

Developing CLIL Learners' Pragmatic Competence in Rural Taiwan

Abstract

CLIL has become increasingly popular in the teaching of English in Asia. Many studies have documented the positive effects of CLIL on the different aspects of L2 learning. However, the impact of CLIL on rural EFL learners' pragmatic competence has received scanty attention. To fill in the research gaps, the aim of this study was twofold: to investigate the effect of explicit instruction on the CLIL learners' pragmatic competence in writing invitation emails, and to explore the learners' perception towards the learning of invitation emails in the CLIL lessons.

Participants were 30 eighth graders from two intact classes in a remote junior high school in rural Taiwan. This study was conducted in the bilingual home economics classes in one school year. Research instruments were a multiple-choice test (MCT), a written discourse completion task (WDCT), a metapragmatic judgment task (MJT), and a perception questionnaire. Before the instruction, participants took the MCTs, WDCTs, and MJTs as the pretests. After that, they received an 8-week training of explicit instruction on writing invitation emails through a genre-based approach, and took the MCTs, WDCTs, and MJTs as posttests. Then they received 20 CLIL lessons for two themes of cuisines. During these lessons, participants were asked to write emails for four times to invite their teachers to their classes to enjoy their hand-made cuisines and to comment on their infographics. After the CLIL classes, participants were asked to take the MCTs, WDCTs, and MJTs as delayed posttests and to fill in the perception questionnaire to show their reflection towards the curriculum. The scores of MCTs, WDCTs, and MJTs on the pretest, posttest, and delayed posttest were quantitatively analyzed, and the email scripts in the WDCTs were qualitatively analyzed. In addition, the learners' reflection in the questionnaire were qualitatively and quantitatively analyzed.

Results indicated that the explicit instruction of invitation emails had positive effects on developing the participants' email literacy (i.e., comprehension and production), downgrading their perceived writing difficulty, and promoting their writing confidence. In addition, the post-treatment, i.e., writing activities for authentic purposes in the CLIL lessons, could boost the participants' email production, minimize their perceived writing difficulty, and help maintain their email comprehension and writing confidence. On the other hand, the perception questionnaire demonstrated the participants' positive attitude towards this program. This study has shed light on the issue of developing bilingual learners' pragmatic competence in rural Taiwan.

Keywords: CLIL, email, pragmatic competence, invitation, rural bilingual education

提升台灣偏鄉國中雙語學習者之英語語用能力

摘要

學科與語言整合學習(CLIL)近來在亞洲國家興起一股熱潮。相關學術研究指出 CLIL 對外語學習之不同層面的助益，但其對於學生之外語語用能力的影響則鮮少被受關注。基於此，本研究旨在探討英語電子郵件邀請函教學活動對於雙語學習者的英語語用能力之影響，及 CLIL 雙語課堂中的實際英語電子郵件邀請函寫作活動對於學生英語語用能力的後續影響。

本行動研究在南台灣一所偏鄉國中的雙語家政課堂中進行，參與學生共計 30 位八年級學生。研究工具主要有選擇試題、言談情境填充問卷(Written Discourse Completion Task, WDCT)、後設語用評斷問卷(Metapragmatic Judgement Task, MJT)及教學回饋問卷。首先，在教學活動前，參與之學生做完前測(包含選擇試題、言談情境填充問卷、後設語用評斷問卷)；之後，學生接受以文體教學法進行的英語電子郵件邀請函寫作教學活動，共計 8 週。在此 8 週寫作訓練後，學生進行後測(包含選擇試題、言談情境填充問卷、後設語用評斷問卷)。後測完後，本研究進行為期 20 堂的雙語家政美食料理主題課程，期間學生有 4 堂課可以實際撰寫英語電子郵件邀請師長到班上體驗美食，或邀請師長為小組的美食料理之視覺資訊圖表成果做評論。之後，本研究進行延後測，即學生完成填寫選擇試題、言談情境填充問卷與後設語用評斷問卷；此外，學生也填寫一份教學回饋問卷。本研究所收集之資料進行量化與質化分析。

研究結果顯示，以文體教學法來教英語電子郵件邀請函寫作可以幫助提升偏鄉國中學生的英語電子郵件理解(comprehension)與寫作能力(production)，並能降低學生的寫作感知困難(perceived writing difficulty)，增進寫作自信心。後續的 CLIL 雙語美食料理主題課程中融入之真實的英語電子郵件寫作活動也展現出正面的影響，其可繼續提升學生的電子郵件寫作能力(production)，繼續降低寫作感知困難，並能幫忙維持住學生的寫作能力(production)與寫作自信心。另一方面，教學回饋問卷結果顯示，學生對於英語電子郵件邀請函寫作之教學活動給予正面的評價。本研究對於台灣雙語教育中之提升偏鄉國中學生英語語用能力的議題有更進一步的啟發。

關鍵字：學科與語言整合學習、電子郵件、語用能力、邀請、偏鄉雙語

1. Introduction

Content and language integrated learning (CLIL) is “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle, Hood, & Marsh, 2010, p.1). Since 1990s onwards, this approach has been introduced to many European countries to create communicative needs and language learning opportunities for the learners to learn English through a variety of school subjects in the era of English as a lingua franca (Dalton-Puffer, 2011; Eurydice Report, 2006). Recently, this approach has become increasingly popular in Asian countries (e.g., Martyn, 2018; Wei & Feng, 2015; Yamano, 2013, 2019; Yang, 2015). In particular, in Taiwan, the new Twelve-Year Curriculum Guidelines for English education (National Academy for Educational Research, 2019) and the Blueprint for Developing Taiwan into a Bilingual Nation by 2030 (National Development Council, 2018) have made CLIL a pervasive educational approach in the teaching of English and other subject contents across different educational levels (Tsou & Kao, 2018).

The prevalence of CLIL could be due to its merits in fostering the learning of both L2 and subject content. For example, relevant studies have documented the positive effects of CLIL on L2 learning, such as grammar (Ostovar-Namaghi & Nakhaee, 2019), reading (Chostelidou & Griva, 2014), listening (Dallinger et al., 2016; Ostovar-Namaghi & Nakhaee, 2019), oral production (De Diezmas, 2016; Gallardo-del-Puerto & Gómez-Lacabex, 2017), technical content-related vocabulary (Heras & Lasagabaster, 2015), L2 gains in general (Goris, Denessen, & Verhoeven, 2019a), and subject content knowledge (Chostelidou & Griva, 2014). In addition, CLIL has been shown to lower learning anxiety (Maillat, 2010) and to enhance L2 learners’ language awareness (Wolff, 2009), international orientation (Goris, Denessen, & Verhoeven, 2019b), motivation (Heras & Lasagabaster, 2015; Lasagabaster, 2011; Young, 2018), learning confidence (Goris et al., 2019b), and self-esteem (Heras & Lasagabaster, 2015). These benefits could result from the fact that CLIL creates an inspiring and engaging learning context for the learners (Goris et al., 2019b; Young, 2018). Hence, CLIL learners tend to demonstrate positive attitude towards their learning (Chostelidou & Griva, 2014; Lin, 2020, 2021).

However, the impact of CLIL on the learners’ development of pragmatic knowledge has received relatively less attention (Codina-Espurz & Salazar-Campillo, 2019; Dack, Argudo, & Abad, 2020; Martinez & Hernández, 2019; Nashaat-Sobhy, 2017). Since CLIL classes offer authentic contexts for learners to use the target language in a variety of meaningful activities, it is expected that CLIL classrooms could promote L2 pragmatic development. However, among the existing research, the results concerning the effect of CLIL on L2 pragmatic development were not conclusive. Some studies indicated the positive CLIL effects (e.g., Maillat, 2010; Nikula, 2008), whereas

some showed the neutral effect (e.g., Nashaat-Sobhy, 2017). Little is known as to the issue whether formal explicit instruction before CLIL lessons could foster the CLIL effects on L2 pragmatic development. A study implementing explicit pragmatic instruction before CLIL lessons is called for to verify this issue.

In the field of instructional pragmatics, teaching email pragmatic knowledge has become increasingly important for the prevalence of email correspondence in the era of English as a lingua franca (Chen, Rau, Rau, 2016). Relevant studies have revealed the learners' insufficiency in email pragmatic competence, such as the lack of pragmalinguistic and sociopragmatic knowledge (Chen, 2015b), waffling (Chang et al., 2016), and the adoption of inappropriate cultural mode (Biesenbach-Lucas, 2005). Explicit instruction of email pragmatic knowledge has been documented to facilitate L2 learners' email writing and pragmalinguistic awareness (Alcón-Soler, 2018; Lin & Wang, 2020a, 2020b).

On the other hand, much of previous CLIL research has been criticized for the selection effect (Dallinger et al., 2016; Feddermann, Möller, & Baumert, 2021; Goris et al., 2019a, 2019b) that the CLIL learners were of higher L2 proficiency level from better family backgrounds, leading to the biased results (Goris et al., 2019a). The extent to which the impact of CLIL on the lower EFL learners' learning in the rural areas remains unclear (Lin, 2020, 2021). To fill in the research gaps, this study aimed to investigate the effects of explicit pragmatic instruction and CLIL lessons on the EFL eighth graders' email invitation, and also to explore their perceptions towards the curriculum. To be more specific, this study was guided by the following three research questions.

RQ 1: Is there any instructional effect on EFL learners' comprehension, production, and metapragmatic judgment of writing invitation emails in the immediate posttest?

RQ 2: After the instruction, what is the influence of CLIL lessons on the learners' email invitation in the delayed posttest? Will the CLIL context deteriorate the instructional effect, help maintain the instructional effect, or facilitate the instructional effect?

RQ 3: How do the learners perceive the learning of email invitation in the CLIL lessons?

