

東海大學學生報告

報告題名：雙語教學的實施對國中學生的影響：家
長、老師、學生的觀點調查

The Impacts of Bilingual Education on Secondary School
Students in Taiwan: Perspectives of parents, teachers, and
students

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中文摘要

為提高台灣的國家競爭力，政府決定在 2030 年建立雙語國家。自政策公佈以來，政府將實施從幼稚園到高中的雙語教育政策以實現民族雙語。近年來，大部分中小學都非常重視學校的國際化。換句話說，英語將在每所學校廣泛用於教授非語言科目，包括科學、藝術和體育教育。因此，隨著政策的頒布，我們想瞭解雙語教育對中學生的影響以及可能遇到的挑戰。

近年來，雙語教育在我國的實施越來越多。根據 CLIL (Content and Language Integrated Learning)，雙語教育結合了內容、交際、認知、文化四個要素。在本次調查中，我們從三組人群（主要集中在台中和桃園）收集了雙語教育的觀點，包括中學生、家長以及在中學和高中任教的老師。想知道雙語教育是否適合台灣學生。

關鍵字: 雙語教育、教育、雙語國家



Abstract

To improve the national competitiveness of Taiwan, the government decides to create a bilingual country in 2030. Since the policy had been announced, the government will implement bilingual education policy from kindergarten students to senior high school students so as to achieve national bilingualism. Recently, most primary and secondary schools attach great importance to the internationalization of schools. In other words, English will be used widely in each school to teach non-language subjects, including science, arts, and P.E education. Thus, as the policy has been launched, we would like to find out the impact of bilingual education on middle school students and the challenge that might be encountered.

Over the past few years, bilingual education has been implemented increasingly in our nation. According to CLIL(Content and Language Integrated Learning), bilingual education combines four elements, such as content, communication, cognition, and culture. In this survey, we gather the perspectives of bilingual education from three groups of people, including secondary school students, parents, and teachers who teaches at secondary and senior high schools. To figure out whether bilingual education is suitable for students in Taiwan or not.

Keyword : Bilingual Education, Education, Bilingual Country

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The Impacts of Bilingual Education on Secondary School Students in Taiwan: Perspectives of parents, teachers, and students

I. Introduction

International education includes four goals, Cultivating Global Citizens, Promoting Internationalization of Education, and Expanding Global Interaction. ([1] “White Paper 2.0 on International Education”) As expected, bilingual education has been the core policy implemented by the government for a decade above. The aim of the study was to determine whether junior high school students found this core policy favorable in terms of their personal and academic goals or not. In addition, the perspectives between mother tongue (Mandarin) and target language (English) among secondary school students. This study mainly focused on a variable such as the effects to students, levels of enforcement difficulty, advantages and disadvantages, viewpoints of parents, students, and teachers to bilingual education.

II. Methods

For the purpose of exploring whether bilingual education is suitable for middle school students, our group applied both qualitative and quantitative methods.

According to qualitative method, we began with gathering resources related to bilingual education, such as its historical background, advantages and disadvantages, and the impact on students. The resources from academic journals, papers, and magazines were our primary sources. Moreover, through the application of quantitative methods, we posted questionnaires to explore people’s opinions about bilingual education. For example, did people consider that bilingual education really

help students to learn English better?

This research contains three questionnaires, including three groups of participants. The three groups of participants are parents, junior high school students, and teachers who worked at middle schools, accordingly. The questionnaire was distributed from April 27th to May 4th. According to the feedback, we receive 114 respondents' reply from parents, 75 respondents' reply from students, and 35 respondents' reply from teachers.

This questionnaire is aimed at figuring out how parents, teachers, and students conceive of bilingual education. We separated these three questionnaires into different segments (as seen in Table 1). In the questionnaire for students, there are eleven questions. In the questionnaire for parents, there are 23 questions. In the questionnaire for teachers, included 9 questions. The individual questions were discussed below.

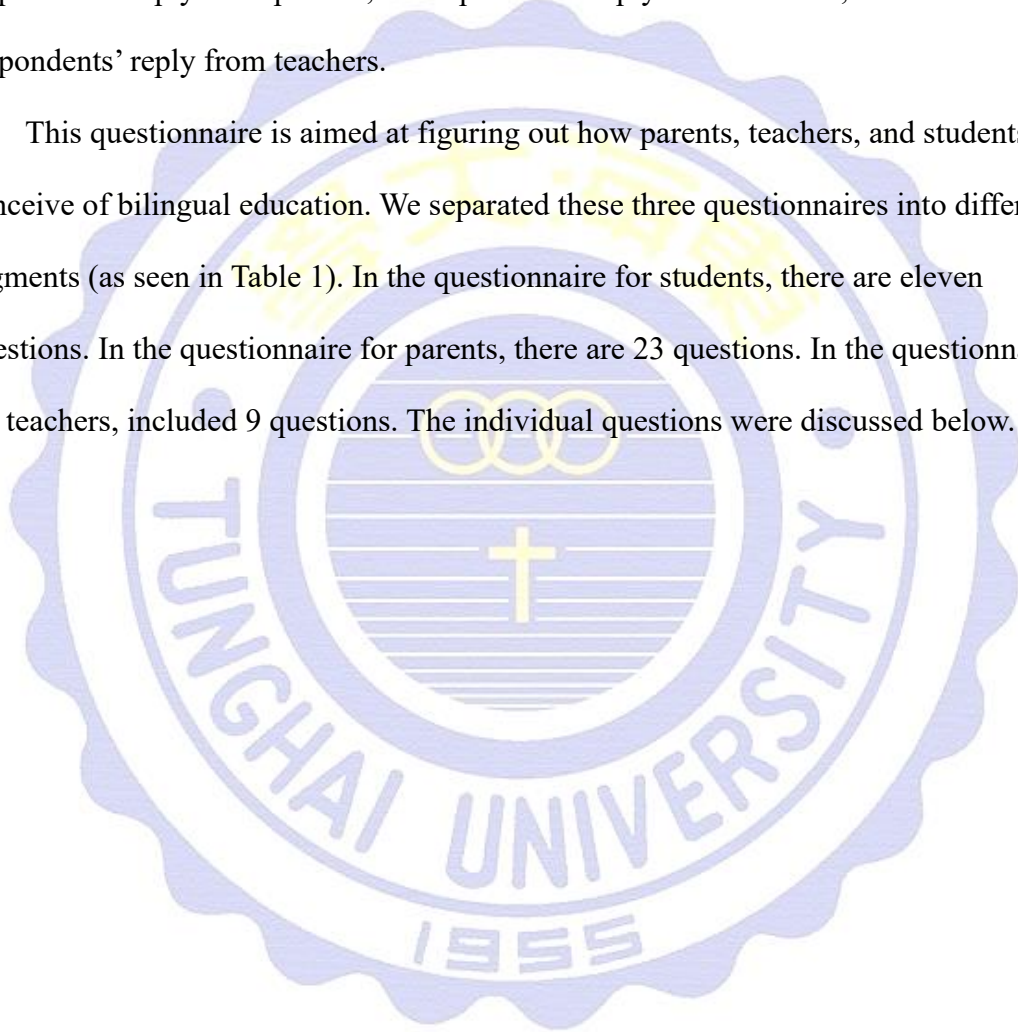


Table 1. Questionnaire for Three Groups of Participants

Titles	Items	Question Numbers
Questionnaire for students	1. Background information	1~3
	2. The condition of learning English and Chinese.	4~7
	3. The correlation between students' English ability and their confidence.	8~9
	4. Perception on the impact of Bilingual Education to students.	10~11
Questionnaire for parents	1. Background information	1~9
	2. Perception on the impact of Bilingual Education to students.	10~19
	3. Impacts of Bilingual Education on Parents.	20~23
Questionnaire for teachers	1. Background information	1~6
	2. Perception on the impact of Bilingual Education to students.	7~8
	3. Teachers' viewpoints on Bilingual education.	9

III. Results and discussion

3.1 Results

In the results, we figured out the perspectives from three groups of participants. We analyzed every datum from each questionnaire, and triangulated the viewpoints from parents, secondary students, and teachers.

3.1.1 Perspectives of students

Basic Information

To begin with, in the questionnaire in which the junior high school students participated in, there were 37.3% (28 people) of boys and 62.7% (47 people) of girls. Accordingly, it includes 29.3% (22 people) of the first-year middle school students, 26.7% (20 people) of second-year middle school students, and 44% (33 people) of third-year middle school students.

The Language I communicate the most with my family.

Furthermore, due to the survey, most of the students spoke English and Mandarin at home with their families, and about 10.7% (8 people) of students spoke English with their family members, as seen in Figure 1.

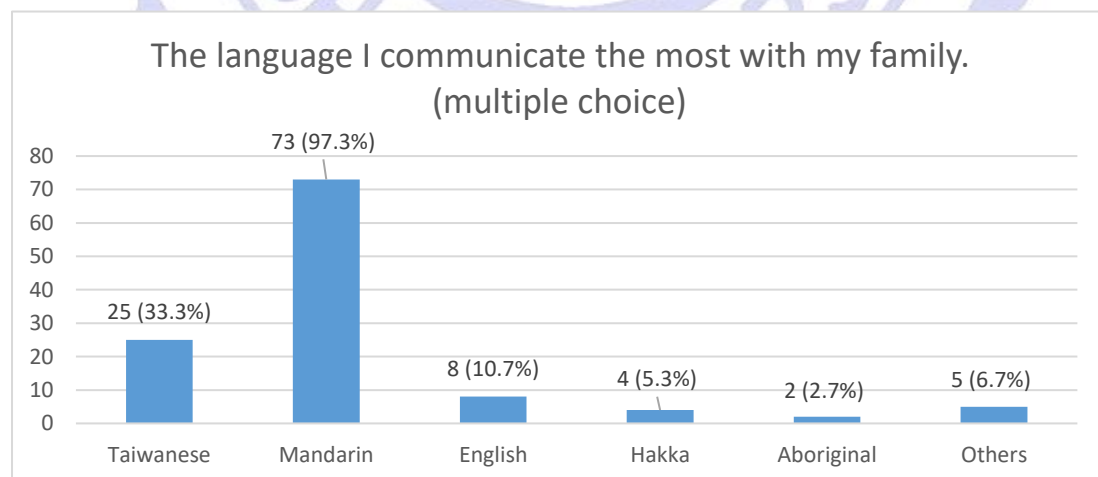


Figure 1. The Language I Communicate the Most with My Family

The time I spend on learning Mandarin and English after school averagely per week.

Besides, the research found out the time that students spent studying Chinese and English per week. On one hand, there were 30 people (40%) spent less than an hour, 24 people (32%) spent one to two hours, 10 people (13.3%) spent three to four hours, 2 people (2.7%) spent five to six hours, and nine people (12%) spent more than six hours on their Chinese studies in one week, as seen in Figure 2.

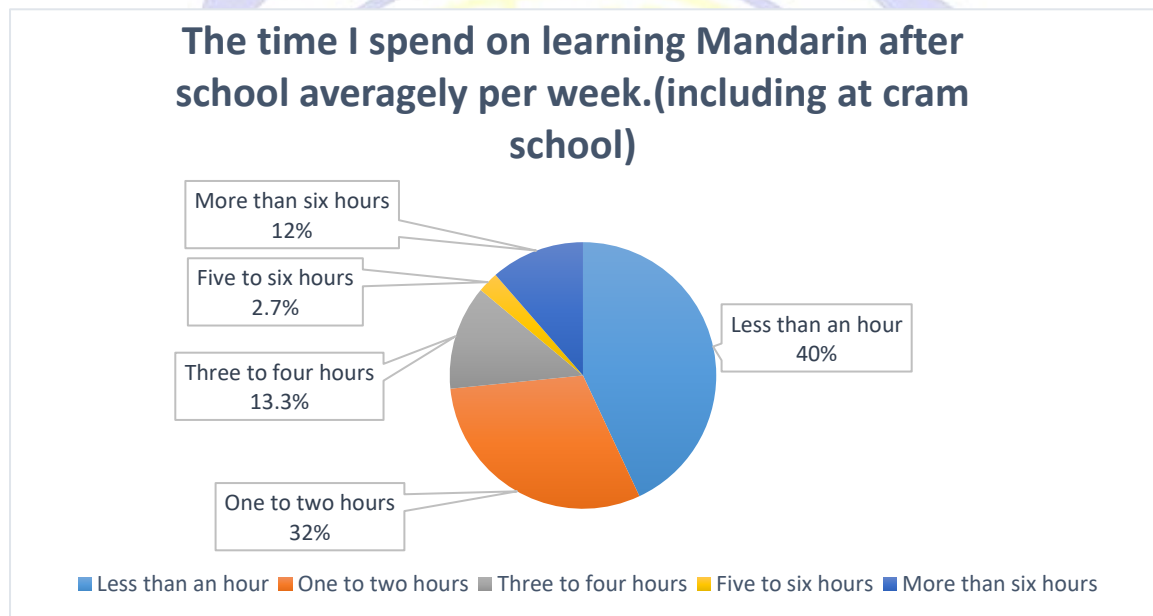


Figure 2. The Time I Spend on Learning Mandarin After School Averagely per Week

On the other hand, there were 25 people (33.3%) spent less than an hour, 17 people (22.7%) spent one to two hours, 15 people (20%) spent three to four hours, 5 people (6.7%) spent five to six hours, and 13 people (17.3%) spent more than six hours on their English studies in one week, as seen in Figure 3.

