

The Pennsylvania State University

The Graduate School

College of Education

EXPLORING THE USE OF  
UNSOLICITED EMAIL IN EFL EDUCATION IN TAIWAN:  
AUTHENTIC AND CRITICAL LITERACY IN CONTEXT

A Thesis in

Curriculum and Instruction

by

Pei Fen Li

© 2007 Pei Fen Li

Submitted in Partial Fulfillment

of the Requirements

for the Degree of

Doctor of Philosophy

December 2007

The thesis of Pei Fen Li was reviewed and approved\* by the following:

Ladislaus M. Semali  
Associate Professor of Language and Literacy Education  
Thesis Advisor  
Chair of Committee

Jamie Myers  
Associate Professor of Language and Literacy Education

Miryam Espinosa-Dulanto  
Assistant Professor of Second Language Teacher Education

Steven L. Thorne  
Assistant Professor of Applied Linguistics

Dr. Glendon W. Blume  
Professor of Mathematics Education  
Coordinator of Curriculum and Instruction Graduate Studies

\*Signatures are on file in the Graduate School.

## ABSTRACT

Using authentic materials has been regarded as a source of learning language and culture among foreign language teachers. In recent years, a large body of studies has suggested that the Internet offers EFL (English as a Foreign Language) learners authentic materials and the use of e-mail, particularly, provide a teaching mode that affects student' learning. However, as time goes on and more people surf the Internet, the amount of unsolicited advertising e-mail grows. Since authentic literacy has become remarkably important in language learning, advertising e-mail naturally should become one of the potential materials in EFL teaching and learning. Based on this assumption, this study was designed to explore qualitatively the feasibility of using unsolicited e-mail as learning materials in EFL education.

This exploratory study investigated the experiences of ten students with unsolicited e-mail Lesson Program conducted in the study, including their interaction with and responses to advertising e-mail. Data were collected through an open-ended questionnaire, participants' weekly reflection notes, and semi-structured interviews; patterns and themes were synthesized and generated from data analysis. The findings indicated that students were motivated in learning English and the interaction between students and contexts increased because the contents of unsolicited advertising e-mail reflected and incorporated students' life experience. In addition, students gained linguistic and cultural insights embedded in literacy and images of unsolicited advertising e-mail through implementing appropriate instruction strategies and skills.

Some recommendations of this study were offered for further studies. They included developing training on semiotics and media literacy for students prior to advertising e-mail Lesson Program, increasing school's budget for equipping classrooms with network, and integrating unsolicited e-mail into EFL pedagogy and curriculum.

## TABLE OF CONTENTS

List of Tables.....	vi
List of Figures.....	viii
Acknowledgments.....	ix
CHAPTER 1: INTRODUCTION.....	1
Statement of Research Problem and Context.....	1
Purpose of the Study.....	8
Research questions.....	9
Significance of the Study.....	9
Limitations of the Study.....	10
Operational Definitions in this Study.....	10
CHAPTER 2: LITERATURE REVIEW.....	11
Introduction.....	11
EFL Education in Taiwan.....	11
Internet Impact.....	18
CHAPTER 3: METHODOLOGY.....	25
Research Design and Methods.....	25
A Qualitative Study.....	25
Why a Case Study.....	28
Methodology for this study.....	29
Participants.....	29
Setting.....	30
Data collection methods.....	31
Lesson Program for Unsolicited Email.....	33
Lesson Plan 1.....	37
Lesson Plan 2.....	41
Lesson Plan 3.....	43
Lesson Plan 4.....	46
Lesson Plan 5.....	48
Lesson Plan 6.....	50
Lesson Plan 7.....	52
Lesson Plan 8.....	54

CHAPTER 4: RESULTS.....	55
Introduction.....	55
Written Open-ended Questionnaire.....	55
Experience with the Internet.....	56
Reflection Notes to Lesson Program.....	62
Interviews.....	72
CHAPTER 5: DISCUSSION.....	88
Interaction between Learners and Learning Contexts.....	89
Internet: Authentic and Critical Literacy in Context.....	90
Semiotics in Advertising.....	92
Instruction Strategies.....	95
Pedagogical Implication of this study.....	96
Recommendations for Further Study.....	99
REFERENCES.....	101
APPENDIX A: Open-ended Questionnaire for the Pilot Study.....	106
APPENDIX B: Reflection Form to Lesson Program.....	107
APPENDIX C: Interview Protocol (Translated).....	108

## LIST OF TABLES

Table 1	Carol Kuykendall's Guideline for teaching materials selection.....	15
Table 2	Common characteristics of qualitative research.....	27
Table 3	Time spent on internet.....	56
Table 4	Main purpose of using the internet.....	57
Table 5	Internet's positive impact on work for classes.....	57
Table 6	Internet communications tools used most.....	57
Table 7	Comparison between online information searching and library use.....	58
Table 8	Use Internet as instruction materials.....	58
Table 9	First response to unsolicited email in Chinese.....	59
Table 10	Responses to unsolicited email in English.....	59
Table 11	Learn English through unsolicited email.....	60
Table 12	Cultural insight embedded in unsolicited email.....	60
Table 13	Reflection to Lesson 1.....	63
Table 14	Reflection to Lesson 2.....	64
Table 15	Reflection to Lesson 3.....	65
Table 16	Reflection to Lesson 4.....	66
Table 17	Reflection to Lesson 5.....	67

Table 18	Reflection to Lesson 6.....	68
Table 19	Reflection to Lesson 7.....	69
Table 20	Reflection to Lesson 8.....	70
Table 21	Theoretical themes generated by positive reflection to Lesson Program.....	71
Table 22	Interview result with Student 1.....	73
Table 23	Interview result with Student 2.....	74
Table 24	Interview result with Student 3.....	75
Table 25	Interview result with Student 4.....	76
Table 26	Interview result with Student 5.....	77
Table 27	Interview result with Student 6.....	78
Table 28	Interview result with Student 7.....	79
Table 29	Interview result with Student 8.....	80
Table 30	Interview result with Student 9.....	81
Table 31	Interview result with Student 10.....	82

## LIST OF FIGURES

Figure 1	Educational Tracks in Taiwan.....	4
Figure 2	Information Processing Model of Advertising Effectiveness.....	35
Figure 3	Unsolicited Email 1.....	36
Figure 4	Unsolicited Email 2.....	40
Figure 5	Unsolicited Email 3.....	42
Figure 6	Unsolicited Email 4.....	45
Figure 7	Unsolicited Email 5.....	47
Figure 8	Unsolicited Email 6.....	49
Figure 9	Unsolicited Email 7.....	51
Figure10	Unsolicited Email 8.....	53

## ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to all my dissertation committee members for helping me throughout the long and exhausting process of my study. More specifically, I want to thank my advisor, Dr. Ladislaus M. Semali, for his persistent support during all these years, especially the last phase of finishing this dissertation. Also, I want to thank Dr. Jamie Myers, my originally assigned advisor, for his thoughtful and caring attitudes towards me when I told him in an embarrassing and fearful voice that I was to change the advisor. What inspired and touched me particularly were the words he said, “Peifen, what is the best for you is the best for me. Don’t worry.” I really appreciate his consideration and understanding much more than I can say. My great thanks also go to Dr. Miryam Espinosa-Dulanto, who revised my comprehensive papers with great efforts and always gave me encouragements when I felt depressed during my writing process. The last committee member I would like to thank is Dr. Steven L. Thorne, who initially helped me generate the topic of my dissertation. Though I don’t know if this dissertation meets his original expectation for me, I feel so thankful for facilitating this study to be completed.

In addition to all the teachers who academically help me finish my study, I would like to give my great thanks to my beloved family and church brothers and sisters both in Taiwan and in State College. Their persistent prayers contributed to giving me strength and endurance to go through the difficult times during the whole process of my study, especially when I was in the deepest sorrow due to my dearest father’s passing away. Their comfort and company have been a source of inspiration and support. Last, I want to thank God for His great mercy and grace that make my study of completion possible. He is and always will be my spiritual guide in my entire life.

## CHAPTER 1

### INTRODUCTION

#### Statement of Research Problem and Context

Having been a teacher of English at a two- and four-year technological college in Taiwan for many years, I have noticed that the achievement of English as a Foreign Language (EFL) teaching and learning is not always proportionate to the efforts and time both teachers and students have invested in. What are the main factors that frustrate the students to learn and teachers to teach? For many of the past years, English teaching and learning in Taiwan has stayed in a “banking education” mode in which teachers acted like knowledge/stuff transmitters and students like receptors and acquirers (Freire, 1970). As a result, students lacked authentic dialogues to find their own generative themes and to connect their existential experience to the world of the target language they were learning. I agree with Graman’s statement (1988) that when students can analyze their own experiences and describe them in their own words, they are more likely to develop intellectually and linguistically. Thus, interaction between the teacher and students plays a crucial role in teaching and learning.

In Taiwan, textbooks are a necessity to most of the English teachers when they don’t have time to develop their own instructional materials. To some degree, it’s true that there are some advantages of using textbooks in a language class. For an English teacher, for example, a textbook provides a syllabus and structure that help the classes systematically planned and developed. Also, textbooks are often accompanied by a series of CDs, cassettes, workbooks, and comprehensive teacher’s manuals with a rich and varied resource that enable the teachers to devote time to teaching rather than finding or produce materials. For the students, on the other hand, textbooks provide a feeling of security because they have more direct road map of the course.

However, I find EFL learners in Taiwan have a tendency that the textbook-based English learning materials seem more likely to fall into some fixed patterns, which contributes to a consequence that students lack of stimulating input. As a result, students lose learning interest. In other words, the textbook-based learning materials put a greater emphasis on a pedagogical objective and that causes the contexts and the exercises to appear dull, repetitive memorization and drilling of forms in ways that have no application in the real world or the content or example may not be relevant to the students. Due to lack of authentic and interactive communication between the students and the texts, students are usually not in an enjoyable and effective learning environment. Obviously, if the textbooks teachers use do not deliver the goals of linguistic and cultural proficiency, interest and enthusiasm for English learning will become gradually less. As an English teacher, I try to apply different teaching methods and materials to make English learning interesting and fun, because I know that only a motivated student can make English language learning go far.

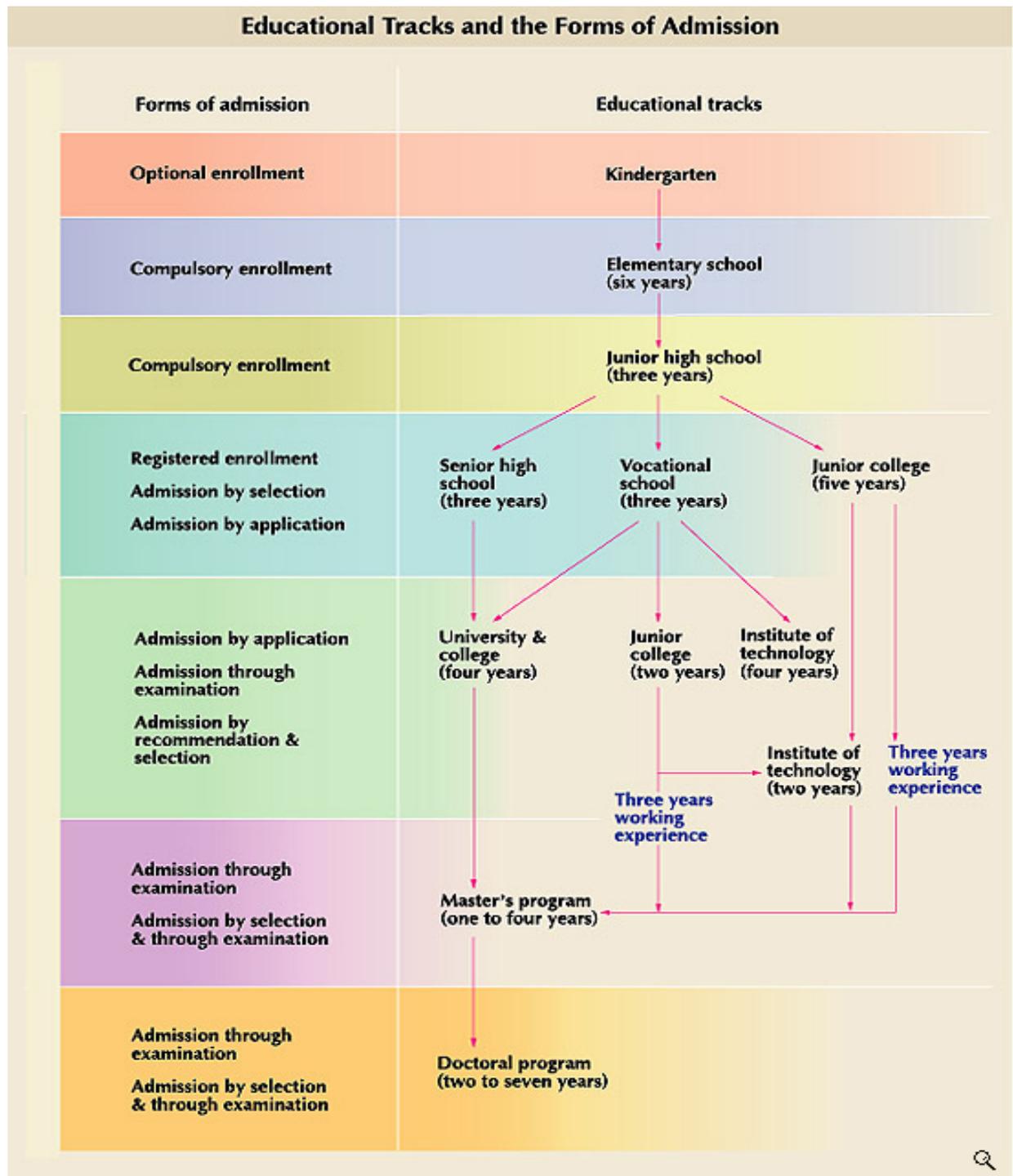
Moreover, it is the educational system in Taiwan (see Figure 1 below) that brings out a **phenomenon** which apparently tells the reasons why students' performance and motivation in learning English can not be enhanced. Due to the exam-oriented and textbook-based educational goals, students' interactive learning is limited. That is, students' English learning focuses only on how they can get higher scores on the National Joint College Entrance Examination for entering better schools. They seldom concern about how much English literacy they can use to communicate with the authentic English contexts, including English newspapers, TV programs, advertisements, movies, menus, magazines, and so forth. It is extremely sad to say that students learn English in Taiwan just for tests, not for real communication.

A general conclusion made by most English educators indicates that increased language proficiency should be closely related to meaningful or communicative language use. In other words, students will perceive their English learning as a tool for communication if the teachers

focus on meaningful and communicative use of language. Then it would be important whether language textbooks emphasize meaningful and communicative language learning. However, current textbooks still rely too much on mechanical practice and do not provide students with more opportunities to communicate in the language. Although the professional language educators in the field of EFL pedagogy and acquisition may have different opinions on a variety of issues, they seem to widely accept the importance of using authentic English materials to provide contextualized information as well as to emphasize the communicative and social function for EFL learners (Kramersch, 1993). Though language has a variety of definitions, it still shares some common elements. According to Birckbichler (1987), language is regarded as symbols designed to allow people to communicate orally or in writing. This communication between and among people conveys transmission of information, ideas, and feelings that makes people able to share their experiences and thoughts. Through a linguistic system, people can interact in ways that are given to a group of people.

Figure 1 Educational Tracks in Taiwan

Source taken from <http://www.gio.gov.tw/taiwan-website/5-gp/yearbook/p276.html>



Based on the definitions of language, the approach of English teaching should be focused on real language use in different situations designed to develop the student's ability to express and exchange ideas, thoughts, and reactions. Language experts interpret "authentic materials" in different ways, but it is generally understood when referring to materials or resources that have not been prepared with a pedagogical objective in mind. According to Kramsch (1993), authentic materials are the ones that were produced to fulfill the social function in a created language community. In a word, authentic language is generally defined as language that has not been edited or modified for classroom use. In Taiwan, students are rarely given the opportunity to read authentic language.

Research conducted by Wang & Dalton (1997) also stated that if students lack of opportunities to practice and lack of authentic materials to be learned effectively, they will gradually lose interest in learning English. So, it is not surprising that many EFL teachers now in Taiwan have enthusiastically taken great efforts to develop creative ways of using resources with their students to make the language learning more authentic as much as possible.

Particularly in recent years, a dramatically growing amount of research evidence suggests that the integration of computer technology, especially the Internet, into instruction can empower students in language learning (Green, 1997; Sloane, 1997). With access to the Internet, EFL learners can have more opportunities of communicative practice with native speakers in such as on-line conferences, chat rooms or through e-mail. Since the resources on the Internet are full of varieties and diversities, more and more English teachers are working hard to enrich their instruction by using the texts with graphics, sound, and animated pictures to facilitate students' learning motivation. Furthermore, English literacy used on the network is written for the Internet users who read and write English, which offers EFL learners a critical, authentic and up-to-date learning environment. A large body of studies has concentrated in describing how the use of e-mail as a teaching mode affects students' learning. The results have indicated that e-mail

studies have led to as good or better learning outcomes compared with such traditional study modes as self-study of books, face-to-face teaching, and correspondence teaching.

However, much more seldom have the students' cognitive processes in an e-mail environment been the focus of research. The use of e-mail has been regarded as the most common tool to facilitate the interaction between speakers and the learners, which contributes to an essential new medium of language and literacy practices (Warschauer, 1995, 1996). As time goes on and more people surf the Internet, the amount of so-called "unsolicited" e-mail grows. Unsolicited e-mail is any e-mail message received where the recipient did not specifically ask to receive it. Unsolicited e-mail is regarded as junk email, which is named by most of people and commonly treated as advertising. Some people reasonably assume that cyberspace reflects many aspects of other forms of communications. It would seem that since telemarketing and direct mail are successfully used marketing techniques for many businesses, it should follow that direct e-mail, or unsolicited e-mail, should also work.

