

【附件三】 成果報告（此為格式範例，詳情請見[格式說明](#)；請於系統端上傳 PDF 檔）

封面 Cover Page

教育部教學實踐研究計畫成果報告
Project Report for MOE Teaching Practice Research Program

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文學的臉孔:初探性平意識的教學實踐

**Faces of Literature: Exploring Gender Equality Awareness in Literature
Teaching**

(配合課程名稱/Course Name)

文學作品導讀 **Approaches to Literature**

計畫主持人(Principal Investigator)：李麗秋

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計畫名稱 (Title of the Project)

文學的臉孔:初探性平意識的教學實踐

Faces of Literature: Exploring Gender Equality Awareness in Literature Teaching

一、本文 (Content)

1. 研究動機與目的 (Research Motive and Purpose)

English language learning has faced challenges when English is used as a lingua franca for communication. And simply knowing linguistic forms cannot serve the purpose. Learners in the 21st century need to be creative and expressive in English language to cope with the need in the future. As the improvement of modern material existence has long and largely been dependent upon the progress of science and technology, a significant number of people tend to overlook the importance of literature and regard the study of literature as a field of lesser value. Even though it may sound like a heartbreaking crisis, this is definitely not the case to me. Actually, reading literary works is a highly beneficial activity. What, then, is the value of literary study? To me, the value of literature lies in its ability to pleasure, growth, peace, and identity, the so-called “catharsis”, from different great authors in their masterpieces. Secondly, to share significant experience, to build valuable language skills, to foster critical thinking, to expand one’s global views, and to stimulate one’s imagination, especially for the young generation in college EFL classes in Taiwan.

The purpose of this mixed method research is to investigate and enhance students’ gender equality awareness through literary works, which interacts with the literature discussion, character analysis, and conceivably enhance the mind sets of the participants by empowering them, challenging them, and providing them with new understanding beyond the faces of literature and the realities of humanities. As psychologist Howard Gardner (1995) found that the most common attribute of powerful leaders is their abilities to use stories to unify or motivate people, to make people want to be a part of that story by making it come true. That is what we do in our classes.

2. 研究問題 (Research Question)

Two research questions guiding the study are as follows:

1. What are the impacts of literature discussion on raising up students' gender equality awareness?
2. What pedagogical implications does this study have?

3. 文献探討 (Literature Review)

Gender Equality

On September 20, 2014, UN Women Goodwill Ambassador Emma Watson gave a speech at a special event for the “HeForShe campaign” at United Nations Headquarters, New York. She delivered a smart, important, and moving speech about gender inequality and how to fight it. As the Goodwill Ambassador, she launched the HeForShe initiative, which aims to get men and boys to join the feminist fight for gender equality. This speech inspired both male and female to fight for gender inequality internationally. Originally UN Women is responsible for promoting women’s empowerment and gender equality. The work of UN Women aims to support, help and hold the commitment on gender equality. The UN Women’s priority areas cover --

- Expanding women’s leadership and political participation
- Enhancing women’s economic empowerment
- Ending violence against women
- Fostering peace and security
- Incorporating gender equality into governance and national planning
- Informing the post-2015 development goals
- Bringing a gender equality lens to programs that address HIV and AIDS

(source: www.unwomen.org)

Unfortunately, the latest available Sustainable Development Goal (SDG) 5 data show that “the world is not on track to achieve gender equality by 2030”.

(<https://www.unwomen.org/en/digital-library/publications/2022/09/progress-on-the-sustainable-development-goals-the-gender-snapshot-2022>)

Back to Homer’s *The Odyssey*, we may infer “Calypso” -- an immortal goddess, who holds Odysseus prisoner for seven years on the island of Ogygia where she lives and forces him to be her lover. Calypso loves Odysseus and wants to make him immortal so he can stay with her forever and be her husband, even though she understands that Odysseus doesn’t love her at all and wants to return to his wife, Penelope, in Ithaca. Throughout *The Odyssey*, Calypso is described as “lustrous Calypso” and “the nymph with lovely braids.” (Homer, *The Odyssey*, book 5) In addition to being powerful, Calypso is keen and insightful. When Zeus orders Calypso to release Odysseus, she complains about

the gods' double standard which allows male deities to take human lovers but punishes goddesses who do the same: "You unrivalled lords of jealousy -- scandalized when goddesses sleep with mortals." (Homer, *The Odyssey*, book 5) Calypso's words draws the reader's attention to the similar double standard which exists in the mortal world of *the Odyssey*. Neither Homer nor any of the poem's characters rebuke and blame Odysseus for sleeping with Calypso and Circe, but Penelope is repeatedly criticized for allowing the suitors to remain in her house, even though she has little or no power to expel them. Women are not seen as equals as men.

