

**English, Competitiveness, and Deficiency:
A Critical Discourse Analysis of English Education in Taiwan**

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Abstract: *This study suggests that the spread of English in the world involves not only the effect of policy making and education practices but also the subtle influence of discourses regarding English. It focuses on the discourse of English education in the beginning of the 21st century when English education at elementary level was adopted as an important language-in-education policy in non-English East Asian countries such as Taiwan (Nunan, 2003; Ho and Wong, 2003). By presenting a textual analysis of the discursive practices on English education at that time, the ideological character of the English language in Taiwan is investigated. Through the employment of Critical Discourse Analysis and by analyzing how English is presented in the educational document, it examines the presentation and construction of discourses on English. This research suggests that discourses concerning English in Taiwan are conditioned by the external global structure and Taiwan's socio-cultural context. Through discourses regarding English education for elementary and junior high schools, the ideology of English consequently functions as part of the mechanisms involved in the global spread of English.*

Key words: *English education in Taiwan, discourses of English, Critical discourse analysis, the ideology of English*

Introduction

The spread of English in Taiwan involves not only the effect of policy making and education practices but also the subtle influence of discourses regarding English. As Eagleton (1994) and Lull (2000) suggest, ideology, as a system of ideas expressed in communication, is shaped by as well as shaping our actions. Ideology has persuasive force only when these ideas can be represented and communicated. The mass media and all other large-scale institutions play a vital role in the circulation of ideologies. According to this assumption, the system of ideas about English is conditioned by as well as conditioning the social situation in the process of communication. The values, predispositions and orientations towards the English language in Taiwan are embedded and thus identifiable in the discourses produced by cultural institutions

including the mass media, the education system and the government, and this is the focus in this study.

In the past few decades, the spread of English learning has been growing dramatically not only because of globalization, but also due to a fundamental change of perception and learning culture toward the English language. English is no longer regarded as a foreign language, but a necessary instrument for international communication and globalization. English education at elementary level has been adopted as an important language-in-education policy in non-English East Asian countries such as Taiwan, Japan and South Korea since the turn of the century (Nunan, 2003; Ho and Wong 2003). By presenting a textual analysis of the discursive practices on English education at that time, this study investigates the ideological character of the English language in Taiwan. It focuses on the prevailing beliefs, values and propositions relating to English education and English as a global language in the country. By analyzing how English is presented in the educational document and news reports, it examines the presentation and construction of discourses and explores public assumptions regarding the English language and English education. First, I look at the development of elementary and secondary English education in Taiwan. In the second part, the methodological background of this research is illustrated. Techniques of discourse/text analysis and Critical Discourse Analysis (CDA) are employed in the texts where appropriate. The methods of and controversies regarding CDA and the rationale of text selection in this research are further explained in this section. Finally, the construction of discourses concerning English and ideological assumptions regarding English education and the English language in Taiwan is investigated.

Elementary and Secondary English Education in Taiwan

In Taiwan's education system, English is a compulsory subject in the junior high schools, the senior high schools and the first year of colleges until 1993. Furthermore, English has become a part of the curriculum in elementary schools since 2001.

English Education at Elementary Level

Although English was officially taught as a subject in elementary schools in September 2001, the issue of teaching English at elementary level had been discussed since 1969 (Shu, 1970). In 1987, the lifting of Martial Law not only revitalized the role of native languages but also stimulated discussion of the extension of English education at elementary level. Before the official implementation of English education, English had been offered as an extra-curricular activities in elementary schools in Taipei City in 1993, and was officially implemented in the elementary curriculum in 1998 (Chan, 2004).