As much as I have known, however, when people see an increase in the amount of "unsolicited mail," which appears in their email box, or on their favorite newsgroup, their first response is to delete it as quickly as they can. Nowadays, the increasing unsolicited mail is becoming a bigger problem for the Internet. While unsolicited commercial e-mail (spam) is annoying, it is not directed just at you. Spam is just part of the daily barrage of advertising we are exposed to, for example, radio and television commercials, print advertisements, billboards, door-to-door salesmen, and most recently web ads. Unsolicited email is often equally unwelcome. But maybe it is the sensitivity of being an English teacher to the literacy in English. The unsolicited email is not that annoying to me. Contrarily, I was thinking whether I can gain something related to English teaching and learning with the texts. I expect that "someone's trash could be my treasure." More importantly, advertising in the mass media contains a wide variety of psychological, emotional, and cultural messages (Brickman, 1992). Advertisements provide

real-life illustrations of argument, cause and effect, and persuasion. They can be particularly effective, when carefully chosen, in teaching English.

Since authentic literacy or materials have become remarkably important in language learning, advertising email naturally becomes one of the potential materials in EFL teaching and learning. In addition, there are dramatically increasing numbers of accounts of the use of e-mail applications at all levels of education. According to statistics released by the Taiwan Ministry of Economic Affairs and my in-class survey in 2001, the majority of students spent at an average of one hour or even more than that in getting on-line or reading and writing e-mail every day. Based on this reality, exploring the feasibility of using the function of e-mail and its contexts written in English by native speakers as lesson materials to motivate student's English learning becomes my research interest. Since people cannot learn a language without learning its culture, whether and if so, how many linguistic and cultural sources unsolicited e-mail conveys becomes a crucial study for a language teacher to investigate.

In my own experience and observation particularly, I find that most unsolicited e-mail (see examples in Figure 3-10) is advertising providing rich insights into popular cultural context and language. But whether students also have the same perception as I do or what is their response to unsolicited email needs to be studied. Additionally, to date I have found no published studies on exploring the relationship or connection between the use of unsolicited e-mail and EFL learning. Thus, in this research, I would like to understand Taiwanese EFL students' experiences with unsolicited e-mail, including their responses and interactions with unsolicited e-mail. In addition, to study the feasibility of implementing unsolicited email to enhance EFL students' learning motivation in Taiwan is another important part I'd like to explore.

### Purpose of the study

As previously mentioned, one can not learn a language without learning its culture. In other words, language is inseparable from the culture of the people who speak that target language. As Kramsch (1993) states that culture is not just information conveyed by the language; cultural awareness must be viewed as enabling language proficiency and also as reflection on language proficiency. That is why when the EFL teachers try hard to create ways of promoting students' English ability, at the same time, they need to examine if the culture could be learned as well.

The use of authentic materials is closely associated with the development of the communicative approach to language teaching. Also, authentic materials are a way to learn the target culture directly because they are used by and for the people who speak the target language. Nowadays, since the Internet seems to become a tool to facilitate the use of authentic materials in EFL education, it conveys potential insight that the English written advertising email can also be a new instruction mode with appropriate lesson plans for EFL students and teachers. On the other hand, if the advertising email can be perceived as authentic and critical literacy in context, that helps EFL learners and teachers interactive effectively in EFL classrooms, which will provide a new source in EFL education.

Based on the perspective in EFL education, this research study is to explore the use of unsolicited email in EFL education in a Taiwanese technological university. More particularly, its purpose is to study:

1. how EFL students in Taiwan perceive unsolicited e-mail.
2. how EFL students in Taiwan interact with unsolicited e-mail.
3. how EFL students in Taiwan respond to unsolicited e-mail.
4. the feasibility of using unsolicited email as English authentic materials in EFL education.

## Research Questions

This study is an exploratory study that investigates how unsolicited email can be feasibly used as authentic materials in learning English for EFL students in Taiwan. The main research question guides the study and it is divided into three sub-questions.

Main question: What is EFL students' experience with unsolicited email?

Sub-question 1: How EFL students in Taiwan interact with unsolicited email?

2. How EFL students in Taiwan respond to unsolicited email?
3. What is the feasibility of using unsolicited email as materials in EFL education?

## Significance of the Study

Through this research, authentic and critical literacy in context of unsolicited email-based lessons provides insights on raising cultural awareness and an intercultural perspective and enhances the design of learning materials as well as strategies for teachers who want to help students better understand the target language without losing their own cultural identity while learning this foreign language.

This research is intended as the basis for open-ended dialogue with some other English educators around the world. Hopefully, this study will spark ideas for possible new research areas and help frame EFL curriculum designs attempting to motivate EFL students to learn English in a globally changing educational environment. Second, my initial attempt to this study is to integrate unsolicited email literacy into EFL curriculum and make EFL learning materials more authentic and critical in context.

### Limitations of the study

This study is an exploratory qualitative research so there is seldom justification for generalizing the findings of a particular study. Due to this problem, replication of qualitative studies becomes more important. A qualitative study is difficult to generalize beyond the data analyzed. In other words, it is a generalization to the theory, rather than a population. And there are concerns with reliability of measures. They are not generalizable in the conventional sense. By definition, case studies can make no claims to be typical. Empirically, I have no way of knowing to what extent the 10 students in their department are similar or different from other such departments in our school or even over some other technical colleges in Taiwan. Furthermore, because the sample is small, and because data is predominantly non-numerical, there is no way to establish the probability that data is representative of some larger population. For many researchers and others, this renders any case study findings as of little value.

### Operational Definitions in this Study

1. Unsolicited email: Unsolicited mail here in this study means email written in English and has a primary purpose of advertising or promoting a commercial product or service. Sometimes it links to websites provided with the e-mail texts. It is sent to a group of recipients who have not requested it.
2. Email Lesson Program: It refers to the classes for this research on unsolicited email.

## CHAPTER 2

### LITERATURE REVIEW

#### Introduction

This study is to explore the use of unsolicited email as a source of authentic materials in EFL education and also investigate students' perception of using this kind of email as the materials of English learning. First, I will have an overview of the developmental approaches of EFL learning and teaching in Taiwan and then introduce how Internet is applied to EFL instruction. Finally, how unsolicited advertising email can be used as authentic materials to facilitate EFL students' learning motivation and empower their comprehension of English language.

#### EFL Education in Taiwan

In Taiwan, the traditional examination-oriented education system (see previous Figure1) and the high value put on a student's academic performance, most of the students choosing to go to technological and vocational colleges are regarded as those students who do not perform well in their academic subjects. Take English subject as an example, 88% of the technological vocational college students graduated from technological and vocational high schools, which have much less hours of English classes than the general high schools. Averagely, general high schools have six to eight hours of English class, but for technological vocational high schools, they have only two to three hours a week. From the points on the hours of English class meeting and the academic performance, it can be obviously figured out how difficult it would be for the students of technological and vocational colleges to learn English, which is a required subject in the education system.

In traditional English learning, "teacher and textbook are seen as authoritative sources of knowledge," and the focus of language learning is on grammar and vocabulary. And due to the traditional exam-oriented system, the EFL teaching is under the grammar-translation method,

which features some characteristics, for example, classes are taught in the mother tongue, with little active use of the target language and little attention is paid to the content of texts. That is, the EFL learning focuses on learning the grammatical rules and translating passages from one language into the other. With this method, students learn the vocabulary in English through direct translation from Chinese. As a result, students are mechanically input rules and they do not acquire and use English as a natural and living language. The students have made it clear that they just want enough English to get a passing grade on the exams. They can not see any other reasons why they should learn the language.

Obviously, there are many drawbacks to the grammar-translation approach. In Taiwan, the class size is big, which usually consists of 50 students in a class. For this, almost no class time is assigned to allow students to produce their own sentences, and even less time is spent on oral practice, no matter if productive or reproductive. Therefore, students may have difficulties when they try to relate the language they are learning to their own life because the classroom experience does not allow them from personalizing it or developing their own style. In addition, there is often little contextualization of the grammar and for the learning of culture, it is learnt through means of reading passages. For those students who respond well to rules and structure, the grammar-translation method can provide a challenging and even interesting classroom environment. However, for those students who do not respond well to such structures, it is easily understood that the grammar-translation method must be integrated with some other approaches to create a more flexible and useful approach.

In a traditional classroom environment, usually teachers act as knowledge transmitter and students are like recipients, who seldom value the importance of having interaction with the teachers or the texts. Similarly speaking, students are positioned as empty vessels to be filled by the teacher. According to Paulo Freire in his book *Pedagogy of the Oppressed*, education is traditionally framed as "an act of depositing, in which the students are the depositories and the

teacher is the depositor" (1970, p58). In this framework, the teacher lectures, and the students "receive, memorize, and repeat" (Freire, p58). Honestly speaking, the education in Taiwan has been in a form of "banking education," which is generally characterized and summarized by Freire as the following oppressive attitudes and practices:

- the teacher lectures and the students meekly listen;
- the teacher chooses and enforces his choice, and the students follow;
- the teacher chooses the program content, and the students (who are not consulted) adapt to it;
- the teacher confuses the authority of knowledge with his own professional authority, which he sets in opposition to the freedom of the students;
- the teacher is the Subject of the learning process, while the pupils are mere objects.

For overcoming the weaknesses mentioned above, Direct Approach arose, which was a reaction to the grammar-translation approach and its failure to empower students to use English they had been studying. Originally, EFL teachers felt frustrated by the limits of the Grammar Translation Method in terms of its inability to create "communicative" competence in students and thus began to use the new way of teaching language. Basically, teachers attempted to teach English in a way that was more similar to first language acquisition, which incorporated techniques designed to achieve the goals that the Grammar Translation did not. The Direct Approach includes having the ability of oral communication, more spontaneous use of the language, and developing the ability to "think" in the target language. Honestly and practically speaking, for the students graduating from vocational and technical high schools, it is severely suffering to have the English classes without Chinese translation no translation. As a result, their English ability can not be enhanced; but much worse, they lose motivation of learning English. Moreover, the constraints of classroom size, time, and the teacher background made this kind of method difficult to be used effectively in EFL learning. Later, the method went into decline and even the English teaching method return to the Grammar-translation Method, which students feel at least more

secure in learning reading and grammar skills. Still, EFL teachers try to overcome the weaknesses that the Grammar-translation Method brought out. Later the Communicative Language Teaching (CLT) arose. CLT emphasizes interaction between the means and the basic goal of learning a language. When compared to the grammar-translation approach, CLT approach aims to expand the goal of increasing communicative competence. More importantly, it teaches students how to use the language in real-life situations, which makes communication possible. For example, the teacher would set up a situation that students are likely to encounter in real life. Brown (1994: 77) points out:

"Beyond grammatical discourse elements in communication, we are probing the nature of social, cultural, and pragmatic features of language. We are exploring pedagogical means for 'real-life' communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just the accuracy that has so consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance 'out there' when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong language learning among our students, not just with the immediate classroom task. We are looking at learners as partners in cooperative venture. And our classroom practices seek to draw on whatever intrinsically sparks learners to reach their fullest potential."

That is what more recently some writers such as Bax (2003) have critiqued CLT for paying insufficient attention to the context in which teaching and learning take place.

However, in addition to the problem of overemphasizing English grammar created by the examination-oriented education system in Taiwan, which has long been identified, there are some other problems that the education authorities who are responsible for the curriculum design should also need to know fully. For example, the materials used in the textbooks are too much overemphasized on the rules and the reading texts are pedagogically purposeful. And once

students have a chance of being in a real situation of using English, they are not taught to figure out the real situation and then they would more likely get lost totally. Practically speaking, the traditional test-oriented textbooks are not able to meet the needs of effective EFL education.

In order to resolve the problems occurring in EFL education, over the last few decades, materials for English instruction in colleges or universities in Taiwan have advanced from locally produced grammar-based textbooks to function-based EFL or ELT (English Language Teaching) imported from English-speaking countries. Though the EFL books look attractive in their printing and try to help learners with situational conversations, students still feel they are not well enough equipped with knowledge of the real English-speaking world. The main reason is because these EFL materials are written for non-native speakers. Thus, the materials are presented in the English-speaking world as an artificial environment, which still can not effectively enhance the EFL learning. In other words, the materials are not authentic. According to Kuykendall's guidelines (1980) for choosing teaching materials to be used in English classrooms (See Table1), the Item 5 is that we English teachers need to introspect more, especially from the majority of the students' response we know that they lack of learning interest.

Table 1: Carol Kuykendall's Guidelines for Teaching Materials Selection

Item	Guideline	Example & Review
1.	Does the material do what it says it does?	Does a composition book really teach composition, not just rehash rules of grammar, usage, and mechanics?
2.	Is the material supported by a solid rationale?	Is this rationale rooted in current theory and/or research, or does it merely pander to the expediencies of the moment?
3.	Is the content of the material sound and well-balanced?	Does a literature book feature high-quality pieces representing a variety of forms and cultures; does it provide well-formulated questions and activities?
4.	Is the material designed for learning as well as for teaching?	Does it stimulate active student involvement?
5.	Is the material geared to the abilities and interests of the students intended to use it?	Hand a sample to two or three students and check their reactions.

The following two quoted relevant statements are made by Mindt's (1996) and Kennedy's (1998) with the problem of EFL textbooks (Hwang, 2001):

A comparative study of authentic language data and textbooks for teaching English as a foreign language has revealed that the use of grammatical structures in textbooks differs considerably from the use of these structures in authentic English (Mindt, p.186).

On the basis of a comparison between a corpus analysis and the linguistic devices taught in textbooks...there can be a significant mismatch between normal use of English and what is taught to second language learners. (Kennedy, p. 284)

After the communicative language teaching (CLT) has emerged in the field of English teaching in Taiwan, the new versions of English textbooks in high schools have been edited by the

principles of CLT. However, the switch from traditional form-focused instruction to teaching English as a means of communication demands not only changes in materials, types of classroom activities, but also changes in teacher beliefs about language teaching. As previously mentioned, in a traditional instruction in EFL classroom, students' attitude toward texts trends to be passive, which means they accept what is found in reading texts simply because it is so often presented as obvious (Wallace & Mintzes, 1990). With the CLT approach, however, teachers pay more concern about what students comprehend in a text and whether the students have interaction or discourse with the texts they are reading. That is, teachers generally use texts as a means to convey the knowledge of grammar, vocabulary, and content. The students' attitudes towards reading are more critical, which indicates that students no more just blindly accept the obvious statements in a text. Thus, it is important for teachers to guide students to question the reading content and ideological clues that the writer tries to convey inside the texts.

The communicative approach to language teaching emphasizes the use of language as a communication tool. How students become proficient in reading is determined by using the language, not just by learning about the language. And to become proficient in a language, students need to use critical thinking through the target language. Critical thinking has been defined in different ways and this reflects its multifaceted nature. For example, according to

Dewey (1933: 118):

“critical thinking is active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends'.”

Critical thinking focuses on exploring the writer's perceptions of certain issues and having students reflect on this process. This kind of reflective process will come up a form of transformation and may result in students starting to explain the issue. In essence, critical literacy

emphasizes the importance of helping students have different perspectives of subjects presented by authors or contexts and understanding these problems and their complexity (McLaughlin & DeVogd, 2004). Since authentic and critical literacy are growing more important in EFL education, finding out the materials with the two features of literacy undoubtedly becomes a crucial issue for the teachers. In other words, how can the materials used in EFL education indicate authentic and critical is a dramatically essential issue that most of the EFL teachers are undergoing with great efforts.

### Internet Impact

Students in EFL classrooms in Taiwan have terribly suffered from large sizes and limited opportunities of interacting with authentic language. As known obviously, it is very difficult for students to expose themselves to the target language outside of the classroom in foreign language situations. Therefore EFL teachers claim that it is very important to establish an interactive learning environment where students are able to associate with each other in the target language and negotiate meaning through interaction. With such an increasing need in EFL education, when technology has emerged in Taiwan, especially the Internet, every aspect of education is affected dramatically by the change of the ways how teachers teach and students learn. Currently, computer networks are being used in language teaching and learning. The use of global communication networks such as e-mail is increasingly significantly. According to Peacock's definition (1997), authentic materials are those that have been produced to fulfill some social purpose in the language community. More often, the Internet was seen as a marvelous medium for instruction. According to Khan's statement (1997), the Internet has some features that are valued highly and used in the classroom by language educators.

First, for example, via email, the communication between teachers and students, between students and networked resources, and among students is made possible. In other words, the Internet increases interactivity, which facilitates the students to gain online resources or guidance from the teachers much more conveniently. Then it is the varieties of online resources that make students' learning more satisfying because students can choose what they need. Third, the Internet can provide a more opening environment, which differs from a traditional learning setting. Just as mentioned previously, one can not learn a language without learning its culture. To the global access from the Internet, EFL learners can learn cross-culture without time and spacial limitations. Particularly to date in Taiwan, majority of students have their own computers networked and spend at an average of one hour or even more than that in getting on-line or reading and writing e-mail every day.

