able to say simple sentences with accurate stress and appropriate intonation 2-1-6 To be able to use simple classroom language 2-1-7 To be able to use simple English to introduce oneself 2-1-8 To be able to use simple English to introduce one's family and friends 2-1-9 To be able to use appropriate politeness conventions 2-1-10 To be able to ask, answer and describe in simple English 2-1-11 To be able to sing and read out chants and rhymes 2-1-12 To be able to use simple English to tell a story by looking at pictures 2-1-13 *To be able to role play simple conversation on the basis of picture clues 2-1-14 *To be able to participate in simple children's short drama performance.</p>
<p>Grade 7-9 (Junior High)</p>	<p>Continue the foundation of the elementary stage, and develop the competences below:</p> <p>2-2-9 To be able to important main classroom language 2-2-10 To be able to participate in a teacher-elicited classroom discussion in English 2-2-11 To be able to express personal needs, willingness and feelings in English 2-2-12 To be able to use English to describe relevant people, events, and things in life 2-2-13 To be able to ask and answer in accordance with people, events, times, places and objects 2-2-14 To be able to express oneself and communicate with others according to situations and occasions 2-2-15 To be able to participate in a simple drama performance 2-2-16 To be able to use simple English to introduce one's own culture and customs as well as those of others</p>

3. Reading

<p>Grade 3-6 (Elementary)</p>	<p>3-1-12 <i>To be able to identify printed capital and small letters</i> 3-1-13 <i>To be able to identify words learned in class</i> 3-1-14 <i>To be able to apply the rules of phonics in reading words aloud</i> 3-1-15 To be able to read simple English signs 3-1-16 To be able to recognize frequently used words/sentences in stories, rhymes and chants 3-1-17 To be able to read simple sentences 3-1-18 To be able to understand the format of English writing, such as spacing, capitalization, appropriate punctuation at the end of a sentences, and movement from left to right and top to bottom 3-1-19 To be able to read dialogues and stories from textbooks after a teacher or a tape 3-1-20 *To be able to read and understand the content of simple stories and children’s drama when supported by visual aids, such as pictures and visual clues; 3-1-21 *To be able to predict or make inferences on the basis of pictures, book titles, or contextual clues 3-1-22 *To be able to use the rules of phonics to read words aloud</p>
<p>Grade 7-9 (Junior High)</p>	<p>Continue the foundation of the elementary stage, and develop the competences below: 3-2-11 To be able to recognize English letters in cursive writing 3-2-12 To be able to use a dictionary to find out the pronunciation and meaning of words 3-2-13 To be able to read frequently used English signs and charts 3-2-14 To be able to read out short passages and stories aloud, using appropriate intonation and rhythm 3-2-15 To be able to abstract the main idea from texts 3-2-16 To be able to abstract the important content and/or overall plot from conversations, short passages, letters, stories, and drama 3-2-17 * To be able to identify the essence of a story, such as its background, characters, events and ending 3-2-18 * To be able to use pictures or contextual clues to guess the meaning of words and/or the main idea 3-2-19 * To be able to read simple articles in different genres and on different topics 3-2-20 * To be able to understand and appreciate simple poetry and short drama</p>

4. Writing

<p>Grade 3-6 (Elementary)</p>	<p>4-1-8 <i>To be able to write capitals and smaller letters in print</i> 4-1-9 <i>To be able to write one’s own name</i> 4-1-10 <i>To be able to copy words in writing</i> 4-1-11 To be able to copy sentences in writing 4-1-12 To be able to spell at least 180 basic frequently used words 4-1-13 To be able to fill in important words based on picture clues 4-1-14 To be able to write simple sentences in the format of English writing</p>
<p>Grade 7-9 (Junior High)</p>	<p>Continue the foundation of the elementary stage, and develop the competences below: 4-2-5 To be able to insert information into simple forms 4-2-6 To be able to combine, alter, and make sentences according to clues 4-2-7 To be able to write simple greetings cards, letters (including e-mails) etc. 4-2-8 * To be able to write simple paragraphs on the basis of clues provided</p>

5. Combination of 4 skills applied

<p>Grade 3-6 (Elementary)</p>	<p>5-1-1 <i>To be able to recognize, speak and write the 26 letters of the alphabet</i> 5-1-2 <i>To be able to understand and recognize English words which have been learnt in class</i> 5-1-3 <i>To be able to identify written words from books when one listens and reads</i> 5-1-4 To be able to use at least 300 words in speaking and to spell at least 180 words in writing in simple everyday communication 5-1-5 To be able to understand and respond appropriately to frequently used everyday language (e.g., greetings, thanks, apologies, farewells, etc) 5-1-6 *To be able to write important words based on written or oral hints/instructions provided 5-1-7 To be able to understand the relationship between English spelling and pronunciation rules, and be able to apply phonics on listening to, pronouncing, reading and spelling words</p>
<p>Grade 7-9 (Junior High)</p>	<p>Continue the foundation of the elementary stage, and develop the competences below: 5-2-1 When they graduate, students will have learnt at least 1200 words, and be able to apply them in communicating through listening, speaking, reading and writing 5-2-2 To be able to retell simple short conversations 5-2-3 To be able listen to and understand everyday conversation, simple stories or radio broadcasts and to use simple words, phrases, or sentences to write down main points 5-2-4 To be able to read and understand stories and simple short passages and to narrate orally or write out the main idea using simple sentences 5-2-5 To be able to read and understand simple letters, messages or greeting cards, invitation cards etc., and be able to respond orally or in written form * 5-2-6 * To be able to read and fill out simple forms and applications 5-2-7 * To be able to translate simple sentences from Chinese to English and English to Chinese</p>

(2) Learning English: Interests and strategies

<p>Grade 3-6</p>	<p>6-1-17 <i>To be able to participate in all practice activities</i> 6-1-18 To be able to answer questions asked by a teacher or classmate 6-1-19 To be able to concentrate on a teacher's instructions or demonstrations 6-1-20 To be able to review and preview homework 6-1-21 When appropriate, to be able to use non-linguistic signals such as pictures, body language, tone of voice and expressions as an aid to understanding 6-1-22 To be able to draw upon language materials from outside of the classroom 6-1-23 Not to be afraid of making mistakes, and to be able to express opinions 6-1-24 To be able to use questions in communicating with teachers or classmates 6-1-25 To be positively motivated to use English where the opportunity arises 6-1-26 When in contact with speakers of English, to enjoy imitating what they say and exploring meanings 6-1-27 To be able to make connections between familiar and unfamiliar words and phrases 6-1-28 To enjoy participating in activities that promote English skills (e.g., English camps, poetry readings, short drama performances or contests) 6-1-29 To be curious about, and be able to provide examples of, opposites in discussion with teachers or classmates * 6-1-30 To finish assigned homework autonomously 6-1-31 To be able to check a picture dictionary by themselves* 6-1-32 To pay attention to English that has not been learnt when it is encountered in daily life or the mass media*</p>
<p>Grade 7-9</p>	<p>Continue the foundation of the elementary stage, and develop the competences below 6-2-8 To actively seek out, and enjoy, English movies, songs, radio shows, books etc. 6-2-9 To be interested in others' cultures and customs and to enjoy experiencing them if the opportunity arises</p>

(2) Learning English: Interests and strategies (continued)

Grade 7-9		Continue the foundation of the elementary stage, and develop the competences below
	6-2-10	To enjoy story books, magazines and other reading materials*
	6-2-11	To understand and use basic English reading strategies that enhance interest and develop reading skills
	6-2-12	To be able to review and organize what has been learnt in class
	6-2-13	To be able to use simple resources (e.g., dictionaries) to assist with learning and understanding *
6-2-14	To be able to find teaching and learning resources outside of the classroom (e.g., from the internet) and to share these with teachers and classmates *	

(3) Culture and customs

Grade 3-6	7-1-5	<i>To know the major holidays and customs of their own and others' cultures</i>
	7-1-6	To know how to talk about their own country's holidays in simple English
	7-1-7	To know essential international etiquette
	7-1-8	To know foreign cultures and customs
Grade 7-9		Continue the foundation of the elementary stage, and develop the competences below
	7-2-4	To be able to introduce local and foreign cultures and customs in simple English *
	7-2-5	To be able to understand essential politeness conventions relating to conversation in terms of international etiquette *
7-2-6	To be able to understand and respect different cultures and customs and be able to appreciate them from a multi-cultural perspective *	

In the initial stages of English education at elementary and junior high school levels, the main aim is to establish basic communicative abilities, to cultivate appropriate interests and language learning strategies, and to provide students with opportunities to gain some understanding of their own culture and those of others. Due to the limited number of English language teaching hours available, it is difficult to provide more than basic content relating to the ten essential core competences. However, through topics, communicative functions and in-class interaction, the competencies gained through the English curriculum can contribute to the achievement of the spirit of the ten national core competences.

Relationships between the ten core competencies and the competencies developed through the English curriculum are exemplified below.

Curriculum goals	Core competencies: The competencies or attitudes that can be developed through topics, communicative functions and teaching activities in the English curriculum
1. To enhance self-understanding and explore individual potential	To understand and be able to name the body parts
	To understand how to use simple English to express personal interests and hobbies
	To understand how to use simple English to describe personal appearance and personality
	To understand how to use simple English to describe daily routines
	To understand how to use simple English to describe individual abilities
	To know different types of occupation
2. To develop creativity and the ability to appreciate beauty and present one's own talents	To appreciate chants and the rhythm of English
	To be able to sing and read simple songs and rhymes aloud
	To be able to appreciate simple children's stories
	To be able to appreciate simple children's literature
	To be able to appreciate simple cartoons To be able to appreciate simple radio shows, television programmes and movies
3. To promote abilities related to career planning and lifelong learning	To establish a basic English ability as a foundation of life-time learning
4. To cultivate knowledge and skills related to expression, communication, and sharing.	To be able to use simple classroom language
	To participate in oral language practice in class
	To be able to use simple English to participate in class discussion
	To be able to use simple English in everyday conversational contexts
	To be able to use simple English to introduce oneself and one's family and friends
	To be able to use simple English to express personal feelings and needs
	To be able to use simple English to express personal opinions
	To be able to use simple English to share personal experiences
	To be able to use simple English to describe relevant people, events and things in life
	To be able to use simple English to ask, answer and narrate
	To be able to use simple English to respond to, or explain what other people have said
	To be able to use English in the context of basic social interactions
	To be able to understand the ways in which British and American people communicate
To be able to express oneself and communicate with others in simple and appropriate English (such as greeting, agreeing, apologising, saying goodbye, etc).	

(Continued)

Curriculum goals	Core competencies: The competencies or attitudes that can be developed through topics, communicative functions and teaching activities in the English curriculum
5. To learn to respect others, care for the community and facilitate team work	To establish, through the learning of English, respect for people generally, including equal respect for people of different genders and people belonging to minority groups
	To establish, through learning English, a caring attitude towards family, friends and community
	To establish, through learning English, a positive approach to caring for the environment through recycling
6. To further cultural learning and international understanding	To know about customs and holidays of Chinese and foreign countries
	To understand local customs and practices
	To be able to appreciate simple works of children's literature and understand others' cultures
	To be able to appreciate and accept different cultures and customs
7. To strengthen knowledge and skills related to planning, organizing, and their implementation	To begin to develop a global view of the world
	To be able to use effective foreign language learning strategies to facilitate planning and learning English
8. To acquire the ability to utilize technology and information;	To know some frequently used words relating to technology
	To be able to find resources on the internet
9. To encourage the attitude of active learning and studying	To be able to use dictionaries and other tool books to find information
10. To develop abilities related to independent thinking and problem solving	To establish the capability to solve problems in English

V. Implementation pointers

1. Teaching materials guidelines

The content of English teaching materials for elementary and junior high school should include the following areas:

1. Topics and themes

English courses should be interesting, practical and lively. Local teaching materials should be used appropriately. Teaching materials should cover multi-layered topics which are relevant to students' daily lives, such as

family, school, food, animals and plants, holidays and costumes, occupations, travel and sport and leisure activities and should correspond to the spirit of the ten essential core competencies. Materials writing and activity design should be multi-dimensional and should incorporate different types of text such as jazz chants, rhythms, greeting cards, notes, letters, simple stories, humorous short stories, short plays, riddles, jokes, cartoons, comics etc(see *Supplement 1*)⁸⁷.

2. Communicative functions

The communicative abilities that should be cultivated in elementary and junior high school include inter-personal communication involving everyday conversation and social interaction. The communicative functions can be categorized as greeting, thanking, apologizing, agreeing, requesting, asking for directions, making a phone calls etc. (see *Supplement 2*).

3. Language components

(1) **Letters of the alphabet.** Teaching materials relating to the English alphabet should include printing (capital and small letters) and cursive writing (capital and small letters). At the elementary level, only printing is required; at junior high school, learners will mainly use print but will need to be able to recognize cursive letters. When teachers write on the board or correct homework, they should use printed letter style as much as possible.

(2) **Pronunciation.** In addition to listening to and copying single sounds, students at the beginning of elementary level should be encouraged to focus on the combination of stress and syllables and basic vocabulary should be introduced using phonics. Teachers should make a good use of phonics to enable students to recognize the relationship between letters and sounds, as to be able to pronounce and read words. Phonetic symbols provide a learning tool that can help students to use dictionaries to help them pronounce unfamiliar words. Phonic teaching should be introduced

⁸⁷ What is referred to here as a *Supplement* would be more appropriately translated as ‘appendix’. However, this could cause confusion as it would result, so far as the thesis is concerned, in a situation in which an appendix had its own appendices.

at Junior High level. At this stage, students should have basic listening and speaking skills and so the introduction of phonetic symbols should not be confused with letters of the alphabet.

- (3) **Vocabulary.** To avoid inconsistency of teaching materials and the inclusion of difficult words and phrases, a list of vocabulary recommended for Elementary and Junior High school English is included. This list is made up of two lists of frequently used words: a 1,200 word list and a 2,000 word list (see *Supplement 3*). The vocabulary list was constructed with reference to a range of resources: the older version of the *Standardized Curriculum for Junior High School* (which was published by MOE in 1994); Vocabulary Reference for Korean Elementary Schools Curriculum Guidelines; Word list for the Shanghai Grade 1-9 Curriculum Guidelines; Frequently Used English vocabulary list for Japanese Junior High school; frequently used vocabulary list from various local and imported English materials for children; Language Training and Testing Center (LTTC): GEPT Beginner level 2000 vocabulary list; high school frequently used word list from College Entrance Examination Center (CEEC) in the years 1995, 2001 and 2002; and the most frequently used words from the newest Collins Cobuild Dictionary (1995/2001), a dictionary that is compiled on the basis of The Bank of English. After combining and organizing those sources, the information was input into a computer to create a word store and frequent word list, and allowed us to determine the most frequently occurring vocabulary in the materials from America, England, South Africa and Japan. Finally, we considered the cognitive abilities and life experiences of our elementary and Junior high students, their life experience, their English learning goals and foreign language learning environment, etc.. After much discussion and consultation among editors and committee members, the content of the list was decided. The teaching materials at elementary and junior high level should prioritise the 1200 word list (the underlined parts in the list). If they need to expand on it, they can choose from the remainder of the list. So that materials can be produced with flexibility, vocabulary not included in the list can also be used in materials production.

When students finish elementary English education, they need to be able to use at least 300 words orally and to be able to write (and spell) 180 words. When they graduate from Junior High, they should have learnt at least 1,200 words and be able to apply them in listening, speaking, reading, and writing.

To reduce students' learning burden, new words in each teaching unit can be categorized into 'words for production' and 'words for recognition' based on their importance in the unit. The definitions of both are as follows: the words in focus in teaching materials and in relevant major practice activities should be listed in both 'words for production' and 'words for recognition', the main dividing line between the two being importance in terms of text comprehension and exercises. *If a word is closely related to the lesson topic, and is relevant to the understanding of the content and is a frequently used word, then it should be under the category of 'words for production'. Otherwise, it should be under the category of 'words for recognition'. When teaching words from these two categories, degree of familiarity and control should be slightly different. In the 'words for production' section, students should understand the meaning, be able to recognise and reproduce the sound, and be able to use it accurately and appropriately orally and in print. In the 'words for recognition' section, students only need to understand the meaning of the word and recognise its sound. They should not be required to spell or write the word (although they *may* use it in oral practice).

- (4) **Sentences structure.** The sentence structures used in Elementary and Junior High teaching materials should mainly be essential and frequently used (see *Supplement 4*), dry, abstract teaching of grammatical knowledge should be avoided. The presentation of sentence structures should move from simple to complex. Students should be led to an understanding of meaning through the creation of meaningful contexts and through familiarity. The presentation of sentence structures should be contextually-based and there should be a focus on fun, There should be a clear relationship between the structures introduced at elementary and junior high levels. There should be adequate repetition, lots of

practice of sentence patterns that have been learned and encouragement to apply them flexibly.

2. Principles of materials compilation

Both print and audio-visual materials should be used at Elementary and Junior High levels. The needs and interests of students should be focused on when all kinds of material are being prepared. The content should be practical, simple, active and interesting. Materials designers should refer to the objectives indicators, the topics, the themes and the communication functions in the *Appendices* in order to be consistent with the English Curriculum Goals. The content of materials and the design of activities should emphasize listening and speaking skills and cultivate simple reading and writing abilities. Listening, speaking, reading and writing at the Junior High stage should be developed equally. When compiling teaching materials, designers should ensure that each unit includes lifelike situations with topics, sentence structures and communication functions. Activities should be multi-faceted and communicative in order to maintain interest and develop basic ability to communicate. The activities in each unit should relate to topics and communication functions. Vocabulary, phrases and sentence patterns should be introduced gradually, from the more simple to the more complex – an upward spiral in which review units provide opportunities for students to practice. New topics, communicative functions or sentence patterns can be introduced in the context of ones that have already been introduced. The topics should be directly relevant to students' lives, and the themes should be presented in a multi-dimensional fashion, expanding and developing with the age and increasing ability of students. The content should be simple, easily understood and fun with a mixture of songs, dialogues, rhymes, letters, stories, plays, etc. The lifelike topics should match different themes in the context of a variety of situations of interest to students, providing rich learning content to underpin effective progress.

3. Teaching Method

If English teaching is to be successful, there should be a rich English environment at school and in class, an environment in which the learning of

language takes place in as natural a way as possible. Teaching should be related to the curriculum goals and should include a variety of print and audio-visual materials such as videos, audio tapes, computer multi-media resources, books and pictures, etc. Students should have contact with children's songs, jazz chants, simple stories, cartoons, etc. which can play a role in developing students' listening and speaking skills. English should be the medium of instruction as much as possible in order to provide students with opportunities to listen and speak. The one-way knowledge transfer model should be broken down. Practice should involve situationalized student-student and teacher-student/s interactions.

Teaching should start from the construction of meaning, first dealing with overall comprehension and expression, introducing the situation, purpose and aim, then going on to more detailed language practice. Overall meaning and context and language components are equally important. This type of top to bottom process can make activity-based practice of small parts of language (such as grammar practice or spelling practice) more meaningful. At Elementary level, listening should focus on meaning comprehension. Speaking practice should focus mainly on expressing meaning and pictures and body language should be used as visual aids to support meaning. In reading, students should be encouraged to use phonics rules to spell or read the words that occur frequently in units. In addition, students should learn to reorganize words, and to understand how sentences construction contributes to meaning through introduction to interesting stories and short passages. In the teaching of writing, students should be encouraged to copy and then to cultivate basic writing ability through filling in important words in exercises and making sentences.

At Junior High stage, listening, speaking, reading and writing should be expanded and combined. Authentic materials such as menus, timetables, schedules, maps, newspaper and magazines extracts, should be used in oral and listening activities. In the case of reading, different materials, exploiting different of topics and themes, should be added to promote interest in reading, to enhance reading ability and to help students to develop reading strategies and skills. Cultivation of writing ability should begin with combining, altering and completing sentences and move to paragraph

writing. At the Junior High stage, practical applications, including reviews, should be emphasized to promote interest and achievement. Rote memorization is not required.

The implementation of Grade 1-9 Curriculum means that more years are available for learning and so the phenomenon of students' different proficiency levels will be evident. Teachers should try to teach in accordance with the proficiency levels of their students, using a range of cost-effective and time-effective resources. At the same time as adhering to school administrative policy (e.g., level-grouping, extracurricular activity), teachers should use flexible teaching techniques in class (such as adding/deleting materials, changing activities or introducing activities involving different levels of difficulty) in order to accommodate the differing needs of students. Remedial teaching should be provided for students at the lower end of the achievement spectrum and supplementary materials and activities should be provided for those at the higher end.

Different textbooks are available for the implementation of the Grade 1-9 and so the problems relating to consistency of materials arises, especially at the point of transition from Elementary to Junior High. Junior High school teachers should make time to make connections between Elementary and Junior High teaching materials and to plan a smooth transition from Elementary to Junior High materials. Within the same stage of Elementary and Junior High, a single year of students should use the same textbook series so that there is a measure of consistency. If it should be that textbooks need to be changed within the same stage/ level, schools should plan to fill the curriculum gap between new and old materials.

4. Teaching Assessment. Teaching assessment should be conducted using a variety of models. Assessment should be based on teaching objectives and should reflect achievement. The emphasis should be on: knowledge, critical thinking and skills and meaning. Assessment should include ongoing student achievement in class as well as testing. At the Elementary stage, formative assessment should be adopted. It is important to develop individual learning portfolios, recording a student's understanding at the beginning of a learning programme, the progress that he or she makes, and all of the learning activities in which he or she

participated. In this way, with the addition of comments on a student's attitude and involvement in work, a rounded picture can be achieved. Achievement should not be solely score-oriented, thick description has an important part to play in evaluation. Assessment of listening and speaking should mainly focus more on in-class oral practice, role-plays, pair work and group interactions than on paper and pencil tests.

At Junior High stage, assessment should be related to teaching goals/objectives and should include pronunciation, vocabulary, grammar, all types of language components, listening, speaking, reading, writing and combined communicative skills. Apart from written evaluation, listening and oral tests can be developed and attention should be paid to in-class performance, homework, hand-ins, and attitude to learning.

5. Teaching resources

English teaching should combine print materials, audio-visual materials and teaching aids so that students are able to achieve programme goals in relation to listening, speaking, reading and writing. Apart from textbooks, teaching materials should include teachers' guides, student workbooks, and tapes and/or CDs. Supplementary materials development is required. Supplementary materials could include, for example, vocabulary cards, picture cards, cards that establish situational contexts for learning, picture stories, simple outside reading materials, video tapes and computer-aided teaching software. Good use should be made of all sorts of authentic materials such as menus, time tables, schedules, maps, signs, newspapers, magazines etc. in the process of teaching. In this way, teaching effectiveness will be enhanced by the use of interesting and lively materials.