In *Teachers' Perceptions of Their Students' Gender Roles*, Tartar & Emmanuel (2001) from the Hebrew University of Jerusalem, state among the 221 Israeli teacher participants, from both elementary and secondary schools, the findings may "reflect a relative lack of teacher awareness concerning the in-depth nature of gender stereotypes and their overall influences." Both authors suggest that "compulsory courses and seminars on gender self-awareness" should be implemented for teacher training programs. In *The long mission towards gender equality in teacher education: Reflections from a national project in Finland* (2019), Lahelma and Tainio, from the University of Helsinki, analyzed changes in cultures and curricula in relation to gender awareness in teacher education since 1970s. The results show the action plans of the universities for promoting gender equality were revealed to be relatively superficial", (p. 73) and "the mission of gender awareness is difficult, but not an impossible mission" (p.69). With more efforts for trying to persuade deans and others in powerful positions, the authors emphasize the urgent necessity to aim on promoting gender equality, particularly in teacher education.

In Taiwan, Tseng, Shi, and Yang (2011) stated that the integration gender equality awareness into nursing education curriculum could be used to scrutinize teachers' own gender awareness and observe the hidden gender discrimination in the content of teaching materials, and expand teachers' knowledge of gender equality education. Professor Wang Lijing's "Re-exploring the meaning of enclosure of gender integration teaching" (2013) pointed out that gender education should be integrated into professional courses, and teachers' views on gender social construction are the key elements to gender equality education. Professor Huang (2011, 2012) also pointed out several critical issues of gender equality while teaching Chinese literature in the freshman year – including the autonomy in marriage life, the necessity to respect to all different genders, equal opportunities for men and women to pursue social and economic status, sharing

family chores equally, and no gender discrimination in the workplaces.

The importance for both teachers and students to address issues of gender equality in the classroom will never be overemphasized. The gender equality awareness would help build independence and confidence among student participants in this study so that they, too, can inspire the next generation.

Characterization

A character is someone who acts, appears, or is referred to as playing a part in a literary work, usually in fiction or drama. Characterization is the art and technique of representing fictional personages which depends upon action or plot as well as narration and point of view. (Booth, Hunter, Mays, 2006, p.140) Characterization is a central feature in many literary works. For readers, while reading most short stories as an example, our first thoughts may concern “who” as much as “what”, “when”, and “how”. Inevitably character is the focus of our reading. Characters are the people in the text. They are part of the ordinary life that we may meet as we read, if we pay close attention to them. We might dislike, admire or sympathize with them. That is the initial journey of reading literary works. Marsh (2002, p. 25) explains three logical steps for readers to explore characterization: first, to think about the character we are studying, secondly, to analyze a selected crisis in detail, and finally, to relate what we have learned about the character to the text as whole.

Furthermore, Marsh explains that many students find the 3rd step difficult to grasp because each character has different relationship with the other characters and so there is a multiplicity of detailed observations students can make about the text. “The key to solving this problem is simply to remind yourself that characters are the people who live and experience the themes, and so finding a major theme which is important in your character’s life will help you relate the person you are studying to the big issues of the world in which they exist.” (p.25) Characters are often described as either “flat” or “rounded”. Whether the character is one-dimensional with little depth and complexity, or more complex, Stephen (1991) explains that “a character can be vividly characterized by being associated with a particular setting which colors our image of them.” (p.74)

Lazar (1993) lists three steps to help students understand characters:

- a. Students choose from a list of adjectives which ones are most appropriate for describing a particular character.
- b. Students rank the characters in the story according to certain traits; for example which character is the most or least active, passive, aggressive,

gentle, decisive, etc.

- c. Students write “references” for different characters as if they were applying for a particular job. (p. 85)

The three steps mentioned above are beneficial for EFL learners in this study to grasp the characteristics of different characters and faces in different literary works.

4. 教學設計與規劃 (Teaching Planning)

Settings and Participants

The participants of this study are college students, including English majors -- freshmen, sophomores, juniors and seniors and non-English majors who are interested in this elective literature course offered in the department of foreign languages and literature at Feng Chia University (FCU), Taichung, Taiwan. There is no prerequisite requirement for students to choose this elective course at FCU. From the past records, those who registered in this elective course had taken a considerable number of English language or literature courses for one to three years, and their proficiency in English is estimated to have reached intermediate or high-intermediate level.