Forth, probably the most important feature for EFL education, it is the authenticity of the Internet that makes EFL learning in a more authentic and realistic contexts. Fifth, the use of the Internet for instructional purposes is being criticized by some language experts especially for its vast of resources, which maybe inappropriate to students. But exactly because the Internet contains such huge information, it consequently is regarded by some educators as resources for cultivate the ability of critical thing, which is the fundamental aim of learning. For example, according to Internet Pioneer, Vinton G. Cerf, on the article (1996) "Truth and the Internet:"

There are no electronic filters that separate truth from fiction. No cognitive "V-chip" to sort the gold from the lead. We have but one tool to apply: critical thinking. This truth applies as well to all other communication media, not only the Internet. Perhaps the World Wide Web merely forces us to see this more clearly than other media. The stark juxtaposition of valuable and valueless content sets one to thinking. Here is an opportunity to educate us all. We truly must think about what we see and hear. We must evaluate and select. We must choose our guides. What better lesson than this to teach our young children to prepare them for a new century of social, economic and technological change?

As the Internet has spread rapidly in Taiwan, college students use it as a vehicle for communication, news, and data search. According to the survey of census data conducted in 2004 by the Foreseeing Innovative New Digiservices (FIND), Taiwan Institute of Information Industry, households with Web access rose from 40% to 61%. Even more remarkably, college students spend more time online than they spend on any traditional media. Some research suggests that the use of the Web has increased rapidly in education and has become an important resource for teaching and learning and it has been a central resource for teaching and learning (Barnard, 1997; Coombs & Rodd, 2001). The Web can increase literacy skills if it is used or designed appropriately. Quite a lot of language teachers are trying their best to help their students develop their ability to use the foreign language.

According to the language experts, if EFL learners, for example, can't develop a conversation or discussion, it's not enough for a learner to have a competent ability in a language. The use of networked-computer technologies in education has rapidly increased the use of authentic materials in EFL teaching. English used on the Internet, for example, is authentic because it is written for people who read and write English, not especially for the EFL learners. Visual materials are a primary teaching tool for non-literate learners. It is necessary for instructors to select and create materials relevant to the interests, capabilities, and needs of individual learners.

Most teachers find that they want to develop materials for each class based on the learners' particular needs and interests. Some teachers choose a text and supplement it with their own specially developed materials and props, while others focus on their own special materials and supplement these with ideas or pages from textbooks. There has been a rapid and widespread increase in the use of authentic materials in foreign language teaching. Rogers and Medley (1988) state that authentic materials offer more clues for comprehension to the students than other materials because they convey more visual contexts and nonverbal clues. Most students today

have got involved to the network and are accustomed to gaining knowledge about the world from the Internet more than from other media such as televisions and magazines. Therefore, it makes sense to take advantage of Internet materials to teach foreign languages and to introduce the culture of the people who speak those languages. According to Morgan (1996), critical literacy attempts to develop the understanding of the way texts and their discourses work together to represent reality.

Using authentic materials to teach the target language is effective in teaching not only the target language but also the target culture; thus, using the web-based texts in the classroom has many advantages if used actively instead of passively. In EFL education, there are many references to authentic materials. Many English teachers consistently emphasize the need and importance of using authentic materials in the classroom as much as possible. In the last few decades, the large amount of using authentic materials in English textbooks has been growing with the increasing popularity of the communication-oriented teaching because EFL students need to refer to the contexts with appropriate ways that native speakers put the target language in use. Therefore, many English language textbooks have been written with the claim that one of the most remarkable features of the textbooks is using authentic materials.

There are many English language professionals (Morton, 1999; Peacock, 1997; Morrison, 1989) have experimented with practical methods to teach English courses with various authentic texts and levels and they also show that there are some positive results in motivating students to learn English and developing their communicative competence. However, most of the imported English textbooks in Taiwan cost a lot of money and sometimes the authentic materials are out-of-date and seem to bore the students. That is the main reason why EFL teachers try to explore some other resources to find authentic materials instead of the textbooks.

As we have known that, one of the Internet webpage's characteristics is its various pictures. Some studies have stated that the roles of pictures play in language learning a lot. For example,

they argue that pictures can promote students' learning interest. Some language educators may think that pictures are fine with beginners and children but not with adult learners. But according to my personal experiences, when I bring pictures to the EFL classrooms, even college students are fond of that no matter what years they are. Students may see aspects of the picture in different ways. They have a reason for speaking and for listening to other students. Pictures play a key role in motivating students, contextualizing the language they are using and giving students clues or a reference to activate in-class comprehensive activities. Pictures for language learning are richly illustrated and provide a valuable guide to the role of pictures and other visual materials in language teaching.

According to Scott (1994), the e-advertisements are full of color pictures and textures. The literature on advertising images fails to include the rhetorical richness. Pictures in the advertisements are not only as similar objects to visual perception but also as symbolic objects which are constructed from the conventions of a particular culture. However, the number of current existing Internet educational resources can make the language educators feel overwhelmed when they want to incorporate those resources into the learning activities of students. Pictures can be used as a reference and stimulus in order to promote different language teaching emphases such as structure, vocabulary, functions, situations, and skills. Critical media literacy is the ability to access, analyze, and evaluate messages from a variety of media forms. It allows people to interact with different media in constructive and thoughtful ways, using and developing their critical thinking skills. It involves the continued questioning of the messages.

When we interpret the pictures of advertising, the concept of semiotic will be naturally associated. The fundamental definition of semiotics is the study of signs and symbols. It contains the study of how meaning is constructed and understood. In the linguistic definition of semiotics, it is the study of human communication. It involves the relationship between words and the objects or concepts they represent. Thus, when we investigate the literacy of the

electronic advertising, the meaning generated in the advertising texts is concerned and it has direct application to visual images and popular culture. According to Halliday's statement, "Language as social semiotics," means "interpreting language within a socio-cultural context." In other words, language contains exchanges of meaning in different interpersonal context. Halliday explains that language does not consist of sentences; it consists of text, or discourse; "the context plays a part in determining what we say; and what we say plays a part in determining the context. As we learn how to mean, we learn to predict each from the other." (Halliday, 1978, 2-3).

Summarized from the definition above, language not only expresses social structures, it also symbolizes social systems. In other words, culture can be learned by learning a language from visual words or pictures because semiotics represents a way of speaking, thinking, and interpreting the signs that convey meanings embedded in texts (Semali, 2002). Since nowadays it is easy for EFL students to get access to the Internet and they have sufficient freedom to pursue online knowledge, negotiate interpretations, find out new connections, and represent meanings in their own ways, teachers are therefore challenged to consider other methods to teach and lead students in the understanding of sign systems by technologies. In a multimedia world of the Internet, a text can be just as short as advertising or as long as a book. Gradually, students will find that they live in a global world, which only a small percentage of human communication is verbal; a vast amount of communication takes place on the nonverbal level. As a result, it is important to examine the sign systems of a visual culture and how might teachers design pedagogical materials to demonstrate and model for students how to value critical reading and critical viewing of visual culture.

Now we live in a virtual Information Age so that it is impossible to ignore or avoid everyday electronic literacy and consequently, critical literacy has become an important skill to make use of the Internet literacy meaningful and available to students in EFL education. Particularly, most of information is in electronic versions which build up the social, cultural and technical dimensions of

new forms of communications technology. Referring the Internet literacy to EFL education, the basic literacy skills include decoding, predicting and summarizing (Hull, 2000). Critical literacy includes a range of critical and analytical attitudes and skills used in the process of understanding and interpreting texts. When students currently are under such abundant varieties of information online, how EFL teachers assist students to evaluate all kinds of online information they receive becomes more and more important. In other words, it is very crucial to let students know the importance that the critical literacy should be included in EFL instruction.

Similarly, when students are exposed to the tremendous amount of advertising every day, they need to look at advertising with critical skills as well. They should become aware of the influence that advertising has on them. After all, the power of the Internet is like a two-edged sword. When it is applied appropriately, students can benefit from it. Or students will be impacted negatively when used inappropriately. Particularly, the Internet also delivers some of the misinformation, which makes EFL teachers attentive when they are choosing the web-based materials for instruction. There are endless lists of useful materials for the language classroom.

In the past, there is a vast of research studying about how web-based instruction and literacy benefit students' English learning. I totally agree; however, so far, little research focuses on the literacy of the unsolicited email, which basically has the same Internet features mentioned previously in this study. What I find out about unsolicited email is how to get rid of it and how to stop the spam with marvelous system. Personally, I believe that the e-commercial advertising should have the same advantages that the print ads have. Moreover, since the unsolicited email is authentic, could it be possible used in EFL learning? How would the students perceive it as materials for English learning? In short, in this study, I would like to explore the fact if "someone's trash could be someone's treasure." More importantly, I would like to study if there is a feasibility of developing the unsolicited email as English learning materials.

## CHAPTER 3

### RESEARCH DESIGN AND METHODS

The purpose of this exploratory study is to investigate the use of unsolicited email as materials in EFL education. More specifically, there are two focuses on the topic of unsolicited email. One focus is to understand EFL students' experiences with unsolicited email, including how do they respond it and interact with it. The other one is to investigate the feasibility of using unsolicited email as materials in EFL education in Taiwan, especially how to make the materials more meaningful and further to motivate the students' learning. Briefly summarized, the main questions of this study are:

What are EFL students' experiences with unsolicited email?

And the sub-questions are:

1. How do EFL students in Taiwan respond unsolicited email?
2. How do EFL students in Taiwan interact with unsolicited email?
3. What is the feasibility of using unsolicited email as materials in EFL learning?

#### A Qualitative Study

Over the past decade, qualitative approaches have been increasingly used for educational research. Because of the nature of my research questions, I used a qualitative approach for this study. As for the common characteristics of a qualitative study, there are many statements from different researchers. Strauss and Corbin (1990, p17-18) defined qualitative research as "any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification." As Cresswell's definition of a qualitative study says,

A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. (1994, p15)

Denzin and Lincoln define qualitative research:

Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials case study, personal experience, introspective, life story interview, observational, historical, interactional, and visual texts-that describe routine and problematic moments and meaning in individuals' lives. According, qualitative research deploys wide range of interconnected methods, hoping always to get a better fix on the subject matter at hand. (Denzin 1994, p.2)

As Hoepfl's definition (1997), "Phenomenological inquiry, or qualitative research, uses a naturalistic approach that seeks to understand phenomena in context-specific settings. Logical positivism, or quantitative research, uses experimental methods and quantitative measures to test hypothetical generalizations." (p.14) Hoepfl further states, "By its very nature, qualitative research can be emotionally, taxing and extraordinarily time-consuming. At the same time, it can yield rich information not obtainable through statistical sampling techniques."(p.37). Marie Hoepfl (1997) explains that "human are responsive to environmental cues, and able to interact with the situation. They have the ability to collect information at multiple levels simultaneously. They are able to perceive situations holistically; they are able to process data as soon as they become available; they can provide immediate feedback and request verification of data; and they can explore atypical or unexpected responses."

Additionally, as Lindlof says,

Qualitative inquirers strive to understand their objects of interest. Qualitative researchers require to become familiar with their participants' interpretations of reality. Qualitative researchers observe, record, and interpret the phenomena from the participants' perspectives. (1995, p.9)

The following table, synthesized from various sources and descriptions, are some essential features of qualitative research.

Table 2: Common characteristics of qualitative research

Dimension	Qualitative research
Study purpose / goal	Explore phenomena with holistic stance Observe, describe and interpret settings Maintaining empathic neutrality.
Data source	Natural setting
Sample size	small
Data collection instrument	Unstructured & flexible Researcher himself
Data analysis	Non-statistical, inductive, descriptive & interpretive
Design character	Focus on emergent process and personal interactions for a longer time
Analytical objectives	To describe variation To describe and explain relationships To describe individual experiences
Question format	Open-ended
Data format	Textual

According to my teaching experiences for many years, I deeply feel that students' learning is significantly influenced by the setting where it happens. Just as Marshall and Rossman said, one

can not understand human behaviors without understanding the framework within which participants interpret their thoughts, feelings, and actions (Marshall & Rossman, 1980). In order to get a better understanding about students' learning, including their experiences, attitudes, feelings etc, a qualitative approach fits my research purposes.

### Why a case study

As Creswell's definition says, "A case study is a problem to be studied, which will reveal in in-depth understanding of a "case" or bounded system, which involves understanding an event, activity, process, or one or more individuals" (2002, p.61). A case study is a form of qualitative research that is used to the collection and presentation of detailed information about a particular individual, a small group of participants, or a group as a whole in a specific context. In addition, Yin (2003) notes:

A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. (p.13)

In qualitative case study research, the approaches used to study a problem have the insight of studying a problem from a holistic perspective in order that the researchers are able to gain an in-depth understanding of the research situation and its meaning for those involved. The emphasis of this kind of study is placed on exploration and description, not on the discovery of a generalization result; it's descriptive and non-experimental. The researchers put more attention to the process of the research rather than the outcomes, to context rather than a specific variable, and to the discovery rather than conformation. Thus, case studies are frequently discussed within the

context of qualitative research and naturalistic inquiry. The goal of a case study is to offer new variables and questions for further research, not like statistically-based quantitative studies.

In this study, I wish to find out more about how interactions between a certain group of students and unsolicited email take place and why these interactions follow certain patterns (or not) in certain setting. I not only want to find out what happens and, but how it happens as well, and, more importantly, why it happens. In order to gain a better understanding of students' learning world, I use a qualitative approach to collect as much detailed information as I can.

#### Methodology for this study

This research is an exploratory investigation of the students' experiences with unsolicited email, particularly how students respond and interact with unsolicited email. Also, this study tries to explore the feasibility of using unsolicited email as materials in EFL education. As previously mentioned, qualitative researchers are more concerned with understanding what is happening as viewed by the participants. I act as an instrument in this qualitative research because I gather the data. For the purpose of addressing the issues concluded in this study questions, I integrate data collection methods from qualitative research.

#### Participants

The participants in this study were 10 students who were sophomores and took my English class (a required course) in their first year at the National Koahsiung University of Applied Sciences (known as KUAS). I selected the ten students as my research participants based on their

voluntary will. Our meeting hours for this study were not scheduled as a regular course. In other words, I didn't conduct this study in officially scheduled courses, which meant that the students' participation or not didn't impact their grades at all; all of the ten students voluntarily agreed to participate in this study without being under any threats of their grades given by me. Basically, all the participants were willing to take part in this study mainly for being able to keep in touch with English in their second year and they expected they could learn something through this study. On the other hand, even they didn't figure out how the study would be undertaken, the way I taught in their first-year English course made them have confidence and interest to get involved. As previously mentioned, the students at my school were from the vocational high schools. Now they majored in the same department, which belonged to the business school. Nine of the ten participants are female students and only one is male.

### Setting

As mentioned previously, the participants took my English class when they were in the first year. I enlisted them and conducted the study at their available time during the day time and the place we met was in a mini-sized conference room (15 vacancies) equipped with networked computers individually. This small study group differs from traditional English classroom setting, which students do not use a textbook as they did in their first year. Rather, they had unsolicited emails in English I forwarded to them from me originally from the United States and then I forwarded them to the participants as the materials used in the study. The following are examples of unsolicited emails that were used in this study (See Figure 3-10). I got all the unsolicited email while I was staying in the United States. To a language teacher, the advertising language with colorful and interesting pictures potentially offers valuable information, which probably could not be found in traditional textbooks, and stimulated me to conduct a study on unsolicited email in EFL education in Taiwan.

### Data collection methods

For this study, data were collected from three different sources. First, participants were asked to complete an open-ended questionnaire (see Appendix A) which concluded some topics on students' experiences with Internet and receiving unsolicited emails and was used as a pilot study. The questionnaire consisted two parts and there were 6 questions in section I and 4 questions in section II. I expected that students could express their opinions as much as they could on their experiences with Internet and email messages. The questionnaire was distributed to the students on the first week when we met for the research and students were asked to return it to me before the second meeting started. For the questions in the section II, I showed the students some examples of unsolicited email to help those who did not get the unsolicited email answer the questions 8 through questions 10 (see Appendix A). I did it particularly for the purpose of understanding how or if the students make any change on their opinions before and after the research meetings.

Second, data were also collected from participants' weekly reflection notes, which could be done either individually or in pairs, for lessons and activities (see Appendix B). The items of the notes include summarizing the outcome of their learning and giving response to the strategies or activities I implemented in class. Finally, data were also obtained from in-depth interviews with every student in the class at the end of the class. Each student scheduled his time slot available and the interviews took place at a counseling room where is the place that is commonly recognized by the KUAS faculty, staff, and students as the most comfortable place so that the interviewees can feel comfortable about talking. During interviews, I used appropriate and neutral probing to encourage interview students to talk more. Sometimes when the students paused for a while to get some thoughts and prepare to say something, I would stay quiet by nodding or an encouraging "uh-huh." This way could produce more information then asking questions directly because I didn't interrupt the interview topic.

In addition, the interviews were audio-taped. As for the interview protocol, it was designed to reflect the students' interest or motivation with this study (see Appendix C). The students were interviewed in Chinese individually. Approximately, each interview was taken for an hour. In order to catch the main information I need for this study, I had a prepared written list of questions and topics. However, if the students also had some other personal comments over the interviews, which may not exactly relate to my originally prepared questions and topics, I may let them talk in their ways. So I used the method of semi-structured interviews to make interviewees freely express ideas and provide information that they think is important. In order to conduct successful semi-structured interviews, I need to make interviewees feel comfortable about talking. With this flexibility, I can obtain unexpected significant information as well as answers for prepared interview questions and topics. In addition to asking questions, I took notes and audio-recorded interviews for later analysis.

## Lesson Plans for Unsolicited Email

### Syllabus Design and Demonstration

For the teaching strategies of the lessons, I integrated the following skills of teaching linguistic language into my lesson plans, which develops the students' comprehension based on the interaction of the contexts of unsolicited email and the students.

