

A Study on Developing Indicators for Vocational High School English Teachers' Curriculum Consciousness and Pedagogical Practice of English for Occupational Purposes (EOP)

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Abstract:

The Taiwan "2030 Bilingual Policy" identifies the enhancement of students' English proficiency for the workplace as a key strategic objective. Anchored in theories of curriculum consciousness and pedagogical practice, this study examines the dimensions of English for Occupational Purposes (EOP) instruction implemented by English teachers in vocational senior high schools. Employing the Fuzzy Delphi Method (FDM), the study constructs a set of indicators for a model of workplace English curriculum consciousness and pedagogical practice. Expert judgments are represented through triangular fuzzy numbers and subsequently defuzzified to obtain the relative weights of each indicator. The findings underscore the need for educational authorities to foreground teachers' agency in designing workplace-oriented English courses and to systematically develop teaching materials that are aligned with the demands of workplace English instruction.