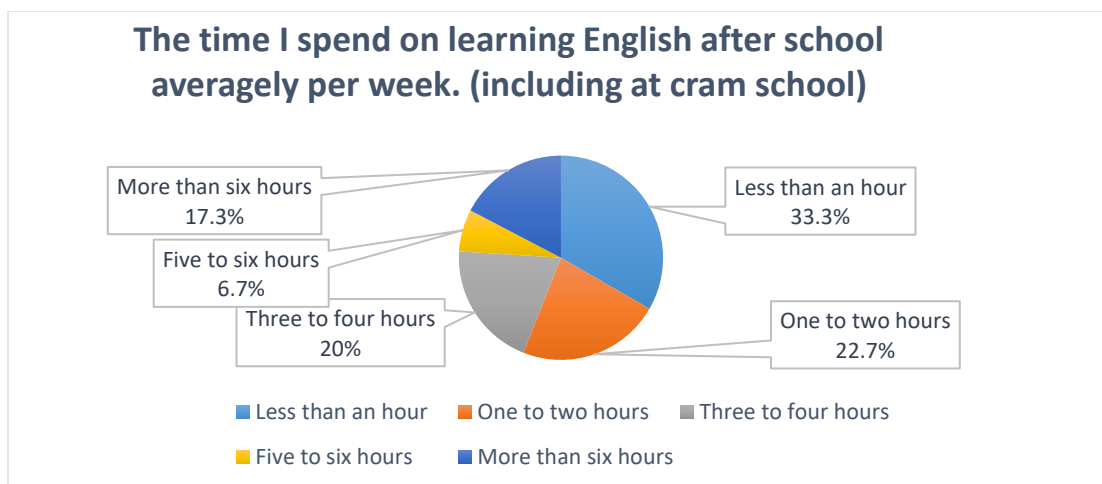


Figure 3. The Time I Spend on Learning English After School Averagely per Week

As we can know the time that junior high school students spent on English and Mandarin were almost equal per week.

The demand for me to take Mandarin and English lessons at cram school.

In order to compare junior high school students' studying attitude after school on between mother tongue (Mandarin) and target language (English), we conducted Figure 4 and Figure 5.

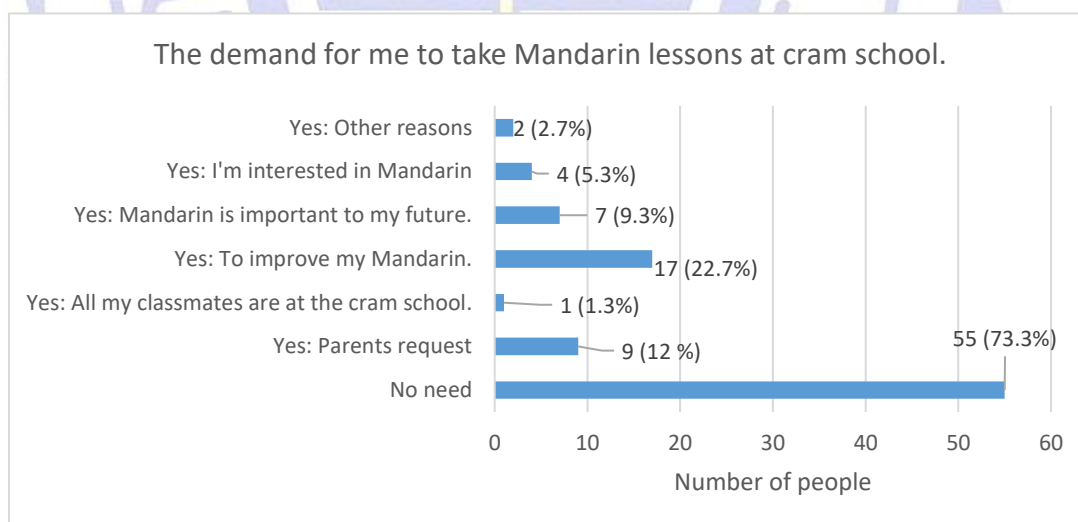


Figure 4. The Demand for Me to Take Mandarin Lessons at Cram School

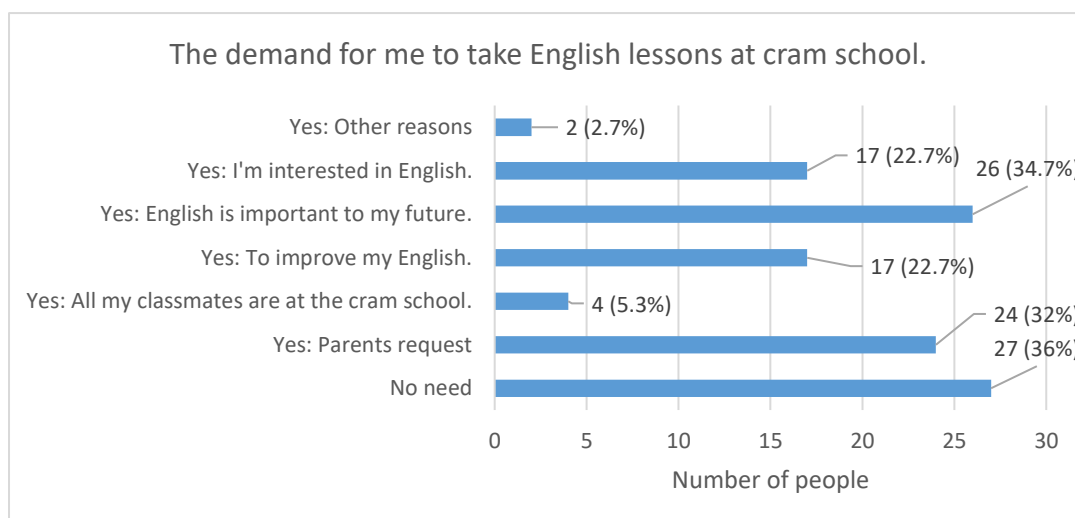


Figure 5. The Demand for Me to Take English Lessons at Cram School

Based on the chart, we can apparently see that approximately 34.7% of students believed that English was essential for their future, so they needed to go to cram school. As for Mandarin, only around 9.3% of people thought that they needed to go to cram school because Mandarin was important for their future. Moreover, nearly 32% of parents asked their children to go to cram school for learning English. But, when it comes to Mandarin, only 12% of parents do so. This trend means that, both parents and children believed that English was the mainstream of the future, which forced them to spend extra money and time at the cram school.

Whether English ability affects student's self-confidence or not?

It has been said that students with poor English abilities will have a sense of self-abased. To figure out this question, we designed two questions as follows.

I believe classmates with good English abilities are very confident.

As Figure 6 reveals, about 70% of secondary school students believed that classmates who have a high level of proficiency in English is more confident.

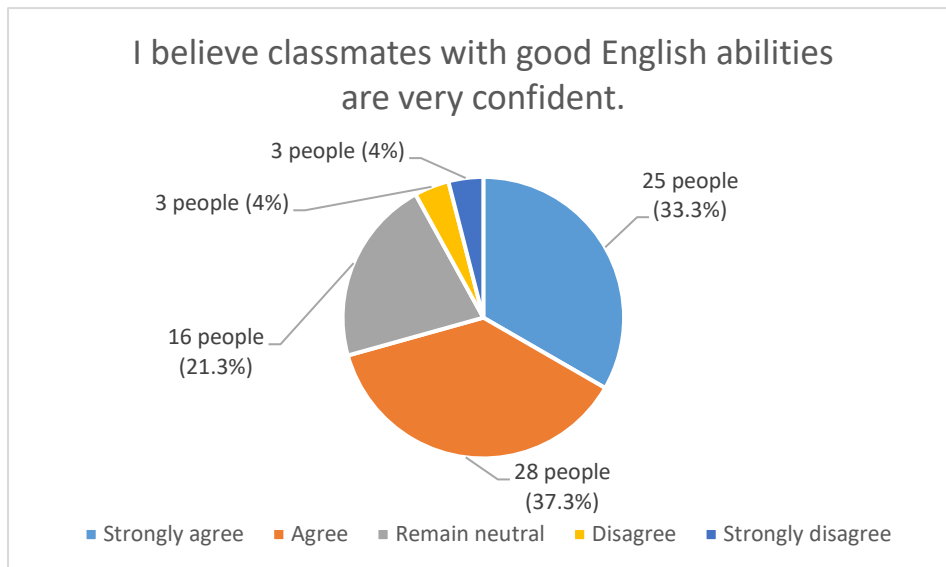


Figure 6. I Believe Classmates with Good English Abilities Are Very Confident

I believe classmates with poor English abilities are less confident.

Although students thought that classmates who have a high level of proficiency in English are very confident, they believed poor English ability won't affect one's confident, as seen in Figure 7.

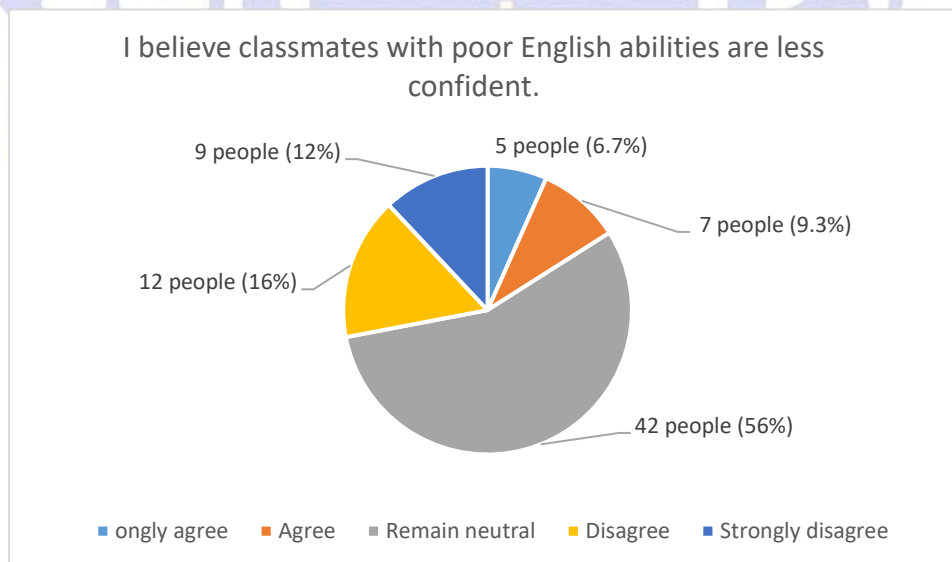


Figure 7. I Believe Classmates with Poor English Abilities Are Less Confident

The impact of learning non-language subjects in English. (Multiple choice)

In order to find out the impact of bilingual education on secondary students, we provided several options for the participants to select the main influential factors.

Figure 8 is as follows:

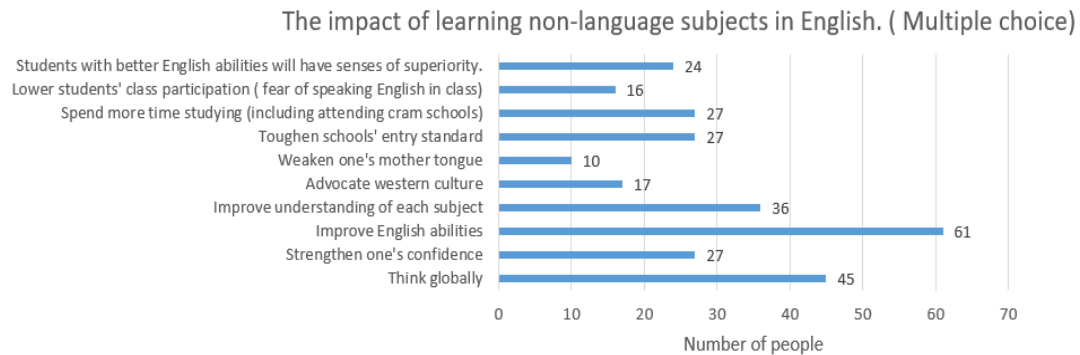


Figure 8. The Impact of Learning Non-language Subjects in English

From the bar chart, we can notice that most of the secondary students thought bilingual education could improve understanding of each subject. Additionally, most participants thought that taking bilingual courses wouldn't weaken their mother tongue, as seen in Figure 9.