1. previewing by questioning
2. predicting
3. scanning
4. recognizing topics
5. skimming
6. key words finding
7. guessing meanings
8. understanding main ideas
9. summarizing

As for the unsolicited commercial email, all pieces were authentic and written by native speakers of English. The materials included in the lessons were associated to my assumption that students should be interested in, which I think related to their lives, needs, and interests. In other words, the materials I bring into the classroom were an integral part of best practices of using authentic materials. During the class, the students had time for group discussion about the challenges of using authentic materials into the classes. The critical thinking strategies I used for questioning included:

- (1) Using Prior Knowledge -- Building on previous knowledge and experiences to aid in comprehension of the text

(2) Drawing Inferences -- Combining background knowledge and textual information to draw conclusions and interpret facts

(3) Asking Questions -- Wondering and inquiring about the book before, during, and after reading

I adopted Ogle's K-W-L (1986) model to activate the participants' prior knowledge by asking them what they already know, what they want to know, and what they learned (See KWL Form below).

### **K-W-L**

What I KNOW	What I WANT to know	What I LEARNED
-------------	---------------------	----------------

All the methods I used were based on developing students' perception for the critical literacy of advertising (see Figure 2 below). Summarized from the ideas above, the three goals in the lesson plans are:

(1) Exploring language: Read and find out new vocabulary, idioms, slang, visual and verbal features in advertising texts

(2) Thinking critically: investigate the insight of culture embedded in advertising

(3) Critical thinking: questions to consider while reading ads (the media literacy)

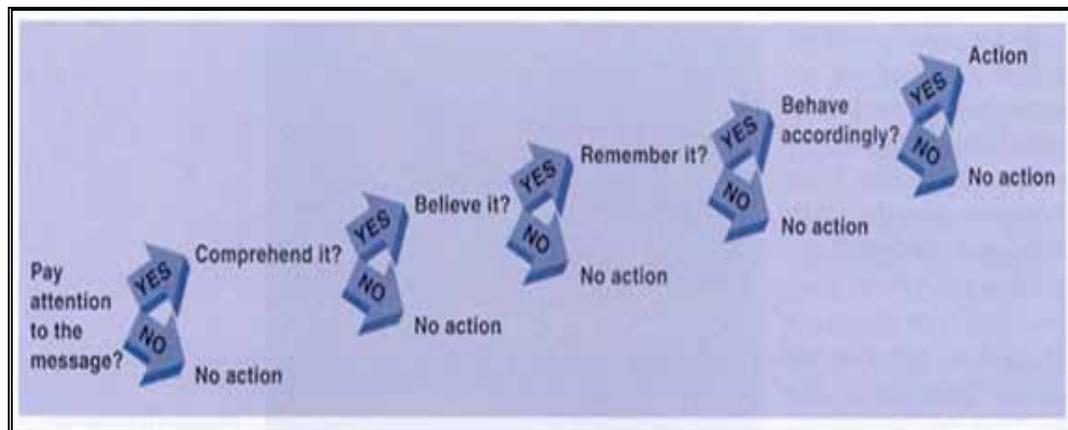
#### Questions for Advertisement Critical Literacy

(Source [http://www.readwritethink.org/lesson\\_images/lesson97/advert.pdf](http://www.readwritethink.org/lesson_images/lesson97/advert.pdf))

1. What objects in the advertisements can you identify?
2. What are the people in the image doing?
3. What do the facial expressions or body language suggest?
4. What characteristics of buildings or environment give you clues to the location?
5. What are the people wearing?
6. What is the relationship between the people in the advertisement?
7. What is the advertisement selling?
8. What interest you the most about the advertisement?

Figure 2 Information Processing Model of Advertising Effectiveness

Source from Myers, David G. 2002, p.244. Reprinted there from W.J. McGuire, ""*Behavioral and Management Sciences in Marketing*, edited by H. L. Davis and A.J. Silk, 1978.)



Briefly, the processes of ads follow the rules showed as the Figure 2 above. Applied these processes to reading skills, when the contexts make sense to the readers, comprehension occurs and decides further steps of producing and interpreting contexts critically. Practically and honestly speaking, how to help and motivate students learn more and better is the mission to the teachers. So teachers would try and implement as many ways as they can to facilitate students' learning. Consequently, integrating the unsolicited email into curriculum becomes my purpose of the study. The following are the lesson plans in my study:

Unsolicited email #1 (See Figure 3 below)

Figure 3: Unsolicited Email #1 from Topica Company

Title: You've Won Our Grand Prize!

**TopOffers** more Top Offers

powered by **topica**

**DialFreeCalls.com** Congratulations! You're a Grand Prize Winner Worth at Least \$200.00

Pay To The Order Of \_\_\_\_\_ \$ 4200

FOR \_\_\_\_\_

**Click Here To Claim Your Prize**

⑆222405275⑆ 6724304068⑈ 4200⑈

[Click here to stop receiving these TopOffers.](#)  
This email was sent to: s6224424@ms17.hinet.net

**Top Offers.** Cool savings. Hot deals. Free stuff. Get yours!

1999 - 2001 Topica Inc. TFMB

## Lesson Plan #1

Objectives:

1. Let students understand the use of checks (non-cash payment instrument) in the United States and the terms for check components
2. Learn the reading skill “previewing”

Materials used: Unsolicited email # 1 (see Figure 3 above)

Procedures:

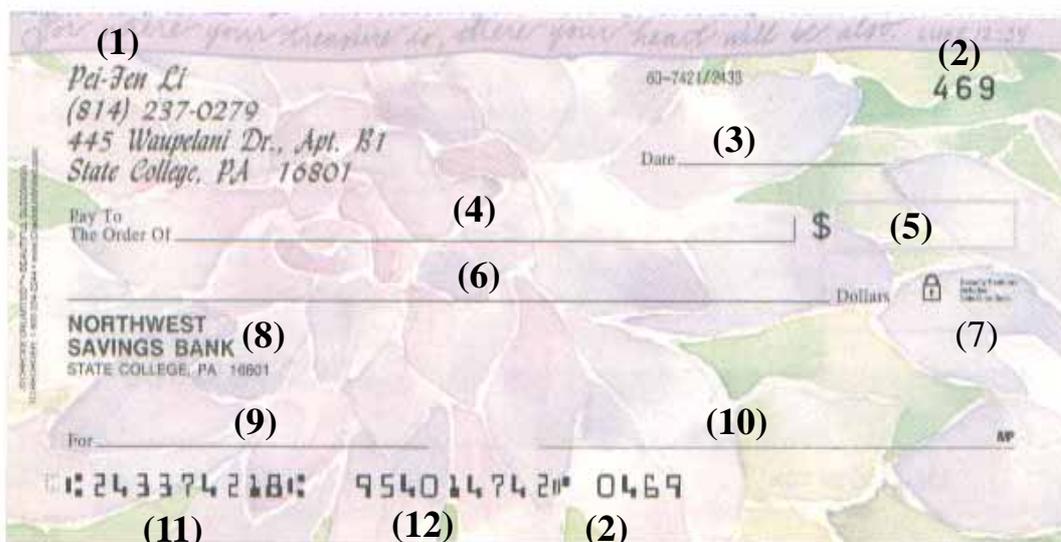
- Warm-up activity: talk about their experience of receiving this kind of email
- Present the vocabulary and phrases items—congratulations, Grand Prize, at least, hot deals, cool, savings, claim prize
- Demonstrate an authentic check and explain components of a check.
- Compare the check used in Taiwan
- Write a reflection note to today’s lesson

Reading skill: Previewing

- Review the titles, section headings, and ad captions to get an overall understanding about the content of the advertising email #1

Implication:

- learn the components of a paper check (see Example below)



(1) Personalization:

There are 5 lines available for the personalization of your checks. This information typically includes your name and address and optional information such as your phone number, driver's license number or social security number.

(2) Check Number:

The sequential number for your checks appears in both the MICR line at the bottom of your checks and the upper right corner of your checks. This number allows you to keep track of the checks you write.

(3) Check written Date:

(4) Pay To Line:

The "Pay To" line is where you identify the person/business to whom the check is written.

(5) Dollars Box:

The "Dollars" box is where you write the numeric amount of the check. It is written out additionally on the amount line, which is below the "Pay To" line on the check.

(6) Amount Line:

This line is provided for you to write out the amount of your check.

(7) Padlock Icon:

This icon references security features which have been included on your checks to help your bank identify check fraud. These features are described on the back of your checks.

(8) Bank Information:

Your bank information must be printed on your checks. The bank name is required, but you may also need to include your bank's address. Refer to your existing checks to determine what information should be included here.

(9) Over Signature Text Area:

If the design of your check allows for it, you may include a personal message in the over signature area on your checks.

(10) Signature Line:

The account owner endorses the signature line on a check to authorize its use.

(11) Routing Number:

The first number in the MICR line at the bottom of your check is your bank's routing number. It is 9 digits long and always starts with 0, 1, 2 or 3.

(12) Account Number:

Your account number may appear before or after your check number in your check's MICR line.

Unsolicited email #2 (See Figure 4 below)

Figure 4: Unsolicited email #2

Title: Mikasa Hot Summer Clearance!

**SAVE**  
**15-50%**  
**ONLINE TODAY!**

**Sample Selections:**

Select **Dinnerware Service**  
for 4 ..... \$49.50 was \$69.99

Select **Stemware - Goblet, Wine  
or Flute** ..... \$3.99 was \$5.99

**Barware - Double Old Fashioned  
Set of 4** ..... \$9.99 was \$19.99

**Crystal Gifts - Select  
Items** ..... \$14.99 was \$19.99

ENTER COUPON CODE  
**SUMMER**  
AT CHECKOUT FOR AN  
**EXTRA 15% OFF**  
YOUR ENTIRE PURCHASE.

**CLICK TO SHOP NOW**

Coupon expires August 20th, 2002. Limited quantities. While supplies last. Limit one coupon per guest. Offers cannot be combined with any other coupon, gift certificates, offers, warehouse sales or clearance merchandise.

To unsubscribe to this publication, just reply to this message and put "unsubscribe" somewhere in the subject line.

You can also unsubscribe by [clicking here](#).

## Lesson Plan #2

Objectives:

1. Understand the ideas that the coupons used quite often in the U.S daily life
2. Express the ways of saying discounts (e.g., 15% off & get a 85% discount)
3. Learn the reading skill “predicting”

Materials used: Unsolicited email # 2 (see Figure 4 above)

Procedures:

- Warm-up activity: talk about their experience of receiving this kind of email
- Present the vocabulary and phrases items—clearance, dinnerware, stemware, barware, crystal, purchase, expire, merchandise, gift certificate, Present the idioms & slang—check out
- Match the signals with the correct items
- Talk about the use of coupons used in Taiwan
- Write a reflection note to today’s lesson

Reading Skill: Predicting

- Use knowledge about the advertising to make predictions about content style, vocabulary, and content

Implication & supplemental: official signs and icons

(<http://www.aiga.org/content.cfm/symbol-signs><http://www.aiga.org/content.cfm/symbol-signs>)



Unsolicited email #3 (see Figure 5 below)

Figure 5 Unsolicited email #3

Title: Save up to \$45. All styles on sale!

# Fall Festival of Savings!

All Styles on Sale (including new Fall styles!)

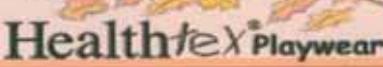
~ plus ~

Get \$10 off with \$50 order  
Get \$25 off with \$100 order  
Get \$45 off with \$150 order



Choose Size Below

Baby Healthtex  
Newborn Girls  
Newborn Boys  
Infant Girls  
Infant Boys  
Toddler Girls  
Toddler Boys  
Girls 4-6x  
Boys 4-7x  
Girls Club (7-12)


\*For limited time only.

Come and enjoy the savings on **ALL** styles, including **NEW** Fall styles! As a special bonus, we want you to save even more with the more you spend:

Save \$10 off with \$50 order  
Save \$25 off with \$100 order  
Save \$45 off with \$150 order

(Your savings will automatically appear at Step 7 of Checkout)  
Hurry, this sale ends 10/7/02!

Shop now at: <http://www.healthtex.com/pages/splash.asp>

Let a friend know about this great promotion. Just click on the link below to send this email to one of your friends. Why should you have all the fun?!



Tell a friend  
about what's happening at  
Healthtex.com.



**Important Notes:**

1. Promotional offer not valid on previous orders.
2. Buyer's Allowance program (Buy More Save More) is not applicable to items in Specials and Clearance.
3. Promotional codes and Buyer's Allowance are not valid in conjunction with employee or partner pricing.

2002/10/23

## Lesson Plan #3

Objectives:

1. Let students understand sizes in children clothing store
2. Learn the reading skill “ scanning”

Materials used: Unsolicited email # 3 (see Figure 5 above)

Procedures:

- Warm-up activity: talk about their experience of receiving this kind of email
- Present the vocabulary and phrases items—festival, newborn, infant, toddler, promotion
- Discuss the clothing season of the advertising—what are the clues
- Write a reflection note for today’s lesson

Reading skill: Scanning

- Read quickly and look for specific information before more detailed reading
- Move eyes down the text or advertising to look for key words and the information

Implication: Understand clothing size in the advertising (esp. newborn, infant, toddler) and find out a size chart (Source: <http://www.webclothes.com/children/sizechart.asp>)

Fashion Item Size Chart

## NEWBORN - 24 MONTHS

Size	Newborn	0-3 Months	6-9 Months	12 Months	18 Months	24 Months
Height	20 1/2 - 22	22 1/2 - 24	24 1/2 - 28 1/2	29 - 30 1/4	30 3/4 - 32	32 1/2 - 35 1/2
Weight	5 1/2 - 8 1/2	9 - 12	12 1/2 - 19	19 1/2 - 21 1/2	22 - 24	24 1/2 - 28
Chest	16 - 16 1/2	16 1/2 - 17	17 1/2 - 18	18 1/2 - 19	19 1/2 - 20	20 1/2 - 21
Waist	17 - 17 1/2	17 1/2 - 18	18 1/2 - 19	19 - 19 1/2	19 1/2 - 20	20 - 20 1/2
Seat/Hips	16 1/2 - 17	17 - 17 1/2	18 - 18 1/2	18 1/2 - 19	19 1/2 - 20	20 1/2 - 21

## TODDLER 2T - 5T

<b>Size</b>	<b>2T</b>	<b>3T</b>	<b>4T</b>	<b>5T</b>
<b>Height</b>	32 1/2 - 35 1/2	36 - 38 1/2	39 - 41	41 1/2 - 43
<b>Weight</b>	24 1/2 - 28	28 1/2 - 32	32 1/2 - 36	36 1/2 - 41
<b>Chest</b>	20 1/2 - 21	21 1/2 - 22	22 1/2 - 23	23 1/2 - 24
<b>Waist</b>	20 - 20 1/2	20 1/2 - 21	21 - 21 1/2	>21 1/2 - 22 1/2
<b>Seat/Hips</b>	20 1/2 - 21	21 1/2 - 22	1/2 - 23	23 1/2 - 24

## LITTLE BOYS AND GIRLS

<b>Size</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>6X or 7</b>
<b>Height</b>	39 - 41 1/2	42 - 44 1/2	45 - 46 1/2	47 - 48 1/2
<b>Weight</b>	32 1/2 - 37	37 1/2 - 42	42 1/2 - 47	47 1/2 - 54
<b>Chest</b>	22 1/2 - 23	23 1/2 - 24	24 1/2 - 25	25 1/2 - 26
<b>Waist</b>	21 - 21 1/2	21 1/2 - 22	22 - 22 1/2	22 1/2 - 23
<b>Seat/Hips</b>	22 1/2 - 23	23 1/2 - 24	24 1/2 - 25	25 1/2 - 26

Unsolicited email #4

Figure 6 Unsolicited Email # 4

Title: Netscape Wants You to Have a Great Digital Camera!



Netscape Mail Calendar IM Search My Netscape Download

Presenting the affordable, easy-to-use digital camera!



**The eVision 123 Digital Camera**

- **It's all new.**
- **It's simple to use.**
- **It's small enough to fit in the palm of your hand.**

[TELL ME MORE!](#)

To Unsubscribe [click here](#) to select your options and submit your preferences  
- or simply reply to this e-mail and type "REMOVE" in the subject line.

© 2002 Netscape, All Rights Reserved. [Legal & Privacy Notices](#)

## Lesson Plan #4

### Objectives:

1. Describe the outlook of the digital camera and key words or phrases related to using the camera
2. Learn the reading skill “skimming”

Materials used: Unsolicited email # 4 (see Figure 6 above)

### Procedures:

- Warm-up activity: talk about their experience of receiving this kind of email
- Present the vocabulary and phrases items—affordable, digital camera, palm, fit in
- Act out the conversation taken place at a photo shop between a clerk and a customer (buy a camera)
- Write a reflection note to today’s lesson

### Reading skill: Skimming

- Read quickly to identify the main ideas of the text or advertising
- Don’t need to read every word, or look up new words
- Need to get a general idea of what the advertising is about

### Implication:

- Get online to find more official signs and icons appealing on the ad



- Add up more features of a digital camera (design the advertising literacy)

Unsolicited email #5

Figure 7 Unsolicited email #5

Title: Summer Clearance—Everything \$9.99 or Less!

# EVERYTHING \$9<sup>99</sup> OR LESS!

**And Free Shipping** (\*on orders of \$25 or more)

**Choose Size Below**

- Baby Healthtex
- Newborn Girls
- Newborn Boys
- Infant Girls
- Infant Boys
- Toddler Girls
- Toddler Boys
- Girls 4-6x
- Boys 4-7x
- Girls Club (7-12)



Healthtex® Playwear



Win GE Profile™ Washer/Dryer

Click Here For Details!

