

科技部補助
大專學生研究計畫研究成果報告

計 畫 名 稱	: Experiences of English Teachers in Rural and Urban Settings in Taiwan
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學生計畫編號：MOST 107-2813-C-002-013-H

研究期間：107年07月01日至108年02月28日止，計8個月

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處理方式：本計畫可公開查詢

執行單位：國立臺灣大學外國語文學系暨研究所

中華民國 108年04月01日

(一)摘要

The education gap between the urban and the rural areas has long been a problem in Taiwan. The issue has often been examined from the perspective of students' achievement gap between the two types of environment. However, there also needs to be understanding of the issue from the perspective of teachers. Therefore, this qualitative inquiry explored differences, if any, between English teaching in rural and urban high school settings from the teacher's perspective. Using interviews and observations, the study tried to understand the experiences of teachers as related to the rural and urban settings, including any advantages they identified, problems they encountered, and ways they addressed these problems. As a result, this research came to the conclusion that the gap lies in the differences with the aspects such as school environment and resources, expectations to students, policy, and student level. In terms of the teachers' choices about how to teach, it was found that teaching styles and teaching attitude were changed while the teachers encountered different settings, the rural and the urban. Also, there was a great teacher-student relationship in the rural settings, which the researcher suggested to hold great potential to motivate the students.

Key words: qualitative inquiry, gap between urban and rural areas,

(二)研究動機與研究問題

As English learning is strongly associated with culture and environment, it is reasonable to assume that the people living in the areas with more cultural stimulations have advantage over the people who do not live in such areas. According 偏遠地區學校教育發展條例 published by the Ministry of Education in 2017, "rural areas" often lack educational resources due to public transportation, digital environment, and social economics conditions, among other reasons.¹ In Taiwan, there are more than 500 schools out of 3500 schools that are considered "schools in

¹偏遠地區學校教育發展條例第四條 本條例所稱偏遠地區學校，指因交通、文化、生活機能、數位環境、社會經濟條件或其他因素，致有教育資源不足情形之公立高級中等以下學校。

the rural areas”. The rural and urban gap in English-learning achievement in Taiwan that has been identified by various scholars (駱明慶, 1993) continues to expand. Thus, there is great disparity between educational resources for students in rural and urban areas.

Many studies (e.g. 劉子銘、陳奕奇, 2008; see also 張武昌, 2002; 駱明慶, 1993) have examined issues related to different educational resources and students’ achievement between rural and urban areas. However, while there are a lot of statistics which bring up the gap of students’ English proficiency between urban and rural areas, the results are mostly based on the exam score data. There needs to be a better understanding of the issues from the perspective of teachers. This research therefore aims to explore differences, if any, between English teaching in rural and urban high school settings from the teacher’s perspective. The study is guided by the following questions:

- 1) What are the experiences of English teachers as related to each of these settings, including the problems they encounter and any advantages they identify?
- 2) How do English teachers in each setting address the problems they face in their day to day teaching?

(三)文獻回顧與探討

General Differences Regarding Resources

In Taiwan, Educational achievement differs widely between students from urban and rural areas. For example, most of the students that get into National Taiwan University during 1954-2000 are from cities such as Taipei, Taichung, and Tainan (駱明慶, 1993). Aboriginal students also perform worse in English and mathematics than students from other areas (劉子銘、陳奕奇, 2008). Three main factors have been found to contribute to such disparities: the differences of the parents, teacher availability, and the resources from the government.

The parents’ attitude toward English learning is different in the urban and rural areas. Parents in the cities are more aware of the importance of English when it comes to academic performances and career attainment. Even if the parents in the rural areas are aware of the importance of English, they are often less able to offer resources such as computers and other English-learning resources (謝春菊, 2013). Thus, it is likely

that students growing up from the cities are able to receive English education from a younger age. Research (張武昌, 2003) shows that the main reason that causes the bimodal distribution of English academic performances lies in how long the students have been learning English. These factors that contribute to the great difference between the rural and urban areas regarding students' English academic performances.