Supplement 1: Reference list – topics and themes

Topics	
Animals	Interests and hobbies
Appearance	Manners
Home appliances	Money & prices
Clothing/Accessories	Nation & languages
Colors	Nature
Computers	Neighborhood
Customs & lifestyles	Numbers
Daily routines	Occupations
Eating out	Parts of the body
Environment & pollution	School life
Families, family relationships & kinship terms	Shapes, sizes & measurements
Famous or interesting people	Shopping
Famous or interesting places	Special events
Food & drinks	Sports & exercises
Friends & personal relationship	Study habits or plans
Gender equality	Time, date, month, seasons & years
Health	Transportation
Holidays & festivals	Traveling
Houses & apartments	Weather & climate
Human rights	Science & technology
Text types:	
Advertisements	Poems
Chants	Recipes
Cartoons	Rhymes
Conversation	Riddles
Forms	Songs
Jokes	Stories
Letters	Tables
Maps	TV schedules
Menus	
Notices	
Plays	

Supplement 2: Reference list: communication functions

Asking about abilities
Asking about ownership
Asking about prices
Asking about the time, the day, & the date
Asking about transportation
Asking for and giving advice
Asking for and giving information
Asking for and giving instructions
Asking for and giving permission
Asking how things are said in English
Asking how words are spelled
Asking people to repeat or clarify something
Checking & indicating understanding
Comparing things, people, etc.
Describing actions
Describing people's appearances
Describing emotions and experiences
Describing a sequence
Expressing agreement & disagreement
Expressing congratulations
Expressing gratitude
Expressing concern
Expressing likes & dislikes
Expressing prohibition
Expressing wants and needs
Extending, accepting, and declining invitations
Getting attention
Giving reasons
Greeting people
Introducing friends, family and oneself
Making appointments
Making apologies
Making plans
Making requests
Making suggestions
Making telephone calls
Naming common toys and household objects
Offering and requesting help
Ordering food & drinks
Talking about location
Talking about daily schedules and activities
Talking about frequency
Talking about past, present, and future events

Supplement 3: Reference list – vocabulary

This list 2,000 frequently used words, 1,200 of which (underlined) are to be treated as essential at Elementary level

A • In alphabetical order

A— a(an), a few, a little, a lot, a.m., able, about, above, abroad, absent, accept, accident, across, act, action, active, activity, actor, actress, actually, add, address, admire, adult, advertisement, advice, advise, affect, afraid, after, afternoon, again, against, age, ago, agree, ahead, aim, air, air conditioner, airlines, airplane (plane), airport, alarm, album, alike, alive, all, allow, almost, alone, along, aloud, alphabet, already, also, altogether, always, ambulance, America, American, among, amount, ancient, and, angel, anger, angry, ankle, animal, another, answer, ant, any, anyone (anybody), anything, anywhere, apartment, apologize, appear, apple, appreciate, April, area, argue, arm, armchair, army, around, arrange, arrive, art, artist, as, ask, asleep, assistant, assume, at, attack, attention, August, aunt, autumn (fall), available, avoid, away

B— baby, baby sitter, back, backpack, backward, bad, badminton, bag, bake, bakery, balcony, ball, balloon, banana, band, bank, barbecue, barber, bark, base, baseball, basement, basic, basket, basketball, bat, bath, bathe, bathroom, be (am, is, are, was, were, been), beach, bean, bear, beard, beat, beautiful, beauty, because, become, bed, bedroom, bee, beef, beer, before, begin, beginner, beginning, behave, behind, believe, bell, belong, below, belt, bench, beside, besides, between, beyond, bicycle (bike), big, bill, biology, bird, birthday, bite, bitter, black, blackboard, blame, blank, blanket, bless, blind, block, blood, blouse, blow, blue, board, boat, body, boil, bomb, bone, book, bookcase, bookstore, bored, boring, born, borrow, boss, both, bother, bottle, bottom, bow, bowl, bowling, box, boy, branch, brave, bread, break, breakfast, brick, bridge, bright, bring, broad, broadcast, brother, brown, brunch, brush, bucket, buffet, bug, build, building, bun, bundle, burger, burn, burst, bus, business, businessman, busy, but, butter, butterfly, button, buy, by

C— cabbage, cable, cafeteria, cage, cake, calendar, call, calm, camera, camp, campus, can (could), cancel, cancer, candle, candy, cap, captain, car, card, care, careful, careless, carpet, carrot, carry, cartoon, case, cash, cassette, castle, cat, catch, cause, ceiling, celebrate, cellphone, cent, center, centimeter, central, century, cereal, certain, chair, chalk, chance, change, channel, character, charge, chart, chase, cheap, cheat, check, cheer, cheese, chemistry, chess, chicken, child, childhood, childish, childlike, chin, China, Chinese, chocolate, choice, choose, chopsticks, Christmas, chubby, church, circle, city, clap, class, classical, classmate, classroom, clean, clear, clerk, clever, climate, climb, clock, close, closet, clothes, cloud, cloudy, club, coach, coast, coat, cockroach, coffee, coin, Coke, cold, collect, college, color, colorful, comb, come, comfortable, comic, command, comment, common, company, compare, complain, complete, computer, concern, confident, confuse, congratulation, consider, considerate, contact lens, continue, contract, control, convenience store, convenient, conversation, cook, cookie, cool, copy, corn, corner, correct, cost, cotton, couch, cough, count, country, couple, courage, course, court, cousin, cover, cow, cowboy, crab, crayon, crazy, cream, create, credit card, crime, cross, crowd, crowded, cruel, cry, culture, cup, cure, curious, current, curtain, curve, custom, customer, cut, cute

Supplement 3 (continued): Reference list – vocabulary

- D—** daily, damage, dance, danger, dangerous, dark, date, daughter, dawn, day, dead, deaf, deal, dear, death, debate, December, decide, decision, decorate, decrease, deep, deer, degree, delicious, deliver, dentist, department, department store, depend, describe, desert, design, desire, desk, dessert, detect, develop, dial, diamond, diary, dictionary, die, diet, difference, different, difficult, difficulty, dig, diligent, diplomat, dining room, dinner, dinosaur, direct, direction, dirty, disappear, discover, discuss, discussion, dish, dishonest, distance, distant, divide, dizzy, do (does, did, done), doctor (Dr.), dodge ball, dog, doll, dollar, dolphin, donkey, door, dot, double, doubt, doughnut, down, downstairs, downtown, dozen, dragon, drama, draw, drawer, dream, dress, dresser, drink, drive, driver, drop, drugstore, drum, dry, dryer, duck, dumb, dumpling, during, duty
- E—** each, eagle, ear, early, earn, earrings, earth, ease, east, Easter, easy, eat, edge, education, effort, egg, eight, eighteen, eighty, either, elder, elect, elementary school, elephant, eleven, electric, else, e-mail, embarrass, emotion, emphasize, employ, empty, end, enemy, energetic, energy, engine, engineer, English, enjoy, enough, enter, entrance, envelope, environment, envy, equal, eraser, error, especially, eve, even, evening, event, ever, every, everyone (everybody), everything, everywhere, evil, exam, example, excellent, except, excite, excited, exciting, excuse, exercise, exist, exit, expect, expensive, experience, explain, express, extra, eye
- F—** face, fact, factory, fail, fair, fall, false, family, famous, fan, fancy, fantastic, far, farm, farmer, fashionable, fast, fat, father (dad, daddy), faucet, fault, favorite, fear, February, fee, feed, feel, feeling, female, fence, festival, fever, few, fifteen, fifty, fight, fill, film, final, finally, find, fine, finger, finish, fire, first, fish, fisherman, fit, five, fix, flag, flashlight, flat tire, flight, floor, flour, flower, flu, flute, fly, focus, fog, foggy, follow, food, fool, foolish, foot, football, for, foreign, foreigner, forest, forget, forgive, fork, form, formal, former, forty, forward, four, fourteen, fox, frank, free, freedom, freezer, freezing, French fries, fresh, Friday, friend, friendly, friendship, frighten, frisbee, frog, from, front, fruit, fry, full, fun, funny, furniture, future
- G—** gain, game, garage, garden, garbage, gas, gate, gather, general, generous, genius, gentle, gentleman, geography, gesture, get, ghost, giant, gift, girl, give, glad, glass, glasses, glove, glue, go, goal, goat, God, gold, golden, golf, good, good-bye (goodbye, bye), goodness, goose, government, grade, gram, granddaughter, grandfather (grandpa), grandmother (grandma), grandson, grape, grass, gray, great, greedy, green, greet, ground, group, grow, guard, guava, guess, guest, guide, guitar, gun, guy, gym
- H—** habit, hair, hair dresser, haircut, half, hall, Halloween, ham, hamburger, hammer, hand, handkerchief, handle, handsome, hang, hanger, happen, happy, hard, hardly, hard-working, hat, hate, have (has, had), he (him, his, himself), head, headache, health, healthy, hear, heart, heat, heater, heavy, height, helicopter, hello, help, helpful, hen, here, hero, hey, hi, hide, high, highway, hike, hill, hip, hippo, hire, history, hit, hobby, hold, hole, holiday, home, homesick, homework, honest, honesty, honey, hop, hope, horrible, horse, hospital, host, hot,

Supplement 3 (continued): Reference list – vocabulary

H —	<u>hot dog</u> , <u>hotel</u> , <u>hour</u> , <u>house</u> , <u>housewife</u> , housework, <u>how</u> , <u>however</u> , hug, human, humble, humid, humor, humorous, <u>hundred</u> , hunger, <u>hungry</u> , <u>hunt</u> , hunter, <u>hurry</u> , <u>hurt</u> , <u>husband</u>
I —	<u>I (me my mine myself)</u> , <u>ice</u> , <u>ice cream</u> , <u>idea</u> , <u>if</u> , ignore, ill, imagine, impolite, importance, <u>important</u> , impossible, improve, <u>in</u> , <u>inch</u> , include, income, increase, independent, indicate, influence, information, ink, <u>insect</u> , <u>inside</u> , insist, inspire, instant, instrument, intelligent, <u>interest</u> , <u>interested</u> , <u>interesting</u> , international, <u>Internet</u> , interrupt, <u>interview</u> , <u>into</u> , introduce, invent, invitation, <u>invite</u> , iron, <u>island</u> , <u>it (its, itself)</u>
J —	<u>jacket</u> , jam, <u>January</u> , jazz, jealous, <u>jeans</u> , jeep, <u>job</u> , <u>jog</u> , <u>join</u> , joke, journalist, <u>joy</u> , judge, <u>juice</u> , <u>July</u> , <u>jump</u> , <u>June</u> , <u>junior high school</u> , <u>just</u>
K —	<u>kangaroo</u> , <u>keep</u> , ketchup, <u>key</u> , <u>kick</u> , <u>kid</u> , <u>kill</u> , <u>kilogram</u> , kilometer, <u>kind</u> , kindergarten, <u>king</u> , kingdom, <u>kiss</u> , <u>kitchen</u> , <u>kite</u> , kitten, <u>knee</u> , <u>knife</u> , <u>knock</u> , <u>know</u> , <u>knowledge</u> , <u>koala</u>
L —	lack, lady, <u>lake</u> , lamb, <u>lamp</u> , <u>land</u> , <u>language</u> , <u>lantern</u> , <u>large</u> , <u>last</u> , <u>late</u> , <u>later</u> , latest, latter, <u>laugh</u> , law, <u>lawyer</u> , lay, <u>lazy</u> , <u>lead</u> , <u>leader</u> , leaf, <u>learn</u> , <u>least</u> , <u>leave</u> , <u>left</u> , <u>leg</u> , <u>lemon</u> , <u>lend</u> , <u>less</u> , <u>lesson</u> , <u>let</u> , <u>letter</u> , <u>lettuce</u> , level, <u>library</u> , lick, <u>lid</u> , <u>lie</u> , <u>life</u> , lift, <u>light</u> , lightning, <u>like</u> , likely, limit, <u>line</u> , link, <u>lion</u> , <u>lip</u> , liquid, <u>list</u> , <u>listen</u> , liter, <u>little</u> , <u>live</u> , <u>living room</u> , loaf, local, lock, locker, <u>lonely</u> , <u>long</u> , <u>look</u> , <u>lose</u> , loser, <u>loud</u> , <u>love</u> , <u>lovely</u> , <u>low</u> , <u>lucky</u> , <u>lunch</u>
M —	ma'am, <u>machine</u> , <u>mad</u> , magazine, <u>magic</u> , magician, <u>mail</u> , <u>mailman (mail carrier)</u> , main, major, <u>make</u> , male, mall, <u>man</u> , manager, mango, manner, <u>many</u> , <u>map</u> , <u>March</u> , <u>mark</u> , <u>marker</u> , <u>market</u> , marry, <u>married</u> , marvelous, <u>mask</u> , mass, master, <u>mat</u> , match, <u>math (mathematics)</u> , <u>matter</u> , maximum, <u>may (might)</u> , <u>May</u> , <u>maybe</u> , <u>meal</u> , <u>mean</u> , meaning, measure, <u>meat</u> , mechanic, <u>medicine</u> , <u>medium</u> , <u>meet</u> , <u>meeting</u> , member, memory, men's room, <u>menu</u> , message, metal, meter, method, microwave, middle, midnight, <u>mile</u> , <u>milk</u> , <u>million</u> , <u>mind</u> , minor, minus, <u>minute</u> , mirror, <u>Miss</u> , <u>miss</u> , <u>mistake</u> , mix, model, <u>modern</u> , <u>moment</u> , <u>Monday</u> , <u>money</u> , <u>monkey</u> , monster, <u>month</u> , <u>moon</u> , <u>more</u> , <u>morning</u> , <u>mop</u> , mosquito, <u>most</u> , <u>mother (mom, mommy)</u> , motion, <u>motorcycle</u> , <u>mountain</u> , <u>mouse</u> , <u>mouth</u> , <u>move</u> , movement, <u>movie</u> , <u>Mr.</u> , <u>Mrs.</u> , <u>MRT</u> , <u>Ms.</u> , <u>much</u> , <u>mud</u> , <u>museum</u> , <u>music</u> , musician, <u>must</u>
N —	<u>nail</u> , <u>name</u> , napkin, narrow, nation, <u>national</u> , natural, <u>nature</u> , naughty, <u>near</u> , nearly, necessary, <u>neck</u> , necklace, <u>need</u> , needle, negative, <u>neighbor</u> , neither, nephew, nervous, nest, net, <u>never</u> , <u>new</u> , <u>news</u> , <u>newspaper</u> , <u>next</u> , <u>nice</u> , nice-looking, niece, <u>night</u> , <u>nine</u> , <u>nineteen</u> , <u>ninety</u> , <u>no</u> , <u>nobody</u> , <u>nod</u> , <u>noise</u> , noisy, none, <u>noodle</u> , <u>noon</u> , nor, <u>north</u> , <u>nose</u> , <u>not</u> , <u>note</u> , <u>notebook</u> , <u>nothing</u> , <u>notice</u> , novel, <u>November</u> , <u>now</u> , <u>number</u> , <u>nurse</u> , nut
O —	obey, object, ocean, <u>o'clock</u> , <u>October</u> , <u>of</u> , <u>off</u> , offer, <u>office</u> , <u>officer</u> , <u>often</u> , <u>oil</u> , OK, <u>old</u> , omit, <u>on</u> , <u>once</u> , <u>one</u> , oneself, onion, <u>only</u> , <u>open</u> , operation, opinion, <u>or</u> , <u>orange</u> , <u>order</u> , ordinary, <u>other</u> , <u>out</u> , <u>outside</u> , oven, <u>over</u> , overpass, overseas, over-weight, <u>own</u> , owner, <u>ox</u>
P —	<u>p.m.</u> , <u>pack</u> , <u>package</u> , <u>page</u> , pain, painful, <u>paint</u> , painter, <u>pair</u> , pajamas, pale, pan, panda, <u>pants</u> ,

Supplement 3 (continued): Reference list – vocabulary

- P—** papaya, paper, pardon, parent, park, parking lot, parrot, part, partner, party, pass, passenger, past, paste, path, patient, pattern, pause, pay, PE (physical education), peace, peaceful, peach, pear, pen, pencil, people, pepper, perfect, perhaps, period, person, personal, pet, photo, physics, piano, pick, picnic, picture, pie, piece, pig, pigeon, pile, pillow, pin, pineapple, pink, pipe, pizza, place, plain, plan, planet, plant, plate, platform, play, player, playground, pleasant, please, pleased, pleasure, plus, pocket, poem, point, poison, police, polite, pollute, pollution, pond, pool, poor, pop music, popcorn, popular, population, pork, position, positive, possible, post office, postcard, pot, potato, pound, powder, power, practice, praise, pray, precious, prepare, present, president, pressure, pretty, price, priest, primary, prince, princess, principal, principle, print, printer, private, prize, probably, problem, produce, production, professor, program, progress, project, promise, pronounce, protect, proud, provide, public, pull, pump, pumpkin, punish, puppy, purple, purpose, purse, push, put, puzzle
- Q—** quarter, queen, question, quick, quiet, quit, quite, quiz
- R—** rabbit, race, radio, railroad, railway, rain, rainbow, raincoat, rainy, raise, rare, rat, rather, reach, read, ready, real, realize, really, reason, receive, record, recorder, recover, rectangle, recycle, red, refrigerator, refuse, regret, regular, reject, relative, remember, remind, rent, repair, repeat, report, reporter, respect, responsible, rest, restaurant, restroom, result, return, review, revise, rice, rich, ride, right, ring, rise, river, road, rob, ROC, robot, rock, role, roll, roller skate (roller blade), roof, room, root, rope, rose, round, row, rub, rubber, rude, ruin, rule, ruler, run, rush
- S—** sad, safe, safety, sail, sailor, salad, sale, salesman, salt, same, sample, sand, sandwich, satisfy, Saturday, saucer, save, say, scared, scarf, scene, scenery, school, science, scientist, scooter, score, screen, sea, seafood, search, season, seat, second, secondary, secret, secretary, section, see, seed, seek, seem, seesaw, seldom, select, selfish, sell, semester, send, senior high school, sense, sentence, September, serious, servant, serve, service, set, seven, seventeen, seventy, several, shake, shall, shape, share, shark, sharp, she (her, hers, herself), sheep, sheet, shelf, shine, ship, shirt, shoe(s), shop, shopkeeper, shoot, shore, short, shorts, should, shoulder, shout, show, shower, shrimp, shut, shy, sick, side, sidewalk, sight, sign, silence, silent, silly, silver, similar, simple, since, sincere, sing, singer, single, sink, sir, sister, sit, six, sixteen, sixty, size, skate, ski, skill, skillful, skin, skinny, skirt, sky, sleep, sleepy, slender, slice, slide, slim, slippers, slow, small, smart, smell, smile, smoke, snack, snail, snake, sneakers, sneaky, snow, snowman, snowy, so, soap, soccer, social, society, socks, soda, sofa, soft drink, softball, soldier, solve, some, someone (somebody), something, sometimes, somewhere, son, song, soon, sore, sorry, soul, sound, soup, sour, south, soy-sauce, space, spaghetti, speak, speaker, special, speech, speed, spell, spend, spider, spirit, spoon, sports, spot, spread, spring, square, stairs, stamp, stand, star, start, state, station, stationery, stay, steak, steal, steam, step, still, stingy, stomach, stomachache, stone, stop, store, storm, stormy, story, stove, straight, strange, stranger, straw, strawberry, stream, street, strike, strong, student, study, stupid, style, subject, subway, succeed, success, successful, such, sudden, sugar, suggest, suit, summer, sun, Sunday, sunny, super, supermarket, supper,

Supplement 3 (continued): Reference list – vocabulary

- S— support, sure, surf, surprise, surprised, survive, swallow, swan, sweater, sweep, sweet, swim, swimsuit, swing, symbol, system
- T— table, table tennis, tail, Taiwan, take, talent, talk, talkative, tall, tangerine, tank, tape, taste, taxi, tea, teach, teacher, team, teapot, tear, teenager, telephone (phone), television (TV), tell, temperature, temple, ten, tennis, tent, term, terrible, terrific, test, textbook, than, thank, Thanksgiving, that, the, theater, then, there, therefore, these, they (them, their, theirs, themselves), thick, thief, thin, thing, think, third, thirsty, thirteen, thirty, this, those, though (although), thought, thousand, three, throat, through, throw, thumb, thunder, Thursday, ticket, tidy, tie, tiger, till, time, tiny, tip, tired, title, to, toast, today, toe, tofu, together, toilet, tomato, tomorrow, tongue, tonight, too, tool, tooth, toothache, toothbrush, top, topic, total, touch, toward, towel, tower, town, toy, trace, trade, tradition, traditional, traffic, train, trap, trash, travel, treasure, treat, tree, triangle, trick, trip, trouble, trousers, truck, true, trumpet, trust, truth, try, T-shirt, tub, tube, Tuesday, tunnel, turkey, turn, turtle, twelve, twenty, twice, two, type, typhoon
- U— ugly, umbrella, uncle, under, underline, underpass, understand, underwear, unhappy, uniform, unique, universe, university, until, up, upon, upper, upstairs, USA, use, useful, usual, usually
- V— vacation, Valentine, valley, valuable, value, vegetable, vendor, very, vest, victory, video, village, vinegar, violin, visit, visitor, vocabulary, voice, volleyball, vote
- W— waist, wait, waiter, waitress, wake, walk, walkman, wall, wallet, want, war, warm, wash, waste, watch, water, waterfalls, watermelon, wave, way, we (us, our, ours, ourselves), weak, wear, weather, wedding, Wednesday, week, weekday, weekend, weight, welcome, well, west, wet, whale, what, wheel, when, where, whether, which, while, white, who, whole, whose, why, wide, wife, wild, will (would), win, wind, window, windy, wing, winner, winter, wise, wish, with, without, wok, wolf, woman, women's room, wonderful, wood, woods, word, work, workbook, worker, world, worm, worry, wound, wrist, write, writer, wrong
- Y— yard, year, yell, yellow, yes (yeah), yesterday, yet, you (your, yours, yourself, yourselves), young, youth, yummy
- Z— zebra, zero, zoo

B · Categorized According to topics, parts of speech

1. People

---adult, angel, baby, boy, child, couple, customer, fool, genius, gentleman, giant, girl, guest, guy, hero, host, kid, king, lady, male, man, master, neighbor, partner, people, person, prince, princess, queen, stranger, teenager, visitor, woman, youth

Supplement 3 (continued): Reference list – vocabulary

2. Personal characteristics

--beautiful, blind, chubby, cute, deaf, dumb, fat, handsome, heavy, nice-looking, old, over-weight, pretty, short, skinny, slender, slim, tall, thin, under-weight, ugly, young

---active, angry, bad, bored, boring, brave, busy, careful, careless, childish, childlike, clever, confident, considerate, cool, crazy, cruel, curious, diligent, dishonest, evil, energetic, excited, exciting, famous, foolish, frank, friendly, funny, gentle, generous, good, greedy, happy, hard-working, honest, humble, humorous, impolite, intelligent, interested, jealous, kind, lazy, lonely, lovely, mad, naughty, nervous, nice, patient, polite, poor, proud, rich, rude, sad, selfish, shy, silly, sincere, smart, sneaky, stingy, stupid, successful, talkative, unhappy, wise

3. Parts of body

--- beard, chin, ear, eye, face, hair, lip, mouth, nose, tongue, tooth

--- ankle, arm, back, body, bone, finger, foot, hand, head, hip, knee, leg, nail, neck, shoulder, skin, throat, thumb, toe, waist, wrist.