Every item on the site is \$9.99 or less!

Visit [healthtex.com](http://healthtex.com) today to find hot deals on all summer styles for boys and girls. Don't miss out on the chance to dress your kids for less this summer! **Order \$25 or more and receive FREE shipping!**

If you have already received this email, please disregard. Due to some issues with our email system, several registered shoppers did not receive our original email. We apologize for any inconvenience and thank you for your patience.

For a chance to win a new GE Profile™ Washer/Dryer Set and Healthtex® wardrobe, enter your best "kid logic" story (150 words or less, please)! Tell us about a time that you wished your child's clothes were "kidproofed" because of the funny, frustrating, amazing "logic" kids use. To register, click on "Find Out About Kidproof™" button while shopping or click on the Kidproof plane located on the SHOP page.

Shop now at: <http://www.healthtex.com/pages/splash.asp>

Let a friend know about this great promotion. Just click on the link below, and you can send this email to one of your friends. Why should you have all the fun?!



Tell a friend  
about what's happening at  
[Healthtex.com](http://Healthtex.com).

2002/10/23

## Lesson Plan #5

### Objectives:

1. Compare the two pictures of Figure 5 & Figure 7, especially from the perspectives of semiotics
2. Learn the reading skill “ guessing”

Materials used: Unsolicited email # 5 (see Figure 7 above)

### Procedures:

- Warm-up activity: talk about their experience of receiving this kind of email
- Present the vocabulary and phrases items—order, shipping, hot deals, GE Profile



(name of a brand; ) washer, dryer

- Describe the differences of the sales between Figure 5 & Figure 7
- Write a reflection note to today’s lesson

Reading skill: Guessing

- Using prior knowledge of the subject and the ideas in the advertising as clues to get the meanings of unknown words, not just stopping to look them up in the dictionary

Implication:

- Read clothes tags and instruction for maintaining clothes
- Learn some official signs and icons about clothes maintaining and washing

Unsolicited email #6

Figure 8 Unsolicited email #6

Title: Lose 22.5lbs in 3 weeks!

**TopOffers** more Top Offers

powered by **topica**

# Flush Fat Away Forever!

*Yes... You Really Can -*

At Last- You can flush away excess Pounds and Inches **BEFORE** they attach to your body!

**FREE 30-DAY SUPPLY**  
Lose up to 22.5lbs in the next 3 weeks

[CLICK HERE FOR DETAILS!](#)

No Crash Diets! No Painful Exercise!

[Click here to stop receiving these TopOffers.](#)  
This email was sent to: s6224424@ms17.hinet.net

**Top Offers.** Cool savings. Hot deals. Free stuff. Get yours!

1999 - 2001 Topica Inc. TFME

## Lesson Plan #6

### Objectives:

1. Describe personal weight-loss experience.
2. Learn critical thinking

Materials used: Unsolicited email # 6 (see Figure 8 above)

### Procedures:

- Warm-up activity: talk about their experience of receiving this kind of email
- Present the vocabulary and phrases items—flush, excess pounds, lose, painful, crash diets
- Discuss the reflection when seeing a weight-loss product making fantastic claims
- Write a reflection note to today's lesson

Implication: questions to consider for diet ads

1. Who is the “target audience” for these advertisements?
2. What do the photos in each ad say about who the audience might be?
3. How old might the “models” be in each of the ads?
4. What propaganda techniques are used?
5. What time of year might you expect to see more of these ads? Why?
6. Are you interested in clicking for more details?

Unsolicited email #7

Figure 9 Unsolicited email #7  
Title: Congratulations Pxl185! Get your Chase Platinum with  
A 2.99% intro APR



The advertisement features the Chase logo at the top left, with the tagline "THE RIGHT RELATIONSHIP IS EVERYTHING.®" below it. The main headline reads "Chase Platinum with a 2.99% introductory APR\*". Below the headline is an image of two Chase Platinum credit cards, one overlapping the other. To the right of the cards is a red "Apply Now!" button. The text below the image reads: "Dear Pxl185, Congratulations! If you have excellent credit, you are qualified to apply for a Chase Platinum card with a low 2.99% intro APR\*. Go right now and [APPLY NOW!](#) Your Chase Platinum card features:

- 2.99% Introductory APR\*
- No annual fee
- Merchandise protection
- Auto rental insurance
- A 100% safe online shopping guarantee

Your card is also good at over 16 million locations around the world, so you can take it with you everywhere you go. Apply now and get the card that saves you money every time you

## Lesson Plan #7

Objectives:

1. learn how to fill in an application form of credit cards
2. learn some terms of banking

Materials used: Unsolicited email # 7 (see Figure 9 above)

Procedures:

- Warm-up activity: talk about their experience of receiving this kind of email
- Present the vocabulary and phrases items—platinum, intro (introductory) APR, qualified, apply for, annual fee, rental insurance, guarantee
- Analyze the credit card advertising and fill in the blanks below.
- Practice filling in an application form
- Write a reflection note to today's lesson

Implication:

- Practice filling in an application form of credit cards
- Share the ad of credit card used in Taiwan. For example, are the ads using famous people or respected institutions to sell a person, idea, or product?

## Credit Card- Ad Analysis Worksheet

Name of card advertised	
Target audience	
Phrase of slogan used (or other key words)	
Technique of persuasion used	

Unsolicited Email #8

Figure 10 Unsolicited Email #8  
 Title: Free Nokia with Unlimited Weekend Minutes





**VoiceStream**  
Get More Minutes by Text  
 Authorized Dealer

**FREE\***  
**Nokia 3390**

- ✓ **Unlimited** Weekend Minutes
- ✓ **FREE** Digital Roaming
- ✓ **FREE** Long Distance

<b>Plan Features</b>	<b>Phone Features</b>
<ul style="list-style-type: none"> <li>- VoiceStream Get More Plan</li> <li>- \$39.99 a month</li> <li>- 500 Whenever Minutes</li> <li>- Unlimited Weekend Minutes</li> <li>- Free Long Distance</li> <li>- Free Digital Roaming</li> <li>- and more. . .</li> </ul>	<ul style="list-style-type: none"> <li>- Talk Time - Up to 200 Minutes</li> <li>- Standby Time - Up to 180 Hours</li> <li>- AOL Instant Messenger</li> <li>- 2-Way Text Messaging - SMS</li> <li>- Voice Dial - 8 locations</li> <li>- and more. . .</li> </ul>

**Additional Savings!**

<b>Nokia 3390</b>	<b>\$69.99</b>
<b>Instant Rebate</b>	<b>-\$70.00</b>
<b>Cost to you</b>	<b>FREE!</b>

**Optional Bonus Offer!** Save \$55 Now on a great Accessories Package Includes: In car charger, Hands-Free Kit and Belt Clip. . . **Only \$14.99**

2002/10/23

## Lesson Plan #8

### Objectives:

1. Learn the common means of communication in the United States
2. Compare the cell phone's plan features in Taiwan with the ones in the U.S.
3. Understand the "rebate" policy in the U.S.

Materials used: Unsolicited email # 8 (see Figure 10 above)

### Procedures:

- Warm-up activity: talk about their experience of receiving this kind of email
- Present the vocabulary and phrases items—unlimited, digital roaming, long distance, voice message, instant messenger, text messaging, rebate
- Ask students to share the importance of using a cell phone in their life
- Pair work to describe the functions of personal cell phone to each other
- Write a reflection note to today's lesson

### Implication:

- Read an example of a cell phone advertising

## CHAPTER 4

### RESULTS

#### Introduction

This chapter presents the results produced by the three data sources mentioned in the previous chapter. Summarizing the methodology in that chapter, data were collected from three different sources:

1. a written open-ended questionnaire
2. reflection notes
3. in-depth interviews

In the first part of this chapter, it presents results gained from the open-ended questionnaire completed by the 10 participants in this study. The content contains the participants' experience with the Internet and unsolicited email. The second part presents data obtained from the participants' weekly reflection notes to the unsolicited email Lesson Program. The last section of this chapter describes the results collected from the in-depth interviews of the participants about their past English learning experiences, first-year general English, and the email Lesson Program.

#### Written open-ended questionnaire

The open-ended written questionnaire contained two parts: one about participants' experience with the Internet and the other about their experience with unsolicited email before they participated in this study. There were 6 questions in the first part and 4 questions in the second one (see Appendix A). The questionnaire consisted of open-ended questions in which participants were expected to express themselves freely. All the ten students were present for the

first meeting and filled out the questionnaire, which made data complete. The following tables were used to organize the participants' answers.

### Experience with the Internet

The six questions were used to provide a general understanding of the participants' experience with the Internet. Table 3 through Table 8 summarized the answers to the questions in the first section.

Table 3: Time Spent on Internet

Question 1: How much time a day do you spend on the Internet?	N=10
Under 1 hour	1
1-2 hours	7
3-4 hours	1
More than 4 hours	1

Most of the students answered the Question 1 directly with an approximate number just like the time categories listed in Table 3. The one who wrote under 1 hour indicated about 30 minutes spent and said, "My school work gives a lot of pressure and I also need to work part-time. My time can't be occupied more on the Internet. Otherwise, I will die—kicked out of school." Most of the participants spent one to two hours getting online. One among them responded, "Internet is part of my life. It has become a habitual thing daily." The one who responded more than 3 hours getting on the Internet said, "I need to spend so much time online because of the needs of school work."

Table 4: Main Purpose of Using the Internet

Question 2: What do you use the Internet most often for?	N=10
Communicate socially (receive/send email)	6
Search information	2
Be entertained (play online games)	1
Read on-line news	1

Table 5: Internet's positive impact on work for classes

Question 3: How do you think that Internet has a positive impact on your work for classes?	N=10
Helpful for searching information for course reports/assignments	8
Easy to reach teachers or classmates for confirm assignments or ask questions	2

Table 6: Internet Communications Tools used most

Question 4: What Internet Communications Tools do you use most?	N=10
Email	9
Instant Messaging	1

Table 7: Comparison between online information searching and library use

Question 5: Compare online information searching and library use	N=10
Use Internet more than library	8
Use Internet and library almost the same	1
Use library more than Internet	1

Without too much surprise for question 2, social communication, particularly the use of email, was the main reason for using Internet. Email was the most often used means to communicate with friends, classmates, and families. One said, “I check email several times a day.” Only one said that she used Internet most often in watching online TV programs or reading online news because she didn’t have a personal TV set in dormitory. When combining the results of question 2 and question 4, it was clearly found out that students used email most often in social communication. From question 3 and question 5, the results showed that students positively affirmed that the Internet helped their work for school.

Table 8: Use Internet as instruction materials

Question 6: Except for Computer class, any of your course teachers use Internet as instruction materials in class? What subjects if yes?	N=10
Introduction to Tourism (optional course in other Department)	1
None	9

However, from the results of question 6, course teachers seemed not to integrate the Internet into their instruction as often as students did in their work for school. Summarizing all the data of

the 6 questions, I found that students had experience with the Internet; they were not novices.

The results would tell that students didn't need to receive a pre-training lesson before conducting this study.

For the second section, it consisted of four questions regarding the participants' experience with unsolicited email in Chinese and English, including their perceptions, responses and interaction with it. As previously mentioned in Chapter 3, before the participations answered the questions from 7 to 10, I had showed them some examples of unsolicited email (Figure 3 through Figure 10). But I just asked them to take a look at the email; I did not talk about the contents of the email. Table 9 through Table 12 summarized the responses to the questions 7 to 10.

Table 9: First response to unsolicited email in Chinese

Question 7: Describe your experiences of receiving unsolicited email in Chinese.	N=10
Delete without reading	6
Take a quick look then delete.	3
Read it first before deleting.	1

Table 10: Responses to unsolicited email in English

Question 8: Describe how you respond to unsolicited email generally?	N=10
Delete it without taking a look	1
Taking a quick look	2
Read it before deleting	7

Table 11: Learn English through unsolicited email

Question 9: How you think it would be one of the ways to learn English from unsolicited email?	N=10
Absolutely.	1
Probably	4
Maybe	4
Not sure	1

Table 12: Cultural insight embedded in unsolicited email

Question 10: How do you think that the cultural insight is embedded in unsolicited email?	N=10
Maybe	2
Not sure	8

It was not surprising that unsolicited email in Chinese caused one of life's annoyances. The facts about the effects of much unsolicited commercial email on the Internet were negative. For question 7, the reasons why students deleted unsolicited email in Chinese without even reading it included:

- commercial email with little value and use (just like trash)
- afraid of computer viruses
- untrustworthy email (specious images, pictures and literacy)
- cheat customers' money (promote products only)

However, 3 students responded that they would take a quick view over the interesting pictures or funny slogans of advertising email. The one who responded to read was because sometimes there was a cool and true sale. Even she didn't intend to buy the stuff, she still thought there was some information with value and insight. Interestingly, the responses to Question 8 regarding

unsolicited email in Chinese and English were different to some degree. Nine of the ten students would like to take a look at least before taking any action like deleting mainly because they knew the emails were from the teacher, which made them feel “secure,” and not fear some potential concerns as they did when receiving email in Chinese. Also, the pictures and slogans (words) used in the advertising attracted students as well. Moreover, students were curious about the meanings of some vocabulary used in the advertising.

The following are the summarized responses, including positive and negative views that I grouped into:

#### Positive feedback to ads

- ads all look very appealing & charming
- ads deliver a lot of information
- ads expand my knowledge about outside Taiwan
- pictures are interesting
- pictures can talk sometimes (they convey meanings)
- gain some updated or new information from the Internet, not having to go outside personally
- sometimes the titles don't tell us what products exactly promoted
- titles are brief and concise
- all the titles, background graphs (pictures & images) are matched beautifully
- some ads can clearly interpret main meanings and a lot of pictures are interesting
- Pictures help understand the context, though indeed there are a lot of vocabulary I don't know

#### Negative feedback to ads:

- almost products promotion messages—have charming titles, but no special feelings about the content
- some ads are too long, especially a lot of vocabulary
- totally confused at all the colorful pictures with words I don't understand
- ads almost about sales or something about promotion. All seem to persuade me to spend money. Anyway, I won't buy the products.
- why sales everywhere? I think they all are tricks.
- ads in English make me afraid---can't “digest” it at the first sight
- different kinds of ads make me dizzy.

Obviously, students in this study were interested in ads written in English more than in Chinese. As for the reason why the only one who responded to delete the advertising email without taking a look, the answer was not exposed. Responses to Question 9, nine of the ten participants had the same perception that learning can not be restricted by the space; learning is boundless. Once you got involved into any environment or chance, learning occurred. Particularly in the acquisition of learning a foreign language, vocabulary ability was able to be built up effectively from daily or natural contact with the target such as the frequent use of the Internet. The responses to Question 10 showed that ten participants did not have one hundred percent for confirmation that unsolicited email embedded the insight of culture. They doubt how culture could be learned from commercial advertising. To EFL students, maybe it was a vague and confusing concept that language and culture are impartible. Needless to say, one can not learn a language without learning its culture. They were able to connect the essence that learning a language means learning a culture. However, they can not relate unsolicited email to the culture learning.

#### Reflection Notes to the Lesson Program

The reflection notes (see Appendix B) mainly concluded the summary of learning outcomes and responses to the strategies and activities the teacher implemented in class. Basically, it was free expressions about the Lesson Program, particularly focusing on what they learned (learning results) and the reflection to the instruction strategies and activities the teacher implemented in class. The tables from 13 through 20 below presented the responses of participants to their learning results and the strategies or activities implemented in class. Not all the participants' responses were positive. Negative reflection notes were also categorized. Thus, coding for the

categories in each table was based on the participants' reflection, including positive and negative responses. Similar responses were categorized in same coding category.

Table 13: Reflection to Lesson #1 ((Figure 3)

Title: You've Won Our Grand Prize!

Responses	Codes
Learning Results	<p><u>Positive</u></p> <ol style="list-style-type: none"> <li>1. learn more vocabulary and phrases items</li> <li>2. interesting to practice writing an American check</li> <li>3. learn checks commonly used as payment instrument in the U.S.</li> <li>4. learn more powerful advertising slogans</li> <li>5. learn general concepts of the components of a check in English</li> <li>6. good to present key words and phrases related to discussion topics</li> <li>7. this ad is appealing, esp. a lot money awards</li> <li>8. the ad makes me feel good (winning awards)</li> </ol> <p><u>Negative</u></p> <ol style="list-style-type: none"> <li>1. this advertising sounds obviously like a trick</li> <li>2. terms of check components are difficult</li> </ol>
Instruction Strategies or Activities	<p><u>Positive</u></p> <ol style="list-style-type: none"> <li>1. authentic materials and demonstration is practical and interesting</li> <li>2. practice writing a check is interesting</li> <li>3. making comparison is an effective way to learn the differences between two cultures.</li> </ol>

Table 14: Reflection to Lesson #2 (Figure 4)  
 Title: Mikasa Hot Summer Clearance!

Responses	Codes
Learning Results	<p><u>Positive</u></p> <ol style="list-style-type: none"> <li>1. learn a lot vocabulary and phrases</li> <li>2. learn the language usage of saying discounts</li> <li>3. learn a powerful advertising slogan</li> <li>4. learn the American culture that coupons used quite often in daily life</li> <li>5. interesting ad, especially the colorful design</li> </ol> <p><u>Negative</u></p> <ol style="list-style-type: none"> <li>1. the clearance items not part of daily life</li> </ol>
Instruction Strategies or Activities	<p><u>Positive</u></p> <ol style="list-style-type: none"> <li>1. interesting pair-up matching activity (match signs with correct items)</li> <li>2. integrate web-site instruction to learn more official signs and icons</li> <li>3. comparing use of coupon activity is an interesting learning</li> </ol> <p><u>Negative</u></p> <ol style="list-style-type: none"> <li>1. words on the ad are too small and hard to read</li> <li>2. warm-up activity is not interesting</li> </ol>

Table 15: Reflection to Lesson #3 (Figure 5)

Title: Save up to \$45. All styles on sale!