2. Literature review

2.1 CLIL

Many CLIL studies adopted Coyle's (2007, 2015) holistic 4Cs conceptual framework, whose key elements were content, cognition, communication, and cultural and intercultural learning. *Content* refers to the learning of the subject matters or themes

in the curriculum, and *cognition* or cognitive development is the cognitive level of the learning, including the learners' higher order of thinking, skills of problem-solving, and the ability to articulate their own learning. *Communication* is to use the target language to communicate with others, to construct the knowledge, and to reflect the learning. These three Cs were related to *culture*, i.e., cultural and intercultural understanding, which aims to develop learners' plurilingual competence and raise their pluricultural awareness. The relation of the four Cs can be further diagrammed in Figure 1.

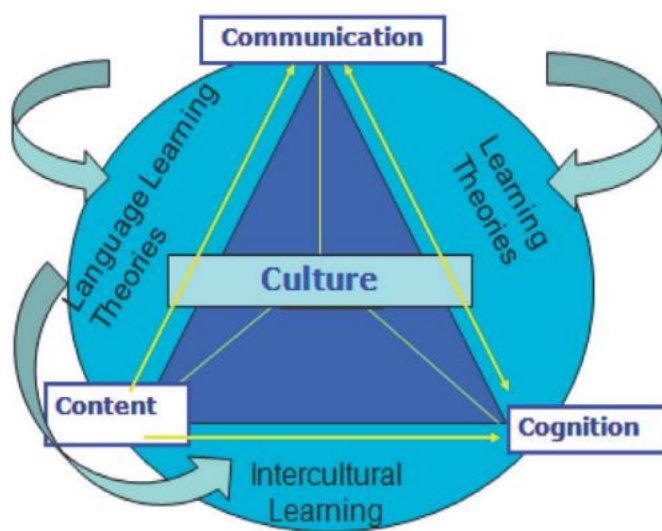


Figure 1: 4Cs conceptual framework (Coyle, 2015, p. 89)

Previous CLIL research has illustrated the various benefits of CLIL on L2 learning, such as grammar (Ostovar-Namaghi & Nakhaee, 2019), technical content-related vocabulary (Heras & Lasagabaster, 2015), oral production (De Diezmas, 2016; Gallardo-del-Puerto & Gómez-Lacabex, 2017), listening (Dallinger et al., 2016; Ostovar-Namaghi & Nakhaee, 2019), reading (Chostelidou & Griva, 2014), and L2 gains in general (Goris et al., 2019a). For example, Gallardo-del-Puerto and Gómez-Lacabex (2017) compared CLIL learners' oral skills to those of two non-CLIL groups, and indicated that the CLIL group' oral production was better than that of the two non-CLIL groups in the oral narrations analyzed in terms of vocabulary, grammar, content, and fluency. Some studies even had a systematic review of CLIL research to examine the CLIL effect. Goris et al. (2019) examined two decades of longitudinal studies on the CLIL effects, and showed that CLIL resulted in the learners' better L2 despite the fact that most of the studies were conducted in a limited number of European countries. Similar findings of the positive CLIL effect on L2 can be found in Ostovar-Namaghi and Nakhaee's (2019) study, which compared 22 studies to explore the CLIL effects, and revealed that CLIL had the largest effect on elementary school students' listening

and grammar.

In addition to the positive impact on L2 skills, several studies further investigated the CLIL effects on the learners' affective factors. Relevant studies have evidenced that CLIL could increase the learners' motivation (Heras & Lasagabaster, 2015; Lasagabaster, 2011; Young, 2018; Rodriguez-Bonces, 2012), foster their learning confidence (Goris et al., 2019b), enhance their self-esteem (Heras & Lasagabaster, 2015), and lower their learning anxiety (Maillat, 2010). For instance, Young (2018) indicated that CLIL could create an enjoyable and engaging context for the learners' language learning. Yamano (2013, 2019) further showed that CLIL learners demonstrated positive attitude towards the CLIL classes, which could promote experiential learning, foster classroom interaction, and enhance their cognition and the learning of subject matters.

Among the previous studies, the effects of CLIL on the learners' development of pragmatic competence have been under-researched (Dack et al., 2020; Dalton-Puffer, Nikula, & Smit, 2010; Ruiz de Zarobe, 2011). Since pragmatic competence is a crucial element for the learners to engage in communication with others appropriately, studies investigating the CLIL effect on L2 pragmatic development would yield fruitful insights into CLIL practitioners.

2.2 Pragmatics in CLIL

Among the few studies on the impact of CLIL on L2 pragmatics, some studies have revealed the positive influence of CLIL classrooms (Maillat, 2010; Martinez & Hernández, 2019; Nikula, 2008). For example, Maillat (2010, p. 51) pointed out that CLIL lessons could create mask effect which leads to students' speaking more with lower anxiety. Nikula (2008) indicated that CLIL students were able to actively participate in multiparty conversations in the classroom to negotiate for meaning and deal with subject content. More recently, Martinez and Hernández (2019) conducted an exploratory study on the use of pragmatic markers produced by 19 adolescent learners of English in a CLIL multilingual program. The learners were asked to carry out an oral decision-making task in pairs for three times (once in Spanish, once in Catalan, and once in English), and the pragmatic markers in their conversations were analyzed in terms of the frequency and types of pragmatic markers (i.e., textual markers and interpersonal ones). The results showed that the multilingual EFL learners produced more textual and interpersonal markers in English than in their L1s (Catalan and Spanish). Martinez and Hernández suggested that the learners' greater use of English pragmatic markers could be due to the instructional input and their exposure to language registers in the CLIL classrooms.

However, some studies did not demonstrate the beneficial effects of CLIL on L2

pragmatics (Codina-Espurz & Salazar-Campillo, 2019; Dalton-Puffer & Nikula, 2006; Nashaat-Sobhy, 2017; Nikula, 2002). Results from Nikula (2002) and Dalton-Puffer and Nikula (2006) indicated that learners in CLIL classrooms seldom utilized indirect pragmatic resources. Nashaat-Sobhy (2017) compared the modifications of request acts realized by three learner groups of different educational levels in CLIL, post-CLIL and EFL classes via a written discourse completion task. Although the learners with more exposure to English utilized a wider range of request modifications (i.e., softeners and aggravators), Nashaat-Sobhy suggested that the pragmatic differences among the three groups could result from the “cumulative exposure” to the target language (p. 85). Without explicit formal pragmatic instruction, the learners in the CLIL curriculum could still acquire the modifying devices in requests, but could not utilize them appropriately in different contexts, illustrating that CLIL alone could not foster the learners’ pragmatic competence.

With the increasing importance of email communication in the era of English as a lingua franca (Chen et al., 2016), Codina-Espurz and Salazar-Campillo (2019) conducted an exploratory study on the effects of intensity of CLIL on EFL college students’ email openings and closings. They collected 20 emails from a weak-CLIL group and 20 emails from a strong-CLIL group. The results indicated that despite the strong-CLIL group’s greater use of a variety of expressions for openings and closings, there were no quantitative differences between the two groups. Besides, they both demonstrated pragmatic deficiencies in email openings and closings. Further pedagogical intervention of teaching email writing to raise students’ pragmatic awareness in emails becomes indispensable.

2.3 Teaching email pragmatics

The teaching of email pragmatics was grounded in Smith’s (1993) notion of consciousness-raising and Schmidt’s (2001) Noticing Hypothesis. Previous studies have demonstrated the positive effects of explicit instruction on L2 pragmatic development (cf. Taguchi, 2015; Taguchi & Roever, 2017). In the field of teaching email pragmatics, many studies adopted a genre-based approach for its merits in promoting L2 learners’ writing, email literacy, and genre awareness (Chen, 2015b, 2016; Dirgeyasa, 2016; Lin & Wang, 2020a, 2020b; Yasuda, 2011). For example, Chen (2015b, 2016) explored the effects of teaching email pragmatics through a genre-based approach on Chinese EFL college learners’ requestive emails to faculty via written discourse completion tasks (WDCTs). The results showed that after the instruction, the learners could produce more concrete subject lines, use appropriate opening and closing strategies, and offer mitigated request strategies. In addition, the learners demonstrated their positive attitude towards the instruction.

Similar findings could be found in Lin and Wang's (2020a, 2020b) studies, which also adopted the genre-based approach to teaching apologetic emails in a junior high school in rural Taiwan. Thirty eighth graders were asked to complete a multiple-choice tests (MCT) and a WDCT, and to report their cognitive processes in their realization of the WDCT in the pretest and posttest. The results indicated positive instructional effects on the learners' comprehension and production of apologetic emails. In addition, the learners exhibited their increased pragmalinguistic awareness in paying more attention to email moves and planning their email writing in terms of email moves. The learners' responses to a perception questionnaire towards the program also illustrated their preference of learning apologetic emails through the genre-based approach.

Despite the facilitative effects of teaching email pragmatics on Chinese EFL learners' email literacy in the previous studies (Chen, 2015b, 2016; Lin & Wang, 2020a, 2020b), they often failed to examine whether the instructional effects could be sustained over time. Since CLIL classrooms offer a variety of authentic contexts for L2 language use, it would be insightful to investigate the influence of CLIL classes on EFL learners' email writing after their learning of email pragmatics.

To recapitulate, previous studies are limited in the following aspects. First, most CLIL research has been criticized for the selection effect, in which CLIL participants were selected from better family background with better English proficiency and cognitive ability (Dallinger et al., 2016; Feddermann et al., 2021; Goris et al., 2019a, 2019b). Little is known as to the issue whether CLIL classrooms would be beneficial to the learning of EFL learners of lower proficiency level in rural Taiwan (Li, 2017; Tsai & Wang, 2017; Wang & Lin, 2019). Second, the impact of CLIL on L2 pragmatic development has received scanty attention, and results from the existing literature on the CLIL impacts were not consistent (Codina-Espurz & Salazar-Campillo, 2019; Dalton-Puffer & Nikula, 2006; Nashaat-Sobhy, 2017; Nikula, 2002). This casts doubts on the issue whether explicit pragmatic instruction would accelerate the learners' pragmatic development in the CLIL context. Third, previous studies on teaching email pragmatics often failed to examine the long-term effect of instruction (e.g., Chen, 2015b, 2016; Lin & Wang, 2020a, 2020b). Scanty attention has been paid to the influence of CLIL classrooms as post-treatment (after the instruction of email pragmatics) on L2 pragmatic development. Fourth, studies on teaching email pragmatics have so far dealt with requests (e.g., Alcón-Soler, 2017, 2018; Chen, 2015b, 2016), apologies (Levkina, 2018; Lin & Wang, 2020a, 2020b), and thanking (e.g., Levkina, 2018), and the speech act of invitation has been relatively less explored (Treanor, 2015).

