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全球在地化的偏鄉雙語家政課程設計：
以「內門辦桌油飯」主題為例

*A Glocalized Course Design on Oil Rice
in the Rural Bilingual Classroom*

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全球在地化的偏鄉雙語家政課程設計：以「內門辦桌油飯」

主題為例

關鍵字：偏鄉、雙語、課程設計、學生看法

論文摘要：

學科內容和語言整合學習(CLIL)風潮在亞洲日益盛行(Geoghegan, 2024)。特別是在台灣，為了響應「2030雙語政策」，使用 CLIL 教學方法來實施全球在地化的雙語課程已成為熱門議題 (鄒文莉、黃怡萍，2022；Huang & Tsou, 2023)。然而，由於偏鄉學生普遍英語程度較低(王莢芳，2021a，2021b; Lin et al., 2022)，學科雙語教學是否適合偏鄉學校學生的學習仍缺乏深入的實證研究探討。有鑒於此，本研究旨在探討偏鄉國中學生對於全球在地化的雙語家政課程之看法。

本研究採行動研究法，對象為自高雄市某特偏國中39名九年級學生。課程主題為在地「內門辦桌油飯」，依據 Coyle (2015)的4Cs 架構進行課程設計。教學活動多元，包含內門辦桌油飯雙語文本閱讀、油飯料理成分與製作步驟介紹、英語電子郵件美食邀請函撰寫、辦桌油飯實作、利用 Canva 及 AI 輔助工具製作內門辦桌油飯成果影片、小組口頭報告及 Padlet 同儕回饋等，共計10堂課。課程結束後，研究者進行教學活動回饋問卷調查。問卷分為兩部分：第一部分為李克特五點量表，根據 Davis's (1985, 1989)科技接受模型設計, 涵蓋使用態度、感知有用性、感知易用性與意向等四面向，共23題；第二部分為5題開放式問題。資料分析方式採用描述性統計與質性分析並行。

研究結果顯示，偏鄉學生對於「內門辦桌油飯」主題課程持肯定態度，認為課程內容有趣，能減少學習焦慮，增強學習自信，同時促進英語及家政學科內容的學習。學生認為辦桌油飯料理實作及成果影片製作最有趣，而雙語閱讀

及小組成果報告則是相對比較困難。最後，本研究提出相關教學建議，以供偏鄉雙語家政課程教學參考。

A Glocalized Course Design on Oil Rice in the Rural Bilingual Classroom

Keywords: rural area, bilingual, course design, students' perceptions

The trend of Content and Language Integrated Learning (CLIL) is increasingly prevalent in Asia (Geoghegan, 2024). In Taiwan, in particular, the implementation of glocalized bilingual curricula using CLIL approaches has become a hot topic in response to the “2030 Bilingual Policy” (Huang & Tsou, 2023; Tsou & Huang, 2022). However, due to the generally lower English proficiency among rural students (Lin et al., 2022; Wang, 2021a, 2021b), there is a lack of in-depth empirical research on whether bilingual subject teaching is suitable for students in rural schools. Therefore, this study aims to explore rural junior high school students' perceptions towards a glocalized bilingual home economics course.

This study adopted an action research approach and recruited 39 ninth-grade students from a rural junior high school in Kaohsiung City. The course theme is “Oil Rice in Neimen Banquet,” designed based on Coyle's (2015) 4Cs framework. Teaching activities included bilingual reading of texts about Oil Rice in Neimen Banquet, introduction to the ingredients and steps, writing email invitations, hands-on cooking of the dish, creating a video showcasing the Oil Rice in Neimen Banquet using Canva and AI-assisted tools, group oral presentation, and peer feedback via Padlet, totaling 10 lessons. The questionnaire consisted of two parts. The first part was a 23-item Likert scale based on Davis's (1985, 1989) Technology Acceptance Model, covering four dimensions: attitude, perceived usefulness, perceived ease of use, and behavioral intention. The second part comprised five open-ended questions. Data analysis was conducted using both descriptive statistics and qualitative analysis.

The results demonstrated that rural students had a positive attitude towards the course,

finding the course content interesting, which helped reduce learning anxiety, increase learning confidence, and promote the learning of both English and home economics content. Students found the hands-on cooking and video production activities the most enjoyable, while bilingual reading and group oral presentation were relatively more challenging. Finally, this study provides pedagogical implications for the implementation of bilingual home economics in rural areas.

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