Responses	Codes
Learning Results	<u>Positive</u> 1. learn new vocabulary items 2. learn the knowledge of children fashion item size 3. easy to guess the content from pictures
Instruction Strategies or Activities	<u>Positive</u> 1. scanning for information is interesting and challenging 2. questioning helps comprehension <u>Negative</u> 1. take too much time in fashion item size chart

Table 16: Reflection to Lesson #4 (Figure 6)  
 Title: Netscape Wants You to Have a Great Digital Camera!

Responses	Codes
Learning Results	<p><u>Positive</u></p> <ol style="list-style-type: none"> <li>1. learn more content vocabulary of camera outlook</li> <li>2. learn more idioms, colloquium, and word structure (compound word)</li> <li>3. learn more official signs and icons</li> <li>4. learn more powerful advertising slogans</li> <li>5. content related to prior knowledge</li> </ol> <p><u>Negative</u></p> <ol style="list-style-type: none"> <li>1. no correction for dialogues</li> </ol>
Instruction Strategies or Activities	<p><u>Positive</u></p> <ol style="list-style-type: none"> <li>1. demonstrate a real object for lesson topic</li> <li>2. pair-up students for discussion</li> <li>3. have a communicative dialogue</li> <li>4. integrate web-site instruction</li> </ol>

Table 17: Reflection to Lesson #5 (Figure 7)  
 Title: Summer Clearance—Everything \$9.99 or Less!

Responses	Codes
Learning Results	<p><u>Positive</u></p> <ol style="list-style-type: none"> <li>1. learn more vocabulary and phrases</li> <li>2. learn the brand mark GE</li> <li>3. learn cloth washing instruction signs &amp; washing instruction</li> <li>4. appealing message title</li> </ol> <p><u>Negative</u></p> <ol style="list-style-type: none"> <li>1. not so interesting material---similar ad as previous learning</li> <li>2. the ad text not as appealing as title</li> </ol>
Instruction Strategies or Activities	<p><u>Positive</u></p> <ol style="list-style-type: none"> <li>1. pair-work brainstorming activity is fun</li> <li>2. integrate networked materials (GE Profile)</li> <li>3. well-preparation supplemental materials (cloth tags &amp; cloth washing instruction)</li> </ol>

Table 18: Reflection to Lesson #6 (Figure 8)

Title: Lose 22.5lbs in 3 weeks!

Responses	Codes
Learning Results	<p><u>Positive</u></p> <ol style="list-style-type: none"> <li>1. interesting topic and advertising</li> <li>2. learn a lot of words, phrases and idioms</li> <li>3. learn phrases of slogan used in the advertising</li> <li>4. persuasive ad and eager to click for more details</li> </ol> <p><u>Negative</u></p> <ol style="list-style-type: none"> <li>1. why use female body as weight-loss model</li> </ol>
Instruction Strategies or Activities	<p><u>Positive</u></p> <ol style="list-style-type: none"> <li>1. interesting warm-up group discussion</li> <li>2. vocabulary and phrases presented prior to discussion is helpful</li> <li>3. learn more personal weight-loss experience</li> <li>4. interactive communication between classmates</li> <li>5. critical questions stimulate thinking about diet ads</li> <li>6. integrate networked instruction for supplemental materials</li> </ol> <p><u>Negative</u></p> <ol style="list-style-type: none"> <li>1. have difficulties in using English for discussion</li> <li>2. uncomfortable to talk about weight-loss with male classmate</li> </ol>

Table 19: Reflection to Lesson #7 (Figure 9)

Title: Congratulations Px1185! Get your Chase Platinum with A 2.99% intro APR

Responses	Codes
Learning Results	<p><u>Positive</u></p> <ol style="list-style-type: none"> <li>1. content easily understood because related to our business major (prior knowledge)</li> <li>2. more interesting to learn business terminologies from advertising than from textbooks</li> <li>3. learn phrases of slogan used in the advertising</li> </ol> <p><u>Negative</u></p> <ol style="list-style-type: none"> <li>1. not interesting topic---credit card use is not part of my life (no eligible age to apply)</li> <li>2. too much terminological vocabulary</li> <li>3. serious topic</li> </ol>
Instruction Strategies or Activities	<p><u>Positive</u></p> <ol style="list-style-type: none"> <li>1. interesting warm-up activity (teachers credit cards all showed)</li> <li>2. interactive communication between teacher and learners</li> <li>3. exciting to learn how to fill in a credit card application form in English</li> </ol> <p><u>Negative</u></p> <ol style="list-style-type: none"> <li>1. lecture a bit too much</li> <li>2. no credit card use experienced to share</li> </ol>

Table 20: Reflection to Lesson #8 (Figure 10)  
 Title: Free Nokia with Unlimited Weekend Minutes

Responses	Codes
Learning Results	<p><u>Positive</u></p> <ol style="list-style-type: none"> <li>1. topic related to prior knowledge/experience</li> <li>2. learn a lot of vocabulary and phrases</li> <li>3. easy to guess the meaning of words when contrasting prior knowledge in Chinese</li> <li>4. learn phrases of slogan used in the advertising</li> <li>5. learn the different plan features between Taiwan and U.S.A.</li> <li>6. learn the characteristic of “rebate” policy in the U.S.</li> </ol> <p><u>Negative</u></p> <ol style="list-style-type: none"> <li>1. some vocabulary hard to learn</li> </ol>
Instruction Strategies or Activities	<p><u>Positive</u></p> <ol style="list-style-type: none"> <li>1. interesting warm-up activity—show personal cell phones to the class</li> <li>2. involve interesting discussion about different brands of cell phones</li> <li>3. interesting to send text message in English</li> <li>4. sufficient preparation to understand the culture and life in the U.S.</li> <li>5. get to another online advertising about cell phone</li> <li>6. scanning for new vocabulary and phrases and making a list is interesting</li> <li>7. student-centered instruction</li> </ol>

When synthesizing the categories gained from Table 13 through 20, I generated some crucial themes below that attempted to answer my research questions. Through connecting the themes to some theoretical frameworks, I expected to present some findings that benefit EFL teachers and learners. As previously mentioned, the participants' reflection to unsolicited email Lesson Program focused on two main sections: one was their reflection to the email itself (as materials), and the other one was the teacher's instruction strategies and activities implemented in class. The two focuses also were the themes I wanted to present. Briefly, codes were summarized again and some new codes produced below (see Table 21 and Table 22).

Table 21: Theoretical Themes Generated by Positive Reflection to Unsolicited Email Materials

Unsolicited Email as Materials	<ol style="list-style-type: none"> <li>1. topics or contexts related to learner's life and prior knowledge motivate learning</li> <li>2. visual images help English learning</li> <li>3. ads as authentic materials</li> <li>4. critical literacy (powerful persuasive literacy)</li> <li>5. language (vocabulary, phrases, idioms, slang) &amp; culture learning</li> <li>6. good resources for comparing two languages and cultures</li> </ol>
Strategies Or Activities	<ol style="list-style-type: none"> <li>1. reading skills (questioning, scanning, skimming, mind-mapping, brainstorming)</li> <li>2. warm-up activities connect content lessons</li> <li>3. provides enough examples and illustrations</li> <li>4. real demonstration activity</li> <li>5. lesson plans (sufficient preparation) help effective learning</li> <li>6. communicative approach</li> <li>7. collaborative learning (pair or group discussions)</li> <li>8. integrate networked instruction</li> </ol>

### Interviews

Data in this study were collected from 3 sources: (1) an open-ended questionnaire, (2) reflection notes, and (3) In-depth interviews. Data of (1) and (2) were analyzed and presented previously. The following were in-depth interviews with the participants taken at the end of the email Lesson Program. The Interview protocols consisted of three sections (see Appendix C), regarding three main parts. In the first part, there were six questions about the participants' English learning experience in high school. The second part was their English leaning experience in college with one question, and the third part was their overall reflection to the unsolicited email program. The interviews for this study were recorded and then transcribed. The results of the interviews were presented thematically. Each participant's responses to the questions in Section I and II were summarized in one table. In other words, there were 10 tables (from Table 22 through 31) below to show the organized data for 10 participants. Basically, each table was generated by the results of comparing each participant's English learning experience in high school and college.

Table 22: Interview Result with Student 1

Student1	High school English learning	First-year college English learning
Graduated School	public vocational high school	National university, majoring in Business College
Teacher personality	same teacher from grade 1-3 very patient; not irritated but not interesting	Open, patient, communicative
Instruction approach	test-oriented & textbook-centered (focus on rote memorization), boring/banking education (teacher lectures and students listen)	More interaction between students and teachers
Class learning atmosphere	Not stressful; relaxing	Active & interesting (more chances to talk and express opinions)
English score	High score (85-90)	High score (80-85)
Textbooks used and their structure	Identical reading books (reading series for vocational schools) including vocabulary list (English and Chinese), reading texts and exercises	Imported textbooks (Interactions I: Reading) edited by English native speakers No Chinese translation Reading topics more interesting but texts too long
Reflection to the textbooks used	Readings not thought-provoking and authentic Not learning a lot about American culture and authentic language	Using prediction skills and meaning guessing in contexts
Self-learning experience	listen to broadcasting programs and English learning CD-Rom, read magazines.	Watch English films sometimes
Overall Comments	Good at tests Learning English for tests	Learning English can be fun (highly motivated)

Table 23: Interview Result with Student 2

Student 2                      High school English learning                      First-year college English learning

Graduated School	public vocational high school	National university, majoring in Business College
Teacher personality	same teacher from grade 1-3 not communicative, self-centered	Open, interesting, communicative, have in-class activities
Instruction approach	Hard to understand (with a strong accent), test-oriented, follow textbook's structure (no creative teaching)	More interaction between students and teachers; communicative
Class learning atmosphere	No interaction boring	Interesting
English score	90-100	High (80-85)
Textbooks used and their structure	Identical textbooks (Shan-Min)- vocabulary list (English & Chinese), readings & exercises	Interactions I: Reading skills (predicting, skimming, scanning) & vocabulary skills (word-mapping, suffix, prefix), more communicative activities/discussions
Reflection to the textbooks used	Boring texts	Topics more related to daily life
Self-learning experience	Practice English with foreigners at part-time work	Listen to English broadcasting program
Overall Comments	Learning English for tests	Motivated in learning English

Table 24: Interview Result with Student 3

Student 3	High school English learning	First-year college English learning
Graduated School	Public vocational high school	National university, majoring in Business College
Teacher personality	authoritative	Open, interesting, patient
Instruction approach	Dull, uninteresting, Rot memorization-centered	More interaction between students and teachers; communicative
Class learning atmosphere	No learning motivation	Interesting but a bit stressful
English score	70-75 (mediate)	65-70
Textbooks used and their structure	Identical textbooks (Shan-Min)-vocabulary list (English & Chinese), readings & exercises	Interactions I: Reading skills (predicting, skimming, scanning) & vocabulary skills (word-mapping, suffix, prefix), more communicative activities/discussions
Reflection to the textbooks used	Not lively (relevant to learner's life)	Topics more related to daily life
Self-learning experience	Go to Language cram school for entrance exam (boring textbook)	No
Overall Comments	Teaching approach and learning materials---key factors	Teaching approach and learning materials---key factors

Table 25: Interview Result with Student 4

Student 4	High school English learning	First-year college English learning
Graduated School	Public vocational high school	National university, majoring in Business College
Teacher personality	Nice but not interesting	Interesting, humorous, rich facial expressions
Instruction approach	Dull, uninteresting, Follow textbook (Grammar-translation)	More communicative in-class activities
Class learning atmosphere	Dull	Interesting but a bit stressful (mostly use English)
English score	65-70 (mediate)	70-75
Textbooks used and their structure	Identical textbooks (Shan-Min)-vocabulary list (English & Chinese), readings & exercises	Interactions I: Reading skills (predicting, skimming, scanning) & vocabulary skills (word-mapping, suffix, prefix), more communicative activities/discussions
Reflection to the textbooks used	Very dull, test-directed contexts	More interesting topics but the readings too long
Self-learning experience	No	No
Overall Comments	Test-oriented learning—no fun at all	Interesting learning

Table 26: Interview Result with Student 5

Student 5	High school English learning	First-year college English learning
Graduated School	Public vocational high school	National university, majoring in Business College
Teacher personality	Hardworking Enthusiastic for helping students pass college entrance exam	Interesting & enthusiastic
Instruction approach	Follow textbook's structure & do a lot translation and grammatical exercises	More communicative in-class activities; thought-provoking approach
Class learning atmosphere	Sit and listen lectures all the times (not active and interesting)	Interesting and active
English score	High score (80-85)	80-85
Textbooks used and their structure	Identical textbooks (Shan-Min)-vocabulary list (English & Chinese), readings & exercises & materials too easy for me	Interactions I: Reading skills (predicting, skimming, scanning) & vocabulary skills (word-mapping, suffix, prefix), more communicative activities/discussions
Reflection to the textbooks used	Boring materials	More interesting topics but the readings too long
Self-learning experience	Learn phonetic symbols (KK) from elementary school	Take more English classes from other department
Overall Comments	2 hours of English classes weekly (sometimes taken to have other professional subjects) Not enough hours of class meetings	Much learning than in high school

Table 27: Interview Result with Student 6

Student 6	High school English learning	First-year college English learning
Graduated School	Public vocational high school	National university, majoring in Business College
Teacher personality	OK	Interesting but a bit strict
Instruction approach	Grammar-translation approach Do a lot of practices/exercises for tests	Interesting, interactive in-class activities
Class learning atmosphere	Quiet and dull (focus on taking notes and underline points)	Interesting and active Don't dare to fall asleep
English score	50-60	60-65
Textbooks used and their structure	Identical textbooks (Shan-Min)-vocabulary list (English & Chinese), readings & exercises & materials too easy for me	Imported textbooks --Interactions I: Reading skills (predicting, skimming, scanning) & vocabulary skills (word-mapping, suffix, prefix), more communicative activities/discussions Too difficult for my English level
Reflection to the textbooks used	Boring and difficult materials	More interesting topics but the readings too long and too many chapters
Self-learning experience	No	No
Overall Comments	Not interested in learning English Not have a high score	Too many assignments

Table 28: Interview Result with Student 7

Student 7	High school English learning	First-year college English learning
Graduated School	Public vocational high school	National university, majoring in Business College
Teacher personality	Active and hardworking	Energetic and interesting
Instruction approach	Two teachers : (1) Do a lot of listening practice weekly and dictation (2) same as the first one but have supplemental materials like American culture (holidays & English songs) & read English newspaper	More lively Well-prepared lesson plans (esp. in-class activities)
Class learning atmosphere	Interesting	Interesting and active
English score	80-85	80-85
Textbooks used and their structure	Identical textbooks (Shan-Min)-vocabulary list (English & Chinese), readings & exercises & materials too easy for me	Interactions I: Reading skills (predicting, skimming, scanning) & vocabulary skills (word-mapping, suffix, prefix), more communicative activities/discussions
Reflection to the textbooks used	Not as interesting as supplemental materials	More interesting than high school textbooks. Reading texts too long & exercises too many
Self-learning experience	Listen to songs, watch movies	No
Overall Comments	2 hours of English not enough	Much learning than in high school

Table 29: Interview Result with Student 8

Student 8	High school English learning	First-year college English learning
Graduated School	Public vocational high school	National university, majoring in Business College
Teacher personality	Hard to tell Not stable	Nice and interesting
Instruction approach	Fixed and dull teaching Follow the textbook and do the translation line by line; tests taken from the book exactly (need more memorization of the whole reading)	Interesting but very stressful But too hard for me to understand (almost in English)
Class learning atmosphere	Dull, no learning motivation	Active but sometimes make me feel stressful in group discussions
English score	45-55	40-50
Textbooks used and their structure	Identical textbooks (Shan-Min)-vocabulary list (English & Chinese), readings & exercises & materials too easy for me	Interactions I: Reading skills (predicting, skimming, scanning) & vocabulary skills (word-mapping, suffix, prefix), more communicative activities/discussions
Reflection to the textbooks used	Boring	More interesting than high school textbooks. Reading texts too long & exercises too many
Self-learning experience	No	No
Overall Comments	Learn nothing from the classes	More oral discussions

Table 30: Interview Result with Student 9

Student 9	High school English learning	First-year college English learning
Graduated School	Public vocational high school	National university, majoring in Business College
Teacher personality	OK	Nice and interesting
Instruction approach	dull teaching Less communicative dialogues; Grammar-translation approach	Interesting but very stressful; Motivated to learn but poor listening ability,
Class learning atmosphere	Dull, no learning motivation,	Active
English score	45-50	50-60
Textbooks used and their structure	Identical textbooks (Shan-Min)-vocabulary list (English & Chinese), readings & exercises & materials too easy for me	Interactions I: Reading skills (predicting, skimming, scanning) & vocabulary skills (word-mapping, suffix, prefix), more communicative activities/discussions
Reflection to the textbooks used	Boring	More interesting than high school textbooks. But reading texts too long and words too hard
Self-learning experience	No	No
Overall Comments	Focus on grammatical rules and vocabulary memorization	Encouraged to learn English by teacher

Table 31: Interview Result with Student 10

Student 10 (F)	High school English learning	First-year college English learning
Graduated School	Public vocational high school	National university, majoring in Business College
Teacher personality	Responsible and hardworking	Interesting & enthusiastic
Instruction approach	Follow textbook's structure & do a lot translation and grammatical exercises but all done clearly	Communicative Well-designed lesson plans
Class learning atmosphere	hardworking	Interesting and active
English score	85-90	90-95
Textbooks used and their structure	Identical textbooks (Shan-Min)-vocabulary list (English & Chinese), readings & exercises & materials too easy for me	Interactions I: Reading skills (predicting, skimming, scanning) & vocabulary skills (word-mapping, suffix, prefix), more communicative activities/discussions
Reflection to the textbooks used	Boring materials	Topics are OK, but not authentic; Too many skills emphasized and consequently lose interest
Self-learning experience	Learn English conversation since in elementary school	No
Overall Comments	2 hours of English classes weekly (sometimes taken to have other professional subjects) Not enough hours of class meetings	Too many readings and assignments

According to the summary of the data presented in the tables above (Question 1 through 4), obviously found, all the students graduated from a public vocational high school and their textbooks were identical, a series of reading books assigned by Taiwan Ministry of Education. Nearly all the students had the same feeling that they were not motivated to learn English due to the dull textbook and instruction approach. Honestly speaking, once students were in an environment where teaching and learning was exam-oriented, it was not surprising that most teachers would focus mainly on how to help students do well on their exams instead of teaching them how to use a language. The instruction approach that the nine students described is grammar-translation approach. With that approach, students learned vocabulary via translated lists, practiced English through written exercises, and the instruction medium was their mother tongue, Chinese.