---heart, stomach

4. Health

--- comfortable, dizzy, healthy, ill, painful, pale, sick, strong, tired, weak, well, wound

---cancer, cold, flu, headache, stomachache, toothache

---cough, fever, pain, sore throat

---cure, recover

---death, health, life, medicine

5. Forms of address

--- Dr., Mr., Mrs., Miss, Ms., sir, ma'am, name

6. Family

---aunt, brother, cousin, daughter, elder, family, father (dad, daddy), granddaughter, grandfather (grandpa), grandmother (grandma), grandson, husband, mother (mom, mommy), nephew, niece, parent, relative, sister, son, uncle, wife

-- born, grow, live, marry, married

7. Numbers

---zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred, thousand, million

---first, second, third, last

---all, a few, a little, a lot, any, both, few, less, little, many, more, much, number, several, some, total

Supplement 3 (continued): Reference list – vocabulary

8. Time

---dawn, morning, noon, afternoon, evening, night, midnight
---Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday,
week, weekday, weekend
---month, January, February, March, April, May, June, July, August, September, October,
November, December
---season, spring, summer, autumn (fall), winter
---alarm clock, calendar, clock, watch, stop watch
---a.m., p.m., half, hour, minute, moment, o'clock, past, quarter, second, time
---ago, already, current, early, last, late, later, next, now, once, future, soon, today, tonight,
tomorrow, week, weekend, year, yesterday, day, daily

9. Money

---bill, cash, cent, change, coin, credit card, dollar, money, price
---borrow, buy, charge, cost, earn, lend, pay, spend
---cheap, expensive

10. Food & drink

---fruit, apple, banana, grape, guava, lemon, mango, orange, papaya, peach, pear, pineapple,
strawberry, tangerine, tomato, watermelon.
---vegetable, bean, cabbage, carrot, corn, lettuce, nut, onion, potato, pumpkin, meat
---beef, bread, bun, burger, cereal, chicken, dumpling, egg, fast food, fish, flour, food, French fries,
ham, hamburger, hot dog, instant noodle, noodle, pizza, pork, rice, salad, sandwich, seafood,
shrimp, soup, spaghetti, steak, tofu
---breakfast, brunch, dinner, lunch, meal, snack, supper
---beer, coffee, Coke, drink, ice, juice, liquid, milk, milk shake, soda, soft drink, tea, water
---cake, candy, cheese, chocolate, cookie, dessert, doughnut, ice cream, moon cake, pie, popcorn,
toast
---butter, ketchup, cream, jam, oil, pepper, soy-sauce, salt, sugar, vinegar
---hungry, full, thirsty
---bitter, delicious, hot, sour, sweet, yummy
---bake, boil, burn, cook, eat, order, spread
---menu, diet
---slice

11. Tableware

---bowl, chopsticks, cup, dish, fork, glass, knife, napkin, plate, saucer, spoon, straw

12. Clothing & accessories

---blouse, coat, dress, jacket, jeans, pajamas, pants, raincoat, shirt, T-shirt, shorts, skirt, suit, sweater,
swimsuit, trousers, uniform, underwear, vest
---bag, belt, button, cap, comb, contact lens, earrings, glove, handkerchief, hat, mask, necklace,

Supplement 3 (continued): Reference list – vocabulary

12. Clothing & accessories

---pocket, purse, ring, scarf, shoe(s), slippers, sneakers, socks, tie, umbrella, wallet, hole, spot
---clothes, cotton, diamond, gold, silver
---iron, wear

13. Colors

---black, blue, brown, color, golden, gray, green, orange, pink, purple, red, white, yellow

14. Sports, interests & hobbies

---sports, badminton, baseball, basketball, dodge ball, football, frisbee, golf, race, soccer, softball, table tennis, tennis, volleyball
---barbecue, bowling, camp (camping), climb (mountain climbing), cook (cooking), dance (dancing), draw (drawing), exercise, fish (fishing), hike (hiking), jog (jogging), picnic, roller skate (roller-skating), run (running), sail (sailing), sing (singing), skate, ski (skiing), stamp, surf, swim (swimming), travel, trip
---hobby, band, card, cartoon, chess, comic, computer game, doll, drama, drum, film, flute, game, guitar, instrument, jazz, kite, movie, music, novel, paint, piano, pop music, puzzle, song, team, tent, toy, trumpet, violin
---others: lose, play, loser, win, winner, fan

15. Houses & apartments

---apartment, building, house, home
---basement, bathroom, bedroom, dining room, fence, garage, garden, hall, kitchen, living room, room, study, yard
---balcony, ceiling, door, downstairs, floor, gate, roof, stairs, upstairs, wall, window
---furniture, armchair, bath, bed, bench, bookcase, chair, closet, couch, curtain, desk, drawer, faucet, lamp, light, mirror, shelf, sink, sofa, table, tub
---blanket, carpet, hanger, pillow, sheet, toothbrush, soap, towel
---air conditioner, camera, cassette, computer, dresser, dryer, fan, flashlight, freezer, heater, machine, microwave, oven, radio, refrigerator, speaker, stove, tape, tape recorder, telephone (phone), television (TV), video, walkman, printer
---basket, brick, bucket, candle, hammer, housework, key, mat, needle, pan, pot, teapot, umbrella, toilet, trash can, wok, tube
--- build, clean, decorate, design, fix, repair, sweep, wash
---address, road, street

16. School

---college, elementary school, junior high school, kindergarten, senior high school, university
---campus, classroom, guard, gym, playground, library, class
---seesaw, slide
---board, blackboard, book, chalk, crayon, diary, dictionary, envelope, eraser, glasses, glue, ink, letter, magazine, map, marker, notebook, page, paper, pen, pencil, pencil box (pencil case), picture

Supplement 3 (continued): Reference list – vocabulary

16. School

- postcard, present, ruler, sheet, textbook, workbook, backpack
- course, art, Chinese, English, geography, history, biology, chemistry, physics, language, law, math (mathematics), music, PE (physical education), science, social science
- cheer leader, class leader, classmate, friend, principal, student, teacher
- answer, ask, behave, explain, fail, learn, listen, mark, pass, practice, prepare, pronounce, punish, read, repeat, review, say, speak, spell, study, talk, teach, underline, understand, write
- alphabet, conversation, draw, exam, example, exercise, final, grade, homework, knowledge, lesson, poem, problem, question, quiz, record, score, story, test, vocabulary, semester

17. Places & locations

- here, there, position
 - back, backward, central, forward, front, left, middle, right, east, west, south, north, top
- bakery, bank, beach, bookstore, buffet, cafeteria, church, convenience store, culture center, department store, drugstore, factory, fast food restaurant, fire station, flower shop, hospital, hotel, mall, market, men's room, women's room, movie theater, museum, office, park, pool, post office, police station, restroom, restaurant, shop, stationery store, store, supermarket, temple, theater, waterfalls, zoo
- city, country, downtown, farm, place, town, village
- local, international

18. Transportation

- airplane (plane), ambulance, bicycle (bike), boat, bus, car, helicopter, jeep, motorcycle, scooter, ship, tank, taxi, train, truck
- airlines, airport, bus stop, parking lot, station, train station
- block, bridge, flat tire, highway, MRT, overpass, passenger, path, platform, railroad, railway, sidewalk, subway, traffic, underpass, wheel
- arrive, cross, drive, fly, land, ride, sail, turn
- fast, quick, slow

19. Sizes & measurements

- centimeter, foot, gram, inch, kilogram, kilometer, liter, meter, mile, pound, yard
- circle, dot, line, point, rectangle, row, shape, square, triangle
- big, deep, distant, extra, far, high, large, little, long, low, maximum, medium, minus, narrow, plus, short, small, straight, tiny, wide, round, short, light
- bottle, cup, dozen, glass, loaf, pack, package, pair, piece
- size, height, distance, weight, amount, measure

20. Countries and areas

- country, nation, world.
- America, China, Taiwan, ROC, USA

Supplement 3 (continued): Reference list – vocabulary

21. Languages

--- Chinese, English

22. Holidays & festivals

---Chinese New Year, New Year's Eve, Double Tenth Day, Dragon-boat Festival, Lantern Festival,
Moon Festival, Teacher's Day

---Christmas, Easter, Halloween, New Year's Day, Mother's Day, Father's Day, Thanksgiving,
Valentine's Day

---culture, custom, festival, holiday, vacation, memory

---celebrate

23. Occupations

---actor, actress, artist, assistant, baby sitter, barber, boss, businessman, clerk, cook, cowboy, dentist,
diplomat, doctor, driver, engineer, farmer, fisherman, guide, hair dresser, housewife, hunter,
journalist, judge, lawyer, magician, mailman (mail carrier), manager, mechanic, model,
musician, nurse, owner, painter, police officer, president, priest, reporter, sailor, salesman,
scientist, secretary, servant, shopkeeper, singer, soldier, waiter, waitress, worker, writer,
vendor.

---business, company, employ, hire, job, work

24. Weather & nature

---weather, clear, cloudy, cold, cool, dry, foggy, freezing, hot, humid, natural, rainy, snowy, stormy,
sunny, warm, wet, windy

---fog, lightning, rainbow, shower, snow, snowman, storm, thunder, typhoon, wind

---blow, rain, shine

---nature, air, climate, cloud, degree, earth, moon, sky, sun, star, temperature

25. Geographical terms

---area, bank, beach, coast, desert, environment, forest, hill, island, lake, mountain, ocean, plain, pond,
pool, river, sea, spring, stream, valley, woods

26. Animals & insects

---animal, bear, cat, chicken, cow, deer, dinosaur, dog, donkey, duck, eagle, elephant, fox, frog, goat,
goose, hen, hippo, horse, kangaroo, kitten, koala, lamb, lion, monkey, monster, mouse, ox,
panda, parrot, pet, pig, pigeon, puppy, rabbit, rat, sheep, swan, tiger, turkey, wolf, zebra

---insect, ant, bat, bee, bird, bug, butterfly, cockroach, dragon, mosquito, snail, snake, spider, worm

---crab, dolphin, fish, shark, shrimp, turtle, whale

---bark, bite, swallow

---tail, wing

27. Articles & determiners

---a, every, the, this, that, these, those, my, our, your, his, her, its, their

Supplement 3 (continued): Reference list – vocabulary

28. Pronouns & reflexives

--- I (me, my, mine, myself), you (you, your, yours, yourself, yourselves), he (him, his, himself), she (her, hers, herself), it (it, its, itself), we (us, our, ours, ourselves), they (them, their, theirs, themselves)

---all, another, any, anyone (anybody), anything, both, each, everyone (everybody), everything, many, most, nobody, none, nothing, other, part, some, someone (somebody), something

29. Wh-words

---how, what, which, who, whose, when, where, whether, while, why

30. Be & auxiliaries

--- be (am, are, is, was, were, been).

--- do (does, did, done), have (has, had), can (could), will (would), may (might)

---must, shall, should

31. Prepositions

---about, above, across, after, against, along, among, around, at, before, behind, below, beside, between, beyond, by, down, during, except, for, from, in, in back of, in front of, inside, into, like, near, of, off, on, out, out of, outside, over, next to, since, than, through, till, to, toward, under, until, up, upon, upper, with, without

32. Conjunctions

--- and, as, because, besides, but, however, if, or, since, than, that, therefore, though (although)

33. Interjections

---hello, hey, hi, good-bye (goodbye, bye)

34. Other nouns

---accident, action, activity, advertisement, advice, age, aim, alarm, album, American, anger, army, attention, balloon, band, base, beauty, beginner, beginning, bell, birthday, blank, blood, bomb, bottom, branch, bundle, cable, cage, can, captain, case, castle, cause, cellphone, center, century, chance, channel, character, chart, childhood, choice, club, coach, command, congratulation, contract, corner, courage, court, crime, crowd, curve, damage, danger, debate, decision, department, desire, difference, difficulty, direction, discussion, dream, duty, edge, education, effort, e-mail, emotion, enemy, energy, engine, entrance, error, event, excuse, exit, experience, fact, fault, fear, fee, feeling, fire, flag, flight, foreigner, flower, freedom, friendship, fun, garbage, gas, gesture, ghost, gift, goal, God, goodness, government, grass, ground, group, gun, habit, haircut, heat, honesty, honey, human, humor, hunger, idea, importance, income, influence, information, Internet, interview, invitation, joke, joy, kind, kingdom, lack, leader, leaf, level, lid, link, locker, mail, manner, mass, matter, meaning, meeting, member, message, metal, method, mind, mistake, motion, movement, mud, nest, news, newspaper, noise, note, object, operation, opinion, order, party, pattern, peace, period,

Supplement 3 (continued): Reference list – vocabulary

34. Other nouns

--- photo, pile, pin, pipe, planet, player, pleasure, poison, pollution, population, powder, power, pressure, prize, production, program, progress, project, purpose, reason, report, result, robot, rock, role, root, rope, rose, rule, safety, sale, sample, sand, scene, scenery, screen, secret, seat, section, seed, sense, sentence, service, set, shore, side, sight, silence, skill, smile, society, soul, space, speech, speed, spirit, state, steam, step, stone, story, style, subject, success, swing, symbol, system, talent, tear, term, thief, thing, thought, ticket, title, tool, topic, tower, trade, tradition, trash, treasure, treat, tree, trick, trouble, truth, tunnel, universe, value, victory, voice, war, way, wedding, wood, word, memory, net, principle

35. Other verbs

---feel, hear, listen, look, see, smell, sound, taste, watch

---check, complete, end, finish, succeed, survive

---affect, believe, blame, bother, confuse, consider, develop, divide, doubt, ease, embarrass, forgive, forget, frighten, gather, guess, hate, hope, imagine, inspire, know, like, love, mind, need, notice, realize, regret, remember, remind, surprise, think, want, wish, worry, bless

---act, bathe, beat, blow, bow, break, bring, brush, carry, catch, chase, cheat, choose, clap, close, come, control, collect, comment, correct, copy, count, cover, cry, cut, dial, dig, deliver, drop, elect, enter, exist, feed, fight, follow, fry, go, greet, grow, guide, hand, hang, help, hit, hold, hop, hunt, hurry, jump, kick, knock, kill, kiss, laugh, lay, leave, lick, lift, list, lock, make, meet, miss, mix, move, nod, offer, open, pack, park, paste, pause, pick, plant, print, pull, pump, produce, protect, push, put, recycle, revise, rise, roll, rub, run, rush, rob, rest, shake, shoot, shout, shut, smoke, sign, stand, steal, strike, take, tell, throw, touch, trace, trap, type, use, vote, walk, wave, hug, yell, mop

---accept, add, admire, advise, agree, allow, apologize, appear, appreciate, argue, arrange, assume, attack, avoid, become, begin, belong, broadcast, burst, call, calm, cancel, care, certain, check, compare, complain, concern, continue, create, date, deal, decide, decrease, depend, describe, detect, die, direct, disappear, discover, discuss, emphasize, enjoy, envy, excite, expect, express, fall, fill, find, fit, focus, form, gain, get, give, handle, happen, hide, hurt, improve, include, ignore, increase, indicate, insist, interrupt, introduce, invent, invite, join, judge, keep, lead, let, lie, limit, list, match, mean, notice, obey, omit, own, pardon, plan, please, pollute, praise, pray, prepare, promise, provide, quit, raise, reach, receive, refuse, reject, rent, respect, return, ruin, solve, satisfy, save, search, seem, select, sell, send, serve, share, show, sit, sleep, start, stay, stop, suggest, support, thank, treat, trust, try, visit, wait, wake, waste, welcome.

36. Other adjectives

---able, absent, afraid, alike, alive, alone, American, ancient, asleep, available, basic, bright, broad, classical, colorful, common, complete, convenient, correct, crowded, dangerous, dark, dead, dear, different, difficult, dirty, double, easy, electric, else, enough, equal, excellent, false, fancy, fantastic, fair, fashionable, favorite, fine, foreign, formal, former, free, fresh, general, glad, great, hard, helpful, homesick, horrible, important, impossible, independent, instant, interesting, latest, latter, likely, loud, lucky, magic, main, major, marvelous, minor, modern,

Supplement 3 (continued): Reference list – vocabulary

36. Other adjectives

--- national, necessary, new, negative, noisy, only, ordinary, other, overseas, own, peaceful, perfect, personal, pleasant, popular, positive, possible, precious, present, primary, private, public, quiet, rare, ready, real, regular, responsible, right, safe, same, scared, secondary, serious, sharp, silent, similar, simple, single, skillful, sleepy, sorry, special, strange, such, sudden, super, sure, surprised, terrible, terrific, thick, tidy, traditional, true, unique, useful, usual, valuable, social, whole, wild, wonderful, wrong.

37. Other adverbs

---always, ever, never, often, seldom, sometimes, usually

---actually, again, also, away, too, almost, altogether, especially, even, finally, hardly, least, maybe, nearly, perhaps, probably, rather, really, so, still, then, together, very, quite, yet

--- aloud

---abroad, ahead, everywhere, anywhere, somewhere

---either, neither, no, nor, not, yes (yeah)

Supplement 4: Essential language structure reference list

Nouns

* count and non-count nouns

plural forms of count nouns

special terms

Pronouns

singular/plural forms of pronouns (I, we, you, he, she, it, they)

object pronouns (you, him, her, it, us, them etc.)

possessive pronouns (my, his, her, your)

indefinite pronouns: usage of one, ones

possessive pronouns (mine, yours, * his, * hers, * theirs)

reflexive pronouns

Articles

indefinite article - an

* definite article - the

Demonstratives

Demonstrative (this, that)

Demonstrative/pronoun (these, those)

Quantifiers

Cardinal numbers

Ordinal numbers: first, second, third, fourth

Quantifiers : many, much, some, any

Quantifiers : one, both, some, most, all...of, * a lot of, * lots of

Adjectives

comparatives

superlatives

Adverbs

* time adverbs

* locus adverbs

frequency adverbs (always, usually etc.)

modal adverbs

Usage of “too” and “either”

Infinitives

* an infinitive as a subject

an infinite as an object

wh-infinitive phrase

It is + adjective + to + infinitive verb

It takes... to...

too...to

Gerunds(verbal noun)

gerund as a subject

gerund as object of preposition (e.g. You learn more by asking questions.)

gerund as an object of other verbs (如 like/enjoy/hate +V-ing)

Participles

* present participles as adjectives

past participles as adjectives

Conjunctions

usage of ‘and’ and ‘* but’

not only...but also B4L8

Prepositions and prepositional phrases

locus prepositions (such as in, on, under, next to, in front of, between etc.)

prepositions indicate time (such as at, in, on etc.)

modify prepositional phrases

Sentences

1. Statements

statements with *be* verbs

statements with regular verbs

2. Questions

Yes/No questions

Yes/No question and answer by using be verb(positive and negative)

Yes/No question and answer by using do/does/did and other modal auxiliary (positive / negative)

3. Wh-questions

Question/answer by using what, who, where, when, why, how and which

Question/answer by using how old

Question/answer by using what time

Questions : How much...? How many...? How old...?

Tag questions

Imperative

Basic sentence form of imperative

*** Interjection**

Introductory sentences

The use of 'there' as introductory sentences.

Passive sentences

Auxiliary verbs

do, don't, does, doesn't, did, didn't

have to

modal auxiliary -- should

Linking verbs /copula : become, get, look

Sensation verbs

sensationl verbs + infinitive verbs

Causative Verbs

causative verbs + infinitive verbs

Tenses

1. Present Tenses

(1) Simple present

usage of "be verbs"

Usage of the third person pronoun and singular

(2) Present continuous

present continuous basic sentence structure: statement, negative, question and answer

(3) Present perfect

Present perfect: statement, negative, question and answer

2. Past tenses

(1) Past simple

simple past of be verb form: statement, negative, question and answer

past tenses of regular and irregular verbs

* (2) Past continuous

Past continuous of be verbs: statement, negative, question and answer

* (3) Past perfect

Past perfect: statement, negative, question and answer

3. Future Tense

(1) simple present tense

future tense (will...; be going to)

Clauses

1. Coordination clauses

merging of sentences (...but/so...)

2. Dependent clauses

noun clauses led by "that"

wh-noun clauses

time clauses : before, when, after

cause clauses : because

conditional clauses : if (not including subjunctive mood)

relative clauses : relative pronoun

subordinate clauses of purpose : so...that

Others:

give/buy + people + thing

People + used to + V P

How + Be + NP...?