Strategies and Steps in Mandala Learning and Teaching

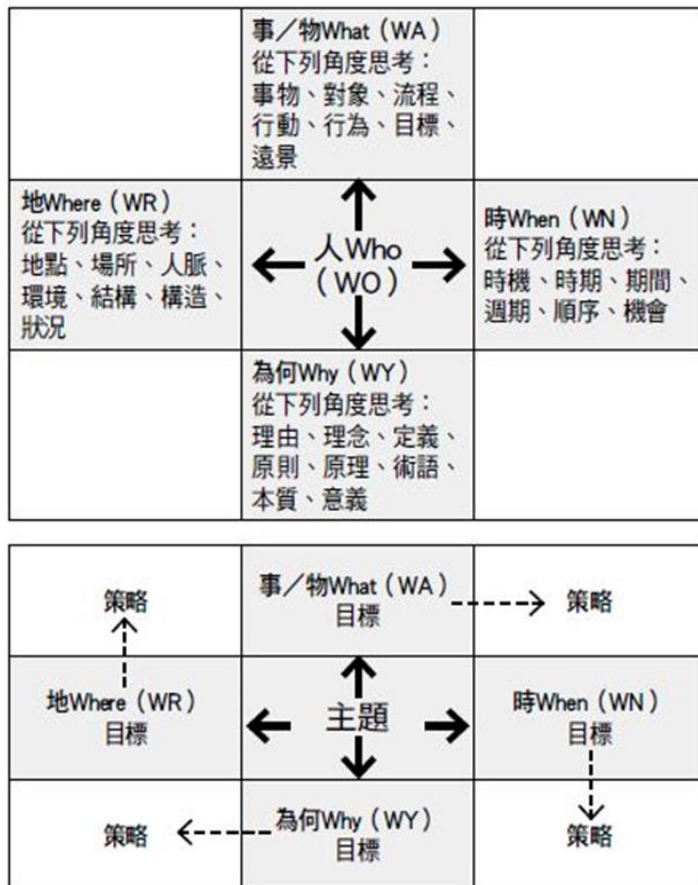


Fig 1. Strategies and Steps in Mandala Learning and Teaching

5. 研究設計與執行方法 (Research Methodology)

Methodology

Creswell (2003) asserts that proposal developers need to convey the specific strategy for data collection they plan to use. The overall design of this study incorporates both quantitative and qualitative research methods. In this mixed methods study, the teacher as the researcher will collect both the quantitative and qualitative data in phases. In the quantitative survey section, the first section on Pan's survey titled "Gender Equality Awareness and Implementation of Gender Education" questionnaire (please see Appendix I) will be implemented as the quantitative data regarding student participants' awareness in gender equality education in the "approaches to literature" class. Descriptive statistics including frequencies, rank order, means, percentages, and standard deviations will be investigated in the quantitative fields to support and help the researcher with solid research foundation.

In a follow-up focus group interview, Gilgun (2005) makes the point that

qualitative researcher seeks to hear all voices and perspectives. The researcher's writings are co-constructions, representations of interactive processes between researcher and the researched (Gilgun, 2005). The current grounded theory research study draws on different qualitative data to explore Taiwanese college students' awareness toward gender equality: pre-course gender equality awareness survey, pretraining session, teacher/researcher's field notes and observation of students' learning interactions, teacher's writing logs, students' reflective writing journal portfolios, Zuvio written responses, post-course gender equality awareness survey, and repeated focus group interviews. As Creswell (2003) indicates the characteristics of grounded study "in which the researcher attempts to derive a general, abstract theory of a process, action, or interaction grounded in the views of participants in a study." (p.14)

6. 教學暨研究成果 (Teaching and Research Outcomes)

- (1) 教學過程與成果
- (2) 教師教學反思
- (3) 學生學習回饋

Findings:

1. Enhance the students' self-awareness and gender equality awareness

The study has shown significant progress in enhancing students' self-awareness and gender equality awareness through various literary discussions and interactive activities. By engaging with texts that present diverse perspectives on gender roles, students developed a more nuanced understanding of equality. This exposure allowed them to reflect on their own biases and assumptions, fostering a greater sense of self-awareness and sensitivity toward gender issues. As a result, students became more conscious of the importance of promoting gender equality in both personal and societal contexts.