This grammar-translation way easily tended to make teachers' instruction fall into a fixed patten of knowledge delivery, not in a communicative way of language learning. One of the students said, "for getting higher scores, my teacher asks us to practice doing thousands of test banks. I think I learn English by doing test questions." However, the only one, Student 7, responded, "I like my English teacher and her teaching approach. She teaches us a lot about American culture, including holidays such as Thanksgiving and Christmas. More interesting, we learn English songs too. Our voices of singing make our neighboring students envy us. After all, the learning atmosphere is very interesting, and we are motivated to learn English." Therefore, instruction approach and materials used in class played crucial factors to facilitate students' learning motivation.

As the students were asked Question 5 (How did you evaluate your academic performance such as your average English score?), the students seemed to have a lot to say. Those who got scores below 60 had a common opinion; that is, the tests were designed to test their memorization. Student 8 said, "My teacher asks us to write a passage from memory. Everything needs to be

written down exactly as the passage from the textbook. Can you imagine that how terrible it is when we are asked to write down a 3-character conversation without being given any clues like when is A's turn, B' and C'." Sometimes the type of evaluation may be the cause that hinders a student's learning confidence and motivation. For Question 6, most of the students seemed not to have a lot experience in learning English out of the classroom. But I found those who used some other media to learning English such as listening to broadcasting program and reading magazines often got higher scores in English.

There was one item in the reflection categories needed to be pointed out here. It was the item "teacher's personality." In fact, in the interview questions, the teacher's personality was not included. However, when students were asked about their teacher's instruction approaches used in class, they mentioned about the type of the teacher's personality. Potentially, students thought a teacher's personality could bring out the instruction approach and associate it with the learning atmosphere.

Responding to Question 7, most students stated a lot in common, particularly the instruction approach in first-year general English class in college which differed a lot from high school. The English teacher in college emphasized the importance of communicative teaching, which influenced the learning atmosphere in class and students' motivation. There was not only one factor that made learning motivation possible. Most of time, it was associated with some other related elements such as the materials, in-class activities, lesson plans and etc. As previously mentioned, how the materials related to students' life or prior knowledge played a crucial key in helping students easily immerse themselves into the learning context and got motivated. In addition, the students thought the textbooks used in college featured more in some effective reading skills such as scanning and skimming. In high school, students learned a lot of grammatical rules, but they were not taught about some reading and vocabulary skills. As a result, they had no clues to guess the meaning of new vocabulary in a new context.

Another factor that impacted students' learning was the sufficient preparation for each lesson such as the activities implemented to achieve the class objectives. Once activities such as pair or group discussions were well designed, students' learning motivation stimulated. However, there were some negative aspects mentioned about the textbooks the students used in college. For example, the students thought the contents and exercises were designed purposefully for pedagogical use. They were not authentic so students lacked of realistic knowledge about how to use the language appropriately when they were put in the situations of target language's world.

When asked about their reflection to the unsolicited email program in Question 8, all the participants had the same response that it was interesting for them to participate in the Lesson Program. Their learning motivation was facilitated. As previously stated, I was the students' first year English teacher. The teaching strategies and activities were similar to the ones I used on the email Lesson Program. So the main purpose of this study was to investigate the feasibility of using unsolicited email as English learning materials in EFL education. The following were statements cited from some participants' responses and what they said also answered the Question 9 and 10 in some degree:

“This is my first time to learn English from unsolicited commercial email. I've never thought the junk email could be used as English learning materials. This experience is quite marvelous. Before I participate in the email lesson program, I just think the pictures in commercial advertising are interesting. But after taking part in the program, I learn a lot---not only vocabulary and idioms, but also the powerful literacy used in advertising.”

“This is my first time to learn English from unsolicited commercial email. The experience is very interesting. I think my motivation increases. Though not all the pieces interest me, yet I learn a lot from most of the pieces. For example, I know how to write an American check and I learn a lot powerful literacy of advertising slogans. Particularly, I learn a lot new vocabulary,

idioms, and culture. But I think that's the teacher's lesson plans well-prepared stimulate my learning. Without the teacher's instruction and explanation, maybe I can't gain that much."

"The program is interesting. Actually, this is my first time having experience with unsolicited email. Though a lot of new vocabulary and information sometimes make me feel a bit confused, but through some activities such as pair brainstorming, guessing games---- my learning motivation increases. But I don't know why I'm interested more in unsolicited email in English than in Chinese. Every time when I got commercial email in Chinese, I'll just delete it without reading. But the emails in this lesson program sound more interesting and meaningful."

"It's an interesting experience with unsolicited email. I don't know if it is because this lesson program is for a study, not a required course. So I feel more relaxed. But anyway, my English learning motivation increases. I've learned a lot of new vocabulary and phrases used related to daily life—in a natural way."

"Very interesting. This is my first time to have English class in the most relaxing way. If this email lesson program can be used last year, maybe the English class would be more fun. Since all the emails were written from the native English speaker, I think the materials are authentic. I can learn more vocabulary or phrases the American say in their life."

From the students' reflection, one thing was able to be confirmed: the students' learning motivation increased. Though in previous Section I, they responded that their motivation increased more in their first year college English than in high school. I could perceive that they enjoyed the unsolicited email Lesson Program in their responses to Question 8. In terms of English learning, the vocabulary and idioms were what they learned the most. Everybody mentioned that unanimously. During the interviews, I also tried to elicit them to respond the differences of using textbooks in English learning from using unsolicited email as materials.

Their responses could answer the Question 10 directly or indirectly. They seemed not to have definite answer to indicate which was preferred. However, they all agreed to integrate the unsolicited email into curriculum or materials. The following were the themes coding the data from Question 8 through 10.

- It is interesting to use unsolicited email as English learning materials.
- Advertising has a lot of resources we can learn from.
- The email lesson program enhances learning motivation.
- Learning a lot of vocabulary, phrases and information in a natural context.
- Pictures and literacy in advertising help learning.
- It's amazing that both language and culture can be learned in advertising email.
- Instruction strategies and well-prepared lesson plans develop effective learning.

In this chapter, data presented and analyzed were from three sources: (1) open-ended questionnaire (see Appendix A), (2) reflection notes (see Appendix B), and (3) Interviews (see Appendix C). The final chapter contains advanced discussion and analysis of the data presented in this chapter, including some themes generated in the three sources of data.

## CHAPTER 5

### DISCUSSION

In this chapter, a discussion and analysis of the major findings of this study exploring the use of unsolicited email in EFL education are presented. The main research question is to find out the EFL students' experiences with unsolicited email, including how they interact and respond to it. Furthermore, the feasibility of integrating unsolicited email into EFL curriculum is discussed. As the findings of this study presented in the previous chapter, it was undoubtedly and unanimously confirmed by all the participants that unsolicited email can motivate their English learning. In EFL education in Taiwan, losing motivation and interest in learning has been regarded as the biggest problem for students. However, motivation has been regarded as a contributing factor in EFL learning. Thus, the finding in this study that unsolicited email motivates learning definitely delights EFL educators, particularly when students said they got motivated because they have learned a lot. When deeply examining the findings concerning why unsolicited email helped learning from the three sources of data presented in the previous chapter, I found the following were the main factors synthesized and discussed with themes in parentheses:

- the topics and contents of unsolicited email reflect and incorporate students' life experiences (interaction between learning contexts)
- the linguistic and cultural insights embedded in advertising literacy and pictures (semiotics in advertising)
- instruction strategies help materials well and effectively presented (networked instruction and instruction strategies and skills)

### Interaction between learners and learning contexts

Many studies stated that students learn the most efficiently when learning materials are related to their prior knowledge or life experiences because in that, students tend to get involved easily. In other words, if the teachers bring materials regarding the students' lives, needs, and interests into the classroom, it is a basic but crucial part of the best practice in learning. In the email Lesson Program, for example, the participants had interesting and enthusiastic discussions about unsolicited email, particularly the advertising of that digital camera (Figure 6), weight-loss (see Figure 8) and cell phone (Figure 10). Because those materials are closely related to students' personal experiences, students show their great interest in them. If texts happen to students' interests or students have prior knowledge, the texts tend to be more easily read. In other words, familiarity with the topics and vocabulary helps students understand the texts they are reading.

Similarly, texts of the learning materials are likely to be more motivating when they are in the interests of students. Therefore, when teachers are going to provide a context for English learning, the question "Is this information relevant to my students?" should be kept in mind so that the chance of a successful and satisfying reading experience to students will increase. To put it more thematically, when students are familiar with the learning texts or topics, they are in the state of interacting with the context. As there is an interaction occurring between the contexts and the students, motivation develops and accordingly, learning takes place. I found that as interaction increased, the participants' satisfaction and outcome in the Lesson Program improved. Some related studies also stated that high levels of interaction lead to high levels of learning achievement (McCroskey & Andersen, 1976; Ritchie & Newbury, 1989).

According to Melrose (1995), language is a process that develops from the interaction among texts, learners, teachers, and activities. Some researchers stated the similar argument that learning occurs socially within communities of practice (Lave & Wenger, 1991; Wenger & Snyder, 2002). From the reflection to the Lesson Program in this study, participants responded that

their learning developed through collaborative and authentic activities such as pair or group discussions. In other words, authentic activities enabled the participants to construct knowledge through socially collaborative interaction with other students. With similar response to the in-class practice activities implemented in the lesson program, the interaction was facilitated between the activities and the participants. Through collaborating learning in group discussions, students can help each other generate ideas and concepts from their personal perspectives, which make learning more meaningful.

#### Internet: Authentic and Critical Literacy in Context

As previously mentioned about the materials integrated in EFL education, the Internet has offered students more than the textbooks. It has become a crucial medium of communicative learning outside the classroom (Oxford, 1990). In EFL education in Taiwan, more and more teachers have observed and perceived that the impact of Internet on English teaching and learning is growing dramatically. More importantly and practically, EFL teachers have made great efforts to integrate the Internet into their curriculum. Particularly, the participants in this study regarded the use of email as the communication tool students use most (Warschauer, Shetzer, and Meloni, 2000). In the unsolicited email Lesson Program, the contextual feature, including pictures and networked images, may make email contents more attracting to the learners. In this study, there were a lot positive responses to Internet use, such as social communication, searching information for school work, and so on.

In Taiwan, the main reason why Internet use has been promoted by many EFL teachers is because the Internet conveys authentic materials. In recent years, many EFL teachers have made

great efforts to use authentic materials in an EFL classroom. Generally, authentic materials indicate that language regarded naturally as communication in the native-speaker contexts of use such as advertisements. Authentic materials are significant because they increase students' learning motivation (Guariento & Morley, 2001). As mentioned previously, when students were exposed to real life texts purposefully, it means that the texts provided students with a meaningful learning. In this study, students' learning motivation increased when they read some unsolicited email. Based on the reflection in this study, participants agreed that authentic materials increased learning motivation. The advertising email provided authentic cultural insights and exposure to real language. These findings matched with some arguments that culture could be embedded in advertising (Peacock 1997, 2001).

The literacy in the advertising email is not only authentic but also critical. However, the textbooks used in EFL education in Taiwan have materials with little relevance to the students' life. That causes students to lose interest and motivation in learning. For Internet contains abundant and immediate resources with many different varieties of topics, the EFL teachers use Internet as an important source of information in classes. On the other hand, Internet also offers good examples of being a means of understanding and exploring new linguistic and cultural insights on the Internet. The same thing, the commercial advertising email in this study can be used to cultivate critical literacy.

In this study, critical literacy has been regarded as a very important skill for students because students need the skill to analyze the relationships among texts, language, and images. More importantly, advertising was regarded as authentic texts, which was perceived as good practice for this skill. According to Morgan (1996), critical literacy helps understand "the way the texts and their discourse work to represent reality and define what is necessary for readers." For example, participants in this study were asked to take part in some activities such as questioning the social contexts and purposes to express their own opinions and perceptions. As data of participants'

responses showed, some instruction in class helped them read the advertising email critically by questioning. For example, I often asked students the questions like “What do you think is this text written for?”, “What literacy or images in the text gives you clues about the advertising’s purpose?” and “Can you compare this advertising with the similar one written in Chinese?” By using critical literacy like questioning, the participants also enabled to identify the forms of commercial advertising in the lesson programs. Needless to say, it is also important that the learners need some language help from the teachers. For example, before asking them the questions, I gave the students some key words related to the advertising email.

Moreover, the participants would respond the advertising email through brainstorming activities with their group partners. Usually, students found out some hidden messages of the advertising by working cooperatively. In addition to the linguistic insights hidden in advertising, students also perceived some cultural insights in advertising. Language is more than just a means of communication. People can not learn a language without learning its culture. Language and culture are inseparable. Shanahan (1997) stated that cultural content provided the chances of exposing to real language that EFL learners lacked.

### Semiotics in Advertising

As Table 21 showed in this study, all the participants agreed that they learned a lot of vocabulary, idioms, and slang from commercial advertising email, which accorded with Hampares’ research finding (1968) that the language used in advertising messages both reflected and shaped cultural values. Exploring the nature of the language used in advertising, how it is used, what it means, and how that is created or interpreted takes time and efforts. As an English teacher, the purpose of this study mainly intended to find out the use of advertising for English teaching and learning. As expected, unsolicited advertising conveyed rich learning sources.

By synthesizing the participants' data, I found students learned vocabulary, phrases, slang, and colloquial expressions. In addition to their linguistic learning, the participants also learned cultural information of the target language. For example, they learned that using checks in the U.S. is a common payment instrument in their daily life, which differed from the students' own culture. In the unsolicited email Lesson Program, I used some advertising for discussion materials to stimulate students to compare the content in the texts with their own culture in Taiwan. Through this study, I sensed that advertising is a source of linguistic and cultural insight. However, any teaching or learning materials can develop their potential effectiveness when they are under well-organized preparation. For instance, in this email program study, I generated some questions for students while conducting the study because I viewed advertising as discourse.

Gombrich (1999) emphasized the importance of students' dependence on words to inform and operate their visual literacy. However, one of the findings showed that it was very difficult for the students to link visual materials to the written texts alone unless they worked with their group members. Advertising email is an authentic text that is not written for language teaching purposes. Thus, how can it be used or designed effectively as materials is indeed a challenge to EFL teachers. Collaborating learning was not only for students, but also the teachers. In the issue of the material development, teachers played a role as a designer who provided information of language experience to promote language learning.

When speaking of advertising, people would naturally associate it with semiotics. Semiotics relate not only to signs but also communication. In other words, semiotics deals with what a message means and on how it creates meaning. Semiotics asks not what signs mean but how they mean. When relating the concepts to advertising, advertising can be used as good materials to cultivate students toward analytical and critical thinking skills, especially in a digital literacy age. In advertising, language plays crucial role in conveying the meaning. Vestergaard & Schroder stated that advertising language is a style of immediate impact and rapid persuasion

(1985). As data presented in the reflection to the advertising email Lesson Program, participants agreed that the slogans of advertising played a crucial role in language literacy. The slogans are powerful. The following were some pieces of reflection to advertising used in the Lesson Program:

“I like the slogan, *Hot Summer Clearance* (in Unsolicited email #2) in a couple advertising. It is brief but powerful. Except that you are good at controlling language, you can't make it within few words. It catches my attention. I don't know if it is used everywhere in advertising in the United States. I just learn the power of language.”

“I like advertising, especially the slogans. I can sense the power of language. For example, I like *Flush Fat Away Forever!* If you use get rid of or throw instead of the word “flush.” Then the feeling gets less. I only know flush a toilet after using it.”

“I like slogans in advertising. It would be interesting, if we can make one by ourselves. It's not easy but should be lots of fun to play the word game.”

Needless to say, the language used in advertising is different from the general language. The general language such as English has many different kinds of functionality. For example, each kind functions in different situations and styles of language use such as in rhetoric and syntax. However, the language used in advertising is brief, short, and attractive. In this study, for example, there were some examples of words, phrases or structure that are truly different from the ones we used in general English. More interestingly, the advertising language has a certain level of creativity that allows people to express their ideas freely. I did not focus on how to design the slogan language, but it seemed that students were interested in such slogan language even someone suggested we should have that in-class activity.

