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Abstract
Change of English education has identified the significance of raising the English proficiency level of elementary education. Lessening the authority of sole edition from the Ministry of Education to local governments creates a tremendous amount of inconsistency. Due to the difference of curriculum development, teaching method and teaching material adopted by each school, the teaching of English in the two periods of Grade 1-9 Curriculum presents some issues in connecting the curriculum. Despite prior researches discussed widely on the connection of elementary and junior high curricula, articulation of English curriculum is a rather novel issue because English has been taught in elementary schools for less than 5 years. This study aims to discuss the crucial issues of the inconsistency between elementary schools and junior high schools and explore the main reasons of this situation. A question and interviews were conducted in this study. 143 English teachers from Tainan area, including city and county were surveyed. Among them, 83 are elementary school teachers and 60 are from junior high school. Data were collected and analyzed with SPSS to answer the research questions in this study. The results of the study suggested that (1) Most teachers recognized the importance of CA, and they identified the major difficult area as in the ability difference. (2) Responses to CA include actions from both schools and teachers. (3) Elementary school and junior high school teachers were found to have different perceptions on the reading of Grade 1-9 Curriculum Guidelines as the solution to CA difficulty. (4) Teachers' perceptions on the difference of assessment as the reason to students' problems to adapt to junior high school English curriculum were found different between elementary and junior high teachers. (5) Background factors were found significant on teachers' perceptions of CA issues
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