

## K-12 Education Administration Enriches English Language Education in Remote Area Schools via Distance Learning

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To address difficulties in recruiting English teachers in remote area schools, the K-12 Education Administration of the Ministry of Education commissioned National Central University to conduct the English Curriculum Distance Learning Research Program in the 2019-20 academic year. Through the program, qualified and professional educators are selected to teach English to students in remote areas using a “live distance learning” model. Over the past three years, 64 schools in 12 cities and counties totaling 1,080 students and 21 excellent English teachers have joined the program, contributing to English education in remote areas with enthusiasm and dedication.

“When you realize that the world isn’t fair, you will do everything you can to break that status quo.” One part-time teacher who participated in the program said that he had no idea about the educational situation in remote areas before engaging in distance learning, and that participating in the program gave him a deep sense of the plight and difficulties of education in these areas. This made him more than willing to devote himself to teaching English through distance learning

in order to help more children in remote areas.

Another teacher who participated in the program said he had spent his teaching career serving in remote schools and was well aware of the difficulties these schools and their students encountered. This project was in line with his teaching ideals, and through the practice of distance learning, he has been able to improve his teaching skills and help children in remote areas learn English well. Therefore, he did not hesitate to join the program when he was invited, and so far, has helped many children fall in love with English.

“The distance learning program, which we started two years ago, has well-equipped and comprehensive facilities, and the students are learning well online.” During the pandemic, the program has received recognition and positive feedback from many distance teachers and on-site co-teachers. After participating in the program, some students have made significant improvement on national English exams and have won honors such as unique distinction in an English reading contest, distinction in an English storytelling contest, and the top prize in an English reader’s theater held by county and city governments.

The K-12 Education Administration stated that in the future, the English distance learning program would continue to attract outstanding teachers and allow more schools in remote areas to join in to continue English education efforts. The K-12 Education Administration hopes to use its resources to shorten the distance between teachers and students and bridge the gap between urban and rural areas.