### Instruction Strategies

As I mentioned in Chapter 3, the instruction strategies I used for the unsolicited email lesson program included:

- questioning
- predicting
- recognizing topics
- key words finding
- skimming
- scanning
- summarizing

However, the instruction activities used in class, questioning the instruction strategy used the most often. During questioning, I used critical thinking or critical literacy as strategies. The following were the questions used either open to all or sometimes used as pair work or group work.

#### Questions for Advertisement Critical Literacy

(Source [http://www.readwritethink.org/lesson\\_images/lesson97/advert.pdf](http://www.readwritethink.org/lesson_images/lesson97/advert.pdf))

1. What objects can you identify in the advertisements?
2. What are the people in the image doing?
3. What do the facial expressions or body language suggest?
4. What characteristics of buildings or environment give you clues to the location?
5. What are the people wearing?
6. What is the relationship between the people in the advertisement?
7. What is the advertisement selling?
8. What interest you the most about the advertisement?

Using prior knowledge to elicit the content was the instruction technique I used in the study the most often. I adopted Ogle's K-W-L (1986) model to activate the participants' prior knowledge by asking them what they have already known, what they want to know, and what they learned (See KWL Form below).

### **K-W-L**

What I KNOW	What I WANT to know	What I LEARNED
-------------	---------------------	----------------

Summarizing the instruction strategies used in the Email Lesson Program, I categorized the possible strategies by using the themes.

- reading skills (questioning, scanning, skimming, mind-mapping, brainstorming)
- sufficient preparation for lesson plans (warm-up, demonstration)
- communicative approaches
- collaborative learning (pair or group discussion)
- networked instruction

### Pedagogical Implication of this Study

This study was to explore the use of unsolicited email in EFL education in terms of authentic and critical literacy in an advertising context. Some pedagogical implications have emerged from this study. The responses of the participants in this study positively showed that unsolicited advertising email can be used as materials to motivate their English learning if the teaching is

accompanied with a well-prepared lesson planned by the teacher. The students in this study believe that sufficient preparation for lessons contributes to their learning. The lesson plans in this study particularly referred to the activities designed and used to enable students understand the lesson text. In fact, learning materials of authentic and critical literacy need appropriate activities to provoke students' thinking and learning. I agree that a well-prepared lesson plan is a guideline leading the teaching and learning to the lesson objectives.

In this study, however, the materials of unsolicited advertising email were authentic, which means there are often no support materials or teaching manuals as with some other EFL textbooks. Usually, the textbook teachers manuals add supporting materials for different students' levels, and provide activities with instructions for the needs of each lesson objectives. Thus, without sufficient supporting materials, the use authentic materials can be time and effort-consuming as compared to using textbooks as materials.

However, preparing for teaching authentic materials could does not necessarily have to be difficult. For example, while preparing authentic materials, EFL teachers could collaborate with other professionals outside the EFL field. Through the process of sharing teaching experiences, pedagogical perspectives and knowledge are expanded. Although teaching authentic materials can be a challenge, it is worthy of trying and making changes for class. In addition, in this study I found that several students still thought that vocabulary or structure in the advertising was too difficult for them to decode. If there were no well-structured activities designed to help students, students would probably fall into a traditional classroom situation such as grammar translation, which lacked communication and interaction between the student and texts. In other words, when teachers use authentic materials, they need to put the students' language level into consideration.

Critical questioning was the strategy I used most often in this study and I found it thought-provoking and educational, especially when students generated the answers with peer or

group members. Many responses presented strong agreement with pair or mini group discussions because collaborative learning made students feel more comfortable and helped them feel more at ease to get involved with in-class activities. Applying collaborative learning with other brainstorming or mind-mapping for vocabulary learning was also another exciting learning strategy for the students. It is important to be careful when selecting authentic materials. If teachers choose materials irrelevant or inaccessible to students, learning can be hindered. Consequently, it is also important for students and teachers to collaborate with each other to develop materials meaningful and accessible to the learners.

Importantly, this study provided another avenue of future possibilities in the selection and development of English classroom materials. Using authentic and critical literacy in context such as advertising would be ever growing because we live in the Information Age. The world is becoming smaller than before. Though students in Taiwan learn don't all learn English in authentic situations, they can easily get access to authentic materials from the Internet. The issue is not where to get authentic materials, but how to use them effectively.

It is not easy for EFL teachers to understand authentic materials completely, not to mention their students. However, through collaborative learning with other professionals in different fields, English learning can grow more concrete linguistically and culturally. For example, using advertising email for English authentic materials as an example, the issue for EFL teachers is not linguistic language learning. Instead, it is the knowledge of interpreting media literacy. The cooperation of English teachers with other media-related professions in order to facilitate learning is the challenge the EFL educators need to take. Thus, one of the implications of this study is to build up cross-interdisciplinary connections in order to make learning more fully structured and meaningful.

Using authentic materials from the Internet gives teachers the freedom of innovating and designing their materials. Using authentic materials will approach satisfactory achievement in

EFL education throughout the continuing up-to-date information and improvement of instructional materials. Obviously, the Internet will continue to influence the school curriculum and instruction. The interactive and visual nature of networking technology has tremendous potential for helping students improve their language and literacy learning. However, providing students with opportunities to evaluate Internet resources critically and help students get awareness and understanding of the abundant excesses of the Internet is another challenge for English teachers. Given this reality, the school policy makers need to provide more training or classes relevant to critical media literacy skills in order to make learning more effective and meaningful.

#### Recommendations for Further Study

Based on the findings of this study, the following recommendations are made for further research:

1. Students participating in this study were interested in instruction that focuses on the learner and the learning process. If teachers presenting some non-traditional activities, including teaching learners how to use learning strategies, how to use available tools and resources such as the Internet, and how to reflect on their own learning, students would become enthusiastic participants in classes.
2. Reading authentic materials motivates students because it gives them the sense that they really are able to use the language. The World Wide Web is a rich resource for authentic materials. Therefore, helping students have an authentic experience of understanding and using English should be crucial. EFL teachers can facilitate students to learn by raising their awareness of the context in which it occurs.

3. The study suggests that using unsolicited advertising email as materials enhances students' English learning. Authentic materials create a "real world" target language environment. However, the email materials used were selected by the researcher, which contributed to some negative response from the students. Thus, allowing students choose the materials themselves or encouraging both teachers and students to collaborate with each other to develop materials could be alternatives for effective learning.
4. Advertising is a unique form of literacy. Though this study mainly focused on exploring the feasibility of using unsolicited email as materials, the participants did not have much knowledge about semiotics or the ways in which semiotics influences language learning. Consequently, for further studies, students could be equipped with training or classes on semiotics and media literacy prior to the study.
5. As this study was exploratory and qualitative in nature, it could be followed up with quantitative research through studying more students to verify and generalize the results of the study.
6. In this study, students responded that the instruction strategies played an important factor in motivating their learning, but if it were available, the study could identify which strategy used is regarded the best by the students.

## REFERENCES

- Barnard, J. (1997). The World Wide Web and higher education: The promise of virtual universities and online libraries. *Educational Technology*, 37(3), 30-35.
- Barnard A. (1997). A critical review of the belief that technology is a neutral object and nurses are its mater. *Journal of Advance Nursing* 26 (1), 126-131.
- Bax, S. (2003). The end of CLT: a context approach to language teaching. *ELT Journal*, 57, 278-287.
- Becker, H. (1992). A Model for Improving the Performance of Integrated Learning Systems: Mixed Individualized/Group/Whole Class Lessons, Cooperative Learning, and Organizing Time for Teacher-led Remediation of Small Groups. *Educational Technology* 32, 6-15.
- Birckbichler, D.W. (1987). Classroom materials for second-language proficiency. *Theory into Practice*, 26 (4), 294-300.
- Brickman, B. (1992). Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26<sup>th</sup>, Vancouver, British Columbia, Canada, March 3-7).
- Brown, H. D. (1994). *Principles of language learning and teaching*. Englewood Cliffs, N J: Prentice Hall Regents.
- Cerf, Vinton G. (2001). Truth and the Internet. Retrieved Oct. 20, 2003, from <http://www.isoc.org/internet/conduct/truth.shtml>
- Coombs, S.J., & Rodd, J. (2001). Using the Internet to deliver higher education: A cautionary tale about achieving good practice. *Computers in the Schools*, 17(3/4), 67-90.
- Creswell, J. (1997). *Qualitative Inquiry and Research Design*. Newbury Park, CA: Sage Publications.
- Creswell, J. W. (1994). *Research design: Qualitative & quantitative approaches*. Thousand Oaks,
- Creswell, J. (1994). *Research design: Qualitative and quantitative approaches*. London: Sage.
- Creswell, J. (2002). *Research design: Qualitative, quantitative and mixed method approaches*. London: Sage.

- Dewey, J. (1933). *How We Think*. New York: D. C. Heath.
- Freire, Paulo. (1970). *Pedagogy of the oppressed*. New York: Herder and Herder.
- Gombrich, E.H. (1999). *The uses of images*. London: Phaidon.
- Goodman, K.S. (1987). *The Psycholinguistic Nature of the Reading Process*. Detroit: Wayne State University Press.
- Graman, T. (1988). Education for humanization: Applying Paulo Freire's pedagogy to learning a second language. *Harvard Educational Review*, 58, 433-448.
- Green, A. (1997). A beginner's guide to the Internet in the foreign language classroom with a focus on the World Wide Web. *Foreign Language Annals*, 30(2), 253-260.
- Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *EFL Journal* 55(4), 347-353.
- Halliday, M.A.K. (1978). *Language as Social Semiotic: The social Interpretation of language and meaning*. Baltimore, MD: University Park Press.
- Hampares, K.J. (1968). Linguistic and cultural insight in advertising. *The Modern Language Journal*, 52(4).
- Hoepfl, M.C. (1997, Fall). Choosing qualitative research: A primer for technology educational researchers. *Journal of Technology*, 9, 12-39.
- Hull, G. (2000). Critical literacy at work. *Journal of Adolescent and Adult Literacy*, 43 (7), 648-652.
- Hwang, Caroline C. (2001). Using authentic materials in Taiwan's English classroom. *Journal of National Taipei University of Technology* 34(1), 225-234.
- Kabilan, M. K. (2000). Creative and Critical Thinking in Language Classrooms. *The Internet TESL Journal*, 6 (6), The Internet TESL Journal, Vol. VI, No. 6, June 2000  
<http://iteslj.org/Techniques/Kabilan-CriticalThinking.html>
- Kennedy, G. (1998). *An introduction to corpus linguistics*. London & New York: Longman.

- Khan, B.H. (1997). *Web-based instruction: What is it and why is it?* Englewood Cliffs, NJ: Educational Technology Publications.
- Kramsch, C.J. (1993). *Context and culture in language teaching*. Oxford: Oxford University Press.
- Kuykendall, C. (1980). Teaching materials: What's New. *The English Journal*, 69(5), 77-78.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.
- Marshall, C., & Rossman, G. (1980). *Designing qualitative research*. Newbury Park, CA: Sage
- McLaughlin, M., & DeVogd, G. L. (2004). *Critical Literacy: Enhancing Students' Comprehension of Text*. New York: Scholastic
- McCroskey, J. C., & Andersen, J. F. (1976). The relationship between communication apprehension and academic achievement among college students. *Human Communication Research*, 3, 73-81.
- Melrose, R. (1995). *The communicative syllabus: a systemic-functional approach to language teaching*. London: Pinter
- Merriam, S. B. (1988). *Case study research in education: A qualitative approach*. San Francisco: Jossey-Bass.
- Mindt, D. (1996). English corpus linguistics and the foreign language teaching syllabus. In J. Thomas & M Short (Eds.), *Using corpora for language research: studies in honor of Geoffrey Leech* (pp 232-247). London: Longman.
- Morgan, W. (1996). *Critical Literacy: Readings and Resources*. Norwood: A.A.T.E.
- Morrison, B. (1989). Using news broadcasts for authentic listening comprehension. *ELT Journal*, 43(1), 14-18.
- Morton, R. (1999). Abstracts as authentic material for EAP classes. *EFL Journal*, 53(3), 177-182.

- Nunan, David. (1991). Communicative tasks and the language curriculum. *TESOL Quarterly* 25(2), 279-295.
- Nunan, David. (1999). *Second Language Teaching and Learning*. Boston: Heinle & Heinle.
- Nunan, David. (2005). Important Tasks of English Education: Asia-wide and Beyond. *The Asian EFL Journal* 7(3), 5-8.
- Oxford, R. (1990). *Language learning strategies*. New York: Newbury House.
- Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT Journal*, 51(2), 144-154.
- Ritchie, H., & Newbury, T. J. (1989). Classroom lecture / discussions vs. live televised instruction: A comparison of effects on student performance, attitude, and interaction. *The American Journal of Distance Education*, 3(3), 36-45.
- Savignon, J.S. (1997). *Communicative competence: Theory and classroom practice*. New York: McGraw-Hill
- Scott, Linda M. (1994). Images in Advertising: The Need for a Theory of Visual Rhetoric. *The Journal of Consumer Research*, 21(2). 252-273.
- Shanahan, D. (1997). Articulating the relationship between language, literature and culture: Toward a new agenda for foreign language teaching and research. *The Modern Language Journal*, 81(2), 164-174.
- Sloane, A. (1997). Learning with the web: Experience of using the World Wide Web in a learning environment. *Computers Education*, 28(4), 207-212.
- Strauss, A. & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage Publications, Inc.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Sutton, B. (1993). The rationale for qualitative research: A review of principles and theoretical foundations. *Library Quarterly*, 63, 441-430.

- Vestergaard, Torben., & Kim Schroder. (1985). *The language of advertising*. Oxford: Basil Blackwell
- Wang, L.C. & Dalton, D. (1997). Online English learning using Internet for English as a foreign language students. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). (ERIC Document Reproduction Service No. ED411302)
- Wallace, J. D., & Mintzes, J. (1990). The concept map as a research tool: Exploring conceptual change in biology. *Journal of Research in Science Teaching*, 27(10), 1033-1052.
- Warschauer, M. (1995). *E-mail for English Teaching*. Alexandria, VA: TESOL Publications.
- Warschauer, M. (1996). Comparing face-to-face and electronic communication in the second language classroom. *CALICO Journal*, 13(2), 7-26.
- Warschauer, M., Shetzer, H. & Meloni, C. (2000). *Internet for English teaching*. Alexandria, VA: TESOL Publications.
- Wenger, E. McDermott, R. & Snyder, W. (2002). *Cultivating communities of practice: a guide to managing knowledge*. Boston: Harvard Business School Press.
- Yin, R.K. (2003). *Case study research: Design and methods* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

## APPENDIX A

### Open-ended Questionnaire For the Pilot Study

#### **I. Experience with the Internet:**

1. Have you ever gone to the Internet? If yes, how much time do you spend on the Internet a day?
2. What do you use the Internet most often for?
3. How do you think that Internet has a positive impact on your work for classes?
4. What Internet Communications Tools do you use most?
5. Compare online information searching to library use.
6. Except for computer class, any of your course teachers use Internet as instruction materials?  
What subjects if yes?

#### **II. Experiences with Unsolicited Email:**

7. Describe your experiences of receiving unsolicited email in Chinese.
8. Describe how you respond to unsolicited email generally?
9. Do you think using unsolicited email would be one of the ways to learn English?
10. How do you think that the cultural insight is embedded in unsolicited email?

APPENDIX B

Reflection Form to Lessons

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Lesson Title: \_\_\_\_\_

I. Reflection to today's lesson.

II. Reflection to teacher's strategies or activities implemented.

## APPENDIX C

## Interview Protocol (Translated)

## I. English learning experience in high school.

1. What high school did you go to?
2. Would you please describe the instruction approaches your teacher used in class? And how did you like it?
3. What textbooks or materials did your teacher use for class? How did you feel about them?
4. Overall speaking, what was your class learning atmosphere?
5. How did you evaluate your academic performance such as your average English score?
6. Would you please share your English self-learning experience outside the classroom?

## II. English learning experience in college.

7. Would you please talk about your English learning in college when compared to high school?

## III. Reflection to Unsolicited Email Learning Program

8. Would you please share your reflection to the learning program? How did the experiences with unsolicited email differ from before and after participating in the program?
9. In terms of English learning, what have you learned the most from the email program?
10. Do you think it is a good idea to integrate the unsolicited email into English learning materials?

## VITA

### Pei Fen Li

#### Academic History

- 2007 Doctor of Philosophy in Curriculum and Instruction  
The Pennsylvania State University, University Park, PA
- 1987 Master of Arts in Teaching  
Oklahoma City University, Oklahoma City, OK
- 1985 Bachelor of Arts in German Language and Literature, with  
English Minor  
Fu Jen Catholic University, Taipei, Taiwan

#### Professional Experience

- 2001-present Instructor, Department of Applied Foreign Languages,  
National Kaohsiung University of Applied Sciences
- (1999-2001 on study leave)
- 1992-2001 Instructor, General Education, National Kaohsiung University  
of Technology
- 1990-1992 Instructor, General Education, National Kaohsiung Institute of  
Technology
- 1988-1990 Instructor, General Education, Kuo Chi Junior College of  
Commerce
- 1987-1988 Instructor, General Education, Tung Fang Junior College of  
Technology

#### Scholarly Presentations

- 2004, January Exploring the Use of Synchronous Computer-Mediated  
Communication in EFL Learning: A Case of a Website Chat  
Room—The Proceedings of the 4<sup>th</sup> KUAS Academic  
Symposium
- 1998, January The Application of Internet English in English  
Teaching—Journal of National Kaohsiung Institute of  
Technology