Vanels (1990) points out that the main reason that determines the success or failure of English education lies on the teacher. The teacher availability gap between the urban and the rural areas is great. Some cities in Taiwan have an overabundance of certified English teachers while other areas are unable to recruit teachers. In Taiwan, the amount of certified teachers and the stability of teachers are the two main problems that schools in rural areas face. Statistics show that there are about 20% substitute teachers in towns, and about 50% substitute teachers in the rural areas (張雅卿, 2009). Many substitute teachers do not have teacher certification and are likely to leave their positions within a year due to the fact that they do the same thing as full-time teachers but earn less. However, the full-time certified teachers in rural areas are just as capable as teachers in urban areas (張雅卿, 2009), which is an important resource for rural areas.

The urban and rural areas receive different amounts of resources from the government. Regarding the resources for the formal education system, according to the statistics from the Ministry of Education (Ministry of Education, 2016), the scale of received financial resources is totally different in cities such as Taipei, New Taipei City, Taichung, and Kaohsiung. For example, Taipei received about 61 billion NT, and New Taipei City received 55 billion NT in 2016. Comparatively, the scale of financial resources is much smaller in the cities such as Pingtung, Taitung, and Nantou. Pingtung only received 14 billion NT, and Taitung received only 5 billion NT in 2016. The scale might be strongly influenced by the amount of student numbers. However, Taipei has 3 times the student number of Pingtung while the financial resources Taipei received in much more than 3 times of what Pingtung received. The money that are given to the urban areas accounts for approximately 40.74% of all the education budget (張雅卿, 2009). It is obvious that the urban areas receive more financial resources from the government (張雅卿, 2009), and therefore not surprising that many teachers prefer to work in urban areas.

Rural and urban teachers' understanding about teaching in their respective settings

There are some similarities in teachers' teaching attitude in rural and urban areas. In both places, the teaching is test-oriented, the teachers believe that their main goal is to help students get good scores on tests (李文瑞, 1997). Research (張雅卿, 2009) also shows that most teachers in rural areas are doubtful about the idea that "the goal of English teaching is to reach social justice." Without such belief, it is hard to reduce the gap between urban and rural areas. Research (張雅卿, 2009) also suggests that some teachers in rural areas believe that the hours allocated for English classes in school is not enough for the students to get good English grades. Based on these findings, it would seem that most teachers in rural areas hold a pessimistic attitude towards the potential for English achievement in rural areas.

While there has been some effort to understand teachers in both rural and urban areas, information related to teachers' understanding about teaching in their respective settings is still rather limited. For example, we do not know how teachers think about the socioeconomic impact on English teaching and learning in their respective settings, and the related measures they take to make teaching more effective for their students. In order to learn more about what difficulties teachers believe they face and how they manage to overcome the problems, we need to use research methods that allow exploration of the issue from teachers' perspectives.

(四)研究方法及步驟

This study was a qualitative inquiry (Merriam, 2009) that focused on two teachers, the goal of which was to better understand how teachers thought about their work. Despite the fact that the two teachers were not able to represent the whole situation of either the urban or the rural areas, the results from this qualitative research was valuable because it could shed light on how teachers understand their work in the context of their urban/rural environment, and it also provided possible avenues for future research.

Regarding the two teachers, one of the teachers was chosen from a public school, while the other was chosen from a private one. This choice aimed to find the differences between each settings, both the urban and the rural areas. The teacher of the urban area was chosen from a junior high school in Taichung City, while the

school of the other teacher was selected from the “rural” area list by the Ministry of Education. The teacher from the urban area was a teacher from the junior high school the researcher herself attended. The researcher could therefore be familiar with the school situations and environment. As for the teacher from the rural area, the researcher reached out to junior class members who had graduated from the Teacher Education Program and completed his/her internship in a rural area as designated by the Ministry of Education. Their introduction helped to pave the way for the researcher to make contact with teachers from a rural area.

Two main methods of data collection were employed: observation and semi-structured interview. Data collection began with observations, which helped put the initial interview in context, and also provided information for follow-up interviews. The researcher observed each of the teachers for 2 class hours before conducting the interviews. These observations allowed the researcher to revise the interview guide for the semi-structured interviews, and also helped the researcher to better understand issues that the teachers discuss about their teaching. These observations also helped the researcher to better understand the context of the teachers’ work, and helped the researcher to ask pertinent follow-up questions in the interviews.

The observation sheet, which was attached in Appendix A, contained questions with basic information such as the number of students, the pedagogy, time and activities, students’ reaction, etc. The main goal of the observation was to lead to the interview process. Therefore, the questions within were not very detailed and limited so that the following interview could be left with more open questions.