Appendix 5:

The temporary senior school English curriculum and the temporary vocational school curriculum (Taiwan) in Mandarin

普通高級中學必修科目「英文」課程綱要

壹、目標

普通高級中學必修科目「英文」課程，係銜接國民中小學九年一貫課程之英語教育，旨在提升學生之英語文能力，以作為將來升學或就業之準備。

本課程目標同時包括有效讀書方法與邏輯思考的訓練，並藉由文化的了解培養恢宏的世界觀。

- 一、增進聽、說、讀、寫正確英語文的能力，以應用於實際生活之溝通。
- 二、培養有效的英語文學習方法與正確的學習態度，以加強自學能力，作為終身學習之基礎。
- 三、涵育學習英語文的興趣，提昇人文社會與科技的知能。
- 四、促進對於國際事務及外國文化的了解，深植尊重生命與全球永續發展的觀念。

貳、核心能力

核心能力包含基本能力及進階能力兩項，基本能力為透過後期中等教育（高中、高職及五專前三年）共同核心課程，培育學生所需具備之能力；進階能力為透過高中教育培育學生所需具備之能力。本課程欲培養之核心能力如下：

一、語言能力

（一）聽

1. 基本能力

- （1）能聽懂教室用語。
- （2）能大致聽懂教師用英語所講述的課文內容概要，以及教師針對課文內容所提出的問題。
- （3）能大致聽懂英語日常對話。

2. 進階能力

- （1）能聽懂教師用英語所講述的課文內容概要，以及教師針對課文內容提出的問題。
- （2）能聽懂與課文主題類似或相關之會話、故事或敘述。
- （3）能聽懂英語日常對話。
- （4）能聽懂英語教學廣播節目。
- （5）能大致聽懂英語影片及國內英語新聞報導的內容。
- （6）能大致聽懂廣播指示用語：如捷運、車站、機場廣播。

（二）說

1. 基本能力

- （1）能使用主要的英語教室用語。
- （2）能以英語就課文內容進行簡單問答。
- （3）能參與課堂上的英語口語練習。
- （4）能以英語進行簡易的口語溝通。
- （5）能以英語正確流利地朗讀短文、故事等。
- （6）能以英語簡單描述日常事物。

2. 進階能力

- （1）能以英語就課文內容進行討論。
- （2）能以英語轉述課文內容或故事。
- （3）能以英語看圖敘述。
- （4）能以英語進行日常生活溝通。
- （5）能以英語作簡單的口頭摘要。
- （6）能以英語簡單介紹國內外風土民情。

（三）讀

1. 基本能力

- （1）能看懂常用的英文標示和圖表。
- （2）能看懂短文故事並瞭解其大意。
- （3）能藉助字典或其他工具書，自行閱讀與課文難度相當之課外教材。

2. 進階能力

- （1）能利用字詞結構、上下文意、句型結構及篇章組織推測字詞意義或句子內容。
- （2）能熟悉較高層次的閱讀技巧，並有效應用於實際閱讀中。
- （3）能了解短文、書信、故事、漫畫、短劇及簡易新聞報導等的內容或情節。
- （4）能了解及欣賞不同體裁、不同主題之文章。

（四）寫

1. 基本能力

- （1）能正確地使用大小寫及標點符號。
- （2）能正確地合併句子、改寫句子。

- (3) 能運用適當的詞彙或句型造出正確的句子。
- (4) 能針對課文問題寫出合適的答案。
- (5) 能翻譯簡易的中英文句子。

2. 進階能力

- (1) 能針對各類選文之問題，寫出合適的答案。
- (2) 能針對某一題材寫出通順的段落。
- (3) 能書寫簡單的便條、書信、電子郵件、故事、心得感想等。
- (4) 能針對選文寫出切題的摘要。
- (5) 能翻譯中英文的句子與段落。

(五) 聽、說、讀、寫綜合應用能力

1. 基本能力

- (1) 能掌握所學字彙及句型，並能適當地應用於課堂及日常生活中。
- (2) 能看懂並能填寫常用的表格。

2. 進階能力

- (1) 能有效整合各項語言能力，適切地應用於各種溝通情境中。
- (2) 能聽懂日常生活對話、簡易故事或廣播，並能簡明扼要地說出或記下要點。
- (3) 能看懂故事及短文，並能以簡短的句子述說或寫出大意。
- (4) 能看懂日常溝通中的書信、電子郵件、留言和賀卡、邀請卡等，並能以口語或書面作回應。
- (5) 能正確地以口語或書寫方式翻譯中、英文的句子或段落。

二、學習方法與態度

(一) 基本能力

1. 能主動預習、溫習功課。
2. 樂於溝通、表達意見，不畏犯錯。
3. 瞭解基本英文閱讀技巧，進而提升閱讀能力與興趣。
4. 能利用工具書（如字典）或其它資源，主動瞭解所接觸英語的內容。

(二) 進階能力

1. 能思考及詢問課文內容及找尋相關資料。
2. 能探討並有效運用各種學習英語文的方法及技巧。
3. 能主動地尋找機會、積極地利用資源，提升英語文的溝通能力。
4. 能運用邏輯思考，強化語言學習之成效。
5. 能養成自我學習的習慣，奠定終身學習的基礎。

三、學習興趣與人文素養

(一) 基本能力

1. 樂於參與上課時的各類練習活動。
2. 樂於接觸英語電影、歌曲、廣播等。
3. 樂於嘗試閱讀故事、雜誌及其他課外讀物。
4. 樂於以英語文與人面對面或透過網路、書信進行溝通。
5. 樂於參與有助提升英語能力的活動（如英語營、朗誦比賽、短劇比賽等）。

(二) 進階能力

1. 能主動閱讀英文故事、小說、雜誌等課外讀物。
2. 能欣賞英文歌曲、英語節目、戲劇、影片等。
3. 能主動以英語文與人面對面或透過網路、書信進行溝通。
4. 能主動從網路或其它課外材料搜尋相關資源，與老師及同學分享。
5. 能主動參加與英語文有關的活動，並藉以提升人文素養。

四、文化涵養與世界觀

(一) 基本能力

1. 能認識外國之主要節慶習俗及風土民情。
2. 能了解、尊重不同之文化習俗。
3. 能了解我國主要節慶之英語表達方式。
4. 能以簡易英語介紹中外風土民情。
5. 能具有基本的世界觀。

(二) 進階能力

1. 能了解國際事務並吸收科技新知。
2. 能了解與欣賞外國的風土民情。
3. 能了解國際社會之基本生活禮儀。
4. 能比較中外文化的異同，並了解其源由。
5. 能以英語文介紹我國的風土民情。

6. 能養成尊重生命與全球永續發展的觀念。

參、時間分配

第一、二、三學年，每學期四學分，每週授課四節。

肆、教材綱要

普通高級中學必修科目「英文」課程二十四學分。

一、編纂原則

高中英文教科書是一種綜合性的教材，宜兼顧聽、說、讀、寫四種語言能力的培養，並應重視四種能力的綜合運用。為符合漸進、累積、反覆的教材編纂原則，教材須依年級循序漸進，並與國民中小學九年一貫課程的教材銜接。全部教材分成六冊，以配合高中三學年之使用。內容的編寫宜納入多元的主題，藉由生動、活潑的活動設計，與實際生活應用結合。第一學年為聽、說、讀、寫並重的綜合性課程；第二、三學年，除持續聽、說、讀、寫的訓練外，應進一步加強閱讀與寫作能力的培養。

教材之課數、課文長度、字彙、文法、課文內容、及練習活動應符合以下原則：

(一) 課數

原則上每冊十到十二課。編纂時每冊亦可多編數課，以配合不同程度學生之需要。

(二) 課文長度

編輯者可依文體選材彈性處理，字數不另設下限與上限。

(三) 字彙

教材內生字盡可能選用常用率最高的七千字，依字頻高低，循序漸進。各冊單課的生字數或有多寡不一，但原則上每一冊的生字總量不宜超過六百字。

(四) 文法

文法教材應以銜接國民中小學九年一貫課程所學過的基本句型及文法觀念為原則，進一步加深、加廣，以幫助學生瞭解較複雜的語句結構，增進學生的閱讀與構句的能力。

(五) 課文內容

課文之選材宜多樣化，並兼顧知識性、趣味性、實用性及啟發性。內容應配合學生的生活背景與心智發展，並納入生命教育、性別平等教育、法治教育、人權教育、環境教育、消費者保護、生涯規劃等相關議題，以期提升學生的人文素養，深植尊重生命與全球永續發展的觀念。

(六) 練習活動

練習活動可包括字彙、文法練習、及與課文內容相關之問答、聽力、口說及寫作等練習，並可設計遊戲、歌唱、角色扮演等活動。

二、編寫方式

(一) 教材編寫宜注重設計之整體性及活動之多元性。課文以一般知識性、趣味性、實用性和啟發性的文章為主，選材宜多樣化。課文應力求主題明確、結構完整、脈絡鮮明，以配合閱讀技巧如掃描 scanning 及略讀 skimming) 及寫作技巧 (如主題句 topic sentence 及連貫性 coherence) 的介紹。

(二) 字彙、片語及文法句型應配合課文介紹，並在之後課文或練習中反覆出現，以期學生能溫故知新。

(三) 練習活動可包括聽、說、讀、寫四項能力之個別及綜合訓練。每課可根據課文的特性，設計與課文主題、文體、文法要點等密切相關的活動，例如閱讀、字彙、片語、句型、文法、聽力、口說、寫作等練習。各項練習應力求靈活，有變化，並涵蓋不同難度，以配合學生之需要。

(四) 另外，可配合課文主題採用相關之生活教材或視聽活動，擴大學生對英語文的接觸層面，讓學生透過不同形式之教材，體驗豐富多樣的語言學習經驗，以增進學習興趣，進而提升聽說讀寫之各項能力。

三、教學資料

(一) 基本資料

1. 教科書：高中三學年每學期各一冊，共六冊。
2. 教師手冊：配合教科書，每冊編寫一本。

(二) 輔助資料

1. 習作簿：配合教科書，每冊編寫一本。
2. 錄音帶或 C D：配合教科書，製作發音清晰、速度自然，並預留足夠學生仿唸時間的之錄音帶或 C D。
3. 教學媒體：如錄影帶、VCD、DVD 等，供學生學習用。
4. 教學方法及教學示範錄影帶：供教師參考用。

5. 電腦輔助教學軟體。

伍、實施方法

一、教材編選

- (一) 編寫教材時，應注意與國民中小學九年一貫課程的銜接，並注意教材內容應具時代性與前瞻性。
- (二) 高中英文教材，可由各校就審定通過的英文教科書中擇優選用或自編教材。在選用教科書時，應配合各校學生的程度，選取涵蓋多樣化題材、文體、多元文化觀，且選文廣納生命教育、性別平等教育、法治教育、人權教育、環境教育、永續發展、消費者保護、生涯規劃等主題之教科書，以提昇學生人文、社會與科技的智能，涵育對國際事務及外國文化的了解。
- (三) 各校自編教材時應符合高級中學課程綱要之教學目標，並遵循本教材綱要中之各項編纂要點，同時參酌以下三項原則：
 1. 教材編寫應與學生的程度密切配合。
 2. 審慎評估各校所能提供的教學資源。
 3. 教材內容與地區特色應能盡量吻合。

二、教學方法

- (一) 教學活動應以學生的練習為主，教師的講解為輔。各項練習活動可採個別練習、團體練習或二者相輔而行。教學過程中，教師扮演輔導學生學習的角色，而學生所扮演的角色則是積極的學習者；教師應引導及鼓勵學生主動參與各項教學活動，並盡量多使用英語，以增加學生接觸英語及使用英語的機會。教師應靈活運用各種視聽媒體，以提高學生的學習興趣與效果。教學活動之實施，應強調適時複習及實際應用。教師並應針對不同程度之學生，提供適當的教材以達到因材施教的目標。
- (二) 高中英文教學要領如下：
 1. 兼顧聽、說、讀、寫四項語言能力之訓練。教學的重點在引導學生靈活運用所學之字彙、片語及文法，應用於日常生活之溝通中。
 2. 聽力教學以語意理解為主，口說教學以語意表達為主。聽說教學應配合各種主題營造適當情境，設計各類活動，並靈活利用各類教具及媒體。
 3. 閱讀教學涵蓋課文教學和字彙教學。課文教學應透過不同的活動設計，讓學習者了解選文的主旨及重要細節，並熟悉各種閱讀技巧。字彙教學應配合上下文進行，讓字彙自然出現在句子、對話或短文中，使學生確實了解其意義與用法。
 4. 寫作教學宜依學年循序漸進，讓學生從合併句子、改寫句子、造句、回答問題，進而到段落、課文摘要、日記、書信、短文等，進行不同層次之寫作練習活動。
 5. 文法教學以出現在課本中的用法為主，講解宜簡明有系統，並設計各類練習活動，以培養學生實際應用文法結構或句型的能力。

三、教學評量

評量的主要目的在了解學習成效，及診斷學生學習困難，作為實施補救教學之依據。教學評量應採多元化的評量模式，包括總結式及形成式評量，以了解學生之學習起點、學習過程、學習態度、學習成果及個別進步情形，尤其是應多採檔案評量的方式，將學生之各項學習活動表現詳加記錄，並將相關作品整理成個人檔案，作為評量的參考。教學評量原則條列如後：

- (一) 評量應配合教學目標、能力指標、教材內容及教學活動。
- (二) 成績評量應包括正式測驗、課堂參與、作業繳交狀況、學習態度及進步情形等項目。
- (三) 評量應多樣化，兼採紙筆、口說及聽力測驗或報告等不同方式，並可利用網路對學生進行教學評量。
- (四) 評量應涵蓋語言成分（發音、字彙、文法）及語言應用能力（聽、說、讀、寫語言能力），且後者重於前者。
- (五) 試題取材應以評量學生的語用能力為主，避免冷僻艱深之材料。
- (六) 試題內容應符合因材施教測的原則，依學生程度命題，不宜過難。
- (七) 教師宜利用電腦建立個人題庫，並於每次測驗後進行試題分析，以自我評估試題品質及教學成效。
- (八) 教師宜彈性利用具公信力的英語檢定考試，來檢視教學評量的品質。

四、教學資源

英文教學應結合平面教材、教具、以及各種視聽教學媒體，以創造豐富的語言學習環境，讓學生的聽、說、讀、寫能力皆能達到預期的目標。除教科書以外，應善用以下的教學資源：

- (一) 配套的教師手冊、學生習作、錄音帶或 CD。
- (二) 教具及輔助教材如圖卡、情境圖、實物等。

- (三) 適當的課外閱讀教材。
- (四) 與課文有關的錄影帶、VCD 或 DVD。
- (五) 各類電腦輔助教學軟體。

綜合高中「英文」課程綱要

壹、目標

綜合高中「英文」課程係銜接國民中小學九年一貫課程之英語教育，旨在提昇學生之英語文能力，以作為將來升學或就業之準備。

本課程目標同時包括有效讀書方法與邏輯思考的訓練，並藉由文化的瞭解培養恢宏的世界觀。

綜合高中「英文」課程應達到下列教學目標：

- 一、增進聽、說、讀、寫正確英語文的能力，以應用於實際生活之溝通。
- 二、培養有效的英語文學習方法與正確的學習態度，以加強自學能力，作為終身學習之基礎。
- 三、涵育學習英語文的興趣，促進對於國際事務及外國文化的瞭解。

貳、核心能力

綜合高中英文教學以培養下列之基本能力為目標：

一、語言能力

(一)聽

- 1.能聽懂教室用語。
- 2.能大致聽懂教師用英語所講述的課文內容概要，以及教師針對課文內容所提出的問題。
- 3.能大致聽懂英語日常對話。

(二)說

- 1.能使用主要的英語教室用語。
- 2.能以英語就課文內容進行簡單的問答。
- 3.能參與課堂上的英語口語練習。
- 4.能以英語進行簡易的口語溝通。
- 5.能以英語正確流利地朗讀短文、故事等。
- 6.能以英語簡單描述日常事物。

(三)讀

- 1.能看懂常用的英文標示和圖表。
- 2.能看懂短文故事並瞭解其大意。
- 3.能藉助字典或其他工具書，自行閱讀與課文難度相當之課外教材。

(四)寫

- 1.能正確地使用大小寫及標點符號。
- 2.能正確地合併句子、改寫句子。
- 3.能運用適當的詞彙或句型造出正確的句子。
- 4.能針對課文問題寫出合適的答案。
- 5.能翻譯簡易的中英文句子。

(五)聽、說、讀、寫綜合應用能力

- 1.能掌握所學字彙及句型，並能適當地應用於課堂及日常生活中。
- 2.能看懂並能填寫常用的表格。

二、學習方法與態度

(一)能主動預習、溫習功課。

(二)樂於溝通、表達意見，不畏犯錯。

(三)瞭解基本英文閱讀技巧，進而提昇閱讀能力與興趣。

(四)能利用工具書(如字典)或其它資源，主動瞭解所接觸英語的內容。

三、學習興趣與人文素養

(一)樂於參與上課時的各類練習活動。

(二)樂於接觸英語電影、歌曲、廣播等。

(三)樂於嘗試閱讀故事、雜誌及其他課外讀物。

(四)樂於以英語文與人面對面或透過網路、書信進行溝通。

(五)樂於參與有助提昇英語能力的活動(如英語營、朗誦比賽、短劇比賽等)。

四、文化涵養與世界觀

(一)能認識外國之主要節慶習俗及風土民情。

(二)能瞭解、尊重不同之文化習俗。

(三)能瞭解我國主要節慶之英語表達方式。

(四)能以簡易英語介紹中外風土民情。

(五)能具有基本的世界觀。

參、教材綱要

綜合高中部定必修「英文 I II」計8學分。

一、編纂原則

綜合高中英文之教材編纂，應依據本課程綱要，兼顧聽、說、讀、寫四種語言能力的培養，並應重視四種能力的綜合運用。為符合漸進、累積、反覆的教材編纂原則，教材須依年級循序漸進，並與國民中小學九年一貫課程的教材銜接。內容的編寫宜納入生命教育、性別教育、法治教育、人權教育、環境教育、消費者保護、生涯規劃等相關議題，藉由生動、活潑的活動設計，與實際生活應用結合。

二、編寫方式

- (一)英文教材之編寫方式，應依據本課程綱要之相關規定編寫。
- (二)教材編寫宜注重設計之整體性及活動之多元性。課文以一般知識性、趣味性、實用性和啟發性的文章為主，選材宜多樣化。課文應力求主題明確、結構完整。
- (三)字彙、片語及文法句型應配合課文介紹，並在之後的課文或練習中反覆出現，以期學生能溫故知新。
- (四)練習活動可包括聽、說、讀、寫四項能力之個別及綜合訓練。每課可根據課文的特性，設計與課文主題、文體、文法要點等密切相關的活動，例如閱讀、字彙、片語、句型、文法、聽力、口說、寫作等練習。各項練習應力求靈活，有變化，並涵蓋不同難度，以配合學生之需要。

三、教學資料

(一)基本資料

- 1.教科書：每學期各一冊。
- 2.教師手冊：配合教科書，每冊編寫一本。

(二)輔助資料

- 1.習作簿：配合教科書，每冊編寫一本。
- 2.錄音帶或C D：配合教科書，製作發音清晰、速度自然之錄音帶或C D。
- 3.教學媒體：如教學用之錄影帶、VCD、DVD等，供學生學習用。
- 4.教學方法及教學示範錄影帶、VCD或DVD：供教師參考用。
- 5.電腦輔助教學軟體。

職業學校一般科目群科課程暫行綱要

(資料來源：教育部技職體系課程規劃網頁 <http://tve.ite.ntnu.edu.tw/>)

貳、教學綱要

一、一般科目

(一)語文領域

7.英文 I (English I)

表 1-13 英文 I 科目大要

學分數：2	建議開課學期：第一學年第一學期
<p>本科目目標在協助學生能將所學的英語文字詞及語法，實際應用於聽、說、讀、寫之溝通中；培養英語文有效的學習方法與正確的學習態度，並涵育英語文的學習興趣；提昇人文與科技的知能，並培養獨立思考與價值判斷之能力。主要內容包含：人際關係、嗜好、興趣、休閒活動、環保、生活起居、購物、接洽事務、現代科技、書信表格、職業類科相關知識、區域概念、世界地理位置、短文賞析、英美禮儀與溝通技巧、中外文化習俗及生命教育等。評量方式要多樣化，教學方法要能引起學生興趣，並營造學生學習英語環境，透過各種活動設計，以期達到溝通式之教學目標。</p>	

表 1-14 英文 I 教學綱要

一、科目名稱：英文 I (English I)			
二、學分數：2			
三、先修科目：國中英文			
四、教學目標：			
<ol style="list-style-type: none"> 1. 培養學生運用所學簡易的字詞及語法，實際運用於日常生活聽、說、讀、寫之溝通中。 2. 培養學生具備英語文有效的學習方法與正確的學習態度，並涵育英語文的學習興趣，提昇人文素養。 3. 培養學生獨立思考與價值判斷之能力。 4. 指導學生認識與瞭解中西文化差異、國際事務、科技新知及世界觀。 			
五、教材大綱：			
單元主題	內容綱要	分配節數	備註
1. 人際、興趣與環境*	如：人際關係、生命教育、性別教育、人權教育、嗜好、興趣與休閒活動以及環境教育等。	視課文長度而定	<p>一、教材內容</p> <ol style="list-style-type: none"> 1. 課數：依學分數不同而定。2 學分者每冊課數以 6~8 課為原則。 2. 課文長度：編輯者可依文體選材彈性處理，字數不另設下限與上限，一年級原則上每課課文不超過 400 字。 <p>二、溝通功能</p> <ol style="list-style-type: none"> 1. 培養溝通表達之能力及互動關係。 2. 訓練學生具有一般人際溝通的語言能力(如：問候、感謝、道歉等)。 <p>2. 字彙：教材內生字，盡可能選自常用率最高的五千字，依生字使用頻率高低循序漸進。各冊單課的生字數量多寡可以有彈性，但原則上第一冊的生字總量不宜超過 200 字。</p>
2. 日常生活*	如：生活起居、購物、接洽事務等。	視課文長度而定	
3. 科技與就業*	如：現代科技、書信表格、生涯規劃、職業類科等相關知識。	視課文長度而定	
4. 歷史與地理等社會科學知識*	如：區域概念、世界史地等。	視課文長度而定	
5. 文學與文化*	如：短文賞析、英美禮儀、溝通技巧與中外文化習俗等。	視課文長度而定	
6. 語言與溝通*	如：語言知識、廣告、標示、表格之閱讀與書寫等。	視課文長度而定	
7. 工、商、農業等知識*	如：銀行、貨幣、信用卡、工業安全、法治教育及消費者保護等。	視課文長度而定	

表 1-14 英文 I 教學綱要(續)

	備註
<p>六、教學要點：</p> <p>1.教材編選 教材的編選宜注重課程之整體性及活動之多元性，並掌握漸進、累積及反覆的原則。課文以一般知識性、趣味性、實用性和啟發性的文章為主，選材宜多樣化。上表建議之主題內容僅供參考，教材編寫者亦可另選適合學生興趣與程度之其他主題文章作為課文教材。</p> <p>2.教學方法 教學過程除訓練學生聽、說、讀、寫的語言能力與技巧外，也需營造適合學生運用英語文溝通能力之環境。</p> <p>3.教學評量 教學評量應把握形成性評量、總結性評量與檔案評量並重；注重評量語言的運用而少評量語言的知識；應注重語言使用的流利而較不強調語言的精確之測驗。</p> <p>4.教學資源 除上課教材，教師應儘可能提供與課文有關的教材、教具、視聽教學媒體或電腦輔助教學軟體；並列出延續學習活動之參考書目，供學生參考自修。</p> <p>5.教學相關配合事項 無</p>	<p>3.語法：避免介紹冷僻、艱深的文法與句型，儘量使用圖表或安排有趣之情境，提供學生充份練習之機會，以加強學生對英語基本句法及常見重要句型之瞭解，進而解說段落組織之重要及簡單修辭法之應用。</p>

表 1-14 英文 I 教學綱要(續)