As an important component of educational reforms aiming to foster national competitiveness and the overall quality of citizens' lives, *the General Guideline of Grade One to Nine Curriculum of Elementary and Junior High School Education* was announced by the Ministry of Education in 1998. It included English education in the curriculum at elementary level (MOE,

1998). In the following year, English instruction was implemented in over one hundred elementary schools nationwide on a trial basis. According to *the Temporary Guidelines of Grade One to Nine Curriculum of Elementary Education*, English education was implemented in the fifth and the sixth grade of elementary schools in 2001 and was officially extended to the third and the fourth grade in 2005. However, many local governments, such as Taipei City, Kaohsiung City, Tainnan City, Hualien County, Taiuan County and Taichung City, have already introduced English education in all grades of the elementary curriculum (Dai, 2002). This is because, in the new curriculum, school subjects are integrated into seven learning areas¹ and local governments and schools are entitled to decide how to assign the 'alternative learning periods' in each learning area in order to organize activities or implement curriculum according to specific circumstances and the needs of students. English learning has become a popular choice and has been introduced to lower grades in elementary schools of many counties or cities.

The goals of English teaching in Grade 1-9 curriculum are (1) to help students develop basic communication skills in English; (2) to cultivate students' interest in and develop in them a better method of learning English; (c) to promote students' understanding of local and foreign cultures and customs (MOE, 2000). The new English curriculum adopts the principles of the communicative approach. This pedagogical emphasis on English education at elementary level in Grade 1-9 Curriculum is more focused on developing students' listening and speaking ability while junior high school concentrates on developing and integrating the four skills in English including listening, speaking, reading and writing.

Following the implementation of the new curriculum, the textbook used at both elementary and junior high levels is no longer the unified national edition. Different sets of textbooks, developed by private publishers, but examined and approved by the National Institute of Compilation and Translation (NICT), are available for teachers' selection. There are currently over ten sets of NICT approved English textbooks for elementary schools on the market².

English Education at Secondary Level

There are two levels of secondary education in Taiwan: junior high schools and senior high schools. English is a required subject at both levels and three to six hours per week are allocated to it.

The curriculum of English education at both junior high and senior high levels follows the principles of the communicative approach. The goals of the English curriculum at junior high level are stated as (1) to help students develop basic language skills in listening, speaking,

¹ Grade 1-9 curriculum includes seven major learning areas: Language Arts, Health and Physical Education, Social Studies, Arts and Humanities, Mathematics, Science and Technology, and Integrative Activities (MOE, 1998).

² These textbooks were published by private publishers of elementary reference and text books in Taiwan such as Kang Hsuan Educational Publishing Group, Nan-I Books and Han-Lin Publishing Co., major children's ELT franchises in Taiwan such as Hess Educational Organization, Kid Castle Educational Corporation and Giraffe English, and professional ELT publishers such as Cave Books and Pearson Education.

reading and writing; (2) to cultivate students' interests in learning English and develop correct learning habits and methods; and (3) to promote students' understanding of local and foreign cultures (MOE, 1994). At the senior high level, apart from developing student interests in learning English, the emphasis is on learner-centeredness and learner strategies of language learning (Chern, 2003). However, the reality in state language classrooms does not necessarily match the goals of the English curriculum at junior high and senior high level. The entrance exams for senior high schools or vocational schools and the entrance exams for university have led to more attention being given to structure-oriented and text-driven teaching.

As mentioned above, at junior high school level, textbooks developed by private publishers have been used since September 2001. The NICT-approved English textbooks include editions published by major textbook or ELT publishers such as Kang Hsuan, Han-Lin, Nan-I, Hess and Pearson. At senior high level, textbooks were de-regulated even earlier than at junior high level. Since September 1999 senior high school teachers have had the freedom to select teaching materials from different sets of NICT-approved English textbooks developed by private publishers, such as Fare East Book, Lungteng Cultural, SanMin Book and Nan-I.

Research Methodology

As far as the ideology of English is concerned, the hypothesis proposed here is that there exists a system of ideas about the English language embedded in social practices of Taiwanese society through cultural institutions, e.g. the government. And discursive practices as the linguistic aspect of the social order play a significant role in the production and reproduction of the ideology of English. Under these assumptions, a discussion of CDA as research method and the rationale of text selection are explained in this section.