To fill in the above research gaps, this study had three research purposes. First, this study aimed to investigate the effects of teaching email pragmatics through a genre-based approach on rural EFL junior high school students' writing of invitation emails.

Second, after the treatment, i.e., the explicit instruction of invitation emails, this study aimed to explore the influence of CLIL classes on the learners' writing of invitation emails. Third, this study was to investigate the learners' perception towards the curriculum of learning invitation emails in the CLIL lessons.

3. Method

3.1 Participants and research site

Participants were 30 eighth graders from two intact classes in a remote junior high school in southern Taiwan. Most of the students in this school are from families of lower socio-economic status. Although the participants started to learn English since they were third graders, they were categorized as high beginners for more than half of them failed in the English test of Project for Implementation of Remedial Instruction: Technology-based test (PRIORI-tbt) (MOE, 2021).

The eighth graders in this school took four English classes a week, and each class lasted for 45 minutes. Among the four classes, three of them were the regular English classes spent on their textbook (康軒 version), and the other class was *English listening & speaking*, a school-based curriculum in this school to promote the students' overall English ability. This study was implemented in the eighth graders' bilingual home economics classes. A detailed schedule for this course for one school year was illustrated in Appendix A.

3.2 Teaching materials and instructional methods for invitation emails

A set of teaching materials for invitation emails were created according to the following rules (see Appendix B for the outline of the materials). First, the content of the materials was research-based with reference to previous studies on email writing (e.g., Chang et al., 2016; Crystal, 2001; Lin, 2017; Lin & Wang, 2020a, 2020b; Treanor, 2015). Second, the teaching goals of the materials followed the new Twelve-Year Curriculum Guidelines for English education in Taiwan (National Academy for Educational Research, 2019). Third, the design of the content followed Bruner's (1960) spiral approach, in which the new content was based on the previously taught units.

This set of materials included eight units: one for the general introduction of email writing, one for subject lines, one for openings, one for closings, one for invitation strategies, and three for email constructions for three different scenarios. Framing moves (i.e., subject lines, openings, and closings) were taught before content moves (i.e., invitation strategies) because previous studies have revealed that content moves are much more difficult for Chinese EFL learners than framing moves (Chen, 2015b; Lin & Wang, 2020a, 2020b). The materials were first evaluated by two experts in

applied linguistics and TESOL and three in-service teachers in the participants' school, and were then piloted on 12 junior high school students. Their suggestions were integrated into the content of materials.

In the teaching of invitation emails, a genre-based approach was adopted for its benefits in promoting EFL learners' email writing and genre awareness (Chen, 2015b, 2016; Lin & Wang, 2020a, 2020b; Yasuda, 2011). The teaching and learning cycle of this approach includes five stages: building the context, modeling, joint construction, independent construction, and linking related texts (see Figure 2). However, the fifth stage was not adopted in this study due to our participants' limited proficiency that they might be confused and overwhelmed by the linking to related texts (Lin & Wang, 2020a, 2020b).

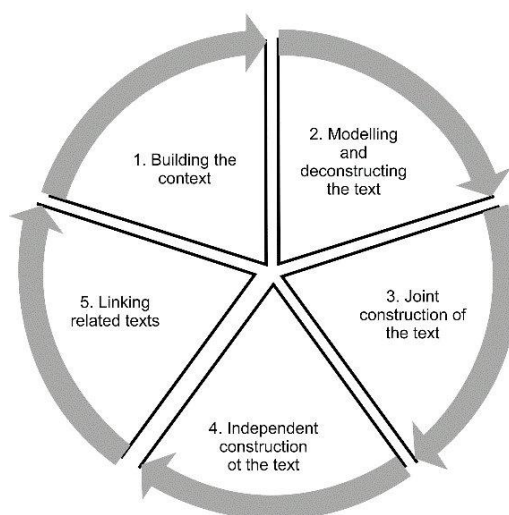


Figure 2: The teaching and learning cycle (Hyland, 2007, p. 159)

3.3 Curriculum design

This study was implemented in the bilingual home economics classes (cf., Appendix A), which involved two major parts: explicit instruction of invitation emails and CLIL lessons. The first part was to teach the different moves of invitation emails and to provide chances for students to practice writing invitation emails for three hypothetical scenarios. This stage lasted for eight weeks.

The second part of the curriculum included two themes¹ of CLIL lessons on making cuisines: Taiwanese aboriginal Maqaw barbecue (原民風味馬告烤肉) and Hakka rice noodles (客家粿條). These two themes were chosen because they are rich in Taiwanese cultural essence, and the lessons were designed according to Coyle's

¹ At first, this study attempted to include as many themes as possible for the course. However, in the mid of this May, schools were closed due to the outbreak of COVID-19 pandemic, and they were forced to offer online classes. Accordingly, this study only included two complete themes of CLIL lessons for the bilingual home economics classes.

(2007, 2015) 4Cs framework.

Each theme contained 10 sessions. The first session of each theme started with a K-W-H-L chart (*what do you know about the theme, what do you want to learn, how will you learn, and what have you learned*) to activate the students' background knowledge about the theme, and a reading passage about the history or the introduction to the cuisine was offered to enhance the students' understanding towards the cuisine. In the second session, all the necessary ingredients were taught with visual aids through vocabulary games, such as card sorting, memory games, matching games, and tableau strategies. In addition, a list of steps of making the cuisine was shown to the students who had to predict the correct ordering of the steps. Then a bilingual video-clip on making the cuisine was played to teach students how to make the cuisine. After the demonstration of the video-clip, students had a chance to re-order their steps through discussion with group members. In the third session, each group of students had to write an email to invite their principal or teachers to their next class to enjoy their hand-made cuisine. In the invitation email, students had to utilize what they have learned through the explicit instruction of invitation emails and describe a bit about the cuisine. In the fourth and fifth sessions, each group of students had a quick review about the vocabulary for ingredients and the steps of making the cuisine. After that, students had a hands-on activity: making the cuisine, and the invited principal/teachers had a chance to use English to interact with the students and enjoy their cuisine. In Sessions 6 and 7, students had to make infographics for the cuisines through Canva, and posted their infographics on their Padlet <https://padlet.com/afang904/z7w3k14fawb8gdfm>, a bulletin board for the course. In Session 8, students had to write an email to invite a teacher to comment on their infographics. In Session 9, students had to prepare for their group presentation with sentence patterns provided by the teacher. In Session 10, each group had to do their oral presentation for the theme, and peer-evaluation was implemented for the group presentation.

3.4 Research instruments

Research instruments in this study included a multiple-choice test (MCT), a written discourse completion task (WDCT), a metapragmatic judgment task (MJT), and a perception questionnaire. The inclusion of these four instruments was for method-triangulation, from which researchers can triangulate the results from different data resources (House, 2018; Lin & Wang, 2020a, 2020b; Taguchi, 2018; Taguchi & Roever, 2017).

An MCT was frequently employed to examine participants' receptive pragmatic competence (House, 2018; Lin & Wang, 2020b; Ren, 2018), and it was used to explore our learners' comprehension of invitation email writing. The MCT in this study had 10

items: one item from Lin’s (2017) study for the general understanding of email writing, two items for subject lines, two items for openings, three items for invitation strategies, and two items for closings. Details of the MCT are illustrated in Appendix C.

A WDCT has been widely employed in interlanguage pragmatics research to explore L2 learners’ pragmatic production (House, 2018). Although it has been criticized for its construct validity (Taguchi & Roever, 2017), it is still appropriate for this study due to the fact both the authentic emails and elicited ones involve planning processes (Chen, 2015b; Lin & Wang, 2020b). In the WDCT, the participants were asked to write three emails to their teacher for three different scenarios. To avoid the practice effect, three comparable sets of scenarios were created for the pre-, post-, and delayed post-tests. Descriptions of the scenarios in the WDCT are shown in Table 1, and the details are presented in Appendix D.

Table 1. Descriptions of each scenario in the pre-, post-, and delayed post-test

	Pretest	Posttest	Delayed posttest
1	Invite a teacher to a birthday party.	Invite a teacher to a hot pot party.	Invite a teacher to a barbecue.
2	Invite a teacher to a volleyball competition.	Invite a teacher to your tug of war.	Invite a teacher to a basketball game.
3	Invite a teacher to your school fair.	Invite a teacher to your commencement.	Invite a teacher to your school’s sports day.

A metapragmatic judgment task (MJT) can elicit participants’ intuition towards pragmatic stimuli that can provide more information for their production data (Chen, 1995; Lin, 2017; Taguchi & Roever, 2017). The MJT in this study was used to investigate the participants’ perception of writing difficulty and writing confidence in the different scenarios of email writing. It was in the form of a five-point Likert scale and was integrated into the WDCT. An example of this MJT can be illustrated as follows.

Scenario 1 (情境一)

Write an email to your teacher, Mr. Tom Lin, to invite him to a birthday party.