<p>6.能力指標</p> <p>(1)聽</p> <p>a.能聽懂教室用語。</p> <p>b.能大致聽懂教師用英語所講述的課文內容概要，以及教師針對課文內容所提出的問題。</p> <p>c.能大致聽懂英語日常對話。</p> <p>d.能大致聽懂台灣英文新聞報導的內容。</p> <p>(2)說</p> <p>a.能使用主要的教室用語。</p> <p>b.能就課文內容進行簡單的問題。</p> <p>c.能參與課堂上的口語練習。</p> <p>d.能以英語進行簡易的日常生活口語溝通（如問候、寒暄等）。</p> <p>e.能正確地朗讀課文、短文、故事等。</p> <p>f.能以英語簡單描述日常事物。</p> <p>(3)讀</p> <p>a.能夠辨識英文字母之連續書寫體。</p> <p>b.能看懂常用的英文便條、標示和說明書。</p> <p>c.能看懂簡易短文故事並瞭解其大意。</p> <p>d.能看懂簡易的書信。</p> <p>e.能藉助字典或其他工具書，自行閱讀與課文難度相當之課外教材。</p> <p>(4)寫</p> <p>a.能正確地使用大小寫及標點符號。</p> <p>b.能正確地合併與改寫句子。</p> <p>c.能運用適當的詞彙或句型造出正確的句子。</p> <p>d.能針對課文問題寫出合適的答案。</p> <p>e.能填寫表格。</p> <p>f.能書寫簡單的便條、書信、及卡片等。</p>
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註：「*」為「後期中等教育共同核心課程指引」內容。

8.英文 II (English II)

表 1-15 英文 II 科目大要

學分數：2	建議開課學期：第一學年第二學期
<p>本科目目標在協助學生能將所學的英語文字詞及語法，實際應用於聽、說、讀、寫之溝通中；培養英語文有效的學習方法與正確的學習態度，並涵育英語文的學習興趣；提昇人文與科技的知能，並培養獨立思考與價值判斷之能力。主要內容包含：人際關係、嗜好、興趣、休閒活動、環保、生活起居、購物、接洽事務、現代科技、書信表格、職業類科相關知識、區域概念、世界地理位置、短文賞析、英美禮儀與溝通技巧、中外文化習俗及生命教育等。評量方式要多樣化，教學方法要能引起學生興趣，並營造學生學習英語環境，透過各種活動設計，以期達到溝通式之教學目標。</p>	

表 1-16 英文 II 教學綱要

一、科目名稱：英文 II (English II)			
二、學分數：2			
三、先修科目：一年級上學期英文			
四、教學目標：			
<ol style="list-style-type: none"> 1. 培養學生運用所學簡易的字詞及語法，實際運用於日常生活聽、說、讀、寫之溝通中。 2. 培養學生具備英語文有效的學習方法與正確的學習態度，並涵育英語文的學習興趣，提昇人文素養。 3. 培養學生獨立思考與價值判斷之能力。 4. 指導學生認識與瞭解中西文化差異、國際事務、科技新知及世界觀。 			
五、教材大綱：			
單元主題	內容綱要	分配節數	備註
1. 人際、興趣與環境*	如：人際關係、生命教育、性別教育、人權教育、嗜好、興趣與休閒活動以及環境教育等。	視課文長度而定	<p>一、教材內容</p> <ol style="list-style-type: none"> 1. 課數：依學分數不同而定。2 學分者每冊課數以 6-8 課為原則。 2. 課文長度：編輯者可依文體選材彈性處理，字數不另設下限與上限，一年級原則上每課課文不超過 400 字。 <p>二、溝通功能</p> <ol style="list-style-type: none"> 1. 培養溝通表達之能力及互動關係。 2. 訓練學生具有一般人際溝通的語言能力(如：問候、感謝、道歉等)。 <p>三、語言成分</p> <ol style="list-style-type: none"> 1. 語音：複習學生對字詞、詞組或句子等方面之拼字、辨音、發音、重音、語調及節奏的概念，並加強學生對停頓、速度、連音及朗讀的學習。 2. 字彙：教材內生字，盡可能選自常用率最高的五千字，依生字使用頻率高低循序漸進。各冊單課的生字數量多寡可以有彈性，但原則上第二冊的生字總量不宜超過 200 字。 3. 語法：避免介紹冷僻、艱深的文法與句型，儘量使用圖表或安排有趣之情境，提供學生充份練習之機會，以加強學生對英語基本句法及常見重要句型之瞭解，進而解說段落組織之重要及簡單修辭法之應用。
2. 日常生活*	如：生活起居、購物、接洽事務等。	視課文長度而定	
3. 科技與就業*	如：現代科技、書信表格、生涯規劃、職業類科等相關知識。	視課文長度而定	
4. 歷史與地理等社會科學知識*	如：區域概念、世界史地等。	視課文長度而定	
5. 文學與文化*	如：短文賞析、英美禮儀、溝通技巧與中外文化習俗等。	視課文長度而定	
6. 語言與溝通*	如：語言知識、廣告、標示、表格之閱讀與書寫等。	視課文長度而定	
7. 工、商、農業等知識*	如：銀行、貨幣、信用卡、工業安全、法治教育及消費者保護等。	視課文長度而定	

表 1-16 英文 II 教學綱要(續)

六、教學要點：

- 1.教材編選
參考「表 1-15 英文 I 教學綱要」。
- 2.教學方法
參考「表 1-15 英文 I 教學綱要」。
- 3.教學評量
參考「表 1-15 英文 I 教學綱要」。
- 4.教學資源
參考「表 1-15 英文 I 教學綱要」。
- 5.教學相關配合事項
參考「表 1-15 英文 I 教學綱要」。
- 6.能力指標
「表 1-15 英文 I 教學綱要」。

註：「*」為「後期中等教育共同核心課程指引」內容。

9.英文 III (English III)

表 1-17 英文 III 科目大要

學分數：2	建議開課學期：第二學年第一學期
<p>本科目目標在協助學生能將所學的英語文字詞及語法，實際應用於聽、說、讀、寫之溝通中；認識與了解中西文化之差異；培養英語文有效的學習方法與正確的學習態度，並涵育英語文的學習興趣；提昇人文與科技的知能，並培養獨立思考與價值判斷之能力、深植尊重生命與永續發展的觀念。主要內：容包含人際關係、嗜好、興趣、休閒活動、生活起居、購物、接洽事務、現代生化、醫學發展、自然與環境、現代科技、傳播資訊、職業類科相關知識、世界各地簡介、旅遊、短文賞析、文學作品簡介、英美禮儀與溝通技巧、中外文化習俗、名人簡介及生命教育等。評量方式要多樣化，教學方法宜營造學生學習英語環境，提高使用英語的機會，並設計具多元化之溝通式教學活動，以期達到溝通式之教學目標。</p>	

表 1-18 英文 III 教學綱要

一、科目名稱：英文 III (English III)			
二、學分數：2			
三、先修科目：一年級英文			
四、教學目標：			
<ol style="list-style-type: none"> 1. 培養學生運用所學簡易的字詞及語法，實際運用於日常生活聽、說、讀、寫之溝通中。 2. 培養學生具備有效的英語文學習方法，廣泛涉獵各領域知識，藉以提昇人文素養。 3. 培養學生獨立思考與價值判斷之能力。 4. 培養學生認識與瞭解中西文化差異、國際事務及科技新知，並深植尊重生命與永續發展的觀念。 			
五、教材大綱：			
單元主題	內容綱要	分配節數	備註
1. 人際、興趣與環境*	如：人際關係、生命教育、性別教育、人權教育、嗜好、興趣與休閒活動、自然與環境等。	視課文長度而定	一、教材內容 1. 課數：依學分數不同而定。2 學分者每冊課數以 6-8 課為原則。 2. 課文長度：編輯者可依文體選材彈性處理，字數不另設下限與上限，二年級原則上每課課文不超過 450 字。
2. 日常生活*	如：生活起居、購物、接洽事務等。	視課文長度而定	二、溝通功能 1. 培養溝通表達之能力及互動關係。
3. 科技與就業*	如：生化與醫學、醫學發展、現代科技、傳播資訊、職業類科及生涯規劃等相關知識。	視課文長度而定	2. 訓練學生具有一般人際溝通的語言能力（如：問候、感謝、道歉等）。
4. 歷史與地理等社會科學知識*	如：世界各地簡介、旅遊等。	視課文長度而定	三、語言成分 1. 語音：複習學生對字詞、詞組或句子等方面之拼字、辨音、發音、重音、語調及節奏的概念，並加強學生對停頓、速度、連音及朗讀的學習。
5. 文學與文化*	如：短文賞析、文學作品簡介、英美禮儀、溝通技巧、中外文化習俗以及人物簡介等。	視課文長度而定	2. 字彙：教材內生字，盡可能選自常用率最高的五千字，依生字使用頻率高低循序漸進。各冊單課的生字數量多寡可以有彈性，但原則上第三冊的生字總量不宜超過 250 字。
6. 語言與溝通*	如：語言知識、廣告、標示、表格之閱讀與書寫等。	視課文長度而定	
7. 工、商、農業等知識*	如：銀行、貨幣、信用卡、工業安全、法治教育及消費者保護等。	視課文長度而定	

表 1-18 英文Ⅲ教學綱要(續)

六、教學要點：	備註
1.教材編選 參考「表 1-15 英文 I 教學綱要」。 2.教學方法 參考「表 1-15 英文 I 教學綱要」。 3.教學評量 參考「表 1-15 英文 I 教學綱要」。 4.教學資源 參考「表 1-15 英文 I 教學綱要」。 5.教學相關配合事項 參考「表 1-15 英文 I 教學綱要」。	3. 語法：避免介紹冷僻、艱深的文法與句型，儘量使用圖表或安排有趣之情境，提供學生充份練習之機會，以加強學生對英語基本句法及常見重要句型之瞭解，進而解說段落組織之重要及簡單修辭法之應用。

表 1-18 英文Ⅲ教學綱要(續)

6.能力指標 參考「表 1-15 英文 I 教學綱要」。

註：「*」為「後期中等教育共同核心課程指引」內容。

10. 英文 IV (English IV)

表 1-19 英文IV科目大要

學分數：2	建議開課學期：第二學年第二學期
<p>本科目目標在協助學生能將所學的英語文字詞及語法，實際應用於聽、說、讀、寫之溝通中；認識與了解中西文化之差異；培養英語文有效的學習方法與正確的學習態度，並涵育英語文的學習興趣；提昇人文與科技的知能，並培養獨立思考與價值判斷之能力、深植尊重生命與永續發展的觀念。主要內容：包含人際關係、嗜好、興趣、休閒活動、生活起居、購物、接洽事務、現代生化、醫學發展、自然與環境、現代科技、傳播資訊、職業類科相關知識、世界各地簡介、旅遊、短文賞析、文學作品簡介、英美禮儀與溝通技巧、中外文化習俗、名人簡介及生命教育等。評量方式要多樣化，教學方法宜營造學生學習英語環境，提高使用英語的機會，並設計具多元化之溝通式教學活動，以期達到溝通式之教學目標。</p>	

表 1-20 英文IV教學綱要

一、科目名稱：英文 IV (English IV)			
二、學分數：2			
三、先修科目：一年級、二年級上學期英文			
四、教學目標：			
<ol style="list-style-type: none"> 1. 培養學生運用所學簡易的字詞及語法，實際運用於日常生活聽、說、讀、寫之溝通中。 2. 培養學生具備有效的英語文學習方法，廣泛涉獵各領域知識，藉以提昇人文素養。 3. 培養學生獨立思考與價值判斷之能力。 4. 培養學生認識與瞭解中西文化差異、國際事務及科技新知，並深植尊重生命與永續發展的觀念。 			
五、教材大綱：			
單元主題	內容綱要	分配節數	備註
1. 人際、興趣與環境*	如：人際關係、生命教育、性別教育、人權教育、嗜好、興趣與休閒活動、自然與環境等。	視課文長度而定	<p>一、教材內容</p> <ol style="list-style-type: none"> 1. 課數：依學分數不同而定。2 學分者每冊課數以 6-8 課為原則。 2. 課文長度：編輯者可依文體選材彈性處理，字數不另設下限與上限，二年級原則上每課課文不超過 450 字。 <p>二、溝通功能</p> <ol style="list-style-type: none"> 1. 培養溝通表達之能力及互動關係。 2. 訓練學生具有一般人際溝通的語言能力(如：問候、感謝、道歉等)。 <p>三、語言成分</p> <ol style="list-style-type: none"> 1. 語音：複習學生對字詞、詞組或句子等方面之拼字、辨音、發音、重音、語調及節奏的概念，並加強學生對停頓、速度、連音及朗讀的學習。 2. 字彙：教材內生字，盡可能選自常用率最高的五千字，依生字使用頻率高低循序漸進。各冊單課的生字數量多寡可以有彈性，但原則上第四冊的生字總量不宜超過 250 字。 3. 語法：避免介紹冷僻、艱深的文法與句型，儘量使用圖表或安排有趣之情境，提供學生充份練習之機會，以加強學生對英語基本句法及常見重要句型之瞭解，進而解說段落組織之重要及簡單修辭法之應用。
2. 日常生活*	如：生活起居、購物、接洽事務等。	視課文長度而定	
3. 科技與就業*	如：生化與醫學、醫學發展、現代科技、傳播資訊、職業類科及生涯規劃等相關知識。	視課文長度而定	
4. 歷史與地理等社會科學知識*	如：世界各地簡介、旅遊等。	視課文長度而定	
5. 文學與文化*	如：短文賞析、文學作品簡介、英美禮儀、溝通技巧、中外文化習俗以及人物簡介等。	視課文長度而定	
6. 語言與溝通*	如：語言知識、廣告、標示、表格之閱讀與書寫等。	視課文長度而定	
7. 工、商、農業等知識*	如：銀行、貨幣、信用卡、工業安全、法治教育及消費者保護等。	視課文長度而定	

表 1-20 英文IV教學綱要(續)

六、教學要點：

- 1.教材編選
參考「表 1-15 英文 I 教學綱要」。
- 2.教學方法
參考「表 1-15 英文 I 教學綱要」。
- 3.教學評量
參考「表 1-15 英文 I 教學綱要」。
- 4.教學資源
參考「表 1-15 英文 I 教學綱要」。
- 5.教學相關配合事項
參考「表 1-15 英文 I 教學綱要」。

表 1-20 英文IV教學綱要(續)

- 6.能力指標
參考「表 1-15 英文 I 教學綱要」。

註：「*」為「後期中等教育共同核心課程指引」內容。

11. 英文 V (English V)

表 1-21 英文 V 科目大要

學分數：2	建議開課學期：第三學年第一學期
<p>本科目目標在協助學生能將所學的英語文字詞及語法，應用於實際之技職情境中，並對中西文化差異有所認識與了解；培養英語文有效的學習方法與正確的學習態度，以加強自學能力，作為終身學習之基礎。涵育英語文的學習興趣，提昇人文素養與科技的知能，培養獨立思考與價值判斷之能力，並深植尊重生命與永續發展的觀念。主要內容包含：人際關係、嗜好、興趣、休閒活動、生活起居、購物、接洽事務、現代生化、醫學發展、自然與環境、現代科技、傳播資訊、職業類科相關知識、世界各地簡介、旅遊、短文賞析、文學作品簡介、英美禮儀與溝通技巧、中外文化習俗、名人簡介及生命教育等。評量方式要多樣化，教學方法宜營造學生學習英語環境，提高使用英語的機會，並設計具多元化之溝通式教學活動，以期達到溝通式之教學目標。</p>	

表 1-22 英文 V 教學綱要

一、科目名稱：英文 V (English V)			
二、學分數：2			
三、先修科目：一年級、二年級英文			
四、教學目標：			
<ol style="list-style-type: none"> 1. 培養學生運用所學的字詞及語法，實際運用於日常生活聽、說、讀、寫之溝通中。 2. 培養學生具備英語文有效的學習方法與正確的學習態度，並加強自學能力，以作為終身學習之基礎。 3. 涵育學生學習英語文的興趣，提昇人文素養。 4. 促進學生對中西文化差異、國際事務及科技新知之認識與瞭解，並深植尊重生命與永續發展的觀念。 5. 培養學生學習英語文能力，以應用於職場情境中。 			
五、教材大綱：			
單元主題	內容綱要	分配節數	備註
1. 國際觀*	如：全球工商業與經濟等。	視課文長度而定	<p>一、教材內容</p> <ol style="list-style-type: none"> 1. 課數：依學分數不同而定。每冊課數 2 學分者以 6-8 課為原則。 2. 課文長度：編輯者可依文體選材彈性處理，字數不另設下限與上限，三年級原則上每課課文不超過 500 字。 <p>二、溝通功能</p> <ol style="list-style-type: none"> 1. 培養溝通表達之能力及互動關係。 2. 訓練學生具有一般人際溝通的語言能力(如：問候、感謝、道歉等)。 <p>三、語言成分</p> <ol style="list-style-type: none"> 1. 語音：複習學生對字詞、詞組或句子等方面之拼字、辨音、發音、重音、語調及節奏的概念，並加強學生對停頓、速度、連音及朗讀的學習。 2. 字彙：教材內生字，盡可能選自常用率最高的五千字，依生字使用頻率高低循序漸進。各冊單課的生字數量多寡可以有彈性，但原則上第五冊的生字總量不宜超過 300 字。
2. 日常生活*	如：日常生活起居、購物、接洽事務等。	視課文長度而定	
3. 生化、醫學、科技與就業*	如：現代科技、求職書信、生涯規劃及就業等相關知識。	視課文長度而定	
4. 旅遊、運輸與交通	如：旅遊、各種交通工具等。	視課文長度而定	
5. 文學與文化*	如：文學作品賞析、溝通技巧、中外文化習俗等。	視課文長度而定	
6. 語言與溝通*	如：語言知識、廣告、標示、表格之閱讀與書寫等。	視課文長度而定	
7. 工、商、農業等知識*	如：銀行、貨幣、信用卡、工業安全、法治教育及消費者保護等。	視課文長度而定	

表 1-22 英文 V 教學綱要(續)

單元主題	內容綱要	分配節數	備註
8.人際、興趣與環境*	如：人際關係、嗜好、生命教育、性別教育、人權教育、興趣、休閒活動以及環境教育等。	視課文長度而定	3.語法：避免介紹冷僻、艱深的文法與句型，儘量使用圖表或安排有趣之情境，提供學生充份練習之機會，以加強學生對英語基本句法及常見重要句型之瞭解，進而解說段落組織之重要及簡單修辭法之應用。

表 1-22 英文 V 教學綱要(續)

<p>六、教學要點：</p> <ol style="list-style-type: none"> 1.教材編選 參考「表 1-15 英文 I 教學綱要」。 2.教學方法 參考「表 1-15 英文 I 教學綱要」。 3.教學評量 參考「表 1-15 英文 I 教學綱要」。 4.教學資源 參考「表 1-15 英文 I 教學綱要」。 5.教學相關配合事項 參考「表 1-15 英文 I 教學綱要」。 6.能力指標 參考「表 1-15 英文 I 教學綱要」。

註：「*」為「後期中等教育共同核心課程指引」內容。

12. 英文 VI (English VI)

表 1-23 英文VI科目大要

學分數：2	建議開課學期：第三學年第二學期
<p>本科目標在協助學生能將所學的英語文字詞及語法，應用於實際之技職情境中，並對中西文化差異有所認識與了解；培養英語文有效的學習方法與正確的學習態度，以加強自學能力，作為終身學習之基礎。涵育英語文的學習興趣，提昇人文素養與科技的知能，培養獨立思考與價值判斷之能力，並深植尊重生命與永續發展的觀念。主要內容包含：人際關係、嗜好、興趣、休閒活動、生活起居、購物、接洽事務、現代生化、醫學發展、自然與環境、現代科技、傳播資訊、職業類科相關知識、世界各地簡介、旅遊、短文賞析、文學作品簡介、英美禮儀與溝通技巧、中外文化習俗、名人簡介及生命教育等。評量方式要多樣化，教學方法宜營造學生學習英語環境，提高使用英語的機會，並設計具多元化之溝通式教學活動，以期達到溝通式之教學目標。</p>	

表 1-24 英文VI教學綱要

一、科目名稱：英文 VI (English VI)			
二、學分數：2			
三、先修科目：一年級、二年級、三年級上學期英文			
四、教學目標：			
<ol style="list-style-type: none"> 1. 培養學生運用所學的字詞及語法，實際運用於日常生活聽、說、讀、寫之溝通中。 2. 培養學生具備英語文有效的學習方法與正確的學習態度，並加強自學能力，以作為終身學習之基礎。 3. 涵育學生學習英語文的興趣，提昇人文素養。 4. 促進學生對中西文化差異、國際事務及科技新知之認識與瞭解，並深植尊重生命與永續發展的觀念。 5. 培養學生學習英語文能力，以應用於職場情境中。 			
五、教材大綱：			
單元主題	內容綱要	分配節數	備註
1. 國際觀與環境*	如：全球工商業與經濟等。	視課文長度而定	<p>一、教材內容</p> <ol style="list-style-type: none"> 1. 課數：依學分數不同而定。2 學分者每冊課數以 6-8 課為原則。 2. 課文長度：編輯者可依文體選材彈性處理，字數不另設下限與上限，三年級原則上每課課文不超過 500 字。 <p>二、溝通功能</p> <ol style="list-style-type: none"> 1. 培養溝通表達之能力及互動關係。 2. 訓練學生具有一般人際溝通的語言能力(如：問候、感謝、道歉等)。 <p>三、語言成分</p> <ol style="list-style-type: none"> 1. 語音：複習學生對字詞、詞組或句子等方面之拼字、辨音、發音、重音、語調及節奏的概念，並加強學生對停頓、速度、連音及朗讀的學習。 2. 字彙：教材內生字，盡可能選自常用率最高的五千字，依生字使用頻率高低循序漸進。各冊單課的生字數量多寡可以有彈性，但原則上第六冊的生字總量不宜超過 300 字。
2. 日常生活*	如：生活起居、購物、接洽事務等。	視課文長度而定	
3. 生化與醫學、科技與就業*	如：現代科技、求職書信、生涯規劃及就業等相關知識。	視課文長度而定	
4. 旅遊、運輸與交通	如：旅遊、各種交通工具等。	視課文長度而定	
5. 文學與文化*	如：文學作品賞析、溝通技巧、中外文化習俗等。	視課文長度而定	
6. 語言與溝通*	如：語言知識、廣告、標示、表格之閱讀與書寫等。	視課文長度而定	
7. 工、商、農業等知識*	如：銀行、貨幣、信用卡、工業安全、法治教育及消費者保護等。	視課文長度而定	
8. 人際、興趣與環境*	如：人際關係、生命教育、性別教育、人權教育、嗜好、興趣、休閒活動以及環境教育等。	視課文長度而定	

表 1-24 英文VI教學綱要(續)

	備註
<p>六、教學要點：</p> <ol style="list-style-type: none"> 1.教材編選 參考「表 1-15 英文 I 教學綱要」。 2.教學方法 參考「表 1-15 英文 I 教學綱要」。 3.教學評量 參考「表 1-15 英文 I 教學綱要」。 4.教學資源 參考「表 1-15 英文 I 教學綱要」。 5.教學相關配合事項 參考「表 1-15 英文 I 教學綱要」。 6.能力指標 參考「表 1-15 英文 I 教學綱要」。 	<p>3. 語法：避免介紹冷僻、艱深的文法與句型之介紹，儘量使用圖表或安排有趣之情境，提供學生充份練習之機會，以加強學生對英語基本句法及常見重要句型之瞭解，進而解說段落組織之重要及簡單修辭法之應用。</p>

註：「*」為「後期中等教育共同核心課程指引」內容。

Appendix 6:

*English and Mandarin versions of the
questionnaire for teachers of English in degree
level programs in Taiwan*

Questionnaire for Teachers of English in Degree Level Programs in Taiwan

Information about the attached questionnaire

This Questionnaire is designed for teachers of English at college or university level.