Critical Discourse Analysis as Research Method

Critical discourse analysis (CDA), with a particular interest in the relation between language and power, regards 'language as social practice' (Fairclough and Wodak, 1997) and considers the context of language use to be crucial. Language as social practice is 'a key instrument in socialization, and the means whereby society forms and permeates the individual's consciousness (Hodge and Kress, 1993: 1).' Hodge and Kress define the constructed consciousness of the society as ideology – 'a systematic body of ideas, organized from a particular point of view' (ibid, p.6). For CDA, ideology is regarded as an important means of establishing and maintaining power relations. The relationship of language and power where 'language mediates ideology in a variety of social institutions' (Weiss and Wodak, 2003: 14) therefore is given considerable attention by CDA analysts. For language is not powerful on its own, rather it indicates, expresses, and even challenges power. It is thus important for CDA to investigate the expressions and manipulations of power by analyzing linguistic forms in context.

According to the aim and hypothesis of this research, that is, there is a need to investigate the role of discursive practice in the maintenance of the predominant status of English and the

ideological effects of discourses on the development of ELT in Taiwan. Here, CDA is a useful instrument for analyzing the relations between the English language, power and ideology and is therefore adopted for analyzing educational discourses in order to investigate the cultural and ideological meanings of English education in Taiwan.

The Rationale of Text Selection

In terms of text selection, although every instance of language use can be a reflection of social order, some instances such as educational documents and media reports are more influential due to the process of their production and consumption. The assumption here is that the texts created by official and cultural institutions can be regarded as manufactured and significant discourses which produce, reproduce or challenge the existing power relations in Taiwanese society and therefore are more influential and prevailing at the socio-cultural level. The selected texts include an extract from a significant educational document (Text 1, see Appendix-1), *Teachers' Manual for English Language Teaching in Junior High and elementary Schools*, which manifests the rationale and methodology of English language teaching at elementary and junior high levels according to the Grade 1-9 Curriculum, and a news article on local practices of English education (Text 2, see Appendix-2) which can be regarded as a local response to the state English Education. These texts are selected because of their significance in terms of Taiwan's language-in-education policies and local English education practices.

Analysis and Discussion

The Effectiveness of English Education and Global Competitiveness

Text 1 is an extract from the *Teachers' Manual for English Language Teaching in Elementary and Junior High Schools*, which is a practical guide to the Grade 1-9 Curriculum in English education and intends to provide teachers with directions and references in their teaching. The Grade 1-9 Curriculum has been considered as a radical change in Taiwan's education system, and the Teachers' Manual as the practical guide of implementation is a reflection of this movement. Text 1 is located at the beginning of the *Teachers' Manual for English Language Teaching in Elementary and Junior High Schools*. Its function is to state the fundamental aim of the teachers' manual, the rationale and the direction of English education.

In the *Preface* section, the first paragraph includes elements of 'problem-solution' discourse. According to Hoey (2001), the Problem-Solution pattern contains the following elements: Situation, Problem, Response or Solution and Positive Evaluation or Result³. In Text 1, sentence 1 provides the Situation of English in Taiwan's education system. The Problem,

³ According to Hoey (2001), 'Situation' provides background information. 'Problem' refers to negative evaluation of a Situation which invites a description of some 'Response'. The element of 'Response' refers to the description of something done to deal with the Problem and is not necessarily something that is successful in dealing with the Problem. And 'Positive Result' or 'Positive Evaluation' can be regarded as the final element to complete the Problem-Solution pattern, which proves the 'Response' to be a solution.

which can be regarded as a negative evaluation of the situation and an aspect of the situation requiring a Response, is stated in sentence 2 and 3. These statements not only reflect the defects of English education in Taiwan but also manifest a taken-for-granted assumption, namely that the effectiveness of English education is the fundamental aim. As part of the ‘problem-solution’ discourse, the second paragraph of the *Preface* section provides the required Response to the Problem. The rationale of English language teaching in Grade 1-9 Curriculum (sentence 4 and 5) and the important role of teachers in the curriculum (sentence 6 to 8) is presented as the Response or Solution to the Problem, in order to convince teachers to follow the guidance and be a part of this movement. And the Response is followed by a Positive Evaluation/Result in sentence 9 (e.g. ‘*create meaningful and abundant learning situation*’, and ‘*learn how to apply English integrally and flexibly*’) to prove that the Response is in fact a Solution and therefore completes the Problem-Solution pattern.

