

# 文藻外語大學獎補助教學創新課程成果報告

## Project Report of Teaching Innovation Course

提交日期 Date： 114 年 7 月 31 日

### 壹、基本資料

#### I. Basic Information

申請教師	顏楚蓉	職稱 Title	副教授
課程名稱 (中、英文)	中文 Chinese：高級英文閱讀(二) 英文 English: Advanced English Reading (2)		
計畫名稱 (含中、英文)	中文：導入 AI 科技輔助活動導向的高級英文閱讀課程：提升學生的學習動機、閱讀能力與批判思維 English: Integrating Literary Works into AI-Assisted Activity-Based "Advanced English Reading" Courses: Enhancing Students' Learning Motivation, Reading Proficiency, and Critical Thinking"		
實際修課人數	39		
棄修人數	0 人，棄修比例：0 %		
經費執行情形	核定預算數：48,000 實際執行數：48,000 經費執行率：100%		
學生成績差異	學生學期成績分布如下： 90 至 99 分 → 12 人 80 至 89 分 → 14 人 70 至 79 分 → 6 人 60 至 69 分 → 3 人 60 分以下 → 1 人		
師生互動差異	本計畫採取活動導向的學習，師生互動因活動屬性而有差異，茲將說明如下： (1)小組報告的學生間互動：同儕間互動甚少，學生覺得實質效益不大。 (2)教師參與小組討論：師生的互動幫助學生得到文本釐清的機會與不同觀點的分享。 (3)教師授課與協同教學：教學活動屬於授課性質，師生互動性不高，但學生專注學習。		
學生競賽獲獎			
其他執行成效	受惠於計畫經費補助，本計畫的產出如下： (1)與教材相關的學習單、考卷和教學投影片。 (2)學生書寫報告和小組口頭報告的 rubric 五等第評分表。 (3)學生學習回饋調查單、教學觀察紀錄表各一份。 (4)本課程的期末評量為(4.62/5)； (5)「文藻外語大學獎補助教學創新課程」學習成效調查問卷評量結果(4.09/5)。		

<b>簽核欄 Sign-off Field</b>			
<b>申請教師 Teacher's Name</b>	<b>教師所屬單位主任 Director</b>	<b>教師所屬單位院長 Dean of the college</b>	<b>教務處綜合業務組 承辦人 Case officer at Special Programs Section, Office of Academic Affairs</b>
<b>對應推動項目檢核單位 Inspection Unit of Corresponding Project Promotion (由教務處分辦) (Handled Respectively in the Office of Academic Affairs)</b>		<b>教務處綜合業務組 組長 Leader of Special Programs Section, Office of Academic Affairs</b>	<b>教務長 Dean of Academic Affairs</b>

## 貳、成果報告內容

### 一、 成果與討論

#### (一) 學生參與狀況說明（提供質量化說明及佐證，如照片）

本計劃接受 113-2 文藻外國語大學補助教學創新課程，補助的課程為「高級英文閱讀二」計畫原名稱為「導入 AI 科技輔助活動導向的高級英文閱讀課程：提升學生的學習動機、閱讀能力與批判思維」，經過外審委員建議後將計畫名稱微調為「導入批判能力培育的活動導向高級英文閱讀課程」，也就是計畫主持人嘗試從課室活動中培育學生的批判能力。研究參與者為本校專科部英文科四年級的學生共計 39 名。本課程的教學目標為：(1)提升學生的閱讀理解力；(2)增加學生對文學領域相關知識，繼而增益對文學的欣賞；(3)促進學生自我閱讀與動機。因應教學創新課程對創新元素融入課程的要求，本計劃將教學目標微調為

- (1)促進學生的學習動機；
- (2)培養學生對讀本的欣賞；
- (3)提升學生的批判能力。

#### **教學目標 1：促進學生的學習動機**

教學目標(1)與學生課堂參與狀況息息相關。學生課堂參與狀況說明如下。

學習投入是指學生在課堂上展現的專注力，好奇心與學習興趣，可分為行為投入，情感投入與認知投入等向(Dörnyei & Ushioda, 2011)。行為投入是指學生對課堂活動的參與度，例如出席率、回答問題與參與小組活動等(Skinner & Pitzer, 2012)。情感投入則包含學習的正面情緒，例如享受學習、全神貫注(Mercer, 2019)。認知投入是指學生在學習過程中所投入的心智能量與努力程度(Schunk & DiBenedetto, 2020)。在學生課堂參與狀況的部分，本報告著重學生對課堂活動的行為投入與情感投入，認知投入的部分則留在學生學習成效中討論。