(邀請林湯姆老師參加一場生日派對。)

- How difficult is it for you to write this e-mail?
(你覺得用英文寫這封電子郵件的困難程度為何?)
Please circle a number. Not difficult at all.....Very difficult
(請圈選一個數字 一點也不困難 1 2 3 4 5 非常困難)

- How confident do you feel when writing this e-mail?
(你覺得用英文寫這封電子郵件的自信心程度為何?)
Please circle a number. Not confident at all.....Very confident
(請圈選一個數字 一點也沒信心 1 2 3 4 5 非常有信心)

To	tomlin@gmail.com
Subject 信件標題	英文作答 
信件內容	英文作答 

The perception questionnaire was used to elicit the participants' perceptions towards the instruction of invitation emails in the bilingual home economics classes. This questionnaire had two parts: a five-point Likert scale and five open-ended questions (see Appendix E). The Likert scale involved 13 items inquiring the participants' perceived usefulness of the instruction (i.e., Items 1 to 8), their affective factors (i.e., Items 9 to 11), and future behavioral intention (i.e., Items 12 to 13). As for the four open-ended questions, they were used to investigate the participants' opinions about the instruction's advantages and disadvantages, their learning difficulties, overall reflections and suggestions.

3.5 Procedure

This study was implemented in one school year, and included two stages: teaching invitation emails and writing invitation emails for authentic purposes in the CLIL lessons. Before the explicit instruction of invitation emails, the participants were asked to complete the MCTs, WDCTs, and MJTs as the pretests. Then explicit instruction of invitation emails through a genre-based approach was implemented for eight weeks. Right after the eight-week training, participants were asked to complete the MCTs, WDCTs, and MJTs as the posttests.

At the second stage, participants had to write invitation emails for four times (i.e., twice on inviting their teachers to come to their classes to enjoy their hand-made cuisines and twice on inviting them to comment on the infographics) in the bilingual home economics classes. Through these activities, students had chances to utilize what

they had learned to write emails for authentic purposes (Chien, 2019). In the end, students had to complete the MCTs, WDCTs, and MJTs as delayed posttests, and filled in the perception questionnaire to show their attitude and opinions towards the instruction. Details of the procedure can be diagrammed in Figure 3.

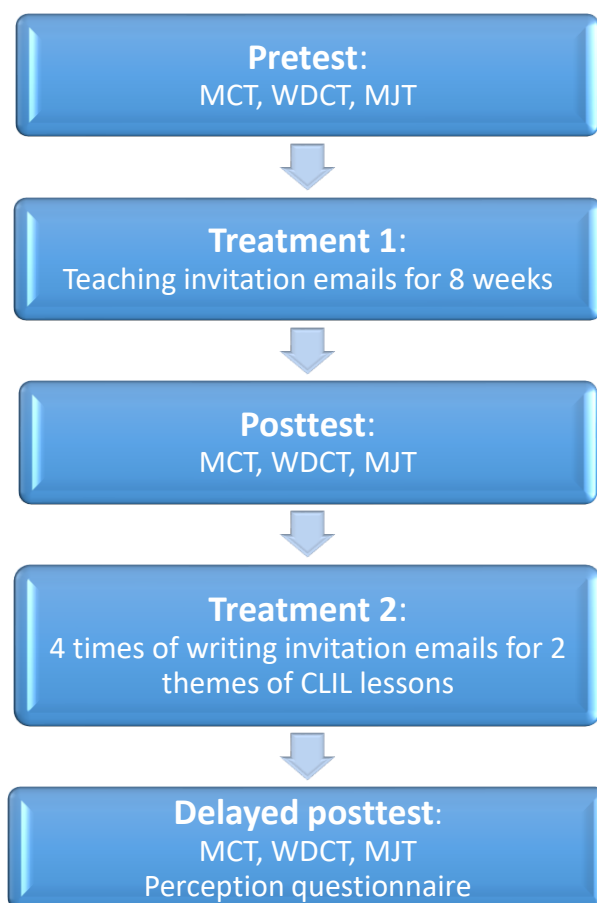


Figure 3: Flowchart of the procedure

3.6 Data analysis

The first two research questions aimed to investigate the effects of teaching invitation emails and CLIL lessons on the participants' invitation emails in terms of comprehension, production, and metapragmatic judgment. As for the comprehension, the learners' scores of MCTs in the pre-, post-, and delayed post-tests were compared through ANOVA. Regarding the effects on the learners' email production, the learners' email scripts in the pre-, post-, and delayed post-tests were rated by two raters for the interrater reliability ($\alpha = .96$). The scoring rubric was adapted from Lin and Wang's (2020b) holistic rating rubric², which has been shown to be a reliable one to evaluate

² The original scoring rubrics in Lin and Wang's (2020b) was in the form of four-point scale (1: inappropriate; 2: somewhat inappropriate; 3: somewhat appropriate; 4: appropriate). However, based on

Chinese EFL learners' email writing (see Appendix F). The scores of email scripts were compared through ANOVA. In addition, qualitative analyses on the email scripts were also conducted to delve into the learners' development. For the effects on the participants' metapragmatic judgment, the mean scores on the MJTs in the pre-, post-, and delayed post-tests were compared through ANOVA.

Concerning the third research question, i.e., to examine the learners' perception towards the teaching of invitation emails, descriptive statistics of the five-point Likert scale in the perception questionnaire was employed to illustrate the students' attitude towards the usefulness of the instruction, their affective factors, and future behavioral intention. In addition, participants' responses in the open-ended questions were analyzed in terms of the students' learning interests, learning difficulties, and suggestions for this curriculum.

4. Results

4.1 Email comprehension

To examine the instructional effect on the participants' email comprehension, the participants' MCT scores in the pre-, post-, and delayed post-tests were analyzed, and the results are presented in Table 2 and Figure 4. Results of ANOVA showed that there were significant differences among the pre-, post-, and delayed post-tests ($F = 6.705, p = .002^{**}$). Further analysis of post-hoc Scheffe tests indicated the differences between the pre- and the post-tests ($p = .015^*$) and between the pre- and delayed post-tests ($p = .005^{**}$), but no difference was detected between the post- and delayed post-tests ($p = .931$). In other words, the explicit instruction of invitation emails had a positive effect on the participants' email comprehension, and the integration of invitation email writing into the CLIL lessons could help sustain the instructional effect.

Table 2. Participants' MCT scores in the pre-, post- and delayed post-tests

	<i>M</i>	<i>SD</i>	Significance
Pretest	4.37	1.97	$F = 6.705, p = .002^{**} < .01$
Posttest	5.93	1.98	Post-hoc Scheffe test:
Delayed posttest	6.13	2.18	Pretest vs. Posttest: $p = .015^*$ Pretest vs. Delayed posttest: $p = .005^{**}$ Posttest vs. Delayed posttest: $p = .931$

our data, one additional level, i.e., zero point, was added due to some participants did not write anything in the WDCT.

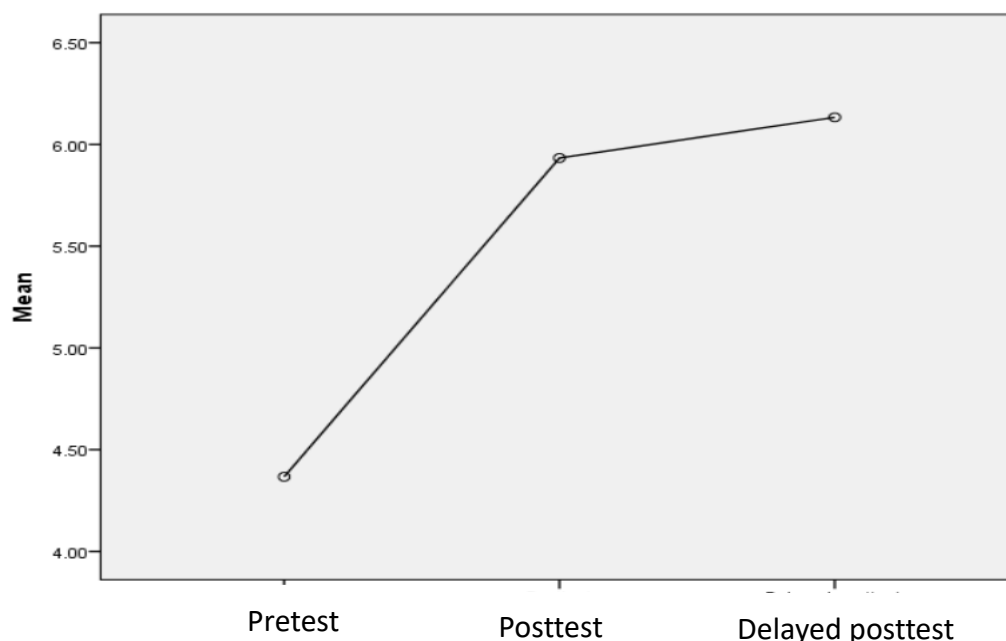


Figure 4. Participants' MCT scores in the pre-, post-, and delayed post-tests

4.2 Email production

To examine the instructional effect and the effect of CLIL lessons on email production, the participants' scores on the email tasks in the WDCT in the pre-, post-, and delayed post-tests were compared through ANOVA. As shown in Table 3 and Figure 5, the results indicated significant differences among the three tests ($F = 87.394$, $p = .000^{***}$). Further post-hoc Scheffe test showed the differences between the pre- and post-tests ($p = .000^{***}$), between the pre- and delayed post-tests ($p = .000^{***}$), and between the post- and delayed post-tests ($p = .000^{***}$). In other words, the explicit instruction of invitation emails had a positive effect on the participants' email production, and the writing activities for authentic purposes in the CLIL lessons could further enhance the instructional effect on email production.