Rather than acquiring and reciting knowledge of language, cultivating basic communicative ability is regarded as 培養「帶得走」的能力 (in sentence 4, ‘*cultivate mobile ability or ability that can be transferred*’) which is advocated as the aim of Grade 1-9 Curriculum. The problems of English learning are implicitly attributed to English teaching and teachers who are thus designated as the key players in improving the situation of English learning and fulfilling the teaching aims of English education in Grade 1-9 Curriculum. Under these assumptions, the aims and the function of this teachers’ manual are rendered legitimate. However, in fact, it could be argued that teaching methods employed by teachers are neither the main cause nor the only solution for the deficiencies of English learning in Taiwan. Factors such as the exam system, school system, students’ attitudes and participation, and teaching materials etc. are also responsible for some of the problems of English education in Taiwan (see Chang, 2004; Wu, 1999).

In the part of the *Direction of English Education in Elementary and Junior High Schools*, a conventional tone of discourse is employed and the project of *Cultivating Talent for E-Generation* in Taiwan Six-Year National Development Plan (2002-2008) is articulated as the significant reference of the directions of English education. Three discourses can be identified in Text 1, i.e. a discourse of national planning and manpower, a discourse of the inevitability of globalization and internationalization, and a discourse of English as the global language for international communication. The rewording of 國際 (*international*) in this paragraph combined with wordings such as 全球化 (*globalization*) and 地球村 (*global village*) represent the main focus or presupposition of the direction of English education at the elementary and junior high level. In this paragraph, through the use of nominalization (e.g. ‘*the trend of globalization worldwide*’, ‘*the importance of English in international interaction*’, and ‘*the dominant language of international communication in areas of information, technology, business and higher education*’) these assumptions are presupposed and English education is considered as an important resource in advanced modern societies. These statements reflect the nature of the

globalized world and, in a way, provide us with a general picture of how the teaching of English is legitimized in Taiwan. And through a discourse of national planning and manpower and a discourse of English as the global language for international communication, the importance and necessity of effective English ability is reinforced.

Local English Education and the Anxiety of Deficiency

Text 2 (see Appendix-2) belongs to a series of reports on English education in elementary schools in Miaoli County in the local news page of the *United Daily News*. As featured news reports in the local news page of Miaoli County, these news stories were produced by local journalists and editors for their local residents. This series included four reports (published from 28 to 31 August 2002) focusing on local practices of English education in Miaoli County at the beginning of the second academic year. (Academic year of elementary schools in Taiwan starts in August and ends in July of next year.) The main topic concerned extending English instruction in elementary schools. The headlines of the four reports are as follows:

Report 1

「山城小學ABC教學」系列報導之一／苗栗小學現象篇

愈是鄉下 家長的焦慮感愈嚴重

Series of Teaching ABC in elementary schools of rural areas (1) — Phenomena in Miaoli elementary schools

The More Rurally the Area locates, The More Anxious the Parents

(United Daily News, 28 August 2002, p.18)

Report 2

「山城小學ABC教學」系列報導之二／教學特色與成功案例篇

上海小學生英語輪轉 苗縣校長羨豔

Series of Teaching ABC in elementary schools of rural areas (2) — Teaching characteristics and successful cases

Elementary Students in Shanghai Speak Fluent English, School Headteacher of Miaoli Elementary School Envis Them

(United Daily News, 29 August 2002, p.18)

Report 3 (Text 2, see Appendix-2 for the whole text)

「山城小學ABC教學」系列報導之三／競爭與成效篇

英語愈早扎根 成效愈佳

Series of Teaching ABC in elementary schools of rural areas (3) — competition and effect

English Early rooted, Better Result

(United Daily News, 30 August 2002, p.18)

Report 4

「山城小學ABC教學」系列報導之四／檢討篇

爭取合格教師赴偏遠 應提高誘因

Series of Teaching ABC in elementary schools of rural areas (4) — Review

Incentives Should Be Raised to Win over Qualified Teachers Teaching in Rural Areas

(United Daily News, 31 August 2002, p.18)