就行為面向的出席率而言，本計劃收集學生學習回饋調查單(簡稱調查單)、教學助教教學觀察記錄表(簡稱紀錄表)、教師觀察手札(簡稱手札)、本校 113-2 期末教學評量進行資料的量化與質性分析，並以第九週(期中考周)為分界點，並以此追蹤、分析學生期中考前與期中考後的課程出席率。從學生期中調查單的出缺勤與遲到早的自我報告中得知，大部分的學生在期中考前對課程的參與持積極態度(見表 1)。39 位參與者中，25 位學生認為自己準時上課。12 位同學則回答自己偶而缺席或遲到。出席較不穩定有兩位；一則回應「能到的時候都盡量到，但不一定」；另一則則回應「斷斷續續及偶而遲到早退」。資料經過質性分析後發現學生準時上課的原因為**怕跟不上進度**，「這門課這課程若少上一堂，我的英文就會有點跟不上，所以非必要就不會請假」。期中考前學生課堂出席率為**9 成 1**。期中考後，由於一位學生休學，學生人數變為 38 人，19 位學生認為自己「準時上課」「總全勤」。14 位學生則回應自己「偶而缺席或遲到」，理由大多為「睡過頭」、「吃飯吃太晚」或「個人因素」等。五位出席不穩定的學生中，其中有一位同學因為期中考後出車禍，因此出席率較低，其他 4 位學生坦誠「自己缺席次數過有點多」或「缺席快一半的課」。整體而言，期中考後至期末考前，學生的出席率約**8 成 7**。由此可見越接近期末，學生的出席率的確有下降的趨勢。調查單的結果與期末教學

評量大致符合，20 位填答問卷的學生中，13 位表示自己從未缺席本課程，6 位學生表示自己缺席次數為 1~2 次，1 位同學勾選缺曠 3~4 次。整體而言學生的出席率算是蠻高的。

表 1 課程參與狀況

期中考前		期中考後	
出席狀況	人數	出席狀況	人數
準時出席	25	準時出席	19
偶而缺曠	12	偶而缺曠	14
出席不穩定	2	出席不穩定	5

就行為、正向情緒投入的課堂參與狀況部分，從上述收集到的資料和課堂教學活動照片(簡稱照片)，經過量化與質性分析，得知學生對「高級英文閱讀(2)課程」的教學活動參與積極度由高至低分別為：(1)協同教學 (2)教師引導的課堂小組討論，(3)教師授課，(4)口頭報告，將分別說明如下：

**協同教學**：經由紀錄表和照片的分析，協同教學是學生上課最投入的授課單元。教師授課時大多數的同學聚會神(見照片 1, 2)。教師講到有趣的部分，有些同學會跟著笑(紀錄表，5/21)，僅有三到四位同學滑手機，沒有學生上課睡覺。從調查單分析後發現大多數同學認為協同教師提供多元視角，有助於學生聽到和吸收不同的觀點，甚至帶來對文學耳目一新的解釋。僅兩位同學指出，教師「授課太快，沒辦法吸收」，和「不喜歡他人介入課堂」。由此可見，**多元觀點交流的教學**能驅動學生正面的學習情緒，激發學生享受學習。上課全神貫注。

照片 1



照片 2



**教師參與課堂小組討論**：紀錄表的分析發現教師引導的小組討論的參與度頗為積極。「同學會專注聆聽，並與鄰座的同學討論或向老師提問」(3/19)，但也有少部分的同學偶會聊天與課堂無關的內容(見照片 3, 4)。在回饋單中，許多同學明確表示喜歡老師帶領的小組討論，主要的理由為「喜歡和大家一起討論」，「聽大家的意見」，「交換意見」，「可以知道自己不足的地方」，和「可以透過不同的觀點看事情」，由此可見。**教師參與並帶領同學互動學習**，可以導入有意義的學習。