Table 3. Participants' WDCT scores in the pre-, post-, and delayed post-tests

	<i>M</i>	<i>SD</i>	Significance
Pretest	.18	.41	F = 87.394, $p = .000^{***} < .001$ Post-hoc Scheffe test: Pretest vs. Posttest: $p = .000^{***}$ Pretest vs. Delayed posttest: $p = .000^{***}$ Posttest vs. Delayed posttest: $p = .000^{***}$
Posttest	1.57	1.33	
Delayed posttest	2.21	1.16	

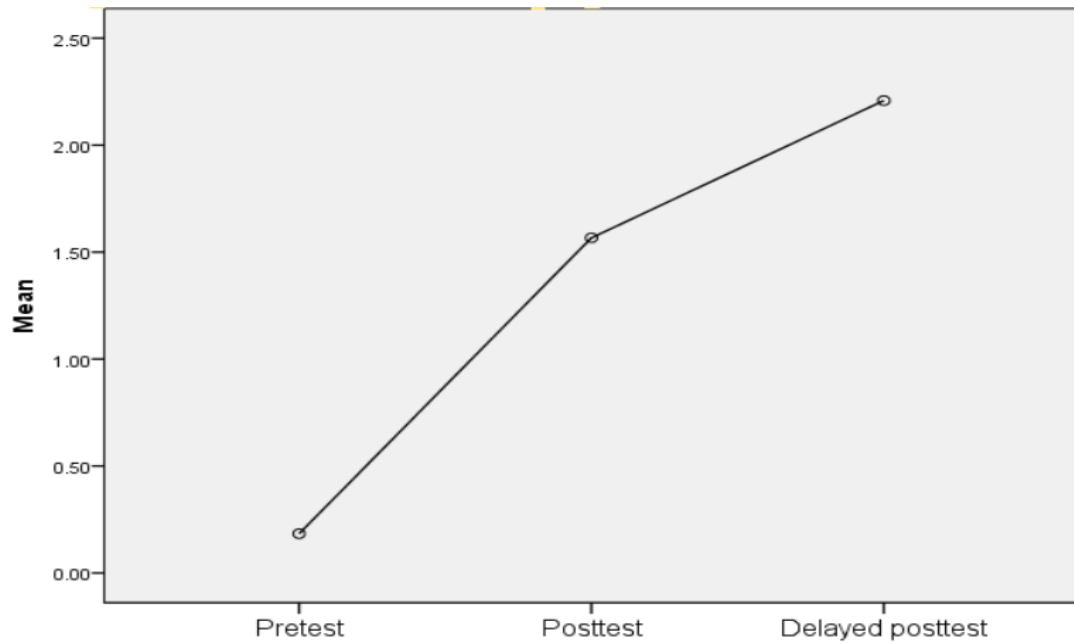


Figure 5. Participants' WDCT scores in the pre-, post-, and delayed post-tests

Apart from the quantitative progress, further analysis of the participants' email scripts also demonstrated their qualitative improvement. Take Student 4's emails in the three tests for illustration. In (1), Student 4 could only copy some words from the statement for the subject line for the email task in the pretest. After the instruction, as in (2) in the posttest, Student 4 could write a concise subject line "Hot pot party", and offered lengthy content with appropriate salutation "Dear Mr. Lin", several invitation strategies (e.g., expressing expectation), and a closing remark with full name signature. After the email writing for authentic purposes in the CLIL lessons, as in (3) in the delayed posttest, Student 4 could even introduce herself in the beginning of the content and described the details of the invitation, i.e., *It's at 14:00 on Friday*. Therefore, both the explicit instruction and the CLIL lessons could facilitate the participants' email production.

(1) Student 4, Pretest

Subject: *Email to your teacher him a birthday party.*

Content: 不會寫。

(2) Student 4, Posttest

Subject: *Hot pot party*

Content:

Dear Mr. Lin,

Do you to invite him to a hot pot party? We hope you can make it. I hope you can come

to our hot pot party. See you soon!

Best,

Cong-Zhen Zheng

(3) Student 4, Delayed posttest

Subject: *Invite to barbecue*

Content:

Dear Mr. Lin,

I am 801 Cong Zhen Zheng. Invite him to our barbecue. It's at 14:00 on Friday. See you soon!

Best,

Cong Zhen Zheng

4.3 Metapragmatic judgement

Participants' metapragmatic judgement collected through MJTs can be further divided into perceived writing difficulty and writing confidence. They are presented in Sections 4.3.1 and 4.3.2 respectively.

4.3.1 Perceived writing difficulty

Participants' scores of perceived writing difficulty on MJTs are displayed in Table 4 and Figure 6. Results of ANOVA demonstrated significant differences among the three tests ($F = 27.82, p = .000^{***}$). Post-hoc Scheffe tests indicated the differences between the pre- and post-tests ($p = .000^{***}$), between the pre- and delayed post-tests ($p = .000^{***}$), and between the post- and delayed post-tests ($p = .012^*$). That is, the explicit instruction of invitation emails could significantly reduce the participants' perceived writing difficulty, and the writing activities in the CLIL lessons could also significantly downgrade their perception of writing difficulty.

Table 4. Participants' scores of perceived writing difficulty on MJTs in the three tests

	<i>M</i>	<i>SD</i>	Significance
Pretest	4.64	.57	$F = 27.82, p = .000^{***} < .001$
Posttest	4.12	.85	Post-hoc Scheffe test:
Delayed posttest	3.77	.92	Pretest vs. Posttest: $p = .000^{***}$ Pretest vs. Delayed posttest: $p = .000^{***}$ Posttest vs. Delayed posttest: $p = .012^*$

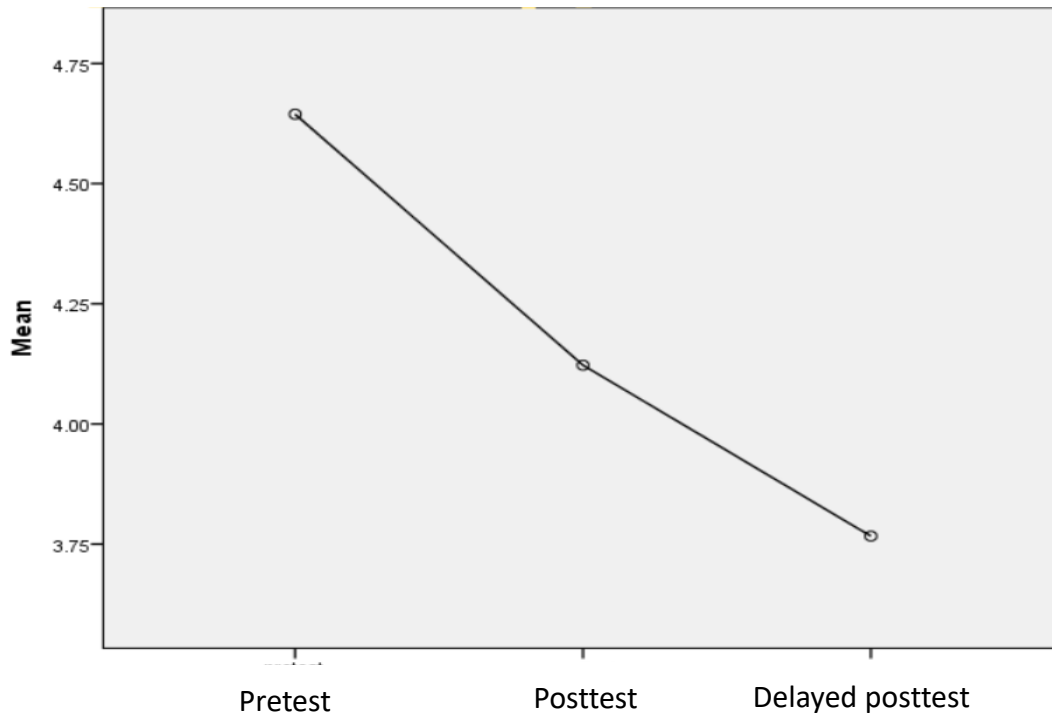


Figure 6. Participants' scores of perceived writing difficulty on MJTs in the three tests

4.3.2 Perceived writing confidence

Findings of the participants' scores of perceived writing confidence on the MJTs in the three tests are presented in Table 5 and Figure 7. Results of ANOVA indicated significant differences among the three tests ($F = 16.08, p = .000^{***} < .001$). Further analysis demonstrated the differences between the pre- and post-tests ($p = .002^{**}$) and between the pre- and delayed post-tests ($p = .000^{***}$). In other words, the teaching of invitation emails had a facilitative effect on enhancing the participants' writing confidence, and the writing activities in the CLIL lessons could help maintain their confidence during writing.

Table 5. Participants' scores of perceived writing confidence on MJTs in the three tests

	<i>M</i>	<i>SD</i>	Significance
Pretest	1.47	.67	$F = 16.08, p = .000^{***} < .001$
Posttest	1.91	.91	Post-hoc Scheffe test:
Delayed posttest	2.18	.94	Pretest vs. Posttest: $p = .002^{**}$ Pretest vs. Delayed posttest: $p = .000^{***}$ Posttest vs. Delayed posttest: $p = .111$



Figure 7. Participants' scores of perceived writing confidence on MJTs in the three tests

4.4 Participants' Perceptions

To explore the participants' perceptions towards the explicit instruction of invitation emails, a perception questionnaire was administered to them. Due to the outbreak of COVID-19 pandemic in this May, only 24 participants filled in the questionnaire. Results from the first part, i.e., the five-point Likert scale, are presented in Table 6. All the means across the 13 items were above the median score, illustrating the participants' positive attitude towards the instruction. They thought that the instruction of invitation emails was useful for their English learning (Items 1 to 7), and it was convenient for them to send an invite through emails (Item 8: $M = 3.38$). In addition, the email writing activities for authentic purposes could not only promote their sense of achievement (Item 9: $M = 3.29$), but also enhanced their learning confidence (Item 10: $M = 3.38$). Overall, they thought the learning of invitation emails was interesting (Item 11: $M = 3.71$), and they would try to use emails to invite people for events (Item 12: $M = 3.08$) and learn more email functions in the future (Item 13: $M = 3.21$).