Text 2 is the third report in this series. Two of the headlines of the reports use the comparative sentences including 愈是鄉下 家長的焦慮感愈嚴重 (the headline of the first report of the series, *The More Rurally the Area locates, The More Anxious the Parents*) and 英語愈早扎根 成效愈佳 (the headline of the third report, Text 2, *English Early Rooted, Better Result*), to show a sense of comparison and competition in terms of English education. They emphasize and reinforce the correlation between rural area and parents' anxiety and between the early age of learning English and effective results. Another indication of showing a sense of comparison and competition can be found in the headline of report 2. By headlining '*Elementary Students in Shanghai Speak Fluent English, School Headteacher of Miaoli Elementary School Envis Them*', a contrast between English education in Shanghai, one of the most developing cities in Mainland China, and in Miaoli, a rural county in Taiwan, is presented. And wordings such as 焦慮感 '*anxious*' and 羨豔 '*envy*' are used to show a general feeling or emotive reactions towards English. The text conveys anxiety regarding the deficiency of English education and its implications, and the envy of high English proficiency and its benefits, while wordings such as 提高 '*raise*' and 爭取 '*win over*' indicate the intention to change the situation and to overall improve English education in rural areas.

Following the theme of comparison and competition in the English education system, Text 2 focuses on the competition and effect of English education in Miaoli County. The headline, 英語愈早扎根 成效愈佳 '*English Early rooted, Better Result*', expresses a 'folk' second language acquisition discourse of 'the younger the better' though little evidence has been found to substantiate this claim (Scovel, 2000; Singleton, 2001). Since English education at elementary level is accepted as a prerequisite for greater competitiveness without controversy, enhancing the effectiveness of English education is thus an accepted goal. Problems that would obstruct a

'better result' of English education are stated: 國小師資不足 孩子補習 路程與負擔都是問題 ('Due to the lack of elementary teachers, the distance of cram schools and affordability of supplement education are problems'). Through the use of nominalization, 'the lack of elementary teachers' is presented as an assumption or fact without explaining its causality and responsibility. It is this deficiency in the state education system that makes supplementary English education necessary. While supplementary English education is necessary for better English education, availability or affordability of supplementary English teaching (i.e. 'the distance of cram schools and affordability of supplement education') are therefore identified as problems in English education.

The author uses a startling, though unidentified, direct quotation from an advertisement of a cram school to start the lead. 'This is a war starting from 5 years of age' echoes the statement of the headline that English should initially be learned at the very early stage of child education and further reinforces the importance of English. In this 'shocking' quote, 一場戰爭 (a war) is used as a metaphor to describe *the competition of children's English education across the Taiwan Strait*. War as probably the most violent form of any conflict or competition often leads to a consequence that participants either win or lose. It is often defined as an emergency in which no sacrifice is excessive and also implies that there is a need to become well prepared and equipped in order to fight for final victory. According to the author, this is not only a competition in English education on Taiwan Island but also a competition between Taiwan and Mainland China. In this paragraph, the author not only draws on a discourse of the inevitability of globalization and a discourse of English as the global language for enhancing competitiveness but also a political discourse of the relation between Taiwan and Mainland China to stress the necessity of English. For Taiwan, Mainland China is not only a political and military threat but also a threat in terms of economy and manpower. By using the metaphorical representation of war, the necessity of acquiring English proficiency for international competition is highlighted and other valid aspects of English education are ignored.

By presenting accounts from diverse perspectives (including cram schools, a school headteacher, various parents, a school headteacher as a parent, a cram school teacher, elementary schools, and the Bureau of Education), it seems that the author attempts to present a range of opinions on English education at the elementary level in Miaoli County. Most accounts reported are unfavorable regarding the effects of English education at this level. It is worth noting that an obvious neglect of perspective here is accounts from school English teachers and students, the actual participants in language classrooms, as well as informed expert accounts from the field of Applied Linguistics or ELT. Although students are supposed to play an important role in the evaluation of their English education, they are not treated as useful informants in this report.