照片 3



照片 4



**教師授課：**多份的記錄表與手札指出，教師授課時多數學生認真聽講，甚至有學生拿出手機拍下課程內容簡報(3/12, 3/26 觀課紀錄表；手札)。約有三分二學生認真聽講，但課堂上還是出現一到兩位同學一整節課在睡覺，也有少數同學滑手機(見照片 5)。調查單的分析結果顯示，大多數的同學「喜歡聽老師講解文章」。主要的理由為「老師很仔細的講解內容」，便於同學「了解文章脈絡」，「對文章產生興趣，讀出興趣」，綜合以上分析結果得知，學生重視老師清晰的講解和易於了解的內容。

照片 5

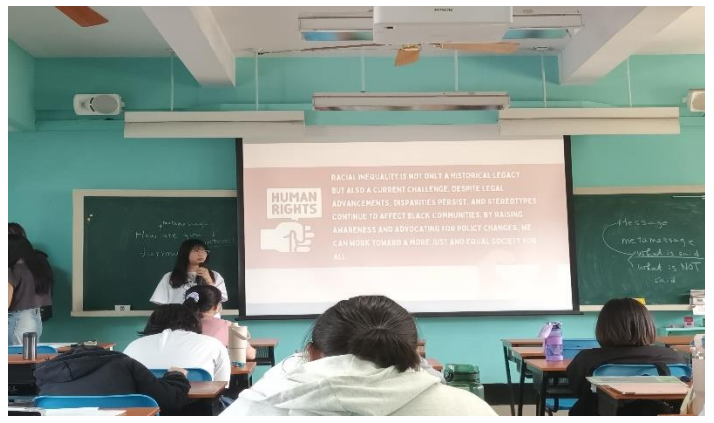


**同儕口頭報告：**記錄表與手札均顯示，學生觀眾對口頭報告的參與度普遍不高。大多數的同學做自己的事，有部分的同學滑手機互相交談，少數的同學甚至打瞌睡(3/19；4/9，見照片 6，7)。調查單的分析結果顯示，學生對口頭報告持有不同的看法，部分學生喜歡因為「可以展現學習成果和練習表達的能力」，「雖然自己準備很累，但也學到很多」，「可以聽到別人的想法」。部分的學生表示不喜歡，因為「花很多時間不喜歡」。「不喜歡上台報告回答問題」。準備時間或壓力導致是學生不喜歡口頭報告。綜合以上，如何讓學生聽眾喜歡同儕報告，考驗任課教師。欲瞭解學生對課程的積極投入程度，還得檢示該課程能否提高學生的學習興趣與動機，學生對此問題的回應為(3.93/5)。也就是說，課程的設計無法充分激發學生學習動能，尤其在口頭報告部分，面對如此結果，需要改善口頭報告教學單元設計，讓學生覺得學習有意義，且願意投入。

照片 6



照片 7



## (二) 學生學習成效評量與探討 (含成效評量實施狀況)

本計劃的另外兩個教學目標為(2)培養學生對讀本的欣賞，(3)提升學生的批判能力。學生學習成效說明如下。

### 教學目標 2：培養學生對文本的欣賞

本計劃透過教學活動設計與教材設計兩個方面，評估學生對讀本的欣賞能力是否被培養出來，以及如何被培養。就教學設計方面而言，本計劃收集 113-2 教學創新課程學習成效調查問卷(簡稱創新課程問卷)與學習回饋調查單，經過資料分析後得知學生認為「自己對讀本的欣賞能力透過老師用不同的角度帶領大家了解句子背後的含義與當時的時代背景有被培養出來」(創新課程問卷)。最能培養學生欣賞讀本的教學單元依次為：(1)協同教師授課 (n=19)，(2)教師參與小組討論 (n=16)，(3)教師授課 (n=10)，(4)同儕口頭報告(n=2)(調查單，見圖 1)。