The interview guide for the semi-structured interview, which was attached in Appendix B, was divided into three categories by the following subjects: the students, the school, and the teachers. The interviews were conducted face to face so that the researcher/interviewer could better respond to the issues that the teachers brought up in the interviews. The researcher remained open to the interviewees’ answers and did not adhere rigidly to the guide even though an interview guide had been prepared to start with. Issues related to pedagogical practices, differentiated instruction, and formal and informal English learning were also addressed in the interviews. The goal was to understand how teachers think about their work with respect to their settings, i.e. urban and rural environment.

The process of conducting such fieldwork followed the cycle of three steps, including classroom observations, revising semi-structured interview questions, and interviewing the teachers. Please see the table below for a detailed timeline.

Table 1. Timeline of research progress.

Month-Year	Rural	Urban
September/October 2018	Get in touch with both of the teachers	
December 2018	Classroom observations and revise interview guide	Classroom observations and revise interview guide
December 2018	Interview teacher R (2019/12/22)	Interview teacher U (2019/12/3)
January 2019	Preliminary data analysis	Preliminary data analysis
February 2019	Data analysis and write-up	Data analysis and write-up
March 2019	Complete report of findings	Complete report of findings

The interviews were audio-recorded and transcribed afterwards immediately. In order to gain more information, the interview was conducted in Chinese, which was the mother tongue of both the teachers and the researcher. Thus, Appendix A and B are both translated into Chinese. Before the interviewees are recorded, they signed an agreement sheet (attached in Appendix C) in Chinese to show their willingness of being interviewed. The research followed the principles of interviewing. Therefore, the interviewees were anonymous in this research and held the right to end the interview at any time. Field notes were taken during the observations. By adopting the process of constant comparative method (Glaser & Strauss, 1967), this research analyzed the data starting from open coding, axial coding, to selective coding. In the first stage of analysis, the researcher focused on each teacher. Data for each teacher was read a number of times to ensure familiarity on the part of the researcher. Through open coding, keywords are used from the data as possible codes. Then, the codes against the data were considered for the process of axial coding, which helped the researcher to come up with broader categories that subsumed the codes. This helped the researcher to gain a better understanding of the data in terms of the ways

the teacher understood her/his work. These broad categories were checked for whether they represent all of the data. This was done for data from each of the teachers. In the next stage, the researcher compared the categories derived from the data for the two teachers and thought about the similarities and differences. At the same time, the researcher conducted selective coding and considered patterns that could describe the teachers' thinking. This process helped to address the research questions about the problems teachers' faced and how they thought about dealing with the problems. Through this, the concrete data led to conceptual ideas, coming up with well-organized results. The process of open coding, axial coding, and selective coding was viewed as a cycle, meaning that the whole process was repeated a number of times as necessary.

(五)研究結果

Two volunteered teachers, both interested in the topic of English teaching in urban and rural areas, signed the agreement sheets and were willing to participate in this research. As to the interviews, they were both conducted after a one-hour or two-hour classroom observation and have been recorded and turned into transcription before analyzing. Table 1, which appears in the following, contains the basic information of both the teachers, with their names being represented by Teacher U (TU) and Teacher R (TR). Please notice that in the Results (研究結果) section, Teacher U and Teacher R will hold the abbreviated name of TU and TR. The letter U and R refers to Urban and Rural, which can manifest the setting of the teachers' current profession.

Basic Teacher Information	Teacher U (TU)	Teacher R (TR)
Setting of the current profession	Urban	Rural
Years of teaching experiences	About 12 years	10 years
Full-time or substitute teacher	Full-time teacher	Substitute teacher
Past working experiences	Worked in both rural and urban areas	Worked in both rural and urban areas
Teaching subjects	English	English, Home Economics, Performing

		Arts
Whether or not a homeroom teacher	Yes	No

Table 1

Table 2 is informative for readers to understand the settings of the two schools. They are also replaced by School U and School R, which represent the schools where Teacher U and Teacher R serve respectively.