2. Increase students' willingness to communicate their thoughts and feelings

Additionally, the findings revealed an increase in students' willingness to express their thoughts and feelings more openly. The classroom environment, structured around inclusive discussions and open-ended questions, encouraged students to articulate their personal viewpoints. As they explored complex topics related to gender, identity, and relationships, they gained confidence in sharing

their perspectives. This willingness to communicate not only improved their verbal expression but also helped them connect more meaningfully with their peers, leading to deeper mutual understanding and collaboration.

3. Encourage active discussion

The study highlights the success of fostering an atmosphere of active discussion among students. By encouraging open debates and group activities, students were given the space to voice differing opinions while respecting diverse viewpoints. These discussions allowed students to critically engage with the material and challenge traditional notions of gender, helping them sharpen their analytical skills. The lively exchanges also contributed to a dynamic learning environment, where students actively participated and learned from each other's insights.

Peer Assessment for E-Journal Writing

***Quality				*Quantity
Reflexivity	Creativity	Consistency	Conformity	Number of writers, works, and pages
35 %	35 %	10 %	10 %	10 %
<ul style="list-style-type: none"> ● Are there possible questions posed and personal reflections? ● What is new to the journal keeper to learn (vocabulary, expression, ...)? ● Depth of the reflections; 	Creativity of the journal refers to the types of approaches adopted to the questions or problems. Approaches include: <ul style="list-style-type: none"> ★ drawings, ★ charts, ★ mind maps, ★ poems, etc., any personal creations inspired by the literary works.	<ul style="list-style-type: none"> ● How pertinent are the possible questions, answers, and reflections? 	<ul style="list-style-type: none"> ● Dose the journal include a cover page, a table of contents, etc? ● Are the sources properly cited? 	<ul style="list-style-type: none"> ● You are encouraged to write more.

Table 1. Peer Assessment for E-Journal Writing

Reflections from the Teacher as the Researcher

In the process of teaching, continuous reflection and adjustment of teaching methods are essential to better meet the needs and interests of students. Although the forms of expression and ideological concepts differ between Eastern and Western cultures and literature, the theme of human nature remains universal and unchanging. Through a variety of literary perspectives, timeless human experiences—such as love, hate, hope, fear, loneliness, and the pursuit of meaning—are profoundly and authentically portrayed in literature.

By recognizing these shared human emotions and experiences, educators can create a more engaging and relevant learning environment for students. Bridging cultural differences while focusing on the universal aspects of human

nature allows students to connect more deeply with the material, fostering both personal reflection and cross-cultural understanding. This approach not only enhances the appreciation of literature but also encourages students to critically examine the common threads that bind humanity across time and space.

Student Participants' Perspectives

Through surveys and focus group interviews, we examined the shifts in students' gender awareness. The results indicated that the majority of students gained a deeper understanding of gender issues after participating in the course. Many expressed a heightened awareness of gender-related topics, acknowledging that they are now more attentive to these issues in their daily lives.

This growth in gender consciousness suggests that the course effectively fostered open-mindedness and critical thinking regarding gender equality. By engaging with diverse perspectives and discussions, students not only expanded their knowledge but also committed to applying this awareness in their personal interactions and societal engagements.

7. 建議與省思 (Recommendations and Reflections)

In conclusion, students from the Department of Foreign Languages, as well as those from other disciplines who took this course, generally displayed an open attitude toward gender awareness. They demonstrated an ability to understand and accept diverse perspectives on gender, showing sensitivity to challenges against traditional gender roles and contemporary issues of gender equality. This open-mindedness was evident in their willingness to engage with these topics and reflect on their relevance to both personal and societal contexts.

Throughout the course, students actively participated in discussions on various gender-related topics, expressing their understanding and views. They demonstrated a keen interest in exploring gender differences across different cultural backgrounds and how these are represented in literary works. Their readiness to question traditional norms and consider alternative perspectives contributed to dynamic and meaningful discussions that enriched the learning experience for all involved.

This open attitude enabled students to think more deeply about gender issues, approaching the subject from different angles. By examining gender-related ideology through diverse lenses, students were able to engage in critical analysis of the literary texts studied, gaining a more comprehensive understanding of gender representation in literature. This level of engagement not only deepened their literary analysis skills but also fostered a broader awareness of gender equality in a global context.