Which of the following subjects I would like to study in English? (Multiple choice)

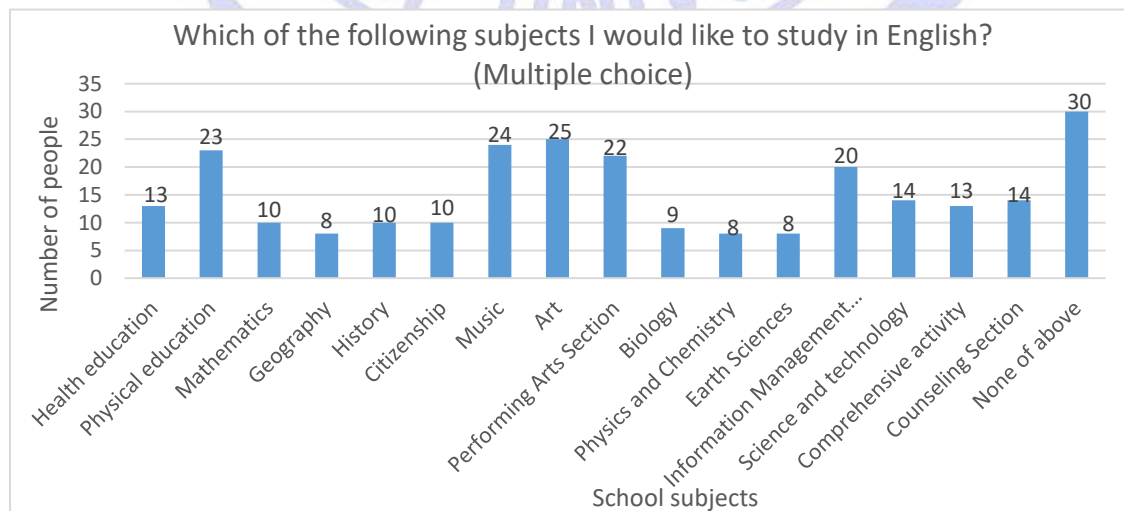


Figure 9. Which of the Following Subjects I Would Like to Study in English

It can be seen from the chart that most of the students don't want to take courses that were taught in English. Nonetheless, students prefer artistic courses to be taught in English the most, for example Music, Art, and Performing Arts Section. In addition, students were also in favor with Physical education. As we can see, secondary students are partial to the courses which don't require examination.

3.1.2 Perspectives of parents

General background

We conducted a survey on 114 parents to gauge their perception on the impacts of bilingual education to junior high school students. We asked them to answer a total of 23 questions which were categorized into three: 1. background of the respondents, 2. their perception of the said policy, and 3. the impact of the said policy on them.

To provide background information on our respondents, we looked at question 2 to 9 which classified them into their gender, highest educational attainment, occupation, average monthly income, whether or not they have children, whether or not their children are studying and how much they are willing to spend on their children's education.

According to the results, 72.8% of the respondents are female while only 27.2% are male. With regards to their highest educational attainment, the majority are university graduates which accounts for 49.1% of the total population; followed by associate degree holders, 21.9% and master's degree holders, 14%. High school degree holders and PhD graduates account for the lowest percentages which are 10.5% and 4.5% respectively. In terms of occupation, more than 20% of the respondents are in the service industry which accounts for the majority of the total population followed by the civil servants at 14%, the educators and the housekeepers at 14%, the businessmen and the retirees at 9.6%. The vast minority are people who work in the financial industry, the engineers, and police or military officers, the freelancers and those who are currently

unemployed. Meanwhile, 74.6% of the respondents have children; 51.8% of which are in the elementary level while 48.2% are in junior high school. And among them, 75.3% receive private tutoring to strengthen their English ability. We also looked at the average monthly income of the respondents and the majority fall under the 40,000 - 59,999 income bracket which accounts for 39.5%, followed by those who fall under the 20,000 - 39,999 income bracket at 20.2% and the 60,000 - 79,999 income bracket at 15.8%. Those who receive an average monthly income of 80,000 - 99,999 as well as 20,000 and below only account for 8.8% while the lowest percentage of 7% are those who get 100,000 and above average monthly income. Lastly, we determined what percentage of our respondents' monthly income are they willing to spend on their children's education and the majority, which accounts for 43%, said that they are willing to spend 10-20% of their income on their child's education; followed by those who are willing to spend 10% or below at 27.2%. Only 3.5% of the respondents are willing to spend 40% and above of their income on their children's education.

Parents' Perception on the Impact of Bilingual Education to Students

Next, we looked at the respondents' perception on the impact of bilingual education on children's education. We gathered their responses to question 1 as well as question 10 to 19 and interpret the data along with the graphs.

The first graph shows the results to question no. 1 which determines whether or not the respondents are aware of the introduction of the said policy. 86% of them know that the government is promoting the policy popularizing bilingual education while 14% don't, as seen Figure 10.

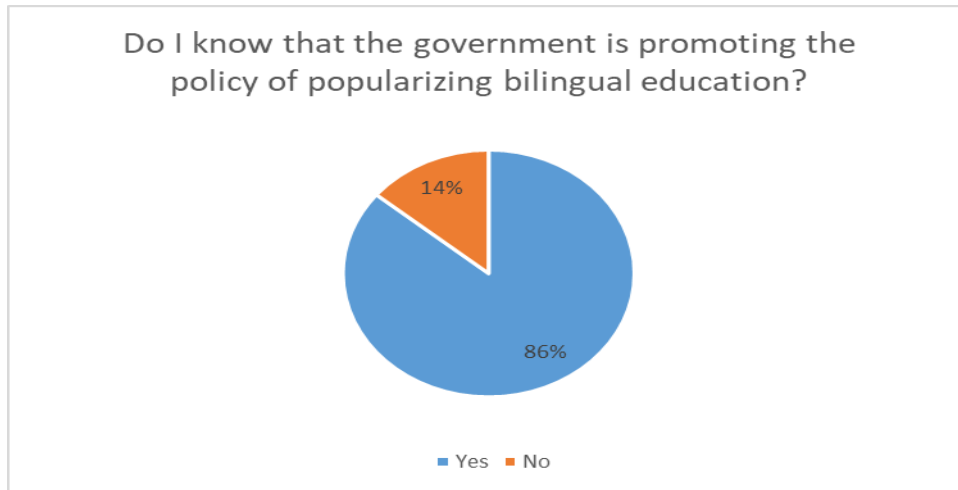


Figure 10. Do I Know that the Government is Promoting the Policy of Popularizing Bilingual Education

Bilingual education helps children think globally?

Research question 10 showed that more than half all participants agreed with that bilingual education did broaden student’s international horizon, accounting for 72.8%, and the percentage of people who disagreed nearly is 10%. Accordingly, most of people believed that bilingual education was beneficial to in learning international situation understanding of students. Besides, it’s worth mentioned that people who were neither agree/disagree only took up 16.7%, and it could be assumed that although there were still some uncertainties, the tendency was still towards agreement in this question because from pro to con, the trend was going down, as seen in Figure 11.

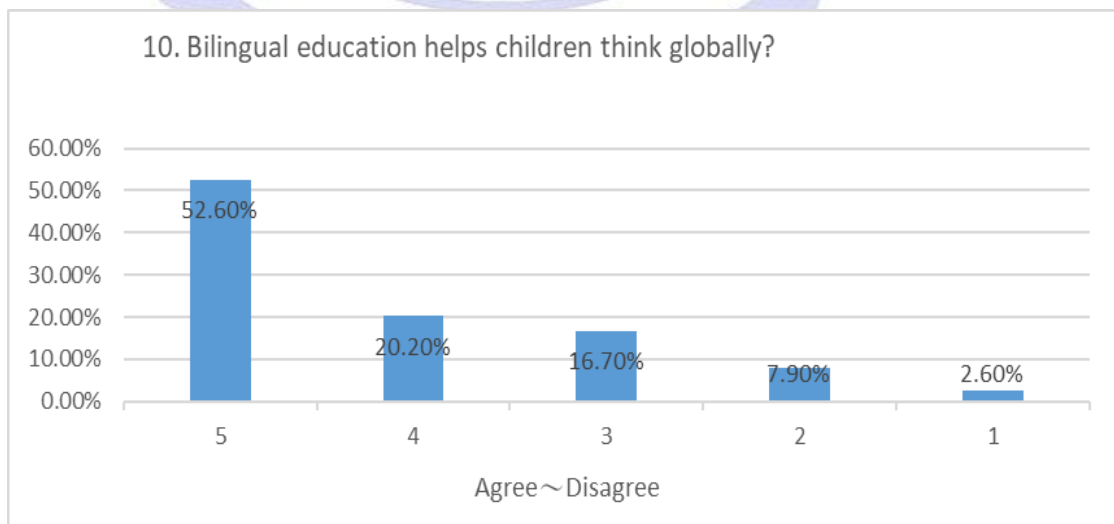


Figure 11. Bilingual Education Helps Children Think Globally

Bilingual education strengthens one's confidence

Research question 11 showed that mostly participants thought bilingual education increased students' confidence such as having more natural and clearer communication, accounting 71%, whereas people who disagreed with it occupied for about 10%. In terms of the option of neither agree/disagree, it accounted for 18.4%. Similarly, the tendency from agree to disagree, it also displayed as a slant line, which meant people were inclined to agree with it, as seen in Figure 12.

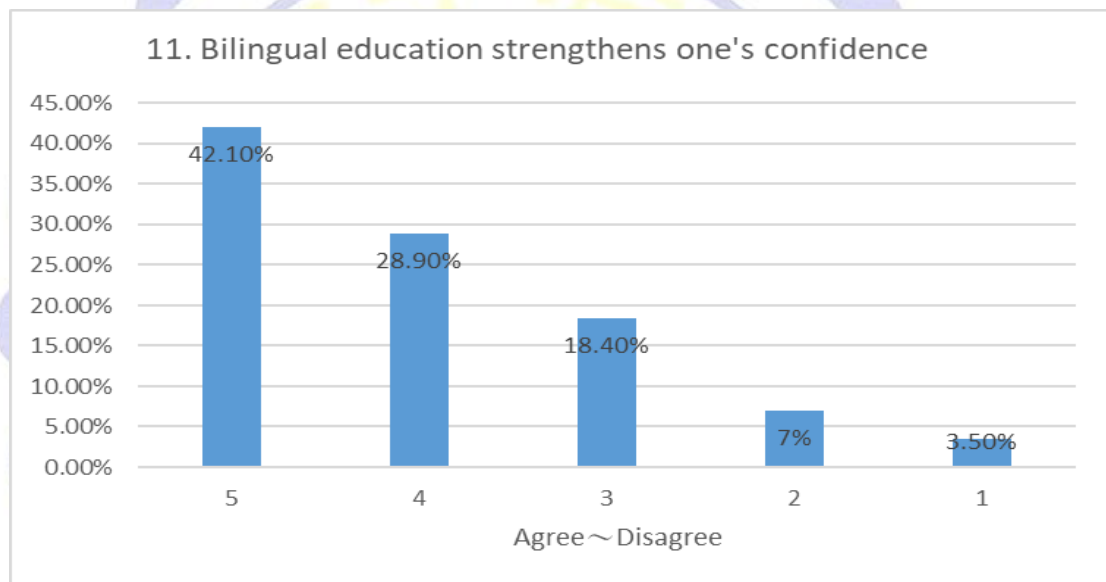


Figure 12. Bilingual Education Strengthens One's Confidence

Improving English abilities?

Research question 12 was asking that the opinions of participants about that bilingual education could polish English skills of students like speaking, writing, reading, listening, and English certificates exam. Due to the target language was English, reasonably, people who agreed with it was more than half of the whole, making up 76.3%. As for those who neither agreed/disagreed and disagreed accounted for separately 14% and 9.6%, which seems that approximately took up one-fifth as a whole, as seen in Figure 13.

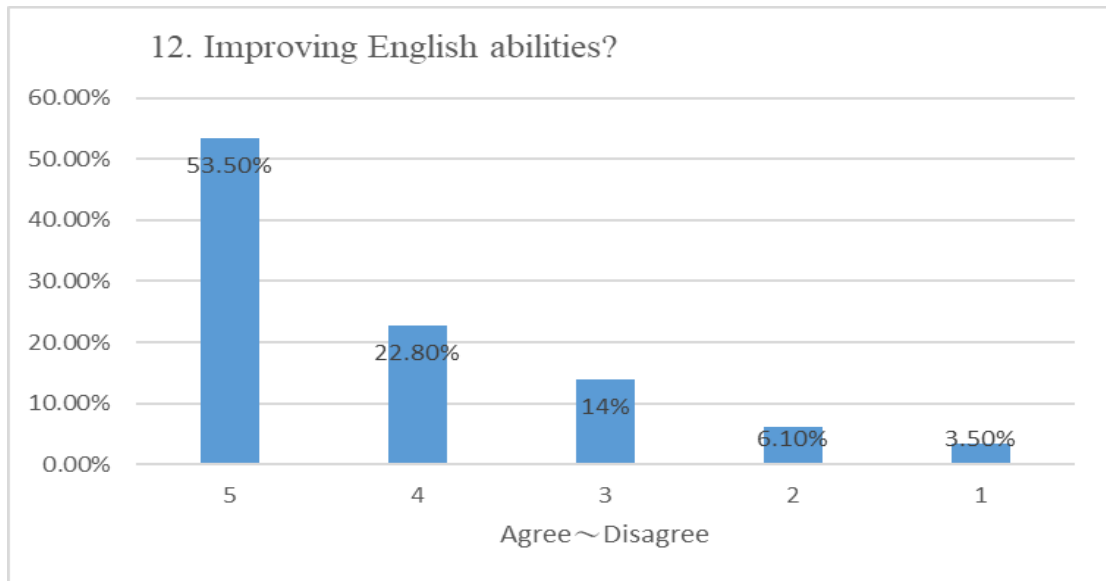


Figure 13. Improving English Abilities

Improving understanding of each subject?