Basic School Information	School U	School R
Settings of the school area	Urban	Rural
Amount of English classes	15 classes per week, including 10 by native teachers and 5 by Teacher U	4 classes per week
Amount of classes	30 classes, each with 50-55 students.	6 classes, each with 25-30 students
Private or public	Private	Public
Number of students	Around 1000	Around 150
Number of Taiwanese English teachers	6	3
Hires foreign English teachers	Yes	No
With special English classes	Yes, with three English classes in each grade	No

Table 2

After the analysis of the researcher, the categories that are related to the topic of the research questions are organized in the following to answer the two research questions:

- 1) What are the experiences of English teachers as related to each of these settings, including the problems they encounter and any advantages they identify?**

a. School environment and resources

Though according to statistics, the urban areas receive more financial resources from the government (張雅卿, 2009), the hardware devices in the rural area was not obviously less than the urban private one. The rural junior high school owned a projector in each classroom, and did not lack internet access. It seemed that the financial resources made a difference more on the aspect of the culture and human resources within the school rather than on hardware devices. Both of the teachers mentioned their experiences in their current profession and in the past, and that the school environment and resources could vary a lot between rural and urban schools on the aspects of teacher resources and school atmosphere.

i. Teacher resources:

Just as what 張雅卿(2009) mentioned in the research, the schools in rural areas did suffer from the lacking of certification and instability of teachers. The amount of full-time certified teachers was much lesser in rural areas than that in urban areas. Even Teacher R, who have stayed in the school for over 3 years, was a part-time English teacher. Just like what Teacher U said, “for example, if there are 10 English teachers in the school, only 3 to 4 teachers are full-time.” (比如說(偏鄉)如果有十個英文老師,可能正式的只有三到四個。) The teachers in the urban area often stay there for only one or two years, taking the job in the rural areas as a teaching experience rather than a lifelong career.

On the other hand, private schools in urban areas were not only more likely to get financial resources to hire full time teachers, but also had the flexibility to hire native speakers as English teachers. Teacher U said that “It should be quiet difficult to have specials classes with the orientation of English teaching in rural areas.” (像外語班這種東西,在偏鄉是,應該很難。) It could be assumed that hiring native speakers as English teachers could be hard for schools in rural areas. “The teachers here (in urban areas) are really involved in teaching. Their teaching styles... well... that is, the teachers here are all very enthusiastic,” said Teacher U(這邊城市的英文老師很注重教學,他們的教學方式,就是,這邊的老師教學上都很有熱忱。), insinuating that the flexibility of

English teachers teaching can be a great advantage for English teachers in urban areas.

ii. School atmosphere:

According to the teachers, the atmosphere in the school could strongly affect their teachings. The atmosphere included the administrative aspect of the school and the culture of the students. With lots of autonomy allowed from the school, Teacher U found the urban school supportive to his/her teaching by saying “I think this school is very friendly to teachers. We receive more respect.”（我覺得這個學校對於老師很友善，比較尊重。） Acting and other activities was therefore made possible within the class.

Speaking of the students, the students in urban areas were more involved and cooperative in English classes and have less financial or background problems. The background problems of the students in the rural areas could be inferred by what Teacher U said “in spite of the subsidy from the Ministry of Education, I think there is still a great gap according to students’ background.”（即使教育部有補助，可是還是，因為家庭環境的關係，我覺得還是有很大的落差。） These facts made it harder for the teachers in rural areas to teach English in class, for they needed to take students’ other affective problems into consideration. Teachers in rural areas also needed to be aware of the student not being cooperative in class. According to Teacher U, “The events that can never happen here (in urban areas) happens there (in rural areas).”（這裡不會發生的事情，在那邊，有些地方真的會發生，這樣子的事情。） We can see that the school atmosphere was really different, and that teachers in rural areas needed to pay more attention on classroom management rather than teaching skills.

b. Expectations to the students

The researcher found that the description that parents in the cities are more aware of the importance of English (謝春菊, 2013) is true. According to both of the teachers, the expectation from the parents varied a lot. Parents in the rural areas did not take academic performances so seriously as urban parents

did. As a result, students avoided writing homework at home. Such fact could also affect the teacher's expectation to the students. With the thought that students don't work hard and learn slowly, the teacher in the rural areas had no choice but to lower his/her expectations to the students so that the expectations could meet the student's performances. In general, both teachers and parents in rural areas put less pressure on students when it comes to academic performance, while parents in urban areas often have long-term goals for their children to receive education abroad.

i. Expectations from parents

According to Teacher R, the parents from rural areas held the attitude that as long as the students behave well, there is nothing more they expect. Such result can be inferred through what Teacher R said "as to the parents, they think that it's okay as long as the students are obedient." (家長這一塊，他們的思考就是：「孩子乖就好了。」他們都是：「沒關係。」) Also, even when the parents had expectations to the students, the expectations might be about the home business rather than the academic performance of the student. The sentence "their parents thinks that doing subcontract work is the most important thing." (他們覺得做代工是最重要的。) expressed such idea clearly.