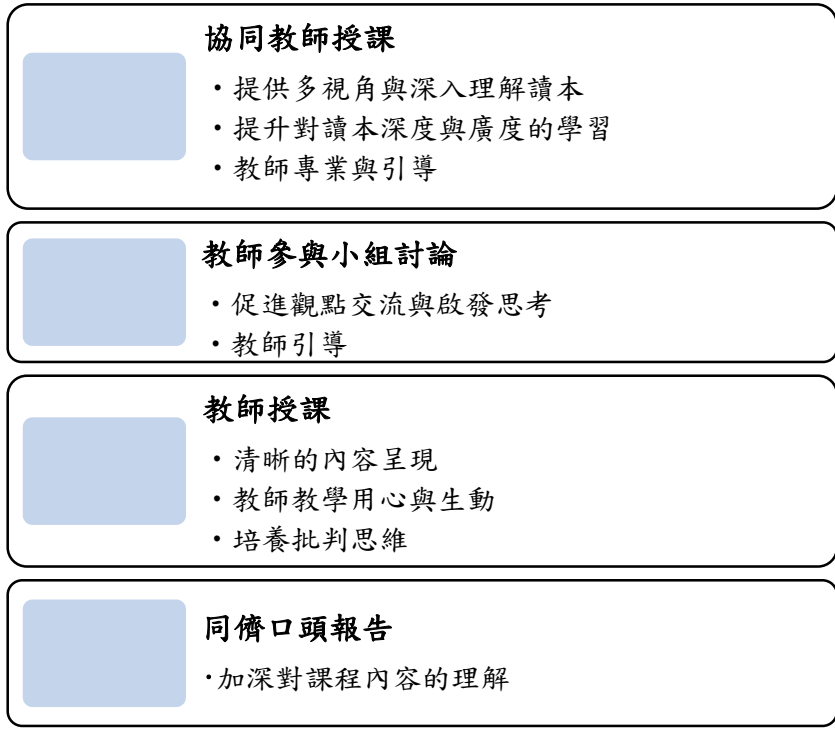
協同教師最能培養學生對讀本的欣賞，其理由如下。(1)協同教師提供多視角與深入理解讀本的管道。學生認為從不同的教師對讀本的詮釋有助理解和欣賞讀本。(2)協同教學能提升學生認知的深度與廣度。由於聘請的協同教師該領域的專家。在課堂上能帶入創新思維，用不同的切入點看故事，有助學生聽到和吸收不同的觀點，有助於讀本欣賞。(3)協同教師的專業能引導學生進入讀本背後欲傳達的價值觀與人生議題，深化學生對讀本的體驗。

教師參與小組討論亦能有效培養學生欣賞讀本的能力。學生認為此活動具有以下功能：(1)促進觀點交流與啟發思考。學生認為可以從同學那裡得到不同的看法，大家互相腦力激盪，交流意見，讓讀本有多面向的理解。(2)教師引導。學生認為教師加入討論幫助學生抓到重點，當小組遇到瓶頸時，學生也能立即向老師提問，並從不同觀點欣賞、理解讀本。

教師授課。大部分的同學認為老師(1)上課的內容能夠清晰呈現，老師不是單單念課文並講解，老師用更生動的方式訴說讀本(教學創新問卷)。(2)老師教學用心。學生認為老師使用 AI 朗讀文章，有助學生單字記憶加加強單字發音。上課製作圖表讓簡報看起來更乾淨(教學創新問卷)，這些都是老師用心的表現。(3)培養批判思維能力。教師在課堂上教授批判思考，引導學生如何依照批判思維量表作業，幫助學生使用批判思維能力理解並欣賞文章。從上述學生意見得知，教師授課是開啟學生欣賞讀本的第一步。對於沒有文學基礎的學生而言，清晰易懂的文本解說是帶領學生走入文學情境的重要步伐。

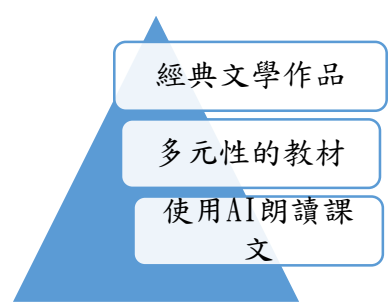
**同儕口頭報告。**記錄表和調查單的分析結果顯示，同儕口頭報告單元是學生學習效益最差的授課方式，主要因為大多數的同學認為同學的報告內容「參差不齊」，「較沒組織」，相較老師的觀點，同學的報告「沒有新穎的想法」(調查單)。但也有同學認為透過報告能使自己更深入課程內容。因此如何引導學生認知口頭報告，有助於課程複習，進而欣賞文章是重要的課題。或許教師欠缺對口頭報告單元完整的規劃，因此在 113-2 補助教學創新課程的問卷中，教學設計的项目只拿到 3.87/5 的平均。