Research question 13 illustrated a different situation. Participants universally weren't sure whether bilingual education was able to boost student's comprehension of various school subjects like math, history... etc. In view of that, the percentage of neither agree/disagree reached the plateau, accounting for 40.4%. Surprisingly, those parents who agreed took up 36.8%, which was even lower than those who didn't know. As a result, hypothetically, only those who owned higher degrees or who had relevant experiences related to this question were likely to agree with it, as seen in Figure 14.

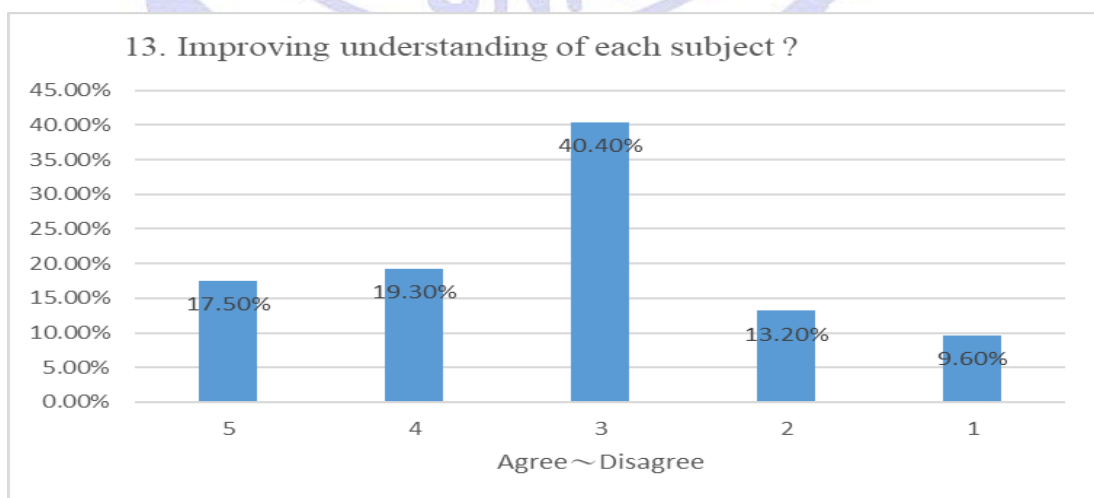


Figure 14. Improving Understanding of Each Subject

Advocating western culture?

Research question 14 demonstrated that most of participants remained neutral. In regard to more upholding western culture such as music and food, the peak belonged to the selection of neither agree/disagree, constituting 37.7%. However, there were still around half of those who agreed to the western favor of children, occupying for 43.8%. Therefore, as far as participants were concerned, their children still had the slight tendency of favoring in western cultures considering bilingual education, as seen in Figure 15.

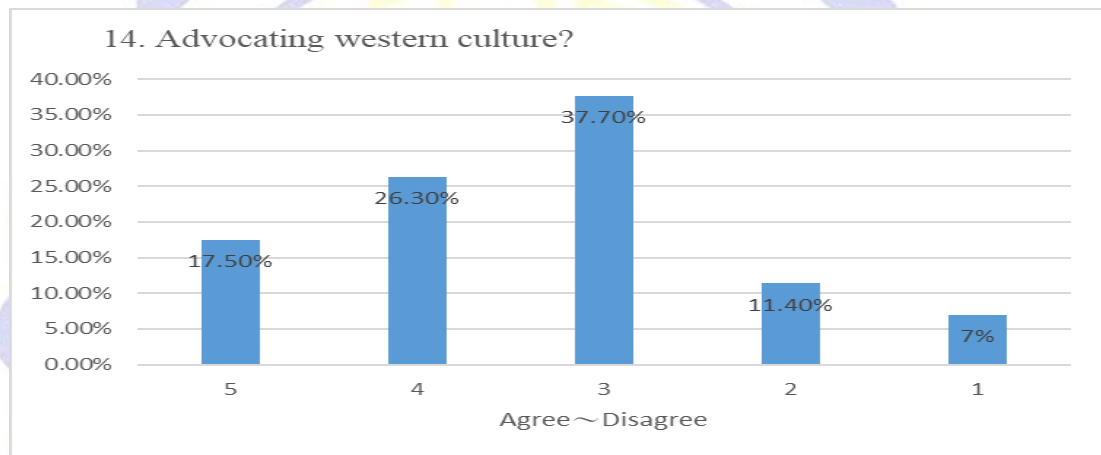


Figure 15. Advocating Western Culture

Weakening one's mother tongue?

Research question 15 represented that more participants disagreed that bilingual education worsened children's mother tongue. Although the percentage of those who neither agreed/disagreed is 32.5%, which is an apparent majority, the group of disagreement (44.8%) was about 2 times more than the group of agreement (22.2%). In other words, the loss of Chinese skills wasn't totally attributed to the upcoming bilingual education, as seen in Figure 16.

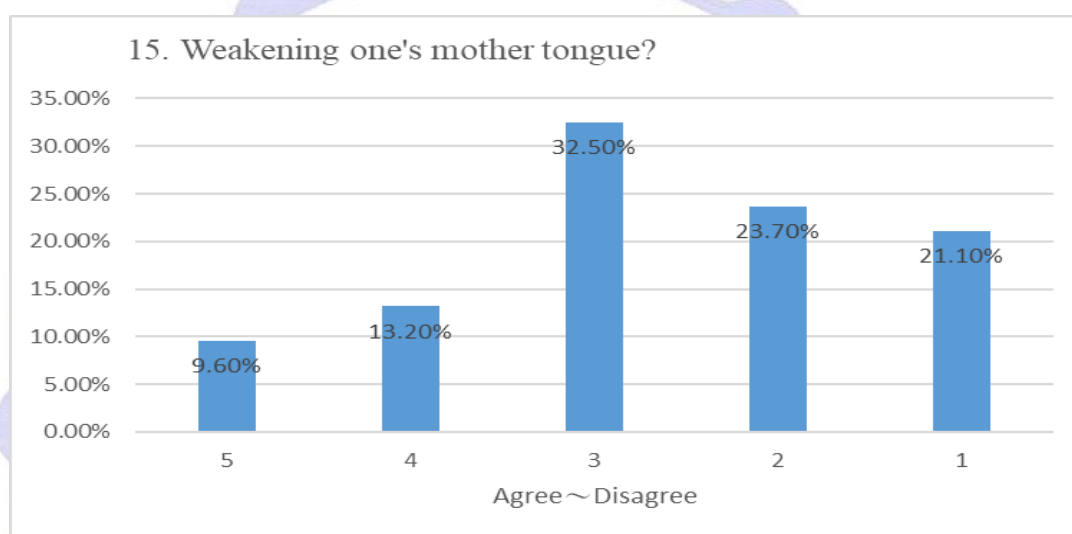


Figure 16. Weakening One's Mother Tongue

Toughening schools' entry standards?

Research question 16 was asking: Do I think bilingual education will toughen the threshold of academic entry exam (ex: providing extra English certificates)? There were 63.2% of participants who agreed to it, and 14% of those who disagreed that the exam was more demanding. Still, there were a part of parents who neither agreed/disagreed, accounting for 22.8%. Accordingly, despite the fact that people thought this kind of situation happened, bilingual education still wasn't promising enough that student's English abilities was capable of coping with upgraded threshold, as seen in Figure 17.

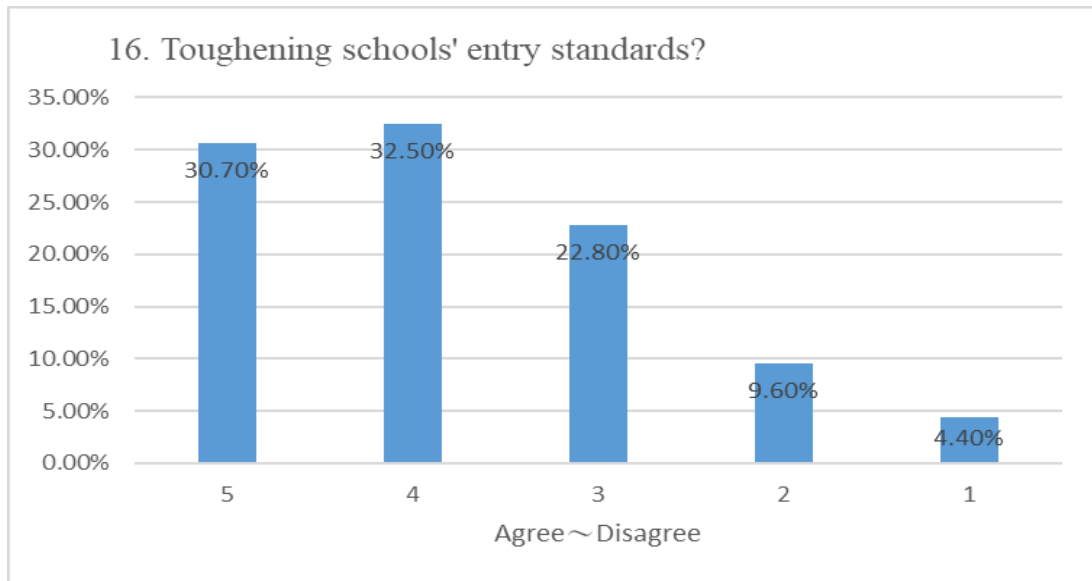


Figure 17. Toughening Schools' Entry Standards

Spending more time to study? (Including attending cram schools)

Research question 17 provided the general information with respect to the majority of participants who agreed that children consumed much more time to learn English such as studying in cram schools, constituting 51.8%. Also, the percentage of those who neither agreed/disagreed and disagreed were respectively 33.3% and 14.9%. It showed that bilingual education could cause drawback for students because agreements was still slightly higher than the sum of neither agree/disagree and disagree, as seen in Figure 18.

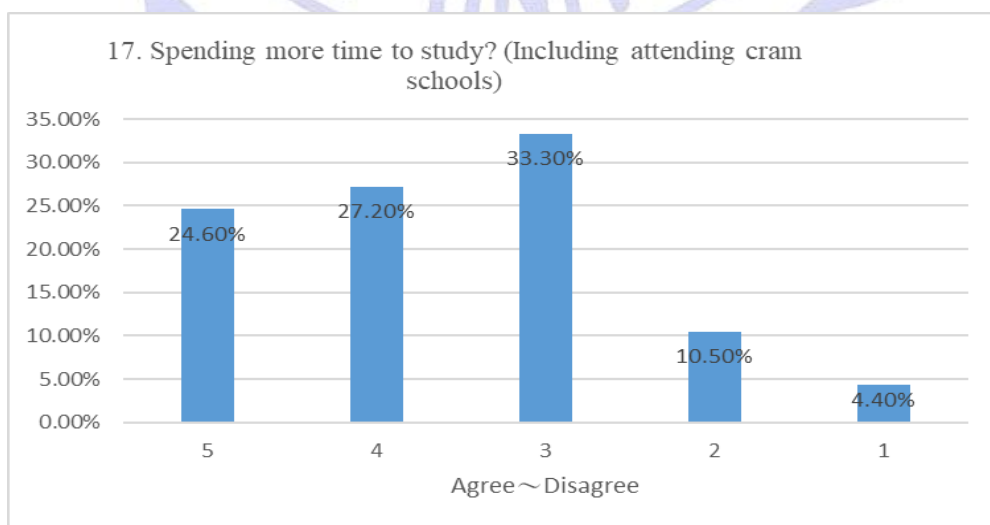


Figure 18. Spending More Time to Study

Lowering students' classes participation? (Fear of speaking English in class)

Research question 18 showed that the percentage of participants who disagreed that bilingual education made students less willing to participate classes reached the peak (ex: afraid of making mistakes), constituting 44.7%. Nevertheless, those who agreed only covers 25.5%, even lower than the neutral group accounting for 29.8%. According to that, we could see that the tendency was closer towards disagreement, so most parents believed that not taking part of classes was less likely to happen, as seen in Figure 19.