As to the parents from urban areas, they not only cared a lot about their children's English education, but also had long-term education goals for their children. It is even mentioned by Teacher U that "In fact, there are many parents who plan to let their child go abroad. Most of them plan for their child to study in universities abroad." (其實很多家長都有出國的打算，大概很多都是大學。)

ii. Expectations from teachers

Teachers in the rural areas did have less expectations to the students. In the case of Teacher R, he/she held great expectation to his/her students at the beginning. However, it could be assumed that Teacher R had no choice but to lower their expectations. There are two main reasons. First, the parents did not help with insuring the students to do their homework every day, and the teacher accordingly had to teach less in order to lower the heavy workload. Taking such fact into

consideration, Teacher R said that “they are not able to absorb so much information. It is a burden to them if you teach them too much.”（他們吸收不來啊，你講太多對他們來講是負擔。）

Second, students in the rural areas lacked motivations to learn English. In order to stimulate student’s learning motivation, the Teacher R had to be less strict, or in other words, less demanding. Teacher R seemed to play the role to stimulate students’ learning motivation more than to deliver knowledge. He/she also mentioned that “and in places like this, we don’t teach strictly as we did in the urban areas because we know that they are not that motivated.”（然後像這邊的話，我們可能就比較不會做到這些事，因為我們明明知道學生，沒心讀。） In addition, Teacher U also said that in the previous school where he/she attended, the homeroom teacher did not hold great expectations to the students. She said that “their homeroom teacher thinks that as long as nothing bad happens, they can stay like the way they are.”（他們導師就是：「你不要出事，你就是這樣就好。」）

Compared to students in rural areas, students in urban areas tended to be more motivated with great expectations. They not only got more expectations from their teachers, but also from social expectations and themselves. Teacher U said that “the motivation comes from the fact that they know that they are from an English special class, and they are viewed as students who are good at English. This reinforces them.”（動力就來自於，他們會被認知他們是外語班的學生，然後英文不錯的學生，然後一直去正增強他們。） It is true that the students in urban areas received more expectation from the teacher.

c. The Policies

Both of the teachers from both settings mentioned that policies were an important fact that affected their teaching. Teacher U said that “I think schools in Taiwan are still very academic-oriented. Students had no choice but to take all the tedious tests.”（我覺得台灣還是比較升學主義啦！就還是得要寫黃卷（每課小考卷）啊！） And Teacher R said that “and what’s more, the gap between their English level and their expected English level is huge! I think the problem has something to do with policies. They don’t memorize nor read in

elementary schools.”（而且他們國小上來的那個落差程度，那個G A P很大！我覺得是政策的關係，國小的英文他們是不會的，然後不讀。）

However, the policies could affect the teachers' teaching differently when it comes to different settings. In urban areas, the policy could block the teacher from making the classes more creative, while in rural areas, the lack of teaching content coherence between elementary school and junior high school could create difficulties. Teacher U explained such idea by saying “Actually, I think the policy can be reconsidered since it only requires reading skills. That's what the Ministry of Education asks for. Reading and writing is all that we teach since we want the students to graduate. And what's more, they use natural pronunciation method in elementary schools while we use KK phonetic symbols.”（其實我覺得，那個政府政策也是蠻妙的，因為我們只要求什麼？他要會考、讀，那教育部這樣要求，你還是要讓學生畢業啊！所以你還是會只focus在我們的讀跟寫。而且還有，國小是自然發音，國中是K K音標。）

The incoherent English teaching materials caused a great problem for teachers in rural areas.

d. Students' level

Though the students in the rural area were more obedient, the level of the students could be a difficulty that the teacher met in teaching. In the rural areas, some students' levels were way behind the level of junior high school. Teacher R had made this point clear by saying “there are still some of my 9th-grade students who cannot identify the difference between the letter d, p, and q. And as to pronunciation, they need to think for about 10 seconds to think of how to pronounce the letter. Sometimes they need to count for the sound.”（現在我三年級還有幾個班，他的d跟p跟q，他是完全搞不懂的，然後那個ABC叫他念，比如說拼有沒有，比如說English，他可能要頓個十秒，然後用數的，就是數他是什麼音，他是完全沒有辦法。）

We can see that some students even suffer from distinguishing the English alphabets.