The Questionnaire is part of a research project that I am conducting for the degree of Doctor of Philosophy at the University of Waikato in New Zealand.

The overall aim of this part of the research project is to find out how English teaching staff in colleges and universities in Taiwan organize and plan their courses and what teaching methods they prefer.

Although I would be very grateful for responses to the questionnaire, you should not feel obliged to complete it. If you *do* decide to complete the questionnaire, you should not feel obliged to answer every question if you would prefer not to (although I hope that you will).

The part of my research that relates to this questionnaire involves reporting on trends – not on specific individuals or specific institutions. So you are NOT asked to provide your name or the name of any institution where you work. If you complete all or part of the questionnaire, the information you provide will be included in my thesis and in any publications relating to my thesis as part of a report on the responses to the questionnaire.

If you would like to discuss any aspect of the questionnaire, please feel free to contact me. My name and contact details are provided below.

Jia-Huey (Misty) Her

(Staff member: Wenzao Ursuline College of Languages)

PhD student

The School of Māori and Pacific Development

The University of Waikato

Private Bag 3105

Hamilton, New Zealand

Tel: 64-7-8396786

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Questionnaire for Teachers of English in Degree Level Programs in Taiwan

Please write responses in English OR Mandarin

Please tick ✓ the appropriate box.

1. Sex
1. Female
 2. Male

2. Age

1. 21-30
2. 31-40
3. 41-50
4. 51 and above

3. Which of the following most closely describes your first degree (Bachelors)? (Please tick more than one box if appropriate)

1. Taiwanese degree in English
 2. Taiwanese degree in Teaching English as a second/foreign language
 3. Taiwanese degree in Linguistic or Applied Linguistic
 4. Taiwanese degree in Education
 5. Overseas degree in English literature
 6. Overseas degree in Linguistics or Applied Linguistics
 7. Overseas degree in Teaching English as a second/foreign language
 8. Overseas degree in Education
 9. Other (please specify below)
-

4. Which of the following most closely describes your Masters degree? (Please tick more than one box if appropriate)

1. Taiwanese degree in English Literature
 2. Taiwanese degree in Teaching English as a second/foreign language
 3. Taiwanese degree in Linguistic or Applied Linguistic
 4. Taiwanese degree in Education
 5. Overseas degree in English literature
 6. Overseas degree in Linguistics or Applied Linguistics
 7. Overseas degree in Teaching English as a second/foreign language
 8. Overseas degree in Education
 9. Other (please specify below)
-

5. Do you have a Doctorate?

Yes

No

6. If you have a doctorate, which of the following most closely describes it? Please tick the appropriate box.

1. Taiwanese degree in English
 2. Taiwanese degree in Teaching English as a second/foreign language
 3. Taiwanese degree in Linguistic or Applied Linguistic
 4. Taiwanese degree in Education
 5. Overseas degree in English literature
 6. Overseas degree in Linguistics or Applied Linguistics
 7. Overseas degree in Teaching English as a second/foreign language
 8. Overseas degree in Education
 9. Other (please specify below)
-

7. Have you any qualification specifically in the area of teaching English as a second/foreign language? If you do, please provide information about it below.

Name and level (e.g. Certificate, etc.) of qualification:

Institution and country where qualification gained:

8. If you have an English teaching qualification, which of the following did it include? (Please tick more than one box if appropriate)

1. Classroom observation
 2. Practicum (assessed teaching practice)
 3. Teaching methods
 4. Course and syllabus design
 5. Classroom management
 6. Material design
 7. Textbook evaluation
 8. Testing and assessment/evaluation
 9. Discourse analysis
 10. Other (please specify below)
-

9. Approximately how many years in total have you taught English? Please provide information below.

_____ years

10. In which of the following contexts are you currently teaching English? (Please tick more than one box if appropriate)

1. 5 year junior college
2. 2 year college
3. 4 year college of technology
4. 4 year university of technology
5. 4 year university

11. What types of English course do you currently teach? (Please tick more than one box if appropriate)

1. Core language development which is NOT *specifically* associated with a particular skill such as reading or speaking (e.g., vocabulary extension, structures and associated meanings etc.)
2. English for specific purposes (please specify type of purpose below)

3. Teacher training-related courses (e.g. teaching methodology)
4. Reading skills
5. Writing skills
6. Listening skills
7. Speaking skills
8. Other (please specify below)

12. If you are responsible for a reading course at your institution, would you be aware in a detailed way of the content of any writing course that the same students were taking in the same year?

- Yes No

13. If you answered YES to Question (12) above, would you try to make sure that the two courses related directly to one another?

- Yes No

14. If you answered YES to Question (13) above, **HOW** would you set about trying to make sure that the two courses related directly to one another?

15. Do you believe that your training adequately prepared you to teach English?

- Yes No

16. Has any institution where you teach offered you an opportunity to take in-service development course/ workshops/ seminars relating to the teaching of English?

- Yes No

17. If you have attended in-service development courses/workshops/seminars etc. provided by any institution where you work, how useful have you found these sessions in general?

- Very useful Useful Not very useful Useless

18. Apart from any in-service development supplied by any institution where you work, what have you done since you trained to improve your **teaching skills**?

1. In-service training (free courses provided by Ministry of Education)
2. Further training courses (courses for which you pay fees)
3. Attendance at conferences
4. Learning through experience
5. Reading about teaching
6. Talking to other teachers
7. Observing classes taught by other teachers
8. Nothing
9. Other (please specify below)

19. How do you maintain and develop your **English**?

1. Travel abroad
 2. Self-study (e.g. conversation classes)
 3. Take courses
 4. Other (Please specify below)
-
5. None of these (Why not? Please specify reasons below)

20. If the Ministry of Education or an institution where you work asked what in-service courses you would like, which of these subjects do you think would be useful? (Please tick more than one box if appropriate)

1. Class management
 2. Syllabus design
 3. Language maintenance (yours)
 4. Materials design
 5. Technology (computers, multimedia, etc)
 6. Testing and evaluation
 7. Hands-on activities and games
 8. Skills-related teaching
 9. Grammar teaching
 10. Communicative teaching
 11. Grammar translation
 12. Translation skills
 13. Other/s (please specify below)
-

21. Does the main institution where you work have an overall curriculum for the English courses it offers (showing, for example, the relationship between each of these courses in terms of level and specific content and discussing methodology and materials)?

- Yes No I don't know

22. Do you think that all of the English courses that a student takes in any particular year should be clearly related to one another?

- Yes No I don't know

23. Do you think that it is important to have an explicit syllabus document for each course?

- Yes No I don't know

24. If there are syllabus documents designed by your institution for use at the level you teach, how useful are they for your teaching? **Please tick only one box.**

1. Essential
2. Very useful
3. Useful
4. Not very useful
5. Not useful at all

25. If you are NOT provided with a syllabus document for a course that you have been asked to teach, what do you do? **Please tick only one box.**

1. Prepare one yourself for your own use
 2. Prepare one yourself for your own use and give a copy to students
 3. Allow the syllabus to emerge as the teaching proceeds
 4. Focus on material and methodology rather than syllabus
 5. Other (please specify below)
-

26. If you were asked to provide a list of the expected **SPECIFIC OUTCOMES** of each of your English courses (that is, a list of what students **can do** in English as a result of the course), could you do it?

- Yes No I don't know

27. If you answered YES to Question (26) above, please give the year and type of one of your courses (e.g. Year 1: General English) and list one specific outcome that relates to that course.

Year and type of course: _____

One outcome: _____

28. How do you decide what to teach in each of your courses? (Please tick the appropriate box or boxes below)

1. The institution where I work has a printed syllabus for each course
 2. I meet with other teachers each year and we decide what to include
 3. I ask the teacher who taught the course in a previous year
 4. I just decide what I think would be best to include
 5. I select a textbook or parts of a textbook that I think would be appropriate.
 6. Other/s (please specify below)
-

29. What materials do you use in your teaching? (Please tick more than one box if appropriate)

1. Textbooks
 2. Self-made materials
 3. Realia (i.e., materials (e.g. train timetables) designed for native speakers)
 4. Other/s (please specify below)
-

30. If you use textbooks in your courses, on what basis are they selected? (Please tick more than one box if appropriate)

1. Head of Department's recommendation
 2. Previous teacher's recommendation
 3. Recommendation of subject committee
 4. Price
 5. Own choice
 6. Decision made by teachers who teach the same courses
 7. Other/s (please specify below)
-

31. What do you believe your students think about the textbook or textbooks you use?

1. They mostly like it/them very much
2. They mostly think it's/they're OK
3. They mostly think it's/they're boring
4. They mostly do not like it/them very much

32. If you use a textbook from a particular series (e.g. *American Streamline*) with a group of first year students, would you select the next highest level textbook from the same series for the same students when they are in their second year?

- Yes No I might

33. If you answered **NO** or **I MIGHT** to Question (32) above, why would you/ might you change to a different series? Please provide a reason or reasons below.

34. Is there a specific **proficiency target** (e.g. TOEFL 470 for year 1) that each student must achieve or at the end of his or her program (i.e. Graduation English Language Proficiency Benchmark(畢業門檻)) in relation to whether he or she has a major or minor in English?

- Yes No

35. If you answered YES to Question (34) above, what is the **minimum expected proficiency score** in English at the end of a student's program of study?

<i>Test</i>	<i>Score for students doing an English MAJOR</i>	<i>Score for students doing an English MINOR</i>
IELTS		
TOEFL		
GEPT		
CSEPT (大專英語能力測驗)		
Other (please specify)		

36. If you answered YES to Question (34) above, approximately what percentage of final year students in your institution would be likely to achieve the required minimum Graduation English Language Proficiency Benchmark (畢業門檻) in each year?

_____ %

37. What does your institution do to help students who fail to achieve a minimum Graduation English Language Proficiency Benchmark (畢業門檻)?

38. Do you have any way of knowing what general proficiency level each of your students has when they enter your course?

Yes No

39. If you answered YES to Question (38) above, how do you get this information? (Please tick more than one box if appropriate)

1. I am given the results of the national entry exam (English section)
2. I am given the results of my institution's placement test
3. Other/s (please specify below)

40. If your institution has a **placement test**, what form does it take? Please tick as many boxes as appropriate.

- | | |
|--|--|
| 1. <input type="checkbox"/> Oral interview | 4. <input type="checkbox"/> Reading test |
| 2. <input type="checkbox"/> Writing test | 5. <input type="checkbox"/> Grammar test |
| 3. <input type="checkbox"/> Listening test | |

41. Does your institution require students who enter first year English courses to take a **diagnostic test** (that is, a test designed to find out what the students **can do** and **can't do** in English)?

Yes No I don't know

42. Do you think there is a difference between 'grammatical competence' and 'discourse competence'?

Yes No

43. If you answered YES to Question (42) above, please give three examples of things that you would include under the heading of 'discourse competence'.

1. _____
2. _____
3. _____

44. Do you believe that what is sometimes referred to as 'communicative language teaching' is relevant at the levels you teach?

Yes No I don't know

45. Do you believe that 'communicative language teaching' can take place **only** in small classes (e.g. in classes with 20 students or fewer)?

Yes No I don't know

46. Would you describe your teaching of English as 'communicative'?

Yes No I don't know

47. If you answered YES to Question (46) above, what are the characteristics of your courses that you would describe as 'communicative'?

48. How much of the time that you speak in class do you use English? Please tick the most appropriate box.

1. 100% of the time
2. Between 80% and 99% of the time
3. Between 79% and 51% of the time
4. 50% of the time or less

49. Which of the following activities would you use in your English classes? (Please tick more than one box if appropriate)

1.	Whatever is in the textbook	
2.	Oral drill practice	
3.	Written drill practice	
4.	Explicit grammar teaching	
5.	Implicit grammar teaching	
6.	Singing	
7.	Role play	
8.	Grammar-based games	
9.	Vocabulary-based games	
10.	Designing graphs on the basis of written or spoken text	
11.	Group discussion involving problem-solving	
12.	Writing or telling a story based on a sequence of pictures	
13.	Writing letters	
14.	Short answers based on interpreting text	
15.	Reading and/or writing film or television program reviews	
16.	Debating	
17.	Reading aloud the dialogues and/or texts in textbooks	

50. Which of the following statements **best** describes your philosophy about English teaching? **Please tick ONLY ONE BOX.**

1. I believe it is important to explain grammatical rules explicitly in Chinese and translate sentences into Chinese so that students can understand
2. I believe that students will be more motivated if my teaching mainly focuses on listening and speaking in English.
3. I believe that students can learn better if the focus is on meaning; learning grammar is less important.
4. I believe that students' English will improve naturally if I speak English all or most of the time in class.

51. Do you have any other comments you wish to add? If so, please write your comments below.

☺ Thank you very much for your participation. ☺

大專院校英語教師問卷

敬愛的老師，您好：

這是一份博士論文的研究問卷，目的在了解大專院校英語教師如何規劃英語教學科目及所運用之教學方法。您的作答對本研究有關鍵性影響，懇請撥冗填寫。您所提供的寶貴資料僅供本論文研究分析之用，並不作其他用途，也不會對外公開，本問卷採不記名方式作答，敬請安心填答。

對於您的鼎力支持與協助，僅致衷心謝忱。如果您對此項問卷調查有任何問題，歡迎隨時與本人聯絡。

敬祝 教安

何佳蕙 (Misty Her) 敬上 2004 年 11 月

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大專院校英語教師問卷

請用英文或中文填寫, 謝謝!

請勾選✓適當的選項

1. 性別 1. 女性

2. 男性

2. 年齡

1. 21-30

2. 31-40

3. 41-50

4. 51 以上

3. 您具有下列何種大學學位? (可複選)

1. 國內大學英文系

2. 國內大學英語教學系

3. 國內大學語言學系或應用語言學系

4. 國內大學教育系

5. 國外大學英美文學系

6. 國外大學語言學系或應用語言學系

7. 國外大學英語教學系

8. 國外大學教育系

9. 其他 (請詳明) _____

4. 您具有下列何種碩士學位? (可複選)

1. 國內英美文學系

2. 國內英語教學系

3. 國內語言學系或應用語言學系

4. 國內教育系

5. 國外英美文學系

6. 國外語言學系或應用語言學系

7. 國外英語教學系

8. 國外教育系

9. 其他 (請詳明) _____

5. 您是否具有博士學位?

- 是 否

6. 您具有下列何種博士學位? **請單選**

1. 國內英美文學系
2. 國內英語教學系
3. 國內語言學系或應用語言學系
4. 國內教育系
5. 國外英美文學系
6. 國外語言學系或應用語言學系
7. 國外英語教學系
8. 國外教育系
9. 其他 (請詳明) _____

7. 除了以上的學位, 您是否具有任何其他的英語教學資格? 如果有, 請詳明

名稱及教授對象層級(如證書,檢定資格):

所受訓之學校與國家:

8. 如果您具有英語教學資格, 其受訓內容包含下列哪些選項? (可複選)

1. 教室觀摩
2. 專業老師指導之實習 (assessed teaching practice)
3. 教學法
4. 科目與大綱設計(Course and syllabus design)
5. 教室管理
6. 教材設計
7. 教科書評審
8. 教學評量
9. 話語分析 (Discourse analysis)
10. 其他 (請詳明) _____

9. 您的英語教學年資大約為_____年

10. 您的英語教學對象包括下列何者? (可複選)

1. 五專
2. 二技
3. 四年制技術學院
4. 四年制技術大學
5. 四年制大學

11. 您目前教授下列何種英語課程? (可複選)

1. 核心語言發展 (Core language development)
2. 專業英語科目 (English for specific purposes) 請詳明科目種類
3. 教師訓練相關課程 (例:教學法)
4. 閱讀技能
5. 寫作技能
6. 聽力技能
7. 口語技能
8. 其他 (請詳明) _____

12. 如果您現在教授一班閱讀的課, 請問您會知道這群學生所上的同年級寫作課的相關內容嗎?

- 是 否

13. 承上題, 如果是, 您是否會去確認兩種課程的內容是相關聯的嗎?

- 是 否

14. 承上題, 如果是, 請問您是如何確定的?

15. 您認為您的英語教學訓練夠嗎?

- 是 否

16. 您教學的學校是否提供您英語教學在職進修的機會(包括工作坊,研討會)?

是 否

17. 如果您參加了學校提供的在職進修課程(包括工作坊,研討會)您覺得對您的幫助有多大?

非常有幫助 有幫助 不太有幫助 沒幫助

18. 除了參與學校所提供英語相關在職進修, 您還用什麼方式來增進教學技巧?

1. 教育部提供免費的訓練課程
2. 付費訓練課程
3. 參加研討會
4. 從經驗中學習
5. 閱讀相關教學資訊
6. 與其他老師交流
7. 觀摩其他老師的課
8. 無
9. 其他 (請詳明) _____

19. 您如何維持您的英語水平?

1. 國外旅行
2. 自修
3. 參加課程
4. 其他 (請詳明) _____
5. 無(請詳述其原因) _____

20. 您認為您目前最需要以下哪些教學訓練課程? (可複選)

1. 教室管理 (Class management)
2. 課程大綱設計 (Syllabus design)
3. 語言訓練 (Language maintenance (yours))
4. 教材設計 (Materials design)
5. 電腦科技教學 (Technology (computers, multimedia, etc))
6. 教學評量 (Testing and evaluation)
7. 活動設計與遊戲 (Hands-on activities and games)
8. 技能相關教學 (Skills-related teaching)
9. 文法教學 (Grammar teaching)
10. 溝通式教學 (Communicative teaching)
11. 文法翻譯 (Grammar translation)
12. 翻譯技能 (Translation skills)
13. 其他 (請詳明) _____

21. 您的學校是否有提供英語課程總綱? (包括所有年級英語課目之間的順序銜接性, 詳細內容, 教學方法及教材)

- 是 否 不知道

22. 您認為學生在同一年所上的所有英語科目是否應有清楚的關聯性?

- 是 否 不知道

23. 您認為有明確的課程大綱(Syllabus)是否重要?

- 是 否 不知道

24. 如果您的學校有提供您課程大綱(Syllabus)供您教學之用,請問對您的教學有多大的幫助? 請單選

1. 必須要有
2. 非常有幫助
3. 有幫助
4. 不太有幫助
5. 沒幫助

25. 如果您要教授的課程沒有被提供課程大綱(Syllabus),請問您處理方式為? **請單選**

1. 自己準備自己使用
2. 自己準備及提供學生一份
3. 邊教邊準備
4. 不準備課程大綱以注重教材及教法取代
5. 其他 (請詳明) _____

26. 請問您是否能清楚列出預期的英語課程學習成效(SPECIFIC OUTCOMES)?

- 是 否 不知道

27. 承上題, 如果是的話, 請您舉一個例:

年級/課程: _____

學習成效: _____

28. 您如何決定教授科目之內容? (可複選)

1. 根據學校提供每一個課程的大綱
2. 與其他老師商量其內容
3. 請教之前教授過此科目的老師
4. 自己決定
5. 自選適合的教科書或一部分的教科書
6. 其他 (請詳明) _____

29. 您使用下列何項教材? (可複選)

1. 教科書
2. 自編教材
3. 實物性教材 (Realia)
4. 其他 (請詳明) _____

30. 請問您是如何選用您的教科書? (可複選)

1. 系主任的推薦
2. 之前教授過此科目老師的推薦
3. 科目課程委員會推薦
4. 價錢多寡
5. 自己選擇
6. 教授同課程的老師共同決定
7. 其他 (請詳明) _____

31. 您的學生對現所使用的教科書反應如何?

1. 很喜歡
2. 還好
3. 很無聊
4. 很不喜歡

32. 在貴校一年級的學生使用了某系列的書(例:*American Streamline*), 請問是否會繼續為同群學生到二年級時選擇同系列更高層次的書籍?

是 否 可能不會

33. 承上題, 如果否, 或可能不會, 請問為何選擇不同的系列書籍? 請列出至少一項原因

34. 請問貴校英文主修或副修學生在畢業前是否要達到一定的英語能力測驗指標(例: 畢業門檻)?

是 否

35. 承上題, 如果是, 請問基本畢業門檻為何?

測驗種類	英文主修學生分數	英文副修學生分數
IELTS		
TOEFL		
GEPT		
CSEPT (大專英語能力測驗)		
其他 (請詳明)		

36. 承 34 題, 如果是, 請問貴校每年能通過畢業門檻分數的畢業班同學百分比大約為 _____%

37. 請問貴校如何幫助沒有通過畢業門檻的學生?

38. 您開始新的英語課程時,是否知道學生們的英文程度?

是 否

39. 承上題, 如果是, 請問您如何得知的? (可複選)

1. 學生入學考試的英文成績
2. 學校的編班測驗結果 (placement test)
3. 其他 (請詳明) _____

40. 如果貴校有編班測驗考試形式包括下列何種? (可複選)

1. 口語面談
2. 寫作
3. 聽力
4. 閱讀
5. 文法

41. 貴校在第一年英語課程時是否要求學生參加診斷式測驗 (diagnostic test, that is a test designed to find out what students can do and can't do in English)?

是 否 不知道

42. 您認為文法能力 (grammatical competence) 與話語能力 (discourse competence) 是否不同?

是 否

43. 承上題, 如果是, 請列舉三項有關話語能力(discourse competence)的例子

1. _____
2. _____
3. _____

44. 您目前教學是否有運用到“溝通式教學法”?

是 否 不知道

45. 您認為“溝通式教學法”是否只適合小班教學?(一班二十名學生或更少)

是 否 不知道

46. 您認為您的英語教學方式是否針對溝通能力?