Table 6. Participants' mean scores in the five-point Likert scale

Items	<i>M</i>	<i>SD</i>
1.學習英語邀請電子郵件對我的英文單字有幫助 Learning invitation emails is useful for my English vocabulary.	3.54	.83
2.學習英語邀請電子郵件對我的英文文法有幫助 Learning invitation emails is useful for my English grammar.	3.50	.83
3.學習英語邀請電子郵件對我的英文聽力有幫助 Learning invitation emails is useful for my English listening.	3.33	.96
4.學習英語邀請電子郵件對我的英文口說有幫助 Learning invitation emails is useful for my English speaking.	3.54	.88
5.學習英語邀請電子郵件對我的英文閱讀有幫助 Learning invitation emails is useful for my English reading.	3.71	.95
6.學習英語邀請電子郵件對我的英文寫作有幫助 Learning invitation emails is useful for my English writing.	3.29	.86
7.學習英語邀請電子郵件對我的英文書面溝通有幫助 Learning invitation emails is useful for my English written communication.	3.13	.80
8.透過英語電子郵件來邀請師長參加活動很方便 It is convenient to invite a teacher to an event via emails.	3.38	1.06
9.透過英語電子郵件來邀請師長參加活動可增進我的成就感 Writing invitation emails to teachers can increase my sense of achievement.	3.29	.81
10.透過英語電子郵件來邀請師長參加活動可增進我的自信心 Writing invitation emails to teachers can increase my confidence.	3.38	.88
11.學習英語邀請電子郵件很有趣 Learning English invitation emails is interesting.	3.71	.91
12.未來會嘗試用英語電子郵件來邀請其他人參加活動 I will try to write English invitation emails in the future.	3.08	1.02
13.未來會想學習更多英語電子郵件的功能 I would like to learn more English email functions in the future.	3.21	.78

In the second part of the question, participants were asked to answer four open-ended questions. Results of the qualitative analysis on the participants' responses can be discussed in terms of three perspectives: advantages of the instruction, learning difficulties, and overall reflections. First, the major advantage was that the learning of invitation emails could foster both of their email literacy and English abilities, as shown Student 6's response in (4). In addition, the CLIL lessons offered chances of writing invitation emails for authentic purposes for the course, as illustrated in Student 9's

response in (5).

(4) “能在增進寫信能力時，同時增強自己的英文能力。” (Student 6)

(5) “可以學習到些許英文，可以透過 email 邀請喜歡的老師來品嚐料理，增進師生感情”。 (Student 9)

Regarding the learning difficulties, some low achievers indicated that their major difficulty was their limited English vocabulary, as shown in (6) and (7).

(6) “有些單字還不太熟悉。” (Student 10)

(7) “不會英語單字。” (Student 19)

As for their overall reflections, most participants pointed out that the learning of writing invitation emails was interesting, as illustrated in (8) and (9), because they could invite their teachers to come to their class to enjoy the cuisine and receive teachers' email response. To sum up, the participants expressed affirmative opinions towards the course.

(8) “還蠻有趣的啦!能邀請自己喜歡的老師來品嚐料理很讚!” (Student 11)

(9) “感想是很有趣，可以寫電子郵件給老師並收到回信!” (Student 17)

5. Discussion and conclusion

This study aimed to investigate the effects of explicit instruction on the participants' email writing. The results demonstrated that the instruction had positive effects on promoting the participants' email comprehension and production, downgrading their perceived writing difficulty, and increasing their writing confidence. These findings lent support to the previous studies on the facilitative effects of explicit instruction on email speech acts (e.g., Chen, 2015b, 2016; Lin & Wang, 2020a, 2020b). In addition, this study explored the effects of the post-treatment, i.e., writing invitation emails for authentic purposes in the CLIL lessons, on the participants' email performance. The results showed that the post-treatment could foster their email production, further downgrade their perception of writing difficulty, and help maintain their email comprehension and writing confidence. This finding was in line with previous studies on the facilitative effect of CLIL on developing L2 learners' pragmatic competence (Maillat, 2010; Nikula, 2008). On the other hand, this study also explored the participants' perception towards the learning of invitation emails. Results from the questionnaire revealed the participants' positive attitude towards the instruction, echoing with previous studies on the participants' affirmative perceptions for learning

email speech acts (e.g., Lin, Chen, & Lai, 2022; Lin & Wang, 2020a).

The findings of this study can contribute to the following two aspects. On the one hand, this study has shed light on the field of teaching email pragmatics through exploring both the short-term and long-term effects of instruction on the participants' email pragmatic performance. Future studies could follow the design of this study to depict the complete picture of the participants' email pragmatic development. On the other hand, this study made a breakthrough to explore the interface of pragmatics and bilingual education via integrating email writing activities in the CLIL lessons in rural Taiwan. Practitioners of bilingual education in high schools could adopt email writing as a useful teaching activity to enhance the multi-modalities of bilingual teaching and to promote the learners' email literacy.

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Appendix A: Schedule of the Bilingual Home Economics Classes

Semester 1		
Week	Content	Note
Week 1	Course introduction	Pre-test
Week 2	An introduction to email writing	
Week 3	Email subject lines	
Week 4	Email openings	
Week 5	Email closings	
Week 6	Invitation strategies	
Week 7	Email invitation: Scenario 1	
Week 8	Email invitation: Scenario 2	
Week 9	Email invitation: Scenario 3	
Week 10	Mid-term exam	Post-test
Week 11	Maqaw barbecue (原民風味馬告烤肉): Reading	
Week 12	Maqaw barbecue (原民風味馬告烤肉): Ingredients and steps	
Week 13	Maqaw barbecue (原民風味馬告烤肉): Writing emails to invite a teacher to enjoy Maqaw barbecue for the next week	Post-treatment 1
Week 14	Maqaw barbecue (原民風味馬告烤肉): Hands-on activity-- making Maqaw barbecue in class	
Week 15		
Week 16	Maqaw barbecue (原民風味馬告烤肉): Using Canva to make infographics	
Week 17	Maqaw barbecue (原民風味馬告烤肉): Using Canva to make infographics & post infographics on Class Padlet https://padlet.com/afang904/z7w3k14fawb8gdfm	
Week 18	Maqaw barbecue (原民風味馬告烤肉): Writing emails to invite a teacher to comment on groups' infographics	Post-treatment 2
Week 19	Maqaw barbecue (原民風味馬告烤肉): Preparing for group presentation	
Week 20	Maqaw barbecue (原民風味馬告烤肉): Group presentation & peer feedback	
Semester 2		
Week	Content	Note
Week 1	Hakka rice noodles (客家板條): Reading	
Week 2	Hakka rice noodles (客家板條): Ingredients and steps	
Week 3	Hakka rice noodles (客家板條): Writing emails to invite a teacher to enjoy Hakka rice noodles for the next week	Post-treatment 3

Week 4	Hakka rice noodles (客家粿條): Hands-on activity-- making	
Week 5	Hakka rice noodles in class	
Week 6	Hakka rice noodles (客家粿條): Using Canva to make infographics	
Week 7	Hakka rice noodles (客家粿條): Using Canva to make infographics & post infographics on Class Padlet https://padlet.com/afang904/z7w3k14fawb8gdfm	
Week 8	Hakka rice noodles (客家粿條): Writing emails to invite a teacher to comment on groups' infographics	Post-treatment 4
Week 9	Hakka rice noodles (客家粿條): Preparing for group presentation	
Week 10	Hakka rice noodles (客家粿條): Group presentation & peer feedback	
Week 11	Guided exploration on creative Hakka rice noodles	
Week 12	Guided exploration on creative Hakka rice noodles	
Week 13	Wrap-up	Delayed posttest; Perception questionnaire
Week 14~20	School closed due to the outbreak of COVID-19	

Appendix B: Teaching materials for invitation emails

目 錄

時 間 date	教 學 內 容
第 1 週	Unit 1 電子郵件(Emails)介紹
第 2 週	Unit 2 電子郵件標題(Subject lines)
第 3 週	Unit 3 電子郵件開場(Openings)
第 4 週	Unit 4 電子郵件結尾(Closings)
第 5 週	Unit 5 電子郵件邀請策略(Invitation strategies)
第 6 週	Unit 6 電子郵件邀請函寫作：情境一
第 7 週	Unit 7 電子郵件邀請函寫作：情境二
第 8 週	Unit 8 電子郵件邀請函寫作：情境三

Appendix C: Multiple-choice test

1. 你覺得一封正式的英語電子郵件應該包含哪些項目? (Lin, 2017, p.228)
 - (A) 「信件標題」、「主要信件內容」、「信件結尾」
 - (B) 「信件開場」、「主要信件內容」、「信件結尾」
 - (C) 「信件標題」、「信件開場」、「主要信件內容」、「信件結尾」
 - (D) 只要有明確「主要信件內容」即可，其他可有可無。
2. 在寫英語電子郵件邀請師長參加班上聖誕節派對時，你覺得信件標題用下列哪一種比較正式、清楚且有禮貌?
 - (A)不需要寫信件標題
 - (B) You are invited, teacher.
 - (C) Invitation to a Christmas party.
 - (D) Do you have time to come?
3. 在寫英語電子郵件邀請師長參加才藝表演(talent show)時，你覺得信件標題用下列哪一種比較正式、清楚且有禮貌?
 - (A) You are invited to a talent show.
 - (B) There is a special invitation.
 - (C) Don't miss out our invitation.
 - (D) You have to come to see this.
4. 在寫英語電子郵件給王大衛(David Wang)老師時，你覺得信件開場用下列哪一種比較正式且有禮貌?
 - (A) David Wang, ...
 - (B) Dear Mr. Wang, ...
 - (C) Hi David, ...
 - (D) Hey Teacher David, ...
5. 在寫英語電子郵件給李佩妮(Pei-Ni Lee)老師時，你覺得信件開場用下列哪一種比較正式且有禮貌?
 - (A) Pei-Ni Lee,...
 - (B) Hi teacher,...
 - (C) Hey Pei-Ni,...
 - (D) Dear Miss Lee,...
6. 當你用英語電子郵件邀請老師參加班上迷你音樂會時，你覺得下列哪一種邀請內容比較正式、清楚且有禮貌?