As to the case in the urban areas, it may be assumed that teachers in urban areas suffer less from differentiated English teaching. However, to the researchers' surprise, the teacher in the urban area suffered more from differentiated education because of the fact that there were students with super great English levels, which were way beyond those of their counterparts.

Teacher U said that “according to my previous experiences, there will be students with outstanding English levels. However, that is limit to outstanding levels. I rarely meet students whose English is as good as foreigners like I do here.”（因為我們以前在公立學校英文好的，頂多就是，就是英文好，不會好的像外國人一樣。）Such phenomenon required more tactful differentiate teaching approach from the teacher.

2) How do English teachers in each setting address the problems they face in their day to day teaching?

a. Adapting teaching styles and teaching goals

Both of the teachers adapted their teachings styles to match the rural environment. They might either adopt learning-in-group methods or try their best to motivate the students to learn English. It was also interesting that one of the teacher changed his/her teaching style and became more friendly rather than strict in order not to eliminate students’ learning motivation. In addition, the information and knowledge were also less given to rural students. For example, Teacher R said that “I now put them in groups and use the method of group learning. And I will assign the students with great English levels to teach those in need.”（我現在會分組，就是，我會用分組教學，然後我會叫好的去帶那個弱的，然後請他們教。）And also, he/she said that “I think there is a difference. For example, I will teach more when I was in the urban areas.”（我覺得還是有差，就是比如說我們可能以前在讀，城市，我們上課內容會補充比較多。）

In terms of the situation in the urban areas, Teacher U mentioned that it is important for the students to find the class interesting. Therefore, she said that “I hope as well to think of some interesting activities in order to make them more interested in English.”（我也是希望可以盡力地去想一些活動，然後讓他們對這一科是有興趣的。）

With the points mentioned above, it was seen that both of the teachers changed their teaching ways in order to reach the students’ needs in the settings respectively.

b. Establishing close relationship between teachers and students in rural areas

Both of the teachers strongly agreed that the relationship between teacher and students could be very strong in schools in rural areas. There could be two reasons. First, just like what Teacher R mentioned, the school consisted of less number of students, making it more possible for the teachers to be close to the students. Teacher R clarified such idea by saying “I think the feeling of connection here is what you cannot feel in other big schools. I think it really matters. It makes me more close to my students.”（就是溫馨的那種感覺，你在大校或是你在都市不會有的感覺，我覺得那個感覺有差，學生也會跟老師比較親近）；Second, the students might feel that they belong to the school more than their family according to their backgrounds. Teacher U mentioned that “The children there are really grateful to you as long as you treat them well.”（那邊的孩子只要老師對他們好，他們都會很，很喜歡而且很感謝。）He/she even shared a story of her previous rural-teaching experience. “My colleague told me that when the students found that I wasn’t there in my office, they cried. And they even asked for my phone number. After I heard this, I think I felt like crying as well.”（我同事跟我講說：「你那時候，開學的時候他們發現你不見的時候，你的小老師還有一堆學生，去辦公室找你，發現你不在在那邊哭。」然後還在跟他要我的電話，我就說：「真的嗎？」然後聽了之後我就覺得眼淚都掉下來了。）It could be very touching to see how the students in rural areas appreciated the teachers who care for them. The teachers in rural areas played an important role in the student’s life. Just like what Teacher R said, “the school and the teachers are the ones that the students feel connected to the most.”（其實學校、老師，學校的老師其實就是他們覺得最有歸屬感的對象。）Such great bonds between the teachers and the students existed commonly in the schools in rural areas.

c. Changes teaching attitudes

Most teachers in rural areas are doubtful about the idea that “the goal of English teaching is to reach social justice.”(張雅卿, 2009) However, based on the cases of both Teacher U and Teacher R, it could be seen that both of the teachers strongly agreed that English teaching is to reach social justice. The thing that could be looked upon carefully is the changes of teachers’ attitudes.