Consequently, according to the presentation of reported speech, and the use of referential strategies, what the author attempts to draw is a discourse of criticism in order to address problems and challenge the *status quo*. Through the employment of the following discourses,

the effectiveness of state English education at the elementary level is questioned: (1) a folk second language acquisition discourse of 'the younger the better' (the headline and paragraph 3); (2) a discourse of the inevitability of globalization (paragraph 1); (3) a political discourse of the relation between Taiwan and Mainland China (paragraph 1); (4) a discourse of English as the global language for enhancing personal competitiveness (paragraph 1); (5) a discourse of personal responsibility to make one's children competitive (paragraph 4, 7, 8). By drawing on discourse (2), (3) and (4), the necessity of English for personal competitiveness is constructed. Through the mixture of discourse (1) to (5), the current state English education is considered deficient in equipping students with adequate English ability to compete. Although alternative discourses are also presented, such as an educational discourse in which time and resources in the curriculum should be distributed equally (paragraph 8) and a discourse of the indispensability of the mother tongue (paragraph 8), they are marginalized and treated as official viewpoints in contrast to accounts from other perspectives.

This report was published in the local page of the *United Daily News* and written by journalists and editors in Miaoli County. Although this newspaper is one of the largest circulated daily newspapers in Taiwan, this report only has regional influence for the circulation of this local page is restricted to Miaoli area only. Local residents are the informants as well as the supposed readers. They therefore play, as prospective readers, an important role in both the production and consumption of the text.

In terms of its socio-cultural context, Miaoli County is located in the mid-northern coast of western Taiwan. With a population of around 560,900, it is composed of different ethnolinguistic groups including Hakkas, Minnan and aboriginal tribes such as the Sai-Hsia Tribe, Tai-ya and accounts for 2.6% of the total population in Taiwan. Miaoli is a middle size county located between two competitive city areas, Taichung, the biggest city in central Taiwan and Hsinchu, the high-tech center in Taiwan. The geography of Miaoli County has made it a border area attached to these two cities. The anxiety expressed in Text 2 not only reflects parents' worries but also the consequences of regional competition. Furthermore, the problems and criticisms of the Grade 1-9 Curriculum and English education in elementary curriculum have been raised since 2001 due to their hasty implementation. The gap between the urban sector and the rural sector in English learning and teaching has been criticized for reinforcing the inequality between the poor and the rich in education. A year after implementing the new curriculum, in 2002, this review of the effect of English education can be considered as a reaction against the problem, as well as a response from the rural sector. The overall gist of Text 2, as well as the other three reports in the series, is that English is of crucial importance in a competitive environment and thus there is an urgent need to overcome the problems that prevent rural areas from obtaining better English education.

Conclusion

To sum up, Text 1 is conditioned by a social structure where ELT has become a global trend. English is thus a central factor making an indispensable linkage between national policy and educational practices. Since English is a tool for international communication and educational and national development, a neutralized instrumental role of the English language is presented here. On the other hand, Text 2 can be regarded as a discourse constructed by assumptions of the English language which can be found in Text 1 as well as a response to the deficiency of effective English education in local practices. By constructing the association between the English language, competitiveness and the anxiety of deficiency, discourses on English in these texts reproduce the basic assumptions of English in Taiwan and thus sustain the existing power relations. Overall, these ideological assumptions of English play a significant role in the formation of educational policies and practices. However, these assumptions are converted common sense suppositions and seldom critically examined.

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Appendix-1 Text1

壹 前言

1. Preface

(1) 綜觀我國的學校教育，英語一直以來佔有重要的地位，受到學校、家長、社會大眾、甚至政府的重視。(2) 然而，在長期考試領導教學的偏差影響之下，傳統英語教學重心在於字彙文法等語言形式的傳授，忽略語言實際運用的重要性。(3)

以往由國中一年級開始學習英語，經高中到大一英語，一位大學畢業生在正統教育中至少學習七到八年的英語課程，但是往往卻無法開口說順暢的英語。

(1) English has had an important status in Taiwan's education system and has been paid much attention by schools, parents, the mass media and even the government. (2) However, under the long-term influence of exam-led instruction, traditional English language teaching focuses on the instruction of linguistic forms such as vocabulary and grammar but neglects the importance of practical language use. (3) In the past, starting from the first year of junior high school to the first year of university, a university graduate has at least 7 to 8 years of English education but often he/she can not speak English fluently.

