

Bilingual Education for Taiwan through Google-enabled classrooms



School at a glance

Ren-he Junior High School is a middle school located in Taoyuan City, Taiwan and established in 1971. A total of 2 classes with 60 students and 13 teachers participated in the pilot. Prior to this, the school's development in both technology application and bilingual education is in its premature stage. The school is in a suburban area whose students come from diverse backgrounds. This makes Ren-he the 'ordinary' junior high school that can represent the broader school system in Taiwan.

Challenge

Taiwan has a national goal to become bilingual by 2030 by integrating English in all aspects, including classroom environments. At the same time, Taiwan is showing a clear investment trend in digital transformation in education, such as the "Tablet for Every Student" initiative over the next four years. How can technology help schools in Taiwan realise this goal of developing in both technology and bilingual use?



"I think bilingual courses are very interesting, and the fact that teachers are using Chromebooks is very helpful for the course."

Zhu (Student)
Ren-he Junior High School



Solution

To respond to this challenge, [Google for Education](#) worked with the school to transform two classrooms into fully Google enabled learning environments by using [Google Workspace for Education](#) and Asus [Chromebooks](#).

The consortium consisted of a team of trainers from SYDT (a leading Taiwanese professional development firm), and academics from National Taiwan Normal University endorsed by Professor Lin Tzu-bin and Professor Tsai Chin-chung. Over the course of six months this team took on the challenge of supporting all teachers to use Google Workspace for Education and Chromebooks in every aspect of teaching and learning across all subjects on the curriculum.

Like others, Ren-he Junior High School already had basic exposure to technology use in classrooms. The question, however, was how to also achieve bilingual transformation at the same time. This became even more challenging without as many best practices as the digital transformation side. Surprisingly, the pilot brought out positive results for all, even in subjects not normally associated with technology and classrooms such as physical education.

Key benefits

Based on teacher interviews after the transformation, there was an overwhelmingly positive response to the experience. There were **100% of teachers** who confirmed that **students collaborate communicate more with their peers, participate more actively in class**, and are **better assisted to find related information and knowledge to enhance learning**.*



Foundations for Bilingual Education

The pilot found that **student engagement** and **peer support** were the two key ingredients for a successful bilingual class. Interactive content made possible with Chromebooks and increased peer collaboration with Google Workspace (**36% of students stated that they helped others or received help more regularly**) are first strong steps for bilingual transformation in Taiwan schools.



Improved Teaching Experience

Teachers were able to understand students' individual needs better, which then helped teachers make classrooms full of activities. **82% of students claim that the classroom became more enjoyable**. Teachers also show a significant increase in their comfort level and a positive attitude towards digital tools, with **85% trying to use technology in class whenever possible**.



Time saving for Teachers and Students

62% of teachers declared that Google technology saved their time with **23% of them finding one to five hours of time saved per week**. Concurrently, **77% of teachers observed students completing assignments and absorbing core subject matter more quickly** with the use of Google tools.



Top Education Device

Chromebooks were reported as the best educational device and one that was associated with less recreational use. On average, Chromebooks were rated **better than tablets on 100% of educational activities** both for students (e.g., completing homework, problem solving) and for teachers (e.g., lesson preparation, giving student feedback).



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(*) Source: Post-pilot teacher survey, project Albus in Taiwan