Both of the teacher realized, during their teaching period, that the students in the rural areas often meet financial problems, leading to a relatively bad academic performance. Therefore, Teacher U said that “I was then less likely to judge the students by their academic performances.”（所以我比較不會因為結果去論斷學生的。）With more teaching experience, they learned to be more open-minded and care less about students’ academic performances. Teacher U would even “try to know more about the students’ backgrounds” when the students meet difficulties during the learning process.（所以在那一年讓我學到就是，當孩子不行的時候，或是他真的沒辦法的時候，我會去了解他的一些背景。）They also learned the fact that little efforts were not the only reason that may lead to bad academic performances. Teacher R had changed her attitudes toward students’ academic performances. For example, it was mentioned that “I used to care about academic performances a lot. Therefore, I used to be commanding and serious.”（以前可能真的是比較執著於成績，所以我以前真的很兇，上課就是比較嚴肅。）To sum up, both of the teachers changed their attitude towards academic performances of students after having rural-area teaching experiences.

(七)結論

First, the researcher was very grateful and would like to thank the interviewees for being willing to participate in this research. With the forty-minute to sixty-minute interviews from both Teacher U and Teacher R, there were a lot that the researcher found interesting. Many stories within the interviews were appealing and helped the researcher to reflect on the essence of English teaching in Taiwan. This research came to the conclusion that the gap lies in the differences with the aspects such as school environment and resources, expectations to students, policy, and student level. In addition, it was found that teaching styles and teaching attitude changed while the teachers encountered different settings, the rural and the urban.

Second, after the interview, the researcher would like to pose some possibilities and potential advices for teachers who teach in the rural areas.

(1) Through the experience of observing both of the schools, the researcher realized that the resources of hardware devices did not differ a lot between the urban and rural areas. Perhaps the more that matters were the soft power rather than material

items. Such fact can be inspiring for the teachers in the rural area. It can be insinuated that the teacher in the rural areas had enough financial resources to incorporate special teaching methods with the devices. There is no need to consider that the lack of financial resource can make the students in the rural area way behind those in the urban areas on the aspect of English teaching in the classroom. Rather, the teacher, including the profession and the value of the teacher, was the key difference when it comes to the urban-rural gap of English teaching in Taiwan.

(2) According to both of the teachers, the relationship between the teacher and the students in the rural areas could be extremely strong. The researcher regarded such situation as a reflection of how influential teachers could be to the students. It could be suggested that such great relationship could serve as great potential for motivating the students to learn English.

At last, the researcher would like to conclude that though the gap between the urban and rural areas can be great, English teachers holds great flexibility within the classroom. English teacher plays an important role in junior high school students' English learning. The research is done in hope that the experience shared above is not limited to Teacher U, Teacher R, and the researcher. In contrast, it is aimed that all the English teachers in both settings in Taiwan can take the ideas above as reference, and perhaps reflect on the different aspects of English teaching mentioned above.

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Appendix A

Observation Sheet

1. Classroom observation general questions:

- a. The number of students: _____ people with _____ males and _____ females.

- b. Date and time:

- c. How the students are seated:

A sketch map:

2. Time and activities in class:

Time	Activity in class
0-10 minutes	
10-20 minutes	
20-30 minutes	
30-40 minutes	
40-50 minutes	

- ### 3. Teaching pedagogy:

--

4. In-class situation:

--

5. Students' reaction:

--

6. Other thoughts:

--

Appendix A (Translated into Chinese)

觀課單

1. 觀課基本問題:

- a. 學生人數: 總共____人，男生____人，女生____人。
- b. 日期與時間:
- c. 學生座位:

草圖:

a. 課堂活動與時間:

時間	課堂活動
0-10分	
10-20分	
20-30分	
30-40分	
40-50分	

b. 教學法：

c. 上課情形：

d. 學生反應：

e. 其他：

Appendix B

Interview Guide

Teacher's name:

The school that the teacher works at:

The area of the school:

Teacher:

1. How long have you been teaching?
2. Have you been teaching at other schools or in other cities before you came to this school? If so, would you mind sharing with me the reason you came to teach at this school or in this area?
3. What do you believe is the role of a teacher and an English teacher?
4. Do you feel your environment (i.e. rural/urban) affects your role as a teacher? If so, in what ways?
5. Do you feel your environment (i.e. rural/urban) affects your day to day practices as a teacher? If so, in what ways?
6. How do you feel this environment (i.e. rural/urban) affects the students' learning of English?
7. Are there any difficulties you face as a result of this environment (i.e. rural/urban)? If so, what are they?
8. How do you go about dealing with these difficulties?
9. What types of government initiatives do you feel would help you to more effectively realize your teaching goals?
10. Are there any advantages you can identify as a result of this environment (i.e. rural/urban)?
11. What do you hope for your students to achieve in terms of English?
12. In an ideal environment, how would you go about planning and implementing your teaching?

Students:

1. How do your students respond to English as a school subject?
2. What do you think are the factors that motivate your students to learn English (or not)? Do your students often go to cram schools? In what ways does this affect your teaching or not?

School:

1. How many hours of English classes do students have a week?
2. Are there any informal English classes?

Appendix B (Translated into Chinese)

訪綱

教師姓名：

教室任職學校：

教師任職學校區域：

老師方面：

1. 請問您任教多久了？
2. 請問你是否曾在其他學校任教過？若有，為何所學校？請問能不能請您分享為何決定到這所學校任教？
3. 請問您覺得英文老師扮演什麼樣的角色？
4. 請問您覺得學校環境（偏鄉或都市）是否有改變您身為老師的角色？若有，是怎麼樣的改變？
5. 請問您覺得學校環境（偏鄉或都市）是否會影響您平常當老師的工作內容？若會，煩請您簡述。
6. 您覺得這樣的環境（偏鄉或都市）怎麼樣影響學生的學習？
7. 身在此環境（偏鄉或都市）任教，是否讓您遇到什麼樣的問題？若有，遇到了哪些問題？
8. 請問您怎麼應對這些問題？
9. 請問您覺得哪些政府政策可以幫助您有效達成教學目標？
10. 請問身在此環境（偏鄉或都市），您覺得有沒有什麼優勢？
11. 您希望學生透過您的英文課可以達到什麼成果？
12. 如果可以身在完美的環境教書，您會怎麼規劃與執行您的英文課程？

學生方面：

1. 請問您覺得您的學生怎麼看待英文這個科目？
2. 請問您覺得有哪些東西是（或不是）給予學生學習英文的動機？
3. 您的學生常去補習嗎？這會不會影響您的教學？

學校課程安排方面：

1. 學生一週有多少英文課？
2. 學校有非正式的英語課程嗎？

Appendix C

訪談同意書

親愛的受訪者您好：

我是臺大外文系的學生林允箴，這學期參與「科技部大專生研究計畫」，正著手進行一項研究，研究主題為 *Experiences of English Teachers in Rural and Urban Settings in Taiwan*，主要目的為透過質性研究來比較在都市與在偏鄉的國中英文老師授課之區別，希望您能提供個人的想法和經驗協助本研究進行，這將有助於本研究了解台灣國中英文教師之授課情形。

本研究採用深度訪談法，需要一次約 20-40 分鐘的訪談。同時，為了資料的整理與分析，希望您同意於訪談過程中錄音。錄音內容僅作為研究者分析資料、編碼及歸類統整之用。基於保護受訪者的義務，您的姓名及個人資料一律隱匿不公開，改以代號稱之，在研究報告中不會出現您的名字，以保護您的隱私。因此，希望您能提供真實的意見，以增加研究資料的正確性。若您對於本研究結果有興趣，可在約 2 月底時，把研究結果連結寄給您。

訪談期間您有權利在任何時間選擇退出，您也有權利決定回答問題的深度，面對不想回答的問題也能拒絕回答，亦有權利隨時終止錄音以及訪談。若您對本研究有任何意見，歡迎隨時提供，由衷感謝您願意參與本研究。

林允箴

敬上

在經過研究者介紹後，本人同意參與此研究：

受訪者：_____（請簽名） 日期：____年____月____日

請寫明您今天可以受訪的時段：____時____分～____時____分，將會在此段時間內確實結束訪談，以免耽誤您太多的時間。

請勾選是否想要得到研究計畫結果報告書：

☐不願意 ☐願意，寄件之電子信箱：

研究者：_____（請簽名）

日期：____年____月____日