(4) 有鑑於此，九年一貫課程綱訴求培養學生「帶得走」的能力，(5)

內容更明確揭示：英語教學的目標在於基本溝通能力的培養，而非只是語言知識的習得與背誦。(6)

為了扭轉我國學生傳統上不敢開口說英語的弊病，英語教師扮演著相當重要的角色。(7)

因為教師怎麼教，學生怎麼學；教師教學的方法影響學生學習的習慣。(8)

因此要改變以往偏重於語言知識的傳授，九年一貫英語課程目標的落實，有賴教學現場的英語教師。(9)

教師是英語學習的催化者也是教學活動的設計者，教學以學生為中心，而且要營造對學生有意義且豐富英語學習情境，使學生從直接參與學習活動中學會能整體靈活應用英語。

(4) As a response to the above mentioned situation, the Guideline of Grade 1-9 Curriculum was designed to cultivate students with 'mobile' ability (ability which will not be taken away after leaving schools). (5) It is also illustrated that the aim of English language teaching is to cultivate the basic communicative ability rather than only acquire and recite the knowledge of language. (6) For overcoming the problem that students in Taiwan traditionally are afraid of speaking English, English teachers play a rather important role. (7) It is because students learn what they are taught by teachers; teaching methods employed by teachers have an impact on students' learning practices. (8) Therefore, it depends on teachers in language classrooms to realize the curricular goals of Grade 1-9 curriculum and to change the traditional teaching methods which focus on instruction of language knowledge. (9) Teachers as catalysts of English learning and designers of teaching activities shall create meaningful and abundant learning situations where students are centered in the learning process and learn how to apply English integrally and flexibly through direct participation.

貳 國中小英語教育方向

2. Direction of English Education in Elementary and Junior High Schools

(10)

隨著全球化的世界趨勢潮流，地球村儼然成型，國際間政治、經濟、文化往來頻繁，英語的重要性日益突顯。(11) 從資訊、科技、工商業、乃至高等教育，英語已成為國際溝通交流的主要強勢語言。(12)

因此，重視英語教育已成為多數現代國家的教育趨勢。(13)

為了營造國際生活環境，提昇全民英語能力，要台灣與國際的接軌，行政院挑戰二〇〇八年計畫中，提出e世代培育人才計畫，(14)

奠定國人英語溝通基礎，涵泳國際觀，以期未來能增進國人對國際事務之處理能力，增強國家競爭力，(15)

此正乃是國民中小學英語課程設計宗旨所在。

(10) Following the trend of globalization worldwide, a global village has emerged and the importance of English is gradually raised due to the frequent international interaction in terms of politics, economy and culture. (11) English has become the dominant language of international communication in areas of information, technology, business and higher education. (12) Therefore, there has been a tendency to emphasize English education in most modern countries. (13) In order to create an international living environment, to enhance national English ability and to connect Taiwan with the world, Executive Yuen proposes a project for Cultivating Talent for the E-Generation in the National Six-Year Plan. (14) This project intends to establish the national foundation of English communication in order to develop an internationally-oriented vision, so as to improve national ability of conducting international affairs and to enhance national capability of competition. (15) The curricular designation of English education at elementary and junior high levels is grounded in the intentions and goals of this project.

Extracted and translated from 'Teachers' Manual for English Language Teaching in Elementary and Junior High Schools [in Chinese]', 2003

Appendix-2 Text 2

「山城小學ABC教學」系列報導之三／競爭與成效篇

英語愈早扎根 成效愈佳

國小師資不足 孩子補習 路程與負擔都是問題

Series of Teaching ABC in elementary schools of rural areas (3) — competition and effect

English Early Rooted, Better Result

Due to the lack of elementary teachers, the distance of cram schools and affordability of supplement education are problems

(1) 「這是一場五歲就開始的戰爭。」補教業者曾用如此震撼的廣告詞來形容海峽兩岸的幼兒英語教育競賽。在地球村形成的此刻，英語是增強競爭力不可或缺的工具

(1) 'This is a war starting from 5 years of age,' such a shocking advertisement has been used by an employer of cram schools to describe the competition of children's English education across the Taiwan Strait. While a global village is emerging, English is an indispensable tool for enhancing competitiveness.