- (A) I would like to invite you to our mini concert.
(B) There is something special in our classroom.
(C) Do you have time to come to our classroom?
(D) Do you know a show in our school, teacher?
7. 當你用英語電子郵件邀請老師參加活動時，下列哪一種是用來表達期待對方參加？
- (A) How are you today?
(B) There is a party today.
(C) We hope you can make it.
(D) It's at 14:00 on Friday.
8. 當你用英語電子郵件邀請老師參加活動時，下列哪一種是用來要求確認是否參加？
- (A) The party is going to a lot of fun.
(B) Please let me know if you can make it.
(C) It is at 9:30 on Monday in our classroom.
(D) I hope you can come to our basketball game.
9. 當學生廖曉婷(Xiao-Ting Liao，小名叫 Ting-Ting)在寫英語邀請電子郵件給老師時，你覺得信件結尾用下列哪一種比較正式、清楚且有禮貌？
- (A) Good bye!
Xiao-Ting
(B) Good luck!
Ting-Ting
(C) Thank you!
Best,
Xiao-Ting
(D) Have a nice day!
Sincerely yours,
Xiao-Ting Liao
10. 當學生陳偉華(Wei-Hua Chen，小名叫 Hua-Hua)在寫英語邀請電子郵件給老師時，你覺得信件結尾用下列哪一種比較正式、清楚且有禮貌？
- (A) Good afternoon!
Hua-Hua
(B) See you soon!
Best,

Student Hua-Hua

(C) Many thanks!

Best regards,

Wei-Hua Chen

(D) Good luck!

Best student, Wei-Hua

Answer Keys:

1. (C); 2. (C); 3.(A); 4. (B); 5. (D); 6. (A); 7. (C); 8. (B); 9. (D); 10. (C)

Appendix D: Written Discourse Completion Task (WDCT)

前測問卷

作答說明:

請仔細閱讀以下 3 題情境題，在每題情境描述後，你必須...

1. 圈選每個情境的英文寫作困難度。
2. 圈選每個情境的英文寫作自信程度。
3. 用英文書寫信件標題與信件內容。
4. 請勿使用其他參考資料或網路資源。

Instructions:

Please read the following three scenarios carefully. After the description of each scenario, you have to:

1. Choose a number to describe your difficulty of email writing in the scenario.
2. Choose a number to describe your confidence of email writing in the scenario.
3. Write the subject line and email content in English.
4. Please don't refer to relevant materials or online resources.

Scenario 1 (情境一)

Write an email to your teacher, Mr. Tom Lin, to invite him to a birthday party.

(邀請林湯姆老師參加一場生日派對。)

- How difficult is it for you to write this e-mail?
(你覺得用英文寫這封電子郵件的困難程度為何?)
Please circle a number. Not difficult at all.....Very difficult
(請圈選一個數字 一點也不困難 1 2 3 4 5 非常困難)

- How confident do you feel when writing this e-mail?
(你覺得用英文寫這封電子郵件的自信心程度為何?)
Please circle a number. Not confident at all.....Very confident
(請圈選一個數字 一點也沒信心 1 2 3 4 5 非常有信心)

To	tomlin@gmail.com
Subject 信件標題	英文作答 
信件內容	英文作答 

Scenario 2 (情境二)

Write an email to your teacher, Mr. Tom Lin, to invite him to your volleyball competition. (邀請林湯姆老師看班上排球比賽。)

- How difficult is it for you to write this e-mail?
(你覺得用英文寫這封電子郵件的困難程度為何?)
Please circle a number. Not difficult at all.....Very difficult
(請圈選一個數字 一點也不困難 1 2 3 4 5 非常困難)

- How confident do you feel when writing this e-mail?
(你覺得用英文寫這封電子郵件的自信心程度為何?)
Please circle a number. Not confident at all.....Very confident
(請圈選一個數字 一點也沒信心 1 2 3 4 5 非常有信心)

To	tomlin@gmail.com
Subject 信件標題	英文作答 
信件內容	英文作答 

Scenario 3 (情境三)

Write an email to your teacher, Mr. Tom Lin, to invite him to your school fair.

(邀請林湯姆老師參加校慶園遊會。)

- How difficult is it for you to write this e-mail?
(你覺得用英文寫這封電子郵件的困難程度為何?)
Please circle a number. Not difficult at all.....Very difficult
(請圈選一個數字 一點也不困難 1 2 3 4 5 非常困難)

- How confident do you feel when writing this e-mail?
(你覺得用英文寫這封電子郵件的自信心程度為何?)
Please circle a number. Not confident at all.....Very confident
(請圈選一個數字 一點也沒信心 1 2 3 4 5 非常有信心)

To	tomlin@gmail.com
Subject 信件標題	英文作答 
信件內容	英文作答 

後測問卷

作答說明:

請仔細閱讀以下 3 題情境題，在每題情境描述後，你必須...

1. 圈選每個情境的英文寫作困難度。
2. 圈選每個情境的英文寫作自信程度。
3. 用英文書寫信件標題與信件內容。
4. 請勿使用其他參考資料或網路資源。

Instructions:

Please read the following three scenarios carefully. After the description of each scenario, you have to:

1. Choose a number to describe your difficulty of email writing in the scenario.
2. Choose a number to describe your confidence of email writing in the scenario.
3. Write the subject line and email content in English.
4. Please don't refer to relevant materials or online resources.

Scenario 1 (情境一)

Write an email to your teacher, Mr. Tom Lin, to invite him to a hot pot party.

(邀請林湯姆老師參加一場火鍋派對。)

- How difficult is it for you to write this e-mail?
(你覺得用英文寫這封電子郵件的困難程度為何?)
Please circle a number. Not difficult at all.....Very difficult
(請圈選一個數字 一點也不困難 1 2 3 4 5 非常困難)

- How confident do you feel when writing this e-mail?
(你覺得用英文寫這封電子郵件的自信心程度為何?)
Please circle a number. Not confident at all.....Very confident
(請圈選一個數字 一點也沒信心 1 2 3 4 5 非常有信心)

To	tomlin@gmail.com
Subject 信件標題	英文作答 
信件內容	英文作答 

Scenario 2 (情境二)

Write an email to your teacher, Mr. Tom Lin, to invite him to your tug of war.

(邀請林湯姆老師看班上拔河比賽。)

- How difficult is it for you to write this e-mail?

(你覺得用英文寫這封電子郵件的困難程度為何?)

Please circle a number. Not difficult at all.....Very difficult

(請圈選一個數字 一點也不困難 1 2 3 4 5 非常困難)

- How confident do you feel when writing this e-mail?

(你覺得用英文寫這封電子郵件的自信心程度為何?)

Please circle a number. Not confident at all.....Very confident

(請圈選一個數字 一點也沒信心 1 2 3 4 5 非常有信心)

To	tomlin@gmail.com
Subject 信件標題	英文作答 
信件內容	英文作答 

Scenario 3 (情境三)

Write an email to your teacher, Mr. Tom Lin, to invite him to your commencement.

(邀請林湯姆老師參加畢業典禮。)

- How difficult is it for you to write this e-mail?
(你覺得用英文寫這封電子郵件的困難程度為何?)
Please circle a number. Not difficult at all.....Very difficult
(請圈選一個數字 一點也不困難 1 2 3 4 5 非常困難)

- How confident do you feel when writing this e-mail?
(你覺得用英文寫這封電子郵件的自信心程度為何?)
Please circle a number. Not confident at all.....Very confident
(請圈選一個數字 一點也沒信心 1 2 3 4 5 非常有信心)

To	tomlin@gmail.com
Subject 信件標題	英文作答 
信件內容	英文作答 

延後測問卷

作答說明:

請仔細閱讀以下 3 題情境題，在每題情境描述後，你必須...

1. 圈選每個情境的英文寫作困難度。
2. 圈選每個情境的英文寫作自信程度。
3. 用英文書寫信件標題與信件內容。
4. 請勿使用其他參考資料或網路資源。

Instructions:

Please read the following three scenarios carefully. After the description of each scenario, you have to:

1. Choose a number to describe your difficulty of email writing in the scenario.
2. Choose a number to describe your confidence of email writing in the scenario.
3. Write the subject line and email content in English.
4. Please don't refer to relevant materials or online resources.

Scenario 1 (情境一)

Write an email to your teacher, Mr. Tom Lin, to invite him to your barbecue.

(邀請林湯姆老師參加班上烤肉。)

- How difficult is it for you to write this e-mail?

(你覺得用英文寫這封電子郵件的困難程度為何?)

Please circle a number. Not difficult at all.....Very difficult

(請圈選一個數字 一點也不困難 1 2 3 4 5 非常困難)

- How confident do you feel when writing this e-mail?

(你覺得用英文寫這封電子郵件的自信心程度為何?)