是

否

不知道

47. 承上題, 如果是, 請列舉幾項教學特色

48. 您課堂上使用英文的時間比例為

1. 100% 完全英文

2. 80% 到 99% 之間

3. 79% 到 51% 之間

4. 50% 或更少

49. 您的英語課中會使用下列何項教學活動? (可複選)

1.	教科書內的活動 Whatever is in the textbook	
2.	口語練習 Oral drill practice	
3.	寫作練習 Written drill practice	
4.	顯性文法教學 Explicit grammar teaching	
5.	隱性文法教學 Implicit grammar teaching	
6.	唱歌 Singing	
7.	角色扮演 Role play	
8.	文法遊戲 Grammar-based games	
9.	字彙遊戲 Vocabulary-based games	
10.	設計圖表 Designing graphs on the basis of written or spoken text	
11.	小組討論 Group discussion involving problem-solving	
12.	看圖說/寫故事 Writing or telling a story based on a sequence of pictures	
13.	寫信 Writing letters	
14.	短句回答 Short answers based on interpreting text	
15.	電視或電影節目述評 Reading and/or writing film or television program reviews	
16.	辯論 Debating	
17.	朗讀課文對話 Reading aloud the dialogues and/or texts in textbooks	

50. 下列何者選項最能表現您的英語教學理念? 請單選

1. 用中文明確解釋文法規則及翻譯句子幫助學生了解學習內容是很重要的
2. 英語教學注重在聽講, 學生會更有學習動機
3. 英語教學注重在意義而非文法學習學生會學的更好
4. 我相信如果我上課全用或大多數用英語, 學生的英語會自然的進步

51. 如果您有任何其他建議, 請您利用以下空白陳述

☺ 非常感謝您的熱心填答與協助

Appendix 7:

*English and Mandarin versions of the
questionnaire distributed with the C-test
participants on entry and exit*

(Entry) C-TEST Questionnaire

This test and questionnaire are part of a study of English language learning in Taiwan which is being conducted as part of a PhD research project by a Taiwanese student enrolled at the University of Waikato in New Zealand.

You are invited to participate in the project by completing the questionnaire and test.

You are not asked to supply your name.

No individual or institution will be identified in the research reports relating to this study or in any other context.

By completing the questionnaire and test you will have consented to participate in the project and to the publication of findings as outlined above.

This statement is provided in accordance with the New Zealand Privacy Act.

Jia-Huey (Misty) Her

Ph. D student

The University of Waikato

New Zealand

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E-mail: jh131@waikato.ac.nz

- **Please answer as many questions as possible.**
- **Answer spontaneously –don't linger over your answers.**
- **You will probably be able to complete the questionnaire in 20 minutes**

Section A

1. Sex i) Male ii) Female (Please circle appropriate answer)

2. Age (Please circle appropriate answer)

i) 17 ii) 18 iii) 19 iv) Other, please specify _____

3. Type of degree for which you are studying and major subject (e.g. Bachelor of Arts, English major):

Degree: _____

Major: _____

4. If you are not Taiwanese, please indicate your nationality _____.

5. Are you a first year College/University student? (Please circle appropriate answer)

i) Yes ii) No

6. Are you a graduate of one of the following types of institution? If so, please circle the appropriate one.

i) Vocational High School

ii) Comprehensive High School

iii) High School

7. At High School, did you focus on any of the following areas? (Please tick appropriate answer)

Machinery Mechatronics Electronic & Electrical Engineering

Electronics

Computer Science Civil Architecture Interior Design

International Trade Business Affairs Accounting Affairs

Advertisement Applied Foreign Languages

Restaurant Management Tourism Industry Data Processing

Childhood Education Beautification Home Economics

Fishery Marine Navigation Marine Engineering

Navigation Management Agriculture

General Subjects (Chinese, English, Math, Physics, Chemistry etc.)

Other, please specify _____

8. Averagely, how many English lessons did you have per week at your High School/Vocational/Comprehensive High Schools?

i) 2 lessons ii) 3 lessons iii) 4 lessons iv) 5 lessons

v) Other, please specify _____

Section B

9. What is your mother's first language or languages? (Please circle appropriate answer)

i) Mandarin ii) Taiwanese iii) Haka iv) Other, please specify _____

10. What is your father's first language or languages? (Please circle appropriate answer)

i) Mandarin ii) Taiwanese iii) Haka iv) Other, please specify _____

11. What is the first language you learned (native language)? If more than one, please state. (Please circle appropriate answer)

i) Mandarin ii) Taiwanese iii) Haka iv) Other, please specify _____

12. What language do you mainly use at home? (Please circle appropriate answer or answers)

i) Mandarin ii) Taiwanese iii) Haka iv) Other, please specify _____

13. Have you ever been to an English speaking country? (Please circle appropriate answer)

i) **Yes** ii) **No**

If **YES**, please go to Question **14**. If **NO**, please go to **Question 16**.

14. How many times have you visited an English-speaking country? Please Circle the appropriate answer.

i) only once ii) between 2 and 5 times iii) more than 5 times

15. Roughly how long in total have you spent in an English-speaking country? Please circle the appropriate answer.

i) less than 1 week ii) between 1 week and 1 month

iii) between 1 month and 1 year iv) more than 1 year

Section C

16. Have you taken any English proficiency test?

- i) Yes ii) No

If **YES**, please continue to Question 17. If **NO**, please go to **Question 18**.

17. Please tick the appropriate examination/ test and write your grade/ mark in the column next to it.

Examination/ Test	Tick here	Grade or Mark
GEPT		
IELTS		
TOEFL		
TOEIC		
Other(s) _____		

18. Your mark in English subject of Joint College Entrance Examination is _____.

19. For approximately how many years in total have you been learning English? Please circle the appropriate answer.

- i) 6 years ii) 7 years iii) 8 years iv) Other, please specify _____

20. How would you rate your English proficiency? Please circle the appropriate answer.

- i) elementary ii) intermediate iii) advanced iv) near-native speaker

21. Did you study any languages other than Mandarin and English at school? Please circle the appropriate answer.

- i) Yes ii) No

If **Yes**, please go to **Question 22**. If **No**, please go to **Question 23**.

22. If you answered YES to Question (21), please indicate what the languages were. **Please circle the appropriate answer or insert the name(s) of the language or languages.**

i) Japanese ii) French iii) Spanish iv) Other, please specify _____

23. Are you studying (or planning to study) any languages in addition to English as part of your current degree? **Please circle the appropriate answer.**

i) Yes ii) No

24. What are your *main reasons* for studying English as part of your degree? **Please tick No more than six answers.**

Tick	Reason
	I have to study English to complete a degree but the other subjects interest me more than English
	I want to do postgraduate study in an English-speaking country
	I want to get to know people who speak English
	I will need it for my future career
	I want to travel to other countries
	I want to become a better educated person
	I liked my English teacher at school
	I want to have a better understanding of life in countries where English is spoken
	English is an international language
	My friends are studying English
	My parents wanted me to study English
	I am good at English
	I have family ties with an English-speaking country
	I like the English language
	I think people will respect me more if I can speak English well
	I hope to meet a greater variety of people in my life
	I would like to live in a country where English is spoken
	Other reason (please specify)

25. Please indicate what you think Taiwanese people or people who speak English as a first language are typically like by circling YES or NO in the columns beside the words below.

	This adjective describes something that is typical of Taiwanese people	This adjective describes something that is typical of people who speak English as a first language
emotional	YES / NO	YES / NO
arrogant	YES / NO	YES / NO
serious	YES / NO	YES / NO
friendly	YES / NO	YES / NO
confident	YES / NO	YES / NO
logical	YES / NO	YES / NO
generous	YES / NO	YES / NO
calm	YES / NO	YES / NO
lazy	YES / NO	YES / NO
helpful	YES / NO	YES / NO
efficient	YES / NO	YES / NO
impatient	YES / NO	YES / NO
stubborn	YES / NO	YES / NO
honorable	YES / NO	YES / NO
competent	YES / NO	YES / NO
good-humored	YES / NO	YES / NO
shy	YES / NO	YES / NO
honest	YES / NO	YES / NO
hard-working	YES / NO	YES / NO
patient	YES / NO	YES / NO
loud	YES / NO	YES / NO
tolerant	YES / NO	YES / NO
thrifty	YES / NO	YES / NO

26. How important do you think it is to be able to do each of the following things well when you finish your English courses? **Please put a tick (✓) in the appropriate column.**

	VERY IMPORTANT	IMORTANT	A LITTLE IMPORTANT	NOT IMPORTANT
Everyday conversations with native speakers				
Enjoy films and TV in English				
Read literature in English				
Listen to the radio in English				
Academic discussion with native speakers				
Write letters for social/ general purposes				
Operate in a business context				
Read magazines and newspapers in English				
Make friends with speakers of English				
Make phone calls				
Any others? Please specify.				

27. Imagine you are in a country where English is spoken. What would you do in the following circumstances? Circle the appropriate response.

(a) You have two hours for lunch before you catch a train. Would you prefer to	i) Go to a local cafe or restaurant	ii) Go to a fast food outlet
(b) You need some bread and cheese. Would you prefer to	i) Go to a small grocery store	ii) Go to a self-service supermarket
(c) You are listening to the radio. Do you	i) Try some local stations	ii) Try to find a station using your own language
(d) The cinema is showing a new film in English. Do you	i) Go straight in	ii) Do something else instead
(e) The station bookstall has local newspapers but also one or two in your own language. Do you	i) Buy the local paper	ii) Buy a paper in your own language
(f) You have an opportunity to watch TV. Would you prefer to	i) Sample local stations	ii) Find a satellite station in your own language
(g) You are with a group of friends going to a local show/ museum/ football match. Do you volunteer to be the one to get the tickets?	i) Yes	ii) No
(h) You have to confirm arrangements with the family of a friend who lives 20 minutes' walk away. Do you	i) Confirm the arrangements on the phone	ii) Go to visit them to confirm the arrangements
(I) When you encounter people from your own country in, for example a supermarket, do you	i) Begin a conversation	ii) Ignore them

28. Outside of class, do you seek opportunities to use English by__? Please tick the appropriate answer.

	YES	NO
(a) Speaking in English to native speakers,		
(b) Socializing with native speakers of English		
(c) Speaking in English to friends		
(d) Watching TV or films in English		
(e) Reading for pleasure in English		
(f) Writing emails in English to friends		

29. Assuming you are at home in Taiwan, what would you normally do in the following circumstances? **Please circle the appropriate answer:**

(a) In a town you know well in Taiwan, you see a group of Taiwanese people poring over a map. Do you offer to help?	Yes	No
(b) You are at a restaurant and a waiter brings you a different dish from the one you ordered wrong dish. Do you	Eat that dish	Ask the waiter to take it back and bring you the one you ordered
(c) You discover that the music CD that you have just bought has a long scratch on the outside case. Do you	Live with it	Take it back and ask for a replacement

30. Please answer the questions below. Please circle the appropriate answer.

<p>(a) When speaking English do you</p>	<p>i) Feel embarrassed when you make mistakes</p>	<p>ii) Not mind if you make mistakes</p>	
<p>(b) Would you like people to think you are a native speaker of English?</p>	<p>i) Yes</p>	<p>ii) No</p>	
<p>(c) Where would you like your children to grow up?</p>	<p>i) In a country where English is the first language</p>	<p>ii) In Taiwan but being able to speak English well</p>	<p>iii) In Taiwan but it's up to them whether they learn English well</p>
<p>(d) Do your parents speak English well enough to socialize with native speakers?</p>	<p>i) Yes</p>	<p>ii) No</p>	
<p>(e) Do your parents speak any other foreign language well enough to socialize with native speakers?</p>	<p>i) Yes</p>	<p>ii) No</p>	
<p>(f) Do your parents actively encourage you to learn English?</p>	<p>i) Yes</p>	<p>ii) No</p>	
<p>(g) Do your parents have friends overseas with whom they exchange visits?</p>	<p>i) Yes</p>	<p>ii) No</p>	
<p>(h) If you have brothers or sisters, are they keen on learning a foreign language?</p>	<p>i) Yes</p>	<p>ii) No</p>	<p>iii) I am an only child</p>

31. Do you know what a “subject” is? **Please circle the appropriate answer**

- i) Yes ii) No

32. Please **circle** the subject in the following sentence:

The boy in the blue jeans waved to me.

33. Do you know what an indirect object is? **Please circle the appropriate answer**

- i) Yes ii) No

34. Please circle the indirect object in the following sentence:

He gave me the red book.

35. Do you know what a modal verb is? **Please circle the appropriate answer**

- i) Yes ii) No

36. Please circle the modal verb in the following sentence:

I might not have seen you.

☺ Thank you for taking part in this questionnaire.

(Entry) C-TEST Questionnaire

親愛的同學，您好：

這是一份博士論文的研究問卷，目的在了解台灣大學/學院新生之英語學習狀況及背景。您的作答對本研究有關鍵性影響，懇請撥冗填寫。藉由填寫這份問卷及測驗，表示您同意參與此研究。您所提供的寶貴資料僅供本論文研究分析之用，並不作其他用途，也不會對外公開個人及學校資料，本問卷採不記名方式作答，敬請安心填答。

對於您的鼎力支持與協助，僅致衷心謝忱。如果您對此項問卷調查有任何問題，歡迎隨時與本人聯絡。

敬祝 平安

何佳蕙 (Misty Her) 敬上 2005 年 10 月

紐西蘭懷卡多大學博士研究生

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(Entry) C-Test 問卷

- 請儘您所能回答問題
- 回答時請以第一直覺作答，避免在答案上思考過久
- 您大約可以在 15 分鐘內完成這份問卷

Section A

1. 性別 i) 男 ii) 女 (請圈選適當答案)

2. 年齡 (請圈選適當答案)

 i) 17 歲 ii) 18 歲 iii) 19 歲 iv) 其它請詳明_____

3. 現今所唸的學位及主修科目為 (請詳明)

學位 Degree: _____

主修 Major: _____

4. 如果您不是擁有台灣國籍，則請詳明您的國籍_____。

5. 您是大學/學院一年級學生嗎? 請圈選適當答案

 i) 是 ii) 否

6. 您是從下列何項高中職學校畢業? 請圈選適當答案

 i) 高職 ii) 綜合高中 iii) 高中

7. 在高中職學校時，下列何項領域為您的主要主修或課程? 請勾選(✓)適當答案

機械科 機電科 電機科 電子科 資訊科 土木科

建築科 室內設計科

國際貿易科 商業經營科 會計事務科 廣告設計科

應用外語科 餐飲管理科 觀光事業科 資料處理科

幼保科 美容科 家政科 漁業類科 航海科

輪機科 航運管理科 農業類科

一般科目(國、英、數、理、化等科目)

其它請詳明_____

8. 在高中職學校時，平均一個星期上幾節英文課？請圈選適當答案

- i) 2 節 ii) 3 節 iii) 4 節 iv) 5 節 v) 其它請詳明_____

Section B

9. 您母親的母語為何？請圈選適當答案（可複選）

- i) 國語 ii) 台灣語 iii) 客家語 iv) 其它，請詳明_____

10. 您父親的母語為何？請圈選適當答案（可複選）

- i) 國語 ii) 台灣語 iii) 客家語 iv) 其它，請詳明_____

11. 您的母語為何？請圈選適當答案（可複選）

- i) 國語 ii) 台灣語 iii) 客家語 iv) 其它，請詳明_____

12. 您在家裡最常用下列何種語言？請圈選適當答案（可複選）

- i) 國語 ii) 台灣語 iii) 客家語 iv) 其它，請詳明_____

13. 您是否去過英語系國家？請圈選適當答案

- i) 是 ii) 否

如果選擇「是」請繼續第 14 題，選擇「否」請到第 16 題

14. 曾經到過英語系國家幾次？請圈選適當答案

- i) 只有一次 ii) 兩次到五次 iii) 多於五次

15. 您總共在英語系國家待了多久？請圈選適當答案

- i) 不到一星期 ii) 在一星期和一個月之間
iii) 在一個月和一年之間 iv) 多於一年

Section C

16. 您是否有參加過任何英語測驗？請圈選適當答案

- i) 是 ii) 否

如果選擇「是」請繼續第 17 題，選擇「否」請到第 18 題

17. 續上題，請在下欄內勾選(✓)您參加過的英語測驗及註明您的分數或等級

英語測驗種類	勾選欄(✓)	分數 / 等級
全民英檢 (GEPT)		
雅思 (IELTS)		
托福 (TOEFL)		
多益 (TOEIC)		
其它，請詳明 _____ _____		

18. 請問您的四技二專統一入學測驗共同科目中的英文科目分數為

19. 您大約共學習了幾年的英語？ 請圈選適當答案

i) 6 年 ii) 7 年 iii) 8 年 iv) 其它，請詳明_____

20. 您會認為自己現在的英語水平為？ 請圈選適當答案

i) 初級程度 ii) 中級程度 iii) 高階程度 iv) 接近英語人士的母語程度

21. 除了國語和英語之外，您是否曾在學校裏學過其他語言？ 請圈選適當答案

i) 是 ii) 否

如果選擇「是」請繼續第 22 題，選擇「否」請到第 23 題

22. 續上題，請圈選或詳明其它學過的語言

i) 日語 ii) 法語 iii) 西班牙語 iv) 其它，請詳明_____

23. 除了英語課程，您現在是否正在學習其它語言或是有其它外語學習計劃？請圈選適當答案

i) 是 ii) 否

24. 您學習英語的主要原因為？請**最多**勾選**六個**選項

勾選	原因
	英語為必修科目，但我對其他科目較有興趣
	將來在英語系國家作碩博士之深造
	能認識更多英語人士
	未來的工作需要它
	到其他國家旅行
	成為一位有學養的人士
	我喜歡學校的英語老師
	能對英語系國家的生活有較多的了解
	英語是國際語言
	我的朋友都在唸英語
	我的父母親希望我學英語
	我對英語很在行
	有親戚在英語系國家
	我喜歡英語
	如果我能說一口流利英文，人們會尊敬我
	可以遇見各式各樣的人
	我想住在英語系國家
	其它，請詳明

25. 您認為在左下欄的形容詞可否描述典型的台灣人及典型的英語人士(其母語為英語)，請在下面欄位內圈選「是」或「否」

	這個形容詞可以描述 典型的台灣人	這個形容詞可以描述 典型的英語人士
情緒化 emotional	是 / 否	是 / 否
傲慢的 arrogant	是 / 否	是 / 否
嚴肅的 serious	是 / 否	是 / 否
友善的 friendly	是 / 否	是 / 否
自信的 confident	是 / 否	是 / 否
有邏輯的 logical	是 / 否	是 / 否
慷慨的 generous	是 / 否	是 / 否
冷靜的 calm	是 / 否	是 / 否
懶惰的 lazy	是 / 否	是 / 否
樂意助人的 helpful	是 / 否	是 / 否
有效率的 efficient	是 / 否	是 / 否
沒耐心的 impatient	是 / 否	是 / 否
固執的 stubborn	是 / 否	是 / 否
有榮譽感的 honorable	是 / 否	是 / 否
有能力的 competent	是 / 否	是 / 否
有幽默感的 good-humored	是 / 否	是 / 否
害羞的 shy	是 / 否	是 / 否
誠實的 honest	是 / 否	是 / 否
努力工作的 hard-working	是 / 否	是 / 否
有耐心的 patient	是 / 否	是 / 否
大聲的 loud	是 / 否	是 / 否
寬容的 tolerant	是 / 否	是 / 否
節儉的 thrifty	是 / 否	是 / 否

26. 您認為當您完成英語課程時，能夠做到下列左欄事項的重要性，請在各項適當欄位勾選(√)答案

	非常重要	重要	有點重要	不重要
能與英語人士進行日常生活會話				
欣賞英語電影和電視				
能夠讀懂英文文學				
能夠聽懂英語廣播				
能和英語人士有學術上的討論				
可以用英語寫一般社交信件				
能運用在商業場合上				
能夠讀懂英語的雜誌及新聞				
和英語人士作朋友				
可以打電話				
其它，請詳明_____				

27. 假想您現在是在英語系國家，在下列情況之下您會怎麼作？請擇一圈選適當答案

(a) 在搭火車前您有兩個小時可以吃午餐，您會選擇	i) 去當地的咖啡廳或餐廳	ii) 去速食店
(b) 您需要麵包和起司，您會選擇	i) 到小型雜貨店購買	ii) 到超級市場
(c) 您正在聽收音機，您會	i) 試聽當地的電台	ii) 試著去找到您自己語言的電台
(d) 電影院上映一部新的英語片(英語發音，無字幕)，您會	i) 直接去看此電影	ii) 去做別的事
(e) 火車站的書報攤有售賣當地報紙也有賣您語言的報紙，您會	i) 買英文報紙	ii) 買中文的報紙
(f) 有機會看電視，您會	i) 看當地電視台	ii) 找中文衛星台
(g) 您和一群朋友要去看足球賽，您會自願去幫大家買票嗎？	i) 會	ii) 不會
(h) 您需要和一個離家二十分鐘路程的朋友確認某項安排，您會	i) 打電話確認	ii) 直接去拜訪他們且確認安排
(I) 當您在超級市場遇見從您的國家來的人，您會	i) 和他們交談	ii) 忽視他們

28. 如在校外，遇到下列情況您會尋找機會使用英語嗎？請在適當欄位內勾選(√)答案

情況如：	是	否
(a) 與英語人士用英語交談		
(b) 與英語人士進行社交活動		
(c) 和朋友說英語		
(d) 看英語電視或電影		
(e) 作娛樂性的英語閱讀		
(f) 寫英文電子郵件給朋友		

29. 假設在台灣，在下列情況下您通常會怎麼作？請圈選適當答案

(a) 在熟識的一個城鎮裏，您看到一群台灣人正在看地圖，您會主動上前幫忙嗎？	是	否
(b) 在一個餐廳內，侍者上的菜和您所點的不一樣時，您會	吃了那道菜	請侍者拿回去，再重新上您點的菜
(c) 發現新買的 CD 盒上有條長刮痕，您會	算了吧	拿回去重換一片

30. 依據下列問題，請圈選適當答案

(a) 當說英語時，如果犯錯您會	i) 覺得尷尬	ii) 不介意	
(b) 我喜歡自己英語好到被當作是英語人士	i) 是	ii) 否	
(c) 您希望自己的小孩在那兒長大？	i) 在英語系國家	ii) 在台灣，但是要能夠說好英語	iii) 在台灣，但是他們可自己決定是否願意把英語學好
(d) 您的父母可以用流暢英語與英語人士交談嗎？	i) 是	ii) 否	
(e) 除了英語之外，您的父母還會用流暢的外國語言和外國人士交談嗎？	i) 是	ii) 否	
(f) 您的父母會主動的鼓勵您學英語嗎？	i) 是	ii) 否	
(g) 您的父母會與海外的朋友互相拜訪嗎？	i) 是	ii) 否	
(h) 如果您有兄弟姐妹的話，他們會想學外國語言嗎？	i) 是	ii) 否	iii) 我是獨子/獨生女

31. 您知道英文文法裏的主詞 (subject) 為何嗎？請圈選適當答案

i) 是 ii) 否

32. 如果是，請在下列的句子裡圈選出主詞 (subject).

The boy in the blue jeans waved to me.