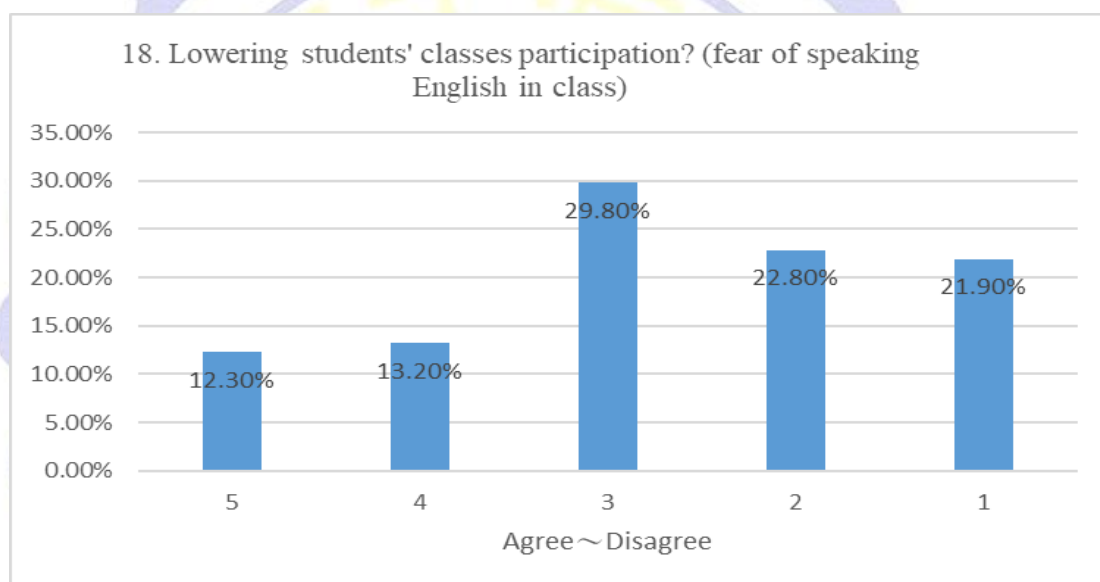


Figure 19. Lowering Students' Classes Participation

Students with better English abilities will have senses of superiority.

Research question 19 displayed an interesting result. In this graph, most participants neither agreed/disagreed that the level of English skills decided students' superiority, taking up 36%. This ratio was higher than both agreement and disagreement, accounting for separately 29.9% and 34.2%. Hence, it could be assumed that the majority of those had no such a thought, and the tendency was closer to disagreement, for those who agreed are fewer, as seen in Figure 20.

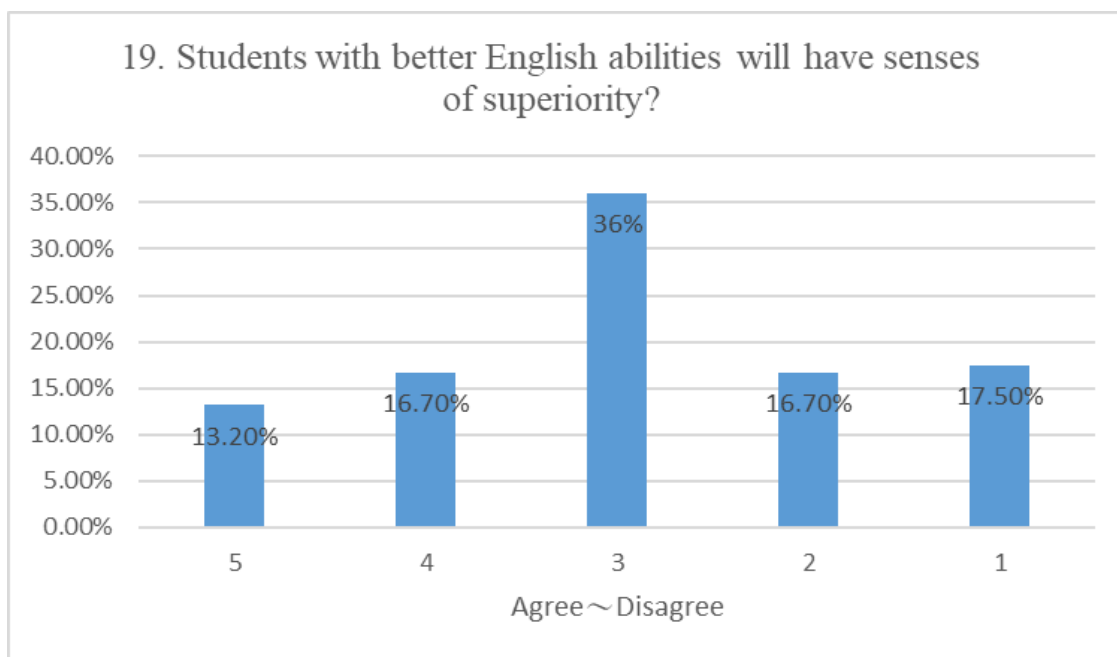


Figure 20. Students with Better English Abilities Will Have Senses of Superiority

Impact of Bilingual Education on Parents

From question 20 to 23 is the coverage of the survey from impacts of bilingual education on parents.

Encouraging parents to learn English together?

Research question 20 showed that most of participants thought that bilingual education facilitated parents to learn English as well, accounting for 51.7%, whereas those who disagreed only took up 14.1%. Especially, the percentage of those who strongly disagreed was merely 1.8%, showing that parents didn't exclude learning with their kids. Although those who neither agreed/disagreed occupied for 34.2%, the result was still inclined to the side of agreement, as seen in Figure 21.

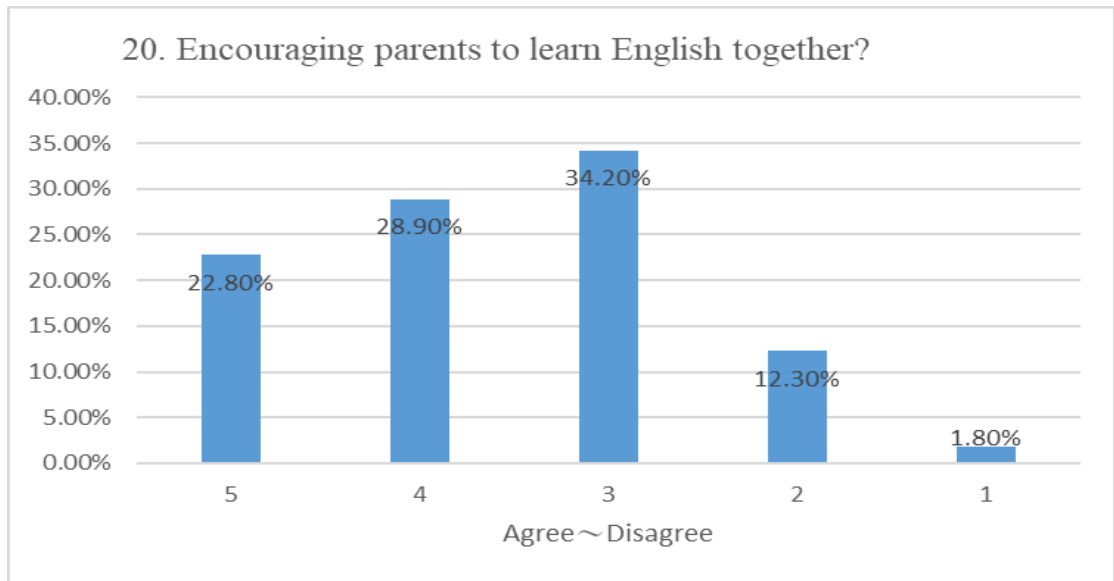


Figure 21. Encouraging Parents to Learn English Together

Parents are more willing to send children to study abroad.

In terms of question 21, the majority of participants agreed that bilingual education made parents' more willing to send children to study abroad, accounting for 45.6%. Besides, it was higher than those who remained neutral, constituting 36.8%, as seen in Figure 22.

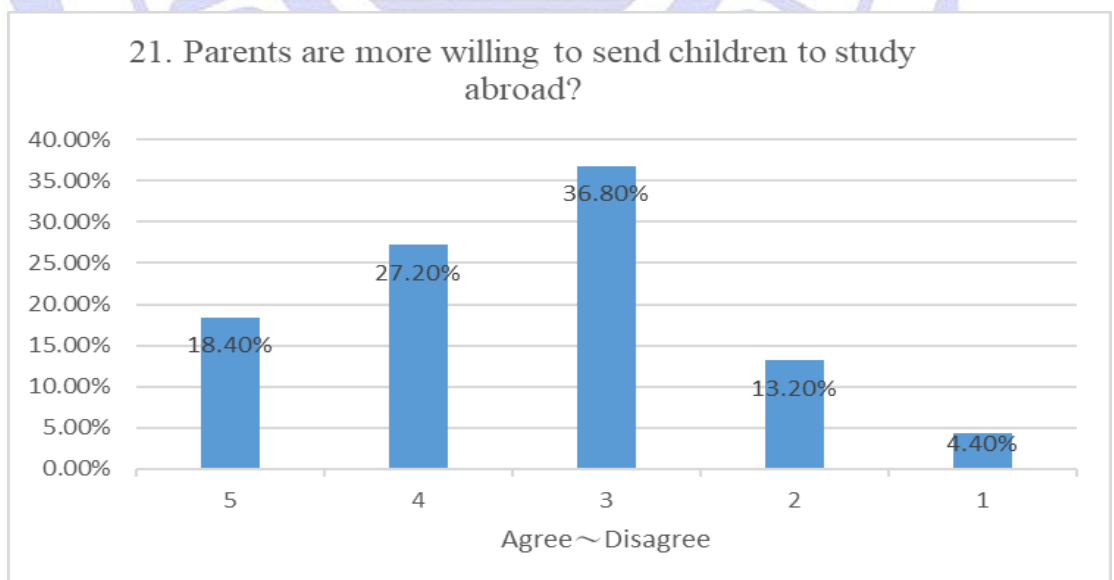


Figure 22. Parents Are More Willing to Send Children to Study Abroad

The need of cram schools service soars? Increasing English learning expenses?

Research question 22 and 23 were related, one was asking about: do I think bilingual education will cause a soaring needs of crams school for children; the other one was asking about: do I think bilingual education will cause a rise of English learning expenses. These two features that they both had large proportions of agreement, which were 64% and 73.7%, and from neutrality to disagreement, they had the duplicate tendency. However, the ratio of neutrality of question 22 was slightly higher than the one of question 23, which were separately 22.8% and 17.5%. Accordingly, participants were more prone to think that bilingual education increased a variety of English learning expenses, as seen in Figure 23.

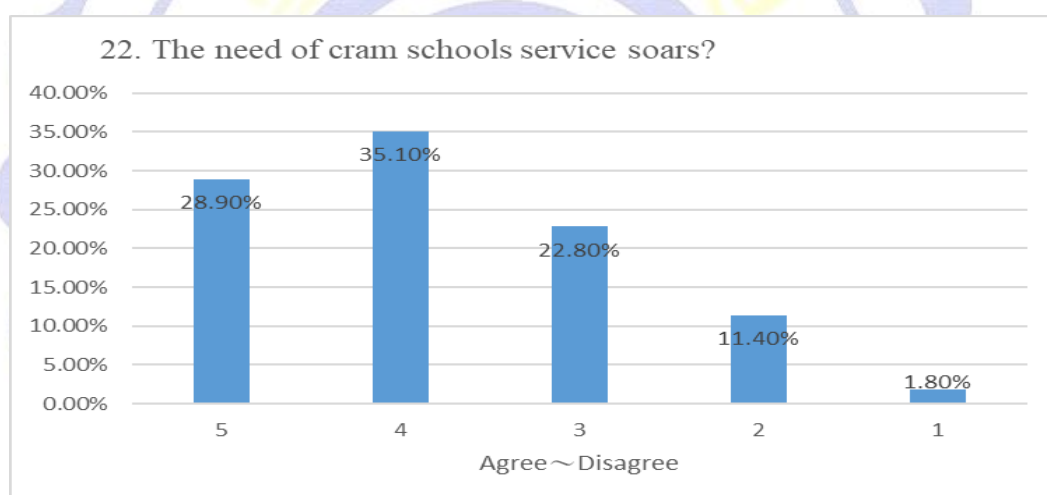


Figure 23. The Need of Cram Schools Services Soars

3.1.3 Perspectives of teachers

The questionnaire for the teachers was separated into three parts including, background information, teachers' opinion on the impact of bilingual education on secondary school students, and teachers' views on bilingual education. We received 35 responses.

Background information

The followings are the background information of the participants.

Gender

The first part of the questionnaire shows that 68.6% (24 people) of female and 31.4% (11 people) of male participated. More than half of the participants were female.

Age

Moreover, according to the arrangement from youngest to oldest, teachers under the age of 30 accounted for 28.6% (10 people), teachers aged 30-39 accounted for 25.7% (9 people), teachers aged 40-50 accounted for 31.4% (11 people), and the last group had the smallest number of teachers over 50 years old, accounting for 14.3% (5 people).

Education

Besides, we also collected the data of teacher's education. More than half of the teachers were university graduates, accounting for 60% (21 people), and 40% (14 people) of teachers had master's degrees.

Graduate Department

In addition, regarding multiple-choice question about which department these teachers graduated from, they actually graduated from quite different department. However, the foreign language cluster accounted for the largest proportion at 34.3% (12 people). The literature, history and philosophy cluster accounted for the second largest proportion at 20% (7 people). Then, the education cluster and mathematics, physics, and chemistry cluster were 14.3% (5 people) and 11.4% (4 people) respectively. Management cluster accounted for 8.6% (3 people). The arts, law and politics, finance, recreation and sports clusters occupied the same proportion at 5.7% (2 people). Sociology and psychology cluster and architecture and design cluster both accounted for the least, at 2.9% (1 person).