Please circle a number. Not confident at all.....Very confident

(請圈選一個數字 一點也沒信心 1 2 3 4 5 非常有信心)

To	tomlin@gmail.com
Subject 信件標題	英文作答 
信件內容	英文作答 

Scenario 2 (情境二)

Write an email to your teacher, Mr. Tom Lin, to invite him to your basketball game.
(邀請林湯姆老師看班上籃球比賽。)

- How difficult is it for you to write this e-mail?
(你覺得用英文寫這封電子郵件的困難程度為何?)
Please circle a number. Not difficult at all.....Very difficult
(請圈選一個數字 一點也不困難 1 2 3 4 5 非常困難)

- How confident do you feel when writing this e-mail?
(你覺得用英文寫這封電子郵件的自信心程度為何?)
Please circle a number. Not confident at all.....Very confident
(請圈選一個數字 一點也沒信心 1 2 3 4 5 非常有信心)

To	tomlin@gmail.com
Subject 信件標題	英文作答 
信件內容	英文作答 

Scenario 3 (情境三)

Write an email to your teacher, Mr. Tom Lin, to invite him to your school's sports day.
(邀請林湯姆老師參加運動會。)

- How difficult is it for you to write this e-mail?
(你覺得用英文寫這封電子郵件的困難程度為何?)
Please circle a number. Not difficult at all.....Very difficult
(請圈選一個數字 一點也不困難 1 2 3 4 5 非常困難)

- How confident do you feel when writing this e-mail?
(你覺得用英文寫這封電子郵件的自信心程度為何?)
Please circle a number. Not confident at all.....Very confident
(請圈選一個數字 一點也沒信心 1 2 3 4 5 非常有信心)

To	tomlin@gmail.com
Subject 信件標題	英文作答 
信件內容	英文作答 

Appendix E: Perception Questionnaire

英語電子郵件邀請函教學活動回饋問卷

同學你好，
為了瞭解你對本課程中的英語電子郵件邀請函教學活動的想法，故請同學填寫此問卷。本問卷共有兩部分：第一部分為教學回饋量表；第二部分為開放式回饋。你的答案僅供教學研究參考，不會影響成績，請放心作答。

一. 教學回饋量表

	非常不同意	稍微不同意	沒意見	稍微同意	非常同意
1. 學習英語邀請電子郵件對我的英文單字有幫助	1	2	3	4	5
2. 學習英語邀請電子郵件對我的英文文法有幫助	1	2	3	4	5
3. 學習英語邀請電子郵件對我的英文聽力有幫助	1	2	3	4	5
4. 學習英語邀請電子郵件對我的英文口說有幫助	1	2	3	4	5
5. 學習英語邀請電子郵件對我的英文閱讀有幫助	1	2	3	4	5
6. 學習英語邀請電子郵件對我的英文寫作有幫助	1	2	3	4	5
7. 學習英語邀請電子郵件對我的英文書面溝通有幫助	1	2	3	4	5
8. 透過英語電子郵件來邀請師長參加活動很方便	1	2	3	4	5
9. 透過英語電子郵件來邀請師長參加活動可增進我的成就感	1	2	3	4	5
10. 透過英語電子郵件來邀請師長參加活動可增進我的自信心	1	2	3	4	5
11. 學習英語邀請電子郵件很有趣	1	2	3	4	5
12. 未來會嘗試用英語電子郵件來邀請其他人參加活動	1	2	3	4	5
13. 未來會想學習更多英語電子郵件的功能	1	2	3	4	5

二.開放式問答:

- 1.你覺得「英語電子郵件邀請函寫作」課程的**優點**是什麼?
- 2.你覺得「英語電子郵件邀請函寫作」課程的**缺點**是什麼?
- 3.你在學習英語邀請電子郵件寫作時，有遇到哪些困難？
- 4.你對「英語電子郵件邀請函寫作」課程的綜合感想與建議：

Appendix F: A Holistic Rating Rubric (Lin & Wang, 2020b, p.34-35)

Level	Score	Descriptors
Appropriate	4	Reflects a fine-tuned awareness of student-teacher relationship in the community; well-organized and coherent; appropriate in the levels of politeness, directness, and formality; contains an appropriate range of grammar structures, semantic moves and word choice with minor errors (if any) that do not cause misinterpretation; carries a tone that is preferred in the student-teacher relationship in the community
Somewhat appropriate	3	Reflects some awareness of student-teacher relationship in the community; adequately organized and coherent; reasonably appropriate in the levels of politeness, directness, and formality; good or average use of grammar structures, semantic moves and word choice with some errors that do not usually cause misinterpretation; carries a tone that is moderately appropriate in the student-teacher relationship in the community
Somewhat inappropriate	2	Reflects little awareness of student-teacher relationship in the community; some problems with organization and coherence; sometimes problematic in the levels of politeness, directness, and formality; fair use of grammar structures, semantic moves and word choice with some major errors that can at times cause misinterpretation; carries a tone that may sometimes be perceived as inappropriate in the student-teacher relationship in the community
Inappropriate	1	Reflects very little awareness of student-teacher relationship in the community; lacks organization and coherence; inappropriate in the levels of politeness, directness, and formality; poor use of grammar structures, semantic moves and word choice with some major errors that can often cause misinterpretation; carries a tone that can most likely be perceived as inappropriate in the student-teacher relationship in the community
No response	0	The participant did not write any English words in the email task.

本案部分研究成果已口頭發表於兩場學術研討會：

- Lin, Ming-Fang. (2022). *Glocalization in the rural CLIL classroom through making Taiwanese aboriginal Maqaw barbecue: Course design and learners' perceptions* [全球在地化之雙語課程設計：以偏鄉原民風味馬告烤肉主題課程為例]. Paper presented at 2022 International Conference on Bilingual Education: Teaching Practices and Challenges [2022 年雙語教育國際研討會：教學實踐與挑戰]. June 24, Asia University, Taichung. (Funded by 2021 LTTC research grant)
- Lin, Ming-Fang. (2022). *Glocalization in the bilingual home economics classes in a rural junior high school* [全球在地化於偏鄉國中雙語家政課程之實踐]。南臺科技大學「2022 自主學習及教育創新的探究與實踐學術研討會」。June 11, 2022. (Funded by 2021 LTTC research grant)

Lin, Ming-Fang. (2022). *Glocalization in the rural CLIL classroom through making Taiwanese aboriginal Maqaw barbecue: Course design and learners' perceptions* [全球在地化之雙語課程設計：以偏鄉原民風味馬告烤肉主題課程為例]. Paper presented at 2022 International Conference on Bilingual Education: Teaching Practices and Challenges [2022 年雙語教育國際研討會：教學實踐與挑戰]. June 24, Asia University, Taichung. (Funded by 2021 LTTC research grant)



Theme 5: Technology-enhanced Learning & Other Relevant Topics

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Presenter: Ming-Fang Lin (林明芳)

Glocalization in the Rural CLIL Classroom through Making Taiwanese Aboriginal Maqaw Barbecue: Course Design and Learners' Perceptions*

Content and language integrated learning has become a prominent teaching approach in the bilingual education in Taiwan (Lu et al., 2021). However, whether this approach is effective for low achievers' learning in the rural EFL classrooms remains unclear. In addition, glocalization has been an emergent issue in Taiwanese bilingual education (Tsou, 2021; Tsou & Huang, 2022; Wu & Liu, 2021), but it has received scanty attention. To bridge these gaps, this study aimed to implement a CLIL course on glocalization through making Taiwanese aboriginal Maqaw barbecue in a rural bilingual home economics classroom and explored the learners' perceptions towards this course.

Participants were 30 eighth graders from two intact classes in a rural junior high school in southern Taiwan. This CLIL course involved 10 sessions.

Session 1: Using a K-W-H-L chart to activate students' background knowledge; reading on Maqaw barbecue (including basic information about Maqaw, its use in cooking, and its medical effects)

Session 2: Introduction to Maqaw barbecue ingredients; comparing ingredients for meat diet and vegetarians; steps of making Maqaw barbecue (prediction, video-clip, reordering)

Session 3: Writing an email to invite a teacher to come to the next class to enjoy the barbecue

Session 4-5: Making Maqaw barbecue

Session 6-7: Making infographics for Maqaw barbecue through Canva

Session 8: Post infographics on Padlet; writing an email to invite a teacher to comment on the infographics

Session 9: Preparing oral presentation with guided patterns

Session 10: Group oral presentation with peer evaluation

After the course, the participants were asked to fill in a perception questionnaire which included two major parts: a 5-point Likert scale and five open-ended questions. The results demonstrated the learners' positive attitudes towards this course. In addition, the participants indicated the strengths and weaknesses of this course. This study concluded with pedagogical implications for implementing CLIL lessons in the rural classrooms.

Keywords: CLIL, glocalization, rural, course design, learners' perceptions

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2022 自主學習及教育創新的探究與 實踐研討會 發表證明

林明芳

論文題目

「全球在地化於偏鄉國中雙語家政課程
之實踐」

經評選核定並已完成發表

特此證明



南臺科技大學師資培育中心、教育經營碩士班

中華民國 111 年 6 月 11 日



全球在地化於偏鄉國中雙語家政課程之實踐*

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摘 要

近年「全球在地化」已成為國內雙語教學之新興議題(吳國誠、劉述懿, 2021; 鄒文莉, 2021; 鄒文莉、黃怡萍, 2022), 然而偏鄉國中學生對於此議題之學習態度仍缺少相關深入研究。有鑒於此, 本研究旨在探究偏鄉國中學生對於全球在地化之雙語家政課程的學習態度。

本研究採行動研究法, 研究對象來自高雄市一所特偏國中兩個七年級班共 37 位學生。課程以在地「原民風味馬告烤肉」為主題, 依據 Coyle (2015) 的 4Cs 架構為課程設計基礎, 以學科與語言整合學習教學法實施教學活動, 包含馬告料理雙語文本閱讀、料理成分、料理製作步驟、英語電子郵件美食邀請函撰寫、馬告烤肉實作、利用 Canva 之視覺資訊圖表製作馬告烤肉成果、小組口頭報告及 Padlet 同儕回饋等教學活動, 共計 10 堂課, 為期 10 週。課程結束後, 研究者實施教學活動回饋問卷調查, 此問卷共計兩部分: 第一部分為李克特五點量表, 共計 21 題; 第二部分為 5 題開放式問題。問卷資料之分析採描述性統計與質性分析。

研究結果顯示, 學生對於此課程抱持肯定的態度, 並指出教學活動多元有趣, 可以增加英語相關能力, 亦可增進家政料理之專業知識。此外, 學生對於新興教學媒體(如: Canva 與 Padlet)融入雙語教學給予正面的回饋。另一方面, 部分學生反應撰寫英語電子郵件與口頭報告之困難挑戰。文末, 本研究提出幾項教學建議, 供偏鄉國中全球在地化雙語教學之參考。

關鍵詞: 全球在地化、學科與語言整合學習、雙語家政、課程設計、學生態度

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*本研究獲財團法人語言訓練測驗中心語言教學實踐與研究計畫專案經費補助。本文提出之任何意見、發現、結論或建議由作者負完全責任，不必然代表財團法人語言訓練測驗中心及其附屬機構之觀點及立場。