**圖 1 最能培養學生對讀本欣賞的教學單元**



就**教材設計**面向而言，本計畫依照課綱以經典短文和文學作品為主要教材。採用經典短文深化學生對文體的熟悉。經典短文的來源為 75 Readings Plus 課本，根據文體分類挑選 Talks in the Intimate Relationship: His and Hers (comparison and contrast)和 I Have a Dream (persuasion)。文學作品部分則包括 A Rose for Emily (William Faulkner)，Araby, Eveline (James Joyce)和 The Black Cat (Edgar Allan Poe)。113-2 補助教學創新課程的問卷中，學生認為(1)經典文學作品能吸引他們的注意力；(2)多元性的教材能提高學習興趣；(3)使用 AI 朗讀課文有助學習。上述皆是學生提到教材設計的創新元素(圖 2)，並希望未來這門課能持續保有這些元素(4.33/5)。

**圖 2 教材的創新元素**



### 教學目標 3：提升學生的批判能力

本計劃從批判能力問卷、學習回饋單、學生書寫報告 rubric 評分量表以及學生書寫作業，評估並探索學生批判能力的進展。剔除無效卷能力問卷(n=5)，批判能力問卷的前、後測，經過獨立樣本 *t* 檢定後發現，接受一學期導入批判能力訓練於「高級英文閱讀(2)」課程中，學生的批判能力並未達到顯著差異( $p>.05$ )，見表 2。

表 2 批判能力獨立樣本 *t* 檢定

N	Pre-test		Post-test		<i>t</i>
	Mean	SD	Mean	SD	
34	3.29	0.51	3.51	0.60	1.61

然而，問卷中的題目經過 *t*-檢定後發現，學生在第 10 題「當我閱讀一篇文章時，我能理解其主旨」和第 11 題「我能夠分析並評論閱讀文章。」的前、後測回饋達到顯著差異(見表 3)。

表 3 批判能力題目的獨立樣本 *t* 檢定

10	Pre-test		Post-test		<i>t</i>
	Mean	SD	Mean	SD	
	3.12	0.98	3.56	0.82	2.20*
11	2.97	0.90	3.44	0.78	2.29

從學習回饋調查單的題目四「評估學生批判能力的四個面向」：(A)理解文本、(B)論證與格式、(C)獨到的見解、(D)邏輯性的結論，得知大部分的學生認為自己通過 A 的面向，至於 B、C、D 面向的到達人數與到達原因的陳述，將列表說明(見表 4)。

表 4 批判能力各面向到達的人數及其說明

批判能力的面向	人數	理由陳述
面向 B：論證與格式	7	1)能夠找到支持自己論點的證據，並進行討論
介於面向 B 及與 C 及之間	5	1)能夠引用文本支持論點、但無法完整表達自己的觀點 2)自己見解不夠獨特，想法常來自他人
面向 C：獨到見解	17	1)能夠對讀本內容產生自己的想法 2)藉由老師的引導達到此階段
面向 D：邏輯性的結論	5	1)能夠針對文章背後的意涵與腳色的內心世界進行有系統性的思考，達到邏輯性的見解 2)願意花時間準備閱讀內容並思考內容的意義

從批判能力的問卷，結果和學生回饋調查單題目四的結果得知，歷經一學期的學習後，學生的批判能力至少都達到面向(A)理解文本的基本要求，也就是學生都能夠理解並分析文本。

學生書寫報告 rubric 5 等第評分表經過獨立樣本 *t* 檢定，結果顯示相較於第一次的作業表現，學生在第二次的作業表現不論在(A)主題理解、(B)論證與格式、(C)引文、(D)學生立場和(E)結論等面向均達到顯著性的進步(表 5)。

表 5 書寫作業各項評分的獨立樣本 *t* 檢定

面向	Pre-test		Post-test		t
	Mean	SD	Mean	SD	
主題理解	3.40	0.70	4.30	0.82	2.635*
論證與格式	2.03	0.64	3.88	0.52	7.113**
引文	1.50	0.71	2.60	0.84	3.161**
學生立場	1.60	0.66	3.30	0.75	5.702**
結論	1.80	0.63	3.90	0.74	6.833**