Subjects

In terms of the subjects taught by the teachers, most of teachers taught English,

accounting for 42.9% (15 people). The second-highest percentage were teachers who taught mathematics, at 22.9% (8 people). Third, 17.1% (6 people) of teachers taught Chinese. The remaining subjects are taught by very few teachers. 8.6% (3 people) of teachers taught history. Civics is taught by 5.7% (2 people) of teachers. Geography, arts, health and nursing and physical education were all accounted for 2.9% (1 person).

Teaching experience

With regards to the teaching experience of the teachers, the data were average. 37.1% (13 people) of teachers had more than 15 years of teaching experience. 25.7% (9 people) of teachers had only one to five years of teaching experience. 20% (7 people) of teachers had 6 to 10 years of teaching experience. 17.1% (6 people) of teachers had taught for 11 to 15 years.

Teachers' Perception on the Impact of Bilingual Education to Students

Furthermore, the second part of the questionnaire focused on teachers' opinions on the impact of bilingual education on secondary school students.

Whether I think it is helpful to implement bilingual education in secondary schools?

Concerning the questionnaire, nearly 70% of teachers agreed that it would be helpful to implement bilingual education on second school students. The survey showed that those 25.7% (9 people) teachers strongly agreed, and 40% (14 people) teachers agreed with this opinion. 14.3% (5 people) teachers remained neutral. Only a few teachers disagreed with this opinion. 14.3% (5 people) of teachers disagreed with this view and 5.7% (2 people) of teachers strongly disagreed. As a result, most teachers considered that it is helpful to implement bilingual education in secondary school.

I think these options may be the impacts on secondary school students after the implementation of bilingual education.

Question 8 in the questionnaire was a group question to explore which aspects teachers think bilingual education can affect.

Improve English abilities

In the first place, according to the number of teachers who agreed with each sub-item of question 8 in the questionnaire the most, we found that almost all teachers believed that bilingual education could improve students' English ability. 24 (68%) teachers agreed, and 7 (20%) teachers strongly agreed. Only a very small number of teachers held the opposite opinion. 2 (6%) teachers disagreed that bilingual education could improve students' English ability and 1 (3%) teacher strongly disagreed. Besides, the result of this sub-item was quite credible because there is only one (3%) teacher remained neutral. Figure 24 is as follows:

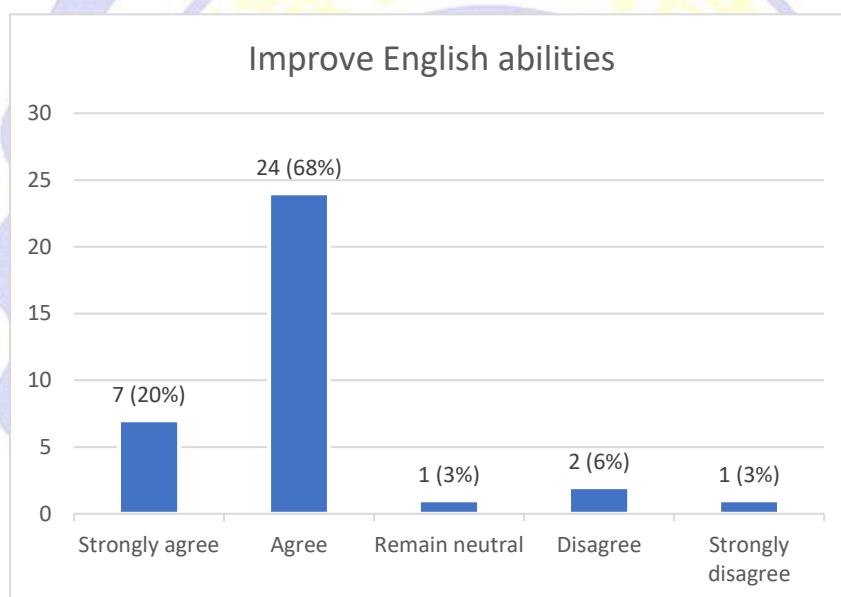


Figure 24. Improve English Abilities

Students with better English abilities will have senses of superiority.

Second was that 18 (51%) teachers agreed, and 10 (29%) teachers strongly agreed that students with better English would have a sense of superiority. On the other hand, there were 3 (9%) teachers strongly disagreed with this opinion. 4 (11%) teachers remained neutral. According to the data, it showed a big number of teachers considered that students would have senses of superiority if they were good at English. Figure 25

is as follows:

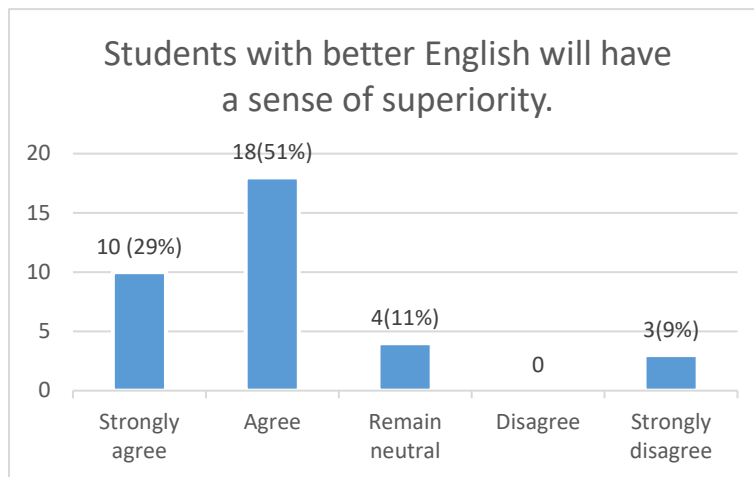


Figure 25. Students with Better English Will Have a Sense of Superiority

Toughen schools' entry standard

Third was that 20 (57%) teachers agreed, and 7 (20%) teachers strongly agreed that entry barriers would be raised due to the implementation of bilingual education. On the contrary, only 1 (3%) teacher objected to this point. Interestingly, we found that 7 (20%) teachers remained neutral. According to their own teaching experience, teachers judged that the entry standard would indeed be raised due to the implementation of bilingual teaching. Figure 26 is as follows:

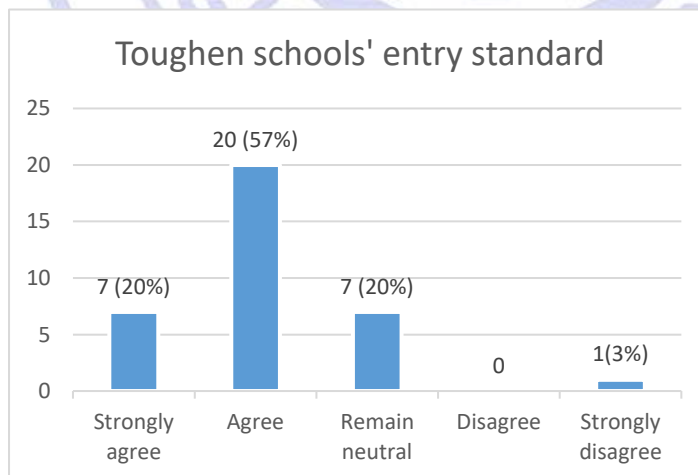


Figure 26. Toughen School's Entry Standard

Think globally

Fourth was that 19 (54%) teachers agreed, and 5 (14%) teachers strongly agreed that bilingual education could enhance students' international perspective. While 70% (54%+14%) of teachers approved this point, 3 (9%) teachers disagreed and 3 (9%) strongly disagreed with it. 5 (14%) teachers remained neutral. Therefore, considering the survey, it showed that only 6 (18%) teachers disagreed that the implementation of bilingual education would enhance students' international perspective. Figure 27 is as follows:

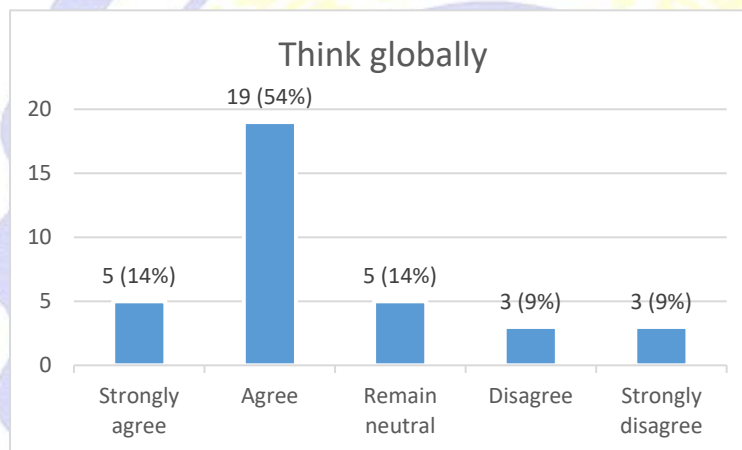


Figure 27. Think Globally

Spend more time studying (including attending cram schools)

Last but not least, according to the chart below, it said that 16 (46%) teachers agreed that students may need to spend more time studying due to bilingual education. 8 (23%) teachers strongly agreed with this point. However, 4 teachers (11%) held the opposite view, not thinking that students would need more time to study because of bilingual education 1 (3%) teacher strongly disagreed. 6 (17%) remained neutral. Figure 28 is as follows:

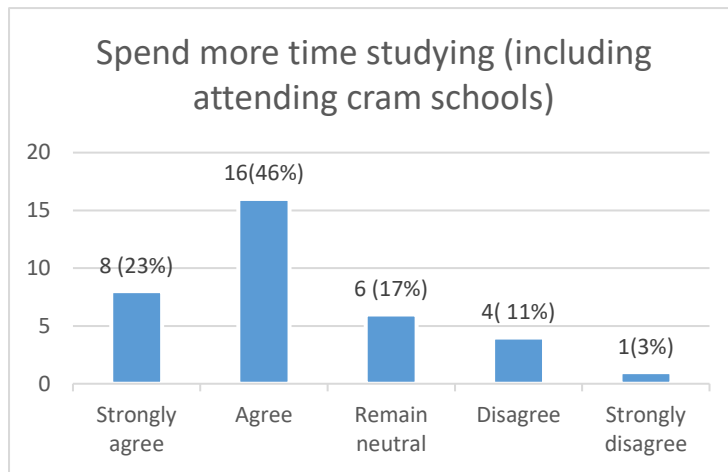


Figure 28. Spend More Time Studying

Lower students' class participation (fear of speaking English in class)

In addition to the fact that the first five sub-items of question 8 had a considerable number of positive views from teachers, we also observed several interesting views based on the questionnaire. Concerning the chart below, it suggested that 22 (63%) teachers considered that students may lower their class participation due to bilingual education. Among those teachers, 10 (29%) teachers strongly agreed this point and 12 (34%) teachers agreed. On the other hand, only 5 (14%) teachers did not approve this point. Among those teachers, 4 (11%) teachers disagreed, and 1 (3%) teacher strongly disagreed, as seen in figure 29.