(2) 英語教學課程規定小學五、六年級實施，但縣內許多小學為滿足家長需要，從小一到小六都教英語。幼稚園、托兒所學英語也成為趨勢，一場ABC教學戰火向下延伸。

(2) According to the English curriculum, English education is extended to grade five and six in elementary schools. But many elementary schools in Miaoli County teach English from grade one to grade six in order to meet the demand from parents. Learning English in kindergartens and nurseries has also become a tendency. The warfare of teaching ABC spreads down.

(3)

「從教育觀點，其實孩子愈早學英語成果愈好」新隆國小校長賴富金就發現校內孩子學英語，低年級學生的反應比高年級來得熱情，也更敢開口

(3) 'From an educational point of view, actually the earlier English is learned, the better the result would be.' School headteacher of Shin-Long elementary school, Lai Fu-jin, discovered that comparing to students of higher grades, lower-grade students are more enthusiastic about learning English and are more willing to speak English.

(4) 縣內家長擔心孩子在校內接受的英語教育缺乏競爭力，許多人將孩子送去補習，多少消弭一些疑慮。但相對的，教育經費支出和孩子的學習負擔也增加

(4) Parents in this county worry that English education in schools lacks the ability to compete. Many people send their children to cram schools to reduce their concerns. However, it would relatively increase the educational expenditure and the learning burden of children.

(5)

一位國小校長就不諱言自己把唸小學的子女送去補英語，他認為目前小學英語課程旨在培養對英語的興趣，要求不高，學生程度也不一，小孩到補習班可獲較佳學習情境，較能提升英語能力

(5) One elementary school headteacher admitted that he did send his child in elementary school to to learn English in cram schools. He thinks that the English curriculum at elementary level aims to cultivate students' interests in English. The required standard is not high and the levels of the students are varied. Children can learn English in a better environment and improve their English ability more easily in cram schools.

(6) 補教界的劉老師指出，小學英語教學難與補習班比較，學校師資就是大問題。且國小大多每週上一節英語課，成效大打折扣。校外補習英語，時數比校內多三至十倍

(6) Teacher Liu who works in cram schools, pointed out that it is difficult for English education in elementary schools to compete with English education in cram schools. The big problem is the lack of teachers in elementary schools. And English instruction, with only one hour a week in most elementary schools, has a limited effect. The time allocated to English instruction in cram schools is three to ten times more than in elementary schools.

(7) 縣內偏遠學校多，家長想送孩子補英語，路程就是困擾。通苑地區有家長在暑假洽請補習班老師到當地，借用村里活動中心或學校教室為當地學童加強英語。但校方反而覺得不宜，認為學生還是應透過校內正規課程培養良好的英語學習興趣

(7) There are many schools in remote areas of this county. The long distance would make sending children to cram schools troublesome. In Ton-yuan area some parents use town activity centres or school classrooms and invite cram-school teachers to enhance students' English ability during summer vacations. However, this arrangement was regarded as inappropriate by the elementary school. They think students should cultivate an interest in English learning through the official elementary school curriculum.

(8)

家長擔心小孩的英語能力不如別人，但教育主管當局則以均衡教育的觀點，認為不可能獨尊英語，將所有資源都投入，且教學目標是培養學生興趣為主，對一些家長「捨母語而就英語」的心態也不以為然，與家長認知有落差。未來，縣內小學英語教育如何提升，取得平衡點，還有待努力

(8) Parents worry that the English ability of their children might be inadequate compared with others. But from a view point of balance education, the Bureau of Education considers that English should neither be regarded as the priority nor should all resources be invested in it. In addition, since the major teaching aim is to cultivate students' interest, the Bureau of Education disapproves parents' 'giving up Mother Tongue and embracing English' attitude and has different attitudes regarding English education compared with the parents'. In future, efforts are needed to improve English education in the elementary schools of Miaoli county and to find a balance.

Source: 'English Early Rooted, Better Result' [in Chinese], *United Daily News*, Aug 13, 2002, p.18