\*\*代表  $p < .01$

\*代表  $p < .05$

從表 5 的結果得知，歷經一學期的導入批判能力培育於活動導向的高級英文閱讀課程中，學生第二次的作業表現與第一次作業相比，達到顯著性差異( $p < .05$ )。學生第二次的作業表現明顯優於第一次的作業表現。值得關注的是，大多數的學生( $n=17$ )在學習調查單中認為自己已具備對文章內容提出自我獨特見解的能力；然而，「獨到見解」的面向對應到書寫作業中的「學生立場」面向，學生的作業表現卻是持平(平均=3.30)，即學生的自我認知與教師的評分認定仍有一段落差。

「主題理解」部分是學生背景知識最強的部分(平均=3.40)，因此與其他部分相比學生進步顯著性沒有特別明顯。「引文」部分對學生的學習挑戰性最大，學生的背景知識也最欠缺(平均=1.50)。這部分也是學生作業表現落差最大( $SD=0.84$ )的單元，也就是學生引文使用正確性好壞差異很大。這樣的教學結果提醒教師必須強化「引文使用」的教學。以下是學生第二次作業中發現的引文錯誤：

#### 錯誤一：引文內容沒有交代出處

He says, "But my disease upon me-for what disease is like alcohol!"

The narrator says, "The fury of a demon instantly possessed me. I knew myself no longer."

學生在引文符號(" ")後面未加入任何引文出處，例如頁碼。

#### 錯誤二：沒有對引文內容加以解釋

Also, he's not insane or unaware, as he said, "who has not, a hundred times, found himself committing a vile or a stupid action, for no other reason than because he knows he should not?" (p.6, line 99)

作者顯然想引用此文表達小說中的主角也曾有意識清楚的時候，但是作者卻沒有解釋這段引文如何印證小說中主角意識清楚的時刻。

#### 錯誤三：引文格式使用錯誤

The narrator first blames alcohol for his cruelty. In page 5, he explained that his alcoholism worsened over time, eventually affecting even Pluto, who started to suffer the consequences of his temper.

作者顯然不知道直接引文時，頁碼應與引號一同使用，而在意譯或改述時，則不需要標註頁碼。

#### **錯誤四：引文開場語的消失**

In the text, “I fancied that the cat avoided my presence.” (p.5, line 7). As the main character was intoxicated and disturbed by the fact that the cat avoided him he became outraged.

這句引用文的引文開場語顯然不見了。作者可以使用 “thought” 作為引文開場語，並將句子改寫成：

The main character thought, “I fancied that the cat avoided my presence” (p.5, line 7). Disturbed by the cat’s avoidance and under the influence of alcohol, he became increasingly outraged.

### **(三) 學生進步狀況說明或具體教材產出**

學生進步狀況可從學生是否達到本計畫的三個教學目標進行說明：

#### **(1) 學習動機的提升**

(A)出席率：學習調查單呈現學生期中考前的出席率為9成1；期中考後為8成7。學生在本校113-2課程教學評量中回答，「對本課程的出席率」平均為(4.60/5)。

(B)正向情緒的享受學習：學生對本校113-2課程教學評量的題目「我對本課程有興趣」的回答平均為(4.55/5)，「我認真學習本課程」的回答平均為(4.55/5)。113-2補助教學創新課程的問卷中，學生回答「本課程之創新教學設計有助於提高我的學習興趣及動機」的平均分數為(3.93/5)，同樣的題目在本校113-2課程教學評量的平均分數為(4.55/5)。以上量化資料的結果呈現，學生具有正向的情緒享受學習。

