

NCCU Curriculum Indicators for Freshmen English

Propose of Freshman English: To increase the English proficiency of students in the general disciplines and cultivating their perspective as global citizens.

Goal of Curriculum Indicators: To help establish efficient learning methods, to strengthen learning autonomy, and to extend an international vision for the foundation of lifelong learning.

Ability Indicators :

Item	Learning Attitude and Methods	Logical Thinking, Clear Judgment, and Creativity	Culture Appreciation, Social Responsibility, and International Vision	English Proficiency
Corresponding Core-competency of NCCU:	Ability to introspect and Develop a Lifelong learning outlook	Independent Thinking and Ability to Innovate	Communicative and Expressive Skills, Ability to work in a team, Awareness of International Vision	Communicative and Expressive Ability

Basic Ability	<ul style="list-style-type: none"> ● Capable of active participation in in-class activities and continuous learning after class ● Capable of dealing with mistakes and challenging oneself to improve ● Capable of evaluating one's own English ability and improving performance 	<ul style="list-style-type: none"> ● Capable of acquiring various information and knowledge in English ● Capable of induction and analysis of English information from different resources and viewpoints 	<ul style="list-style-type: none"> ● Capable of introducing local culture in English ● Respecting different cultures and personal value ● Learning about domestic and international news through English ● Listening to and respecting different viewpoints in the team 	Listening	<ul style="list-style-type: none"> ● Comprehend brief conversations ● Comprehend daily expression ● Comprehend discussions concerning course material
				Speaking	<ul style="list-style-type: none"> ● Capable of a clear self-introduction ● Capable of initiating, engaging in, and concluding simple conversations ● Capable of complete description of an event ● Capable of brief expression of opinions or thoughts about the reading material
				Reading	<ul style="list-style-type: none"> ● Capable of skimming for the main idea of an article ● Capable of differentiation between the main idea and details in an article ● Capable of understanding a new word from the context
				Writing	<ul style="list-style-type: none"> ● Capable of composing grammatically correct sentences ● Capable of writing well-organized paragraphs

	<ul style="list-style-type: none"> ● Capable of utilizing software, hardware, and public resources to improve English 				
Advanced Ability	<ul style="list-style-type: none"> ● Efficient employment of English learning methods suitable for oneself ● Capable of setting up target and plans for English learning and being 	<ul style="list-style-type: none"> ● Capable of efficient knowledge selection and generalization for problem solving ● Capable of evaluation of the authenticity and rationality of English information ● Establish a 	<ul style="list-style-type: none"> ● Capable of self-examination of local culture values ● Capable of analyzing the similarity and differences between local and other cultures ● Using one' s own special abilities in 	Listening	<ul style="list-style-type: none"> ● Comprehend domestic and international news ● Comprehend academic lectures ● Comprehend English film ● Comprehend various or controversial disputes
				Speaking	<ul style="list-style-type: none"> ● Capable of questioning and interviewing ● Capable of commenting or criticizing an article ● Capable of giving a formal oral report ● Capable of giving a speech or debating with others
				Reading	<ul style="list-style-type: none"> ● Capable of analyzing and commenting on the structure of an article

	<p>self-propelled to achieve self-learning</p> <ul style="list-style-type: none"> ● Active learning of new knowledge in English in different fields 	<p>grasp of known information and develop it with personal creativity</p>	<p>teamwork and helping each other to accomplish the assignment</p> <ul style="list-style-type: none"> ● Capable of researching and criticizing domestic and international news issues ● Extending international vision to become global citizens with compassionate view of humanity 		<ul style="list-style-type: none"> ● Capable of differentiating facts and opinions ● Capable of inferring authors' intentions
				Writing	<ul style="list-style-type: none"> ● Capable of analyzing and critiquing an article ● Capable of commenting on the content of a speech and articles ● Capable of writing brief reviews of texts ● Capable of writing a well-structured research paper

Recommended Teaching Activities :