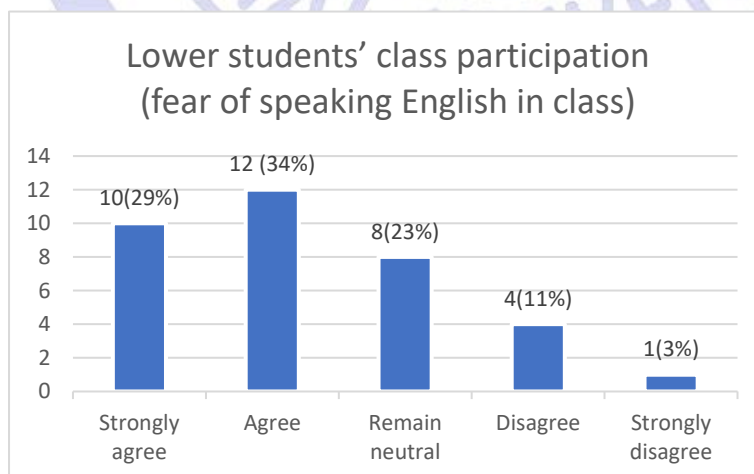


Figure 29. Lower Students' Class Participation

Strengthen one's confidence

With regards to the chart below, it showed that more than half of teachers considered that bilingual education would make students more confident. According to the survey, 5 (14%) teachers strongly agreed with this opinion, and 13 (37%) teachers agreed. However, there were 9 (26%) teachers did not agree with this opinion. 6 (17%) teachers disagreed with it, and 3 (9%) teachers strongly disagreed. Also, 8 (23%) teachers remained neutral. Figure 30 is as follows:

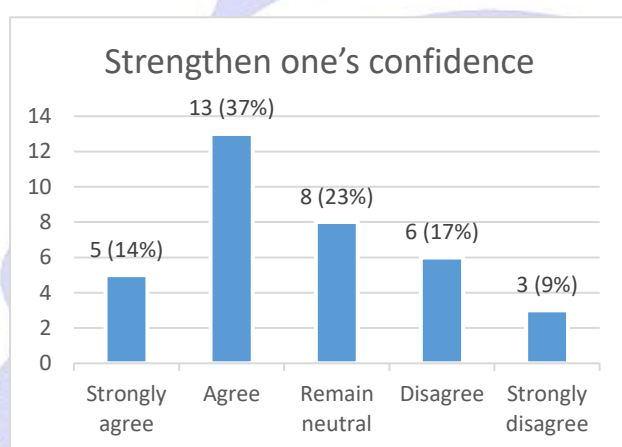


Figure 30. Strengthen One's Confidence

Advocate western culture

As for this sub-item, interestingly, teachers who disagreed that students would become advocating Western culture are 10% less than teachers who agreed with it. Regarding the chart below, 3 (8%) teachers strongly agreed with this view, and 12 (34%) teachers agreed. Besides, 8 (23%) teachers disagreed with it, and 3 (9%) strongly disagreed. Lastly, 9 (26%) teachers remained neutral. Figure 31 is as follows:

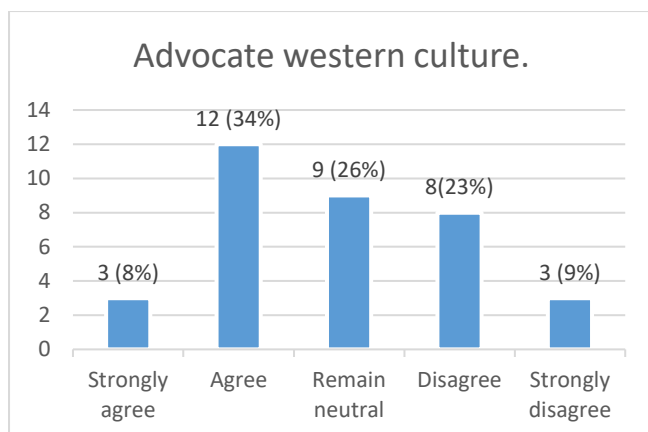


Figure 31. Advocate Western Culture

Improve understanding of each subject

The result of this question was surprising because we expected that most of teachers would consider that bilingual education could not enhance students' understanding of the subject. It turned out that 14 (40%) teachers agreed that bilingual education enhances students' understanding of the subject. Among those teachers, 3 (9%) teachers strongly agreed with this opinion, and 11 (31%) teachers agreed. On the other hand, there are 13 (37%) teachers who disagreed with this view. The difference between those who agreed and those who disagreed is only 3%. Among the teachers who disagreed, 7 (20%) teachers disagreed, and 6 (17%) strongly disagreed. 8 (23%) teachers remained neutral. Figure 32 is as follows:

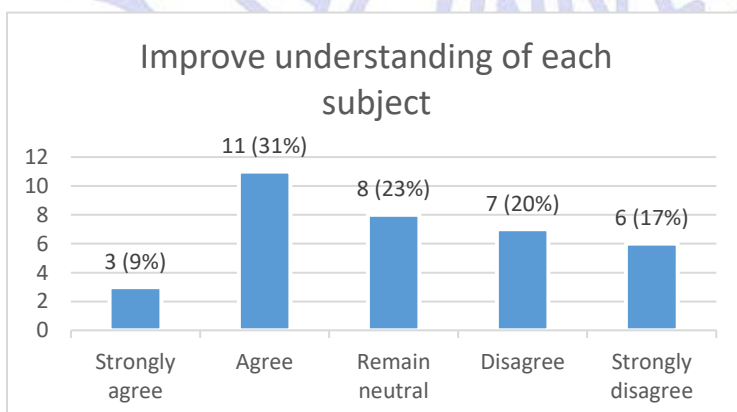


Figure 32. Improve Understanding of Each Subject

Weaken one's mother tongue

According to the result of the questionnaire, we found that most teachers

disagree that bilingual education would weaken students' native language ability. Regarding the chart below, almost 60% of teachers disagreed with this point. Among them, 16 (46%) teachers disagreed, and 4 (11%) teachers strongly disagreed. On the contrary, the number of teachers who agreed was very small compared to the number of teachers who disagreed. 2 (6%) teachers agreed and 3 (8%) strongly agreed. In addition, a considerable number of teachers remained neutral, at 10 (29%). The considerable number of teachers who remained neutral suggests that there may be some uncertainties. Figure 33 is as follows:

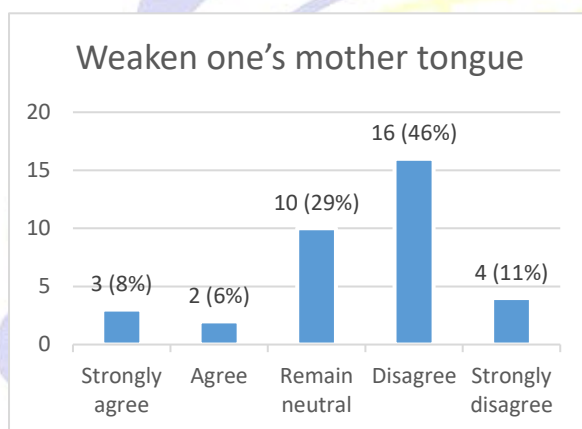


Figure 33. Weaken One's Mother Tongue

Teachers' views on bilingual education

Moreover, the third part of the questionnaire explored teachers' views on bilingual education.

I think the following options may be conditions for implementing bilingual education.

With regards to the question 9 in the questionnaire, it was a group question that explored what conditions were needed to implement bilingual education in secondary schools.

To begin with, we found that the needs of sufficient bilingual teachers and bilingual teachers' plans for Chinese and English courses were the most important conditions for the implementation of bilingual education. In the survey, 19 teachers strongly agreed,

and 13 teachers agreed that the successful implementation of bilingual education required sufficient bilingual professional teachers to teach students. Furthermore, 20 teachers strongly agreed, and 12 teachers agreed that it needed good planning of the Chinese-English curriculum by bilingual teachers to successfully implement bilingual education. Moreover, a great number of teachers (30 people) also believed that students needed some level of English abilities. Similarly, regarding the survey, it showed that many teachers (30 people) considered that it was important to have government provide additional salary and bilingual teachers training courses so that bilingual education could be successfully implemented.

3.2 Discussion

In this part, we triangulated the results from three students, teachers, and parents. To begin with, we discussed the top two impacts of bilingual education agreed by the three groups participants. Also, we analyzed the viewpoints of the teachers which are different from the other two groups of participants.

As we expected, the surveys from students, parents, and teachers all show that the majority of these three groups think bilingual education improve English abilities. Among it, the proportion of students' responses is the highest, then the second and the third are respectively the responses of teachers and parents. As Chiao-Wen Wu et al. (2021) state: bilingual education has been promoted in secondary and primary schools under the 2030 bilingual nation promotion policy. It aims at enhancing students' English proficiency and offering a natural environment for students to use English through teaching in Chinese and English. ([2] “The Study of the Relation between the Acceptance Level and Instruction among Language Gifted Students in Junior High Schools”) Therefore, according to the survey, the enhancement of English proficiency is likely to be seen.

The second worth noticing thing features that the surveys from students and

parents share the same first and the second highest ranking. In the results, we can see that aside from the improvement of English abilities, thinking globally is a relatively significance in the survey. Bilingual education brings English competence and global vision. ([3] “Administrators' and Teachers' Perceptions of Bilingual Education in a Junior High School in Taipei”) Certainly, thinking globally could be the one of the most conspicuous fringe benefits in view of bilingual education, which is in our expectation. In contrast, three groups of participants all believe that taking bilingual education won't weaken students' mother tongue.

Intriguingly, surveys from three different groups display that the third of them completely deter from each other. Parents thinks that students' confidence can be strengthened by bilingual education, which is just as we expected. In contrast, the result which surprises us belongs to students because a particular big proportion of them believe the comprehension of each school subject can be improved. It's out of our anticipation. In the beginning, we assume that some subjects will be more complicated through bilingual teaching style such as math, and science that are even uneasy when taught in Chinese. However, we experienced the opposite result. As for teachers, the survey shows that a part of them claim that schools' entry standard will be toughened. Coincidentally, it is matched with our presumption. Aside from school entry exam, we reckon students may have to provide the qualified scores from English proficiency tests. To Recapitulate, the surveys from different groups such as students, parents, and teachers generate a summary about the originality. Additionally, we learn that the results of surveys are generally correspondent to our hypothesis.

Comparing with the results of questionnaires for students, parents, and teachers, we found that students and parents had very different opinions on the issue that bilingual education may lower students' class participation. These results did not hit our hypothesis because we assumed that students were very likely to lower their

class participation. To begin with, whether or not students will participate in classes involves different aspects. One prerequisite is that if students are able to generate questions or answers, they may demonstrate higher classroom engagement ([4] “Influencing Factors of Volunteering to Speak in Class for College Students”). Moreover, regarding an educational journal, it says that most students would not actively take part in class discussions unless they were asked to. Some of the students indicated that they were unwilling to speak because of their weak language skills ([5] “When West Meets East: The Classroom Interaction between a Western Professor and Taiwanese Undergraduate Students”). Therefore, the result of the questionnaire for students and parents were unexpected. As for teachers’ opinions about student’s class participation, we believed that teachers could observe students’ behavior in the classroom from a first-hand perspective. Accordingly, they found that bilingual education might be another factor that affects students’ class participation. Figure 34 is as follows:

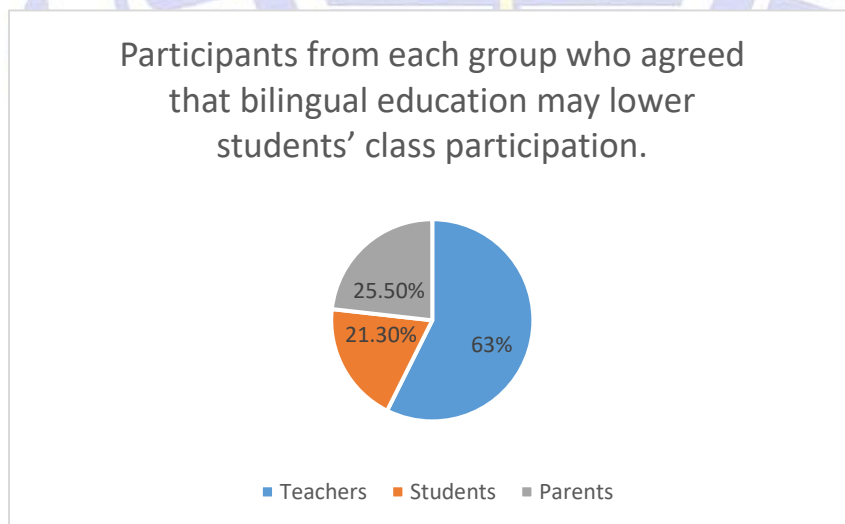


Figure 34. Participants From Each Group Who Agreed that Bilingual Education May Lower Students’ Class Participation

In addition, with regards to the survey of teachers, students, and parents, it shows that a big portion of teachers considered that students with better English abilities would

have senses of superiority. This result was within our expectations. Students might express an unpleasant pattern of behavior when students thought that they were better than others. We believe this result was plausible because teachers were able to observe students' behavior in the classroom while they were at school. However, as for survey of students, it suggested that students did not think that they become superior when they had better English skills. Parents also held the same opinion. The reason why the survey results are presented this way may be because it is difficult for people to get accurate impressions of themselves ([6] “Flawed Self-Assessment: Implications for Health, Education, and the Workplace”). As a result, they may not be aware of whether or not they behave in an unpleasant way to show their good English abilities. By comparing these surveys, we learned that it was possible that students might act superiorly when they have better English skills. Figure 35 is as follows:

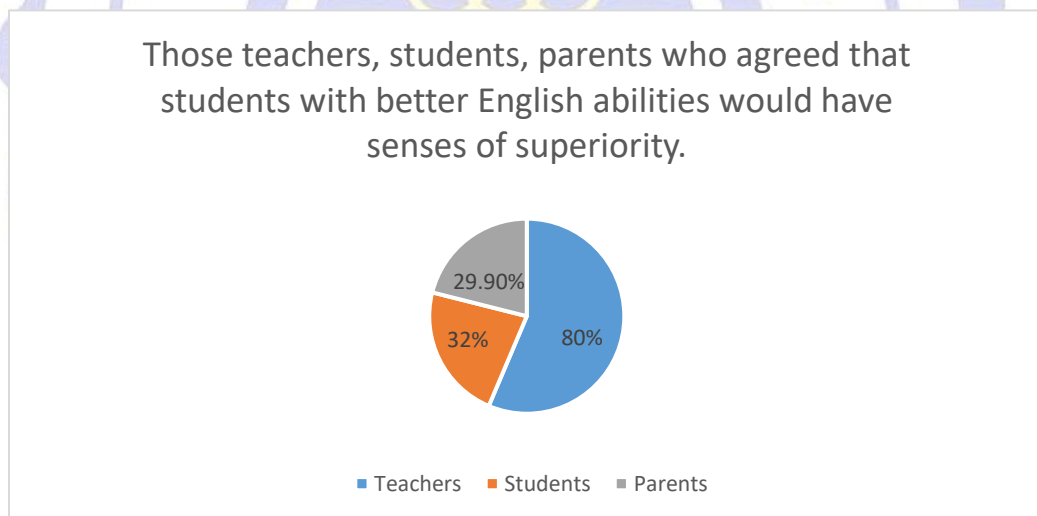
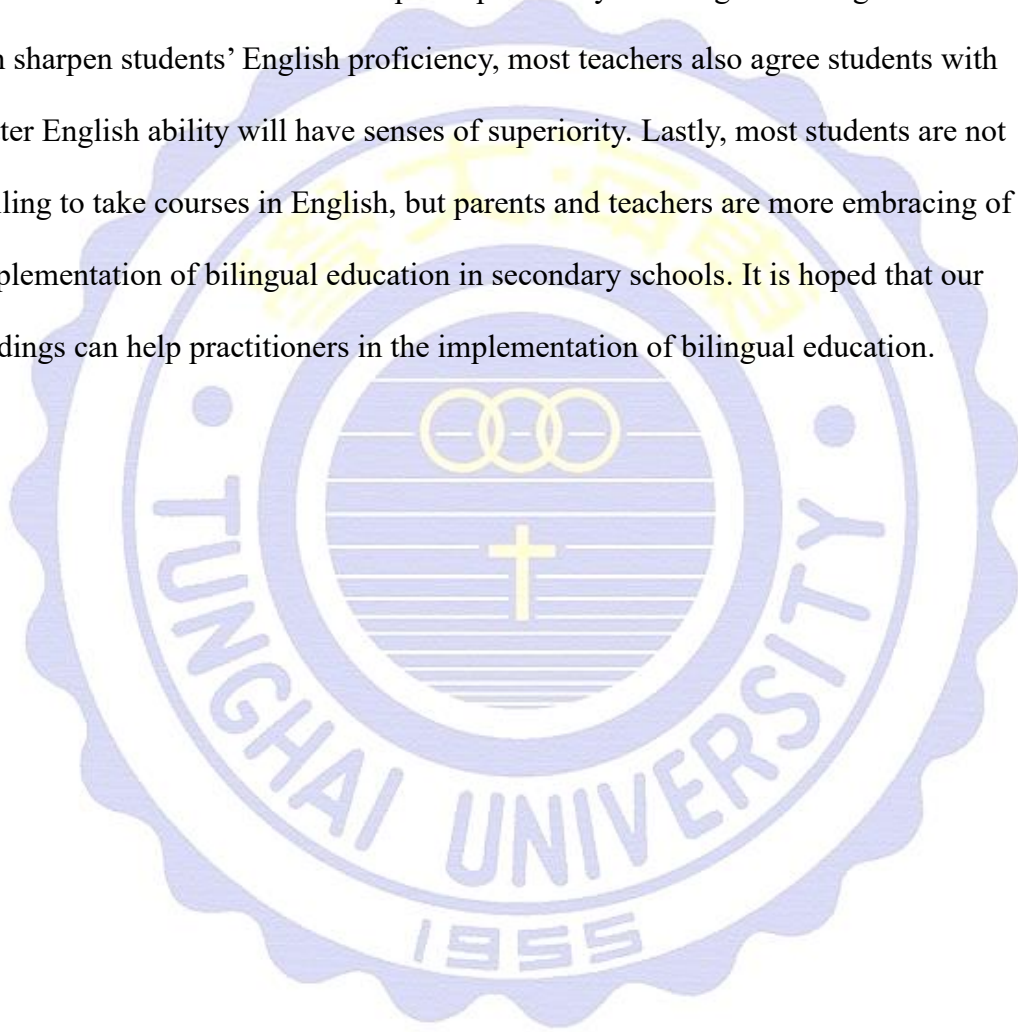


Figure 35. Those Teachers, Students, Parents Who Agreed that Students with Better English Abilities Would Have Senses of Superiority

IV. Conclusion

Based on results of our survey we find that teachers, students, and parents believe that bilingual education can improve students' English ability. In addition, parents and students suggest that bilingual education can help students to think globally. The data also indicate that only teachers consider that taking bilingual courses will lower students' class participation. By knowing that bilingual education can sharpen students' English proficiency, most teachers also agree students with better English ability will have senses of superiority. Lastly, most students are not willing to take courses in English, but parents and teachers are more embracing of the implementation of bilingual education in secondary schools. It is hoped that our findings can help practitioners in the implementation of bilingual education.



V. Reference

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VI. Appendix

雙語教學對國中學生的影響-問卷題目(學生方問卷)

此問卷是為了瞭解國中生對於雙語教學的看法，此問卷為匿名，資料只供學術研究，感謝填寫的大家！

1. 我的性別

男性 女生 其他

2. 我就讀的年紀

國中一年級 國中二年級 國中三年級

3. 我在家中較常與家人溝通的語言(可複選)

台語 國文 英文 客家語 原住民語 其他

4. 我平均一週於課後學習國文的時間(包括補習)

1小時以內 1-2小時 3-4小時 5-6小時 6小時以上

5. 我平均一週於課後學習英文的時間(包括補習)

1小時以內 1-2小時 3-4小時 5-6小時 6小時以上

6. 我對於補習國文的需求(需要的話請選擇原因，可複選)

不需要 需要:家長要求 需要:同學都有補習

需要:國文不好，想要加強 需要:國文對未來很重要

需要:對國文有興趣 需要:其他

7. 我對於補習英文的需求（需要的話請選擇原因，可複選）

- 不需要 需要:家長要求 需要:同學都有補習
- 需要: 英文不好，想要加強 需要: 英文對未來很重要
- 需要:對英文有興趣 需要: 其他

8. 我覺得英文很好的同學很有自信。

- 非常同意 同意 普通 不同意 非常不同意

9. 我覺得英文不好的同學比較沒有自信。

- 非常同意 同意 普通 不同意 非常不同意

10. 我覺得用英文學習其他言科目(例如:數學，自然)的影響?(可複選)

- 增加國際視野 增加我的自信心 增加我的英文能力 增加我的理解能力
- 崇尚西洋文化 弱化母語能力 提高升學門檻 需要花更多時間學習(包含補習)
- 減少課堂參與(因不敢講話，而減少發言) 如果我英文變好，會比其他他人優秀

11. 我會希望用英文上以下哪一個科目?(可複選)

- 健康教育 體育 數學 地理 歷史 公民 音樂 美術
- 表演藝術 生物 理化 地球科學 資訊 生活科技
- 綜合活動(包含童軍及家政) 輔導 以上都不想

雙語教學對國中學生的影響-問卷題目(家長問卷)

此問卷是為了瞭解家長對於孩子接受雙語教學的看法，此問卷為匿名，資料只供學術研究，感謝填寫的大家！

雙語教學(Bilingual Education)是在課堂上或學習環境中隨時使用兩種或以上的語言去進行學習，並漸進的調高目標語言(英文)，以台灣為例，擇定雙語的概念範圍主要指中文、英語文兩種語言。

一、基本資料

1. 我知道政府正在推動雙語教學普及化政策嗎?
是 否
2. 我的性別?
男 女 其他
3. 我的最高學歷?
博士 碩士 大學 專科 高中以下
4. 我的職業是?
軍警 公務人員 教育 商 工 農 醫療 服務業
家管 退休
5. 我有無子女?
有 無(假設我有子女的情況下) 請至第8題
6. 孩子目前就讀?
國中 國小
7. 我的孩子有補習加強英文嗎?
有 無
8. 我的月收入區間?
20,000元以下 20000-39999元 40000-59999元
60000-79999元 80000-99999元 100000元以上

9. 為了孩子未來的英語教學，我願意投入我月薪的百分之幾？

10%以下 10%-20% 20%-30% 30%-40% 40%-50%

50%以上

二、雙語教學對孩子的影響

10. 我認為雙語教學增加孩子國際視野?(例：閱讀英語新聞書報而了解基礎國際局勢)

非常同意 同意 無意見 不同意 非常不同意

11. 我認為雙語教學使孩子更有自信?(例：更自然且清楚的表達自我)

非常同意 同意 無意見 不同意 非常不同意

12. 我認為雙語教學增加孩子對於其他學科的理解能力?(例：數學、歷史、自然...)

非常同意 同意 無意見 不同意 非常不同意

13. 我認為雙語教學提升孩子的英語能力?(例：英語會話、寫作、聽力、檢定考試...)

非常同意 同意 無意見 不同意 非常不同意

14. 我認為雙語教學使孩子崇尚西洋文化?(例：較喜歡西洋歌曲、食物...)

非常同意 同意 無意見 不同意 非常不同意

15. 我認為實施雙語教學弱化孩子母語能力?(例：減少中文字認識)

非常同意 同意 無意見 不同意 非常不同意

16. 我認為雙語教學提高升學門檻?(例：英語入學考試須提供相關檢定證明)

非常同意 同意 無意見 不同意 非常不同意

17. 我認為孩子需花費更多時間學習英文?(例：補習)

非常同意 同意 無意見 不同意 非常不同意

18. 我認為雙語教學使孩子減少課堂參與度? (例: 因擔心出錯而不敢開口講英文)

非常同意 同意 無意見 不同意 非常不同意

19. 我認為孩子英文好就比其他入優秀?

非常同意 同意 無意見 不同意 非常不同意

二、我對雙語教學的看法:

20. 我認為雙語教學促使家長與孩子一起學英文?

非常同意 同意 無意見 不同意 非常不同意

21. 我認為雙語教學增加家長送孩子出國留學的意願?

非常同意 同意 無意見 不同意 非常不同意

22. 我認為雙語教學造成家長送孩子去補習的需求大增?

非常同意 同意 無意見 不同意 非常不同意

23. 我認為雙語教學會增加學習支出? (例: 補習、課外英語讀物、家教...)

非常同意 同意 無意見 不同意 非常不同意

雙語教學對國中學生的影響-問卷題目(老師方問卷)

此問卷是為了瞭解教師對於雙語教學的看法，此問卷為匿名，資料只供學術研究，感謝填寫的教師們！

雙語教學(Bilingual Education)是在課堂上或學習環境中隨時使用兩種或以上的語言去進行學習，並漸進的調高目標語言(英文)的使用頻率。

三、基本資料

1. 我的性別為

男 女 其他

2. 我的年齡為

30歲以下 30~39歲 40~50歲 50歲以上

3. 我的最高學歷為

博士 碩士 大學 專科

4. 我的最高學歷之畢業科系為(可複選)

建築與設計學群 藝術學群 社會與心理學群 大眾傳播學群

外語學群 文史哲學群 教育學群 法政學群 管理學群

財經學群 遊憩與運動學群 資訊學群 工程學群 數理化學群

生物資源學群 地球與環境學群 醫藥衛生學群 不分系學群

5. 我教授的科目為(可複選)

國文 英文 數學 歷史 地理 公民教育 物理 化學

生物 地球科學 音樂 美術 生活科技 家政 電腦

國防通識(軍訓) 健康與護理 體育 生涯規劃

6. 我的教學資歷為

1~5年(含一年以下) 6~10年 11~15年 15年以上

四、 雙語教學對國中生的影響：

7. 我覺得在國中學生上實施雙語教學對學生有幫助

非常同意 同意 無意見 不同意 非常不同意

8. 我認為下方選項可能會是實施雙語教學後對國中學生的影響

提升英語能力

非常同意 同意 無意見 不同意 非常不同意

提升國際視野

非常同意 同意 無意見 不同意 非常不同意

提升對學科的理解程度

非常同意 同意 無意見 不同意 非常不同意

增添學生的自信

非常同意 同意 無意見 不同意 非常不同意

崇尚西洋文化

非常同意 同意 無意見 不同意 非常不同意

弱化母語能力

非常同意 同意 無意見 不同意 非常不同意

提高升學門檻

非常同意 同意 無意見 不同意 非常不同意

英文較好的學生會有優越感

非常同意 同意 無意見 不同意 非常不同意

課堂參與度降低(因不敢講英文而減少發言)

非常同意 同意 無意見 不同意 非常不同意

需要花更多時間學習(包括補習)

非常同意 同意 無意見 不同意 非常不同意

二、我對雙語教學的看法：

9. 我認為下方選項可能會是實施雙語教學的條件

學生對雙語教學的意願

非常同意 同意 無意見 不同意 非常不同意

學生需要一定程度的英語能力

非常同意 同意 無意見 不同意 非常不同意

師資充足

非常同意 同意 無意見 不同意 非常不同意

雙語教師對中英課程的規劃

非常同意 同意 無意見 不同意 非常不同意

政府提供額外薪資(以鼓勵教師投入雙語教學)

非常同意 同意 無意見 不同意 非常不同意

政府的幫助能提升教師英語教學能力(例如:辦理雙語師培課程)

非常同意 同意 無意見 不同意 非常不同意