#### **(2) 對文本欣賞的提升**

(A)教學活動設計：學生認為最能培養文本欣賞的教學單元由高至低為：協同教學，焦屍參與小組討論，教師授課，同儕口頭報告。

(B)教材設計：學生認為經典文學作品，多元性的教材，使用AI朗讀課文為教材的創新元素。

#### **(3) 批判思維的提升**

(A)導入創新元素於課程中，對學生一般的批判能力沒有達到顯著性的提升；

(B)然而，當學生將習得的批判能力運用在作業書寫上，學生的書寫表現卻達到顯著性的進步；

(C)學生在文獻引文使用上仍犯許多錯誤，教師需強化文獻引文使用的教學。

### **(四) 計畫實施後問題改善狀況**

113-2創新教學計畫與改善的教學現場問題愈計畫實施後問題改善狀況如表6所示：

欲改善之教學問題	計畫實施後問題改善狀況
1. 學生喪失學習熱忱與動機	1. (a)整學期的出席率至少達到8成7以上。 (b)課程帶給學生正向的情緒，享受學習。
2. 單字背完即忘	2. (a)兩次的口頭報告與書寫作業給予學生背誦

	單字與使用單字的機會，強化單字的長期記憶。 (b)使用 AI 朗讀課文，協助學生單字發音與單字背誦。
3. 閱讀文本與現實脫節	3. (a)透過經典文學與多元性教材，啟發學生對現實生活與人性的理解。 (b)訓練學生批判性思考，進而反思現實生活樣態。

### (五) 創新規劃導入前後差異 (列表)

項目	原授課內容/方式	本次創新規劃	創新規劃導入前後差異
教學法	教師授課輔以學生口頭報告	導入批判能力培育於活動導向的教學	1.學習動機提升 2.批判能力提升
教學模式	教師授課	教師授課+導入批判能力於文本分析教學	批判能力提升
	無	協同教師授課	多元觀點的交流
	特定議題討論	教師參與小組討論	a.帶入有意義的學習 b.教師了解學生的學習瓶頸 c.引發學生學習動機
	小組口頭報告	小組口頭報告前，導入 a 引文使用教學 b 批判能力面向教學	a.文本引用格式進步 b.批判能力提升
	無	外聘評審針對口頭報告講評	a.帶入有意義的學習 b.學習動機提升

### 二、委員審查意見回應

三位外審委員對本計劃的提醒如下：(1)**慎選評量工具**。高級英文閱讀課程應該培養學生對讀本的欣賞和批判能力的培養，而語言能力測驗評量的重點則為一般聽說讀寫能力，無法測試本課程的教學宗旨。因應審查委員的意見，本計劃專注評估學生整個學期**批判能力的進展**。除了原先使用的批判思維能力問卷之外，亦參考 Condon & Kelley-Riley (2004)所提出的批判能力評量項目，進行修改、編輯成**批判能力評量尺規**，評量學生的書寫作業和口頭報告(新增「語言表達流暢度」與「使用易於理解的英文」兩個項目)。(2)**考慮導入 AI 科技輔助課程學習的妥性**。外審委員質疑原計劃所提出的導入 AI 科技輔助課程學習，未能提出可行並完善的教學模式，提升學生的字彙能力與學習動機。(3)原計劃設定多項學習目標，有分散教學重心的疑慮。因應外審委員的意見，修定後的計劃明確聚焦課程教學目標，強調**透過閱讀培育學生的批判能力，培養學生對讀本的欣賞，並提升學生學習動機**，導入 AI 科技於課程中並不在此次修訂計劃的考量範圍內。

### 三、未來精進與改善建議

本次創新教學實踐中發現幾項教學上的瓶頸或問題，有待下次創新教學突破、解決。

(1)**同儕口報告的課程設計無法充分激發學生的學習動能**。計劃主持人需要改善口頭報告的教學單元設計，讓學生覺得學習有意義，且願意投入。

(2)教師必須強化「引文使用」的教學，學生作業呈現引文使用的四種錯誤。(a)引文內容沒有交代出，(b)沒有對引文內容加於解釋，(c)引文格式使用錯誤，(d)引文開場語的消失，計劃主持人應該在往後的教學設計「引文使用」的授課單元，手把手教導學生引文的使用與正確格式。

#### 四、政府部門補助之課程與教學計畫申請或學術論文發表規劃

計畫主持人擬將結案報告整理完後，投稿至國際研討會。

#### 五、參考資料

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation*. Routledge.

Mercer, S. (2019). Engaging language learners in contemporary classrooms. *English Language Teaching Journal*, 73(4), 393-402.

Schunk, D.H., & DiBenedetto, M.K. (2020