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三、附件 (Appendix)

Appendix I. Gender Equality Awareness Questionnaire

親愛的同學：您好！

這是一份學術研究的調查問卷，目的在探討大學生的性平意識，以及學生對學校性平教育實施的看法。本問卷共分為四個部份，約需 10 分鐘填答。期待

藉由您的寶貴意見，以作為未來性平教育實施的重要參考，感謝您的協助與支持。

本研究將遵守研究倫理，所得資料僅供學術研究之用，請安心作答。

祝福您

事事如意 學業順利

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第一部分 基本資料

1、性別：男性 女性 其他：_____

2、年級：一年級 二年級 三年級 四年級 其他：_____

3、就讀學院：教育學院 文學院 理學院 藝術學院 科技與工程學院
運動與休閒學院 國際與社會科學學院 音樂學院 管理學院

第二部分 性平教育參與經驗

說明：下列性平教育參與經驗，請依據您的實際情形，「圈選」符合您「參與」程度的數字。

		從不	一次	二次	三次以上
1.	修習性平教育相關正式課程或學分.....	0	1	2	3
2.	參與或舉辦性平教育相關研習(如：性平教育研習會等).....	0	1	2	3
3.	參與性平教育相關活動(如：演講、座談、性別影展、瀏覽性平資訊網頁等).....	0	1	2	3
4.	參與校園性別友善社團活動(如：性壇社、性酷社等活動).....	0	1	2	3
5.	參與校外性平相關活動(如：同志遊行、零霸凌行動等).....	0	1	2	3
6.	聽聞性別事件(如：性騷擾、性侵害等)進而關心校園性平教育實施.....	0	1	2	3

第三部分 性平意識

說明：下列是性平意識的陳述，請依據您的看法，「圈選」符合您「同意」程度的數字。

	非常不同意	不同意	普通	同意	非常同意
1. 夫妻雙方應該共同分擔家務與子女教養的責任.....	1	2	3	4	5
2. 女性和男性一樣適合擔任主管，領導員工.....	1	2	3	4	5
3. 男人遇到困難時，最好不要開口向別人求助，以免有損男性尊嚴.....	1	2	3	4	5
4. 當對方不想發生性行為時，我不會勉強他（她）.....	1	2	3	4	5
5. 我會幫同性戀者說話，希望別人能夠更了解、接納他（她）們.....	1	2	3	4	5
6. 在職場中，女性與男性應該享有同等的決策或影響力.....	1	2	3	4	5
7. 我會鼓勵親友或子女探索多元的興趣，不要限制男生或女生一定要從事什麼行業.....	1	2	3	4	5
8. 娘娘腔的男生會讓我覺得有點不舒服.....	1	2	3	4	5
9. 當主管或同事對我性騷擾時，我會明確告訴他（她），我感到很不舒服.....	1	2	3	4	5
10. 若同學或同事告訴我，他（她）是同性戀者，我會支持他（她）.....	1	2	3	4	5
11. 妻子的生涯規劃和丈夫一樣重要.....	1	2	3	4	5
12. 我會勇於追求屬於自己的工作機會，不會因為生理性別而否定自己的能力.....	1	2	3	4	5
13. 跨性別者（自我認同與生理性別不一致者）是不自然的.....	1	2	3	4	5
14. 在聊到與性有關的話題或笑話時，當聽的人覺得不舒服時，說的人就應該停止.....	1	2	3	4	5
15. 同性戀者和異性戀者一樣，應該有結婚的權利.....	1	2	3	4	5
16. 無論女性或男性，都可以主動追求自己喜歡的對象.....	1	2	3	4	5
17. 在職場中，工作能力與職務分配不應該受到生理性別的影響...	1	2	3	4	5
18. 男性不太適合全職在家庭中擔任照顧小孩的角色.....	1	2	3	4	5
19. 勉強另一個人與自己發生性行為，是不應該的.....	1	2	3	4	5
20. 我會關心社會上同性戀或跨性別的議題.....	1	2	3	4	5

21.	女性和男性都應該有平等的機會參與公共政策.....	1	2	3	4	5
22.	我不會因為我的性別，而限制自己生涯選擇的可能性.....	1	2	3	4	5
23.	我不會跟同性戀者太靠近.....	1	2	3	4	5
24.	親密關係中，應該要去尊重另一半擁有他（她）的隱私.....	1	2	3	4	5
25.	當女性以事業為重，勢必會影響家庭的幸福.....	1	2	3	4	5
26.	親密關係的維繫應該要靠雙方共同擔起責任.....	1	2	3	4	5

因本研究後續將進行焦點團體訪談，若您願意參與團體訪談，大概需要 120 分鐘，請您留下個人資料，我將與您聯繫。

姓名：

聯絡電話：

E- mail：

~問卷到此結束，煩請檢查有無漏填之處，再次感謝~