Ability	Listening	Speaking	Reading	Writing
Basic Ability	<ul style="list-style-type: none"> ● Dictation ● Listen to short speech and write a summary ● Listen to English songs 	<ul style="list-style-type: none"> ● Group and class discussion ● Common social conversation ● Simple discussion on news ● Tell a joke ● Experience sharing ● Communicative conversation practice ● English singing contest 	<ul style="list-style-type: none"> ● Reading a story or an article about personal experience ● Reading the textbook ● Reading short articles from the Internet ● Reading authentic daily life texts, such as advertisements or user' s manuals 	<ul style="list-style-type: none"> ● Write an abstract ● Follow a guideline to write a paragraph ● Diary writing ● E-mail writing ● Re-write a story in one' s own words
Advanced Ability	<ul style="list-style-type: none"> ● View documentary and write down the abstract ● Abstract English academic essay ● Abstract English News ● English poetry appreciation 	<ul style="list-style-type: none"> ● Debate ● Interview practice ● Impromptu speech ● Professional meeting role play ● Movie analysis 	<ul style="list-style-type: none"> ● Reading newspapers ● Reading articles from professional periodicals ● Reading short stories ● Using an English-English dictionary 	<ul style="list-style-type: none"> ● Paragraph writing ● Essay writing ● Research paper writing ● Write an article that can be published online or in journals and periodicals ● Write a cover letter for a

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Example for integrated activities in class :

Example	A: ICRT news about the Jasmine Revolution	B: Blogging	C: Questionnaire
Purpose	To develop activities for listening, speaking, reading and writing from certain central issues	To concentrate language practice on one field and then to extend the practice to other ones	To decide the topic through students' discussion and integrate all kinds of language activities into one
Spirit of General Disciplines Incorporated into Class Activities	<ul style="list-style-type: none"> ● International vision: concerns and understanding about global issues ● Life-long learning: to search corroborative information from Internet, for example, learning from Internet about the 	<ul style="list-style-type: none"> ● International vision: to cultivate students' multi-cultural sensibility and responsibility for their own writing through blogging to potential international readership ● Introspection, independent 	<ul style="list-style-type: none"> ● Communication and expression, teamwork: to achieve efficient mutual communication and teamwork through group discussion and filling in the questionnaire ● Independent thinking: to strengthen student' s understanding

		<p>follow-up of the revolution in China and other Arabic countries and make it into a group oral or written report</p> <ul style="list-style-type: none"> ● Introspection and independent thinking: to propose ideas of one's own and to participate in discussions, for example, thinking and discussing about the roles of the Internet and youth in the revolution 	<p>thinking, and innovation: to read others' reviews and offer personal opinions for discussion</p>	<p>and concerns about their daily environment through discussion of issues that interest them and thus inspire them to think independently about possible solutions, for example, dormitory issues. The questionnaire can include domestic and international students, to cultivate independent thinking and cross-cultural communication and apprehension</p> <ul style="list-style-type: none"> ● Introspection: to inspire student's reflection about their own role in dormitory life and management through the questionnaire design, interview and analysis
Language Training	Listening	Listen to news and write down the main idea or other details	<ul style="list-style-type: none"> ● Upload audio files to their own blog (optional) ● Oral presentation in class 	<ul style="list-style-type: none"> ● Discuss topics that they choose ● Design the questionnaire with their group members
	Speaking	Abstract, elaborate, comment on		

		or discuss about the content		<ul style="list-style-type: none"> ● Discuss and analyze the data ● Share the results through oral presentation
	Reading	Read the press or correlative articles from newspaper or internet	<ul style="list-style-type: none"> ● Read books or online articles according to personal interests ● Read other students' blogs 	<ul style="list-style-type: none"> ● Search for and read one or two related articles
	Writing	Personal or group abstract, review or comments	<ul style="list-style-type: none"> ● Write reviews on their own blog ● Comment on other students' blog articles ● Respond to others' comments on the blog 	<ul style="list-style-type: none"> ● Provide literary record of the results ● Create a Powerpoint document for the presentation

Note: the integrated activities can be separated into single language training or different language training combinations.