33. 您知道英文文法裏的間接受詞 (indirect object) 為何嗎？請圈選適當答案

i) 是 ii) 否

34. 如果是，請在下列的句子裡圈選出間接受詞 (indirect object).

He gave me the red book.

35. 您知道英文文法裏的助動詞 (modal verb) 為何嗎？請圈選適當答案

i) 是 ii) 否

36. 如果是，請在下列的句子裡圈選出助動詞 (modal verb).

I might not have seen you.

☺ 謝謝您的參與及協助 ☺

(Exit) C-TEST

Questionnaire

This test and questionnaire are part of a study of English language learning in Taiwan which is being conducted as part of a PhD research project by a Taiwanese student enrolled at the University of Waikato in New Zealand.

You are invited to participate in the project by completing the questionnaire and test.

You are not asked to supply your name.

No individual or institution will be identified in the research reports relating to this study or in any other context.

By completing the questionnaire and test you will have consented to participate in the project and to the publication or findings as outlined above.

This statement is provided in accordance with the New Zealand Privacy Act.

Jia-Huey (Misty) Her

Ph. D student

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- **Please answer as many questions as possible.**
- **Answer spontaneously –don't linger over your answers.**
- **You will probably be able to complete the questionnaire in 20 minutes**

Section A

1. Sex i) Male ii) Female (Please circle appropriate answer)

2. Age (Please circle appropriate answer)

i) 20 ii) 21 iii) 22 iv) Other, please specify _____

3. Please insert major subject (e.g. English, Engineering) and year of study (e.g. 1st, 2nd, 3rd, 4th.) below:

Major: _____

Year: _____

4. If you are not Taiwanese, please indicate your nationality _____.

5. How many years, including this year, have you studied English in your current institution? Please circle the appropriate answer

i) 1 year ii) 2 years iii) 3 years iv) 4 years

6. Are you required to take any further English courses after this semester as part of your degree? (Please circle the appropriate answer)

i) Yes ii) No

7. Does your institution have a Graduation English Language Proficiency Benchmark which you are required to achieve?

i) Yes ii) No

If YES please go to Question 8. If you answered NO, please go to Question 9.

8. What is the Graduation English Language Proficiency Benchmark required by your institution? Please specify below.

Test: _____

Mark: _____

Section B

9. What is your mother's first language or languages? (Please circle appropriate answer)

i) Mandarin ii) Taiwanese iii) Haka iv) Other, please specify _____

10. What is your father's first language or languages? (Please circle appropriate answer)

i) Mandarin ii) Taiwanese iii) Haka iv) Other, please specify _____

11. What is the first language you learned (native language)? If more than one, please state. (Please circle appropriate answer)

i) Mandarin ii) Taiwanese iii) Haka iv) Other, please specify _____

12. What language do you mainly use at home? (Please circle appropriate answer or answers)

i) Mandarin ii) Taiwanese iii) Haka iv) Other, please specify _____

13. Have you ever been to an English speaking country? (Please circle appropriate answer)

i) Yes ii) No

If YES, please continue to Question 14. If NO, please go to Question 16.

14. How many times have you visited an English-speaking country? **Please Circle the appropriate answer.**

i) only once ii) between 2 and 5 times iii) more than 5 times

15. Roughly how long in total have you spent in an English-speaking country? **Circle the appropriate answer.**

i) less than 1 week ii) between 1 week and 1 month

iii) between 1 month and 1 year iv) more than 1 year

Section C

16. Have you taken any English proficiency test?

ii) Yes ii) No

If YES, please continue to Question 17. If NO, please go to Question 18.

17. Please tick the appropriate examination/ test and write your grade/ mark in the column next to it.

Examination/ Test	Tick here	Grade or Mark
GEPT		
IELTS		
TOEIC		
TOEFL	Paper-based <input type="checkbox"/> Computer-based <input type="checkbox"/>	
Other(s) _____		

18. Have you already achieved the Graduation English Language Proficiency Benchmark required by your institution? Please circle the appropriate answer.

- i) Yes ii) No iii) There's no such requirement

19. For approximately how many years in total have you been learning English? Please circle the appropriate answer.

- i) 7 years ii) 8 years iii) 9 years iv) Other, please specify _____

20. How would you rate your English proficiency? Please circle the appropriate answer.

- i) elementary ii) intermediate iii) advanced iv) near-native speaker

21. Have you studied any languages other than Mandarin and English? Please circle the appropriate answer.

- i) Yes ii) No

22. Are you studying (or planning to study) any languages in addition to English as part of your current degree? Please circle the appropriate answer.

- i) Yes ii) No

If **Yes**, please go to **Question 23**. If **No**, please go to **Question 24**.

23. If you answered YES to Question (22), please indicate what the languages were. Please circle the appropriate answer or insert the name(s) of the language or languages.

i) Japanese ii) French iii) Spanish iv) Other, please specify _____

24. What are your *main reasons* for studying English as part of your degree? **Please tick No more than six answers.**

Tick	Reason
	I have to study English to complete a degree but the other subjects interest me more than English
	I want to do postgraduate study in an English-speaking country
	I want to get to know people who speak English
	I will need it for my future career
	I want to travel to other countries
	I want to become a better educated person
	I liked my English teacher at school
	I want to have a better understanding of life in countries where English is spoken
	English is an international language
	My friends are studying English
	My parents wanted me to study English
	I am good at English
	I have family ties with an English-speaking country
	I like the English language
	I think people will respect me more if I can speak English well
	I hope to meet a greater variety of people in my life
	I would like to live in a country where English is spoken
	Other reason (please specify)

25. Please indicate what you think Taiwanese people or people who speak English as a first language are typically like by circling **YES** or **NO** in the columns beside the words below.

	This adjective describes something that is typical of Taiwanese people	This adjective describes something that is typical of people who speak English as a first language
emotional	YES / NO	YES / NO
arrogant	YES / NO	YES / NO
serious	YES / NO	YES / NO
friendly	YES / NO	YES / NO
confident	YES / NO	YES / NO
logical	YES / NO	YES / NO
generous	YES / NO	YES / NO
calm	YES / NO	YES / NO
lazy	YES / NO	YES / NO
helpful	YES / NO	YES / NO
efficient	YES / NO	YES / NO
impatient	YES / NO	YES / NO
stubborn	YES / NO	YES / NO
honorable	YES / NO	YES / NO
competent	YES / NO	YES / NO
good-humored	YES / NO	YES / NO
shy	YES / NO	YES / NO
honest	YES / NO	YES / NO
hard-working	YES / NO	YES / NO
patient	YES / NO	YES / NO
loud	YES / NO	YES / NO
tolerant	YES / NO	YES / NO
thrifty	YES / NO	YES / NO

26. How important do you think it is to be able to do each of the following things well when you finish your English courses? **Please put a tick (✓) in the appropriate column.**

	VERY IMPORTANT	IMORTANT	A LITTLE IMPORTANT	NOT IMPORTANT
Everyday conversations with native speakers				
Enjoy films and TV in English				
Read literature in English				
Listen to the radio in English				
Academic discussion with native speakers				
Write letters for social/ general purposes				
Operate in a business context				
Read magazines and newspapers in English				
Make friends with speakers of English				
Make phone calls				
Any others? Please specify.				

27. Imagine you are in a country where English is spoken. What would you do in the following circumstances? Circle the appropriate response.

(a) You have two hours for lunch before you catch a train. Would you prefer to	i) Go to a local cafe or restaurant	ii) Go to a fast food outlet
(b) You need some bread and cheese. Would you prefer to	i) Go to a small grocery store	ii) Go to a self-service supermarket
(c) You are listening to the radio. Do you	i) Try some local stations	ii) Try to find a station using your own language
(d) The cinema is showing a new film in English. Do you	i) Go straight in	ii) Do something else instead
(e) The station bookstall has local newspapers but also one or two in your own language. Do you	i) Buy the local paper	ii) Buy a paper in your own language
(f) You have an opportunity to watch TV. Would you prefer to	i) Sample local stations	ii) Find a satellite station in your own language
(g) You are with a group of friends going to a local show/ museum/ football match. Do you volunteer to be the one to get the tickets?	i) Yes	ii) No
(h) You have to confirm arrangements with the family of a friend who lives 20 minutes' walk away. Do you	i) Confirm the arrangements on the phone	ii) Go to visit them to confirm the arrangements
(I) When you encounter people from your own country in, for example a supermarket, do you	i) Begin a conversation	ii) Ignore them

28. Outside of class, do you seek opportunities to use English by__? Please tick the appropriate answer.

	YES	NO
(a) Speaking in English to native speakers,		
(b) Socializing with native speakers of English		
(c) Speaking in English to friends		
(d) Watching TV or films in English		
(e) Reading for pleasure in English		
(f) Writing emails in English to friends		

29. Assuming you are at home in Taiwan, what would you normally do in the following circumstances? **Please circle the appropriate answer:**

(a) In a town you know well in Taiwan, you see a group of Taiwanese people poring over a map. Do you offer to help?	Yes	No
(b) You are at a restaurant and a waiter brings you a different dish from the one you ordered wrong dish. Do you	Eat that dish	Ask the waiter to take it back and bring you the one you ordered
(c) You discover that the music CD that you have just bought has a long scratch on the outside case. Do you	Live with it	Take it back and ask for a replacement

30. Please answer the questions below. **Please circle the appropriate answer.**

(a) When speaking English do you	i) Feel embarrassed when you make mistakes	ii) Not mind if you make mistakes	
(b) Would you like people to think you are a native speaker of English?	i) Yes	ii) No	
(c) Where would you like your children to grow up?	i) In a country where English is the first language	ii) In Taiwan but being able to speak English well	iii) In Taiwan but it's up to them whether they learn English well
(d) Do your parents speak English well enough to socialize with native speakers?	i) Yes	ii) No	
(e) Do your parents speak any other foreign language well enough to socialize with native speakers?	i) Yes	ii) No	
(f) Do your parents actively encourage you to learn English?	i) Yes	ii) No	
(g) Do your parents have friends overseas with whom they exchange visits?	i) Yes	ii) No	
(h) If you have brothers or sisters, are they keen on learning a foreign language?	i) Yes	ii) No	iii) I am an only child

☺ **Thank you for taking part in this questionnaire.**

(Exit) C-TEST
Questionnaire

親愛的同學，您好：

這是一份博士論文的研究問卷，目的在了解台灣大學/學院學生之英語學習狀況及背景。您的作答對本研究有關鍵性影響，懇請撥冗填寫。藉由填寫這份問卷及測驗，表示您同意參與此研究。您所提供的寶貴資料僅供本論文研究分析之用，並不作其他用途，也不會對外公開個人及學校資料，本問卷採不記名方式作答，敬請安心填答。

對於您的鼎力支持與協助，僅致衷心謝忱。如果您對此項問卷調查有任何問題，歡迎隨時與本人聯絡。

敬祝 平安

何佳蕙 (Misty Her) 敬上 2006 年 4 月

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11. 您的母語為何？請圈選適當答案（可複選）

- i) 國語 ii) 台灣語 iii) 客家語 iv) 其它，請詳明_____

12. 您在家裡最常用下列何種語言？請圈選適當答案（可複選）

- i) 國語 ii) 台灣語 iii) 客家語 iv) 其它，請詳明_____

13. 您是否去過英語系國家？請圈選適當答案

- i) 是 ii) 否

如果選擇「是」請繼續第 14 題，選擇「否」請到第 16 題

14. 曾經到過英語系國家幾次？請圈選適當答案

- i) 只有一次 ii) 兩次到五次 iii) 多於五次

15. 您總共在英語系國家待了多久？請圈選適當答案

- i) 不到一星期 ii) 在一星期和一個月之間
iii) 在一個月和一年之間 iv) 多於一年

Section C

16. 您是否有參加過任何英語測驗？請圈選適當答案

- i) 是 ii) 否

如果選擇「是」請繼續第 17 題，選擇「否」請到第 18 題

17. 續上題，請在下欄內勾選(✓)您參加過的英語測驗並註明您的分數或等級

英語測驗種類	勾選欄(✓)	分數 / 等級
全民英檢 (GEPT)		
雅思 (IELTS)		
多益 (TOEIC)		
托福 (TOEFL)	紙筆化測驗 <input type="checkbox"/> 電腦化測驗 <input type="checkbox"/>	
其它，請詳明 _____		

18. 您是否已通過貴校所設置的英文畢業門檻？請圈選適當答案

- i) 是 ii) 否 iii) 目前尚無英文畢業門檻之設置

19. 您大約共學習了幾年的英語？請圈選適當答案

i) 7年 ii) 8年 iii) 9年 iv) 其它，請詳明_____

20. 您會認為自己現在的英語水平為？請圈選適當答案

i) 初級程度 ii) 中級程度 iii) 高階程度 iv) 接近英語人士的母語程度

21. 除了國語和英語之外，您是否學過其他語言？請圈選適當答案

i) 是 ii) 否

22. 除了英語課程外，您現在或未來是否正有學習其它語言之計劃？請圈選適當答案

i) 是 ii) 否

如果選擇「是」請繼續第 23 題，選擇「否」請到第 24 題

23. 續上題，請圈選或詳明計劃學習的語言

i) 日語 ii) 法語 iii) 西班牙語 iv) 其它，請詳明_____

24. 您學習英語的主要原因為？請最多勾選六個選項

勾選	原因
	英語為必修科目，但我對其他科目較有興趣
	將來在英語系國家作碩博士之深造
	能認識更多英語人士
	未來的工作需要它
	到其他國家旅行
	成為一位有學養的人士
	我喜歡學校的英語老師
	能對英語系國家的生活有較多的了解
	英語是國際語言
	我的朋友都在唸英語
	我的父母親希望我學英語
	我對英語很在行
	有親戚在英語系國家
	我喜歡英語
	如果我能說一口流利英文，人們會尊敬我
	可以遇見各式各樣的人
	我想住在英語系國家
	其它，請詳明

25. 您認為在左下欄的形容詞是否描述典型的台灣人及典型的英語人士(其英語為母語)，請在下面各欄位內圈選「是」或「否」。

這個形容詞可以描述	典型的台灣人	典型的英語人士
情緒化 emotional	是 / 否	是 / 否
傲慢的 arrogant	是 / 否	是 / 否
嚴肅的 serious	是 / 否	是 / 否
友善的 friendly	是 / 否	是 / 否
自信的 confident	是 / 否	是 / 否
有邏輯的 logical	是 / 否	是 / 否
慷慨的 generous	是 / 否	是 / 否
冷靜的 calm	是 / 否	是 / 否
懶惰的 lazy	是 / 否	是 / 否
樂意助人的 helpful	是 / 否	是 / 否
有效率的 efficient	是 / 否	是 / 否
沒耐心的 impatient	是 / 否	是 / 否
固執的 stubborn	是 / 否	是 / 否
有榮譽感的 honorable	是 / 否	是 / 否
有能力的 competent	是 / 否	是 / 否
有幽默感的 good-humored	是 / 否	是 / 否
害羞的 shy	是 / 否	是 / 否
誠實的 honest	是 / 否	是 / 否
努力工作的 hard-working	是 / 否	是 / 否
有耐心的 patient	是 / 否	是 / 否
大聲的 loud	是 / 否	是 / 否
寬容的 tolerant	是 / 否	是 / 否
節儉的 thrifty	是 / 否	是 / 否

26. 您認為當您完成英語課程時，能夠做到下列左欄事項的重要性，請在各項適當欄位勾選 (✓) 答案

	非常重要	重要	有點重要	不重要
能與英語人士進行日常生活會話				
欣賞英語電影和電視				
能夠讀懂英文文學				
能夠聽懂英語廣播				
能和英語人士有學術上的討論				
可以用英語寫一般社交信件				
能運用在商業場合上				
能夠讀懂英語的雜誌及新聞				
和英語人士作朋友				
可以打電話				
其它，請詳明_____				

27. 假想您現在是在英語系國家，在下列情況之下您會怎麼作？請擇一圈選適當答案

(a) 在搭火車前您有兩個小時可以吃午餐，您會選擇	i) 去當地的咖啡廳或餐廳	ii) 去速食店
(b) 您需要麵包和起司，您會選擇	i) 到小型雜貨店購買	ii) 到超級市場
(c) 您正在聽收音機，您會	i) 試聽當地的電台	ii) 試著去找到您自己語言的電台
(d) 電影院上映一部新的英語片 (英語發音，無字幕)，您會	i) 直接去看此電影	ii) 去做別的事
(e) 火車站的書報攤有售賣當地報紙也有賣您語言的報紙，您會	i) 買英文報紙	ii) 買中文的報紙
(f) 有機會看電視，您會	i) 看當地電視台	ii) 找中文衛星台
(g) 您和一群朋友要去看足球賽，您會自願去幫大家買票嗎？	i) 會	ii) 不會
(h) 您需要和一個離家二十分鐘路程的朋友確認某項安排，您會	i) 打電話確認	ii) 直接去拜訪他們且確認安排
(I) 當您在超級市場遇見從您的國家來的人，您會	i) 和他們交談	ii) 忽視他們

28. 如在校外，遇到下列情況您會尋找機會使用英語嗎？請在適當欄位內勾選(✓)答案

情況如：	是	否
(a) 與英語人士用英語交談		
(b) 與英語人士進行社交活動		
(c) 和朋友說英語		
(d) 看英語電視或電影		
(e) 作娛樂性的英語閱讀		
(f) 寫英文電子郵件給朋友		

29. 假設在台灣，在下列情況下您通常會怎麼作？請圈選適當答案

(a) 在熟識的一個城鎮裏，您看到一群台灣人正在看地圖，您會主動上前幫忙嗎？	是	否
(d) 在一個餐廳內，侍者上的菜和您所點的不一樣時，您會	吃了那道菜	請侍者拿回去，再重新上您點的菜
(e) 發現新買的 CD 盒上有條長刮痕，您會	算了吧	拿回去重換一片

30. 依據下列問題，請圈選適當答案

(a) 當說英語時，如果犯錯您會	i) 覺得尷尬	ii) 不介意	
(b) 我喜歡自己英語好到被當作是英語人士	i) 是	ii) 否	
(c) 您希望自己的小孩在那兒長大？	i) 在英語系國家	ii) 在台灣，但是要能夠說好英語	iii) 在台灣，但是他們可自己決定是否願意把英語學好
(d) 您的父母可以用流暢英語與英語人士交談嗎？	i) 是	ii) 否	
(e) 除了英語之外，您的父母還會用流暢的外國語言和外國人士交談嗎？	i) 是	ii) 否	
(f) 您的父母會主動的鼓勵您學英語嗎？	i) 是	ii) 否	
(g) 您的父母會與海外的朋友互相拜訪嗎？	i) 是	ii) 否	
(h) 如果您有兄弟姐妹的話，他們會想學外國語言嗎？	i) 是	ii) 否	iii) 我是獨子/獨生女

☺ 謝謝您的參與及協助 ☺

Appendix 8: The practice C-test

Practice C-Test

This practice test may look like a bit of fun, but please take it seriously and do your best to complete missing parts of the words.

Direction:

Examples 1 & 2 are what a C-test looks like.

In the following texts, part of some of the words is missing. Please write in the missing letters. You have 5 minutes to practice each example.

Example 1:

The national language of the Republic of China is Mandarin Chinese but most island residents also speak Taiwanese, the local dialect. Even if _____ you're _____ visiting Tai_____ for a short per_____ of ti_____, mastering a_____ least a few esse_____ Mandarin phr_____ will ma_____ your st_____ more fulfil_____. It's wise t_____ carry t_____ name a_____ address o_____ your ho_____ as we_____ as yo_____ destination i_____ Chinese chara_____. The concierge of your hotel will help with this task.

Example 2:

I was so excited about going to Rarotonga for my friend's wedding. It w_____ the t_____ of a lifetime a_____ on t_____ way t_____ the air_____, I sto_____ at t_____ supermarket t_____ pick u_____ a f_____ items. A_____ I wal_____ back t_____ my c_____, I g_____ the mo_____ horrible sh_____. The win_____ was bro_____ and my handbag was gone. My purse, airline tickets, address book, money, cellphone and, worst of all, my passport were nowhere to be seen.

Now, please turn the page.

Here're the answers for Example 1 and 2. The underline and **bold** parts are the answers.

Answers of Example 1:

The national language of the Republic of China is Mandarin Chinese but most island residents also speak Taiwanese, the local dialect. Even **if** you're **e** visiting **Taiwan** for a short **period** of **time** mastering **at** least a few **essential** Mandarin **phrases** will **make** your **stay** more **fulfilling**. It's wise **to** carry **the** name **and** address **of** your **hotel** as **well** as **your** destination **in** Chinese **characters**. The concierge of your hotel will help with this task.

Answers of Example 2:

I was so excited about going to Rarotonga for my friend's wedding. It **was** the **trip** of a lifetime **and** on **the** way **to** the **airport**, I **stopped** at **the** supermarket **to** pick **up** a **few** items. **As** I **walked** back **to** my **car**, I **got** the **most** horrible **shock**. The **window** was **broken** and my handbag was gone. My purse, airline tickets, address book, money, cellphone and, worst of all, my passport were nowhere to be seen.

Appendix 9: Comparative tables

Comparative Graduation English Language Proficiency Benchmarks from various institutions.

National Central University (2006)

Common European Framework	Type of Tests	Required Benchmarks
B1	TOEFL (CBT)	200 or more
	GEPT	High-Intermediate stage I
	TOEIC	670 or more
	Cambridge IELTS	Band 6 or above
	In-school English test	80 or more

National Kaohsiung University of Applied Sciences (2003)

Type of Tests	Require Benchmarks
TOEFL (PBT)	500 or more
TOEFL (CBT)	173 or more
GEPT	Intermediate- stage I
TOEIC	550 or more
IELTS	Band 5 or above
Cambridge Main Suite	PET or more

Shu-Te University (2006)

Type of Tests	Required Benchmarks	Student Groups
TOEFL (PBT)	390 or more	Apply to all
TOEFL (CBT)	90 or more	Apply to all
GEPT	Elementary stage II	Day time college students
	Elementary stage I	Evening college students
TOEIC	350 or more	Apply to all
IELTS	Band 3 or more	Apply to all
Cambridge Main Suite	KET (paper 1-3) or more	Day time college students
	KET (paper 1-2) or more	Evening college students)

Shu-Te University (2006) (continued)

Type of Tests	Required Benchmarks	Student Groups
CSEPT	170 or more	Day time college students
	130 or more	Evening college students

Southern Taiwan University (2006)

Type of Tests	Required Benchmark	Majors
TOEFL (paper based)	527	English
	390	Others
TOEFL (internet based)	71	English
	29	Others
GEPT	High-Intermediate	English
	Elementary	Others
TOEIC	750	English
	350	Others
IELTS	5.5	English
	3.0	Others
CSEPT	330 (Level II)	English
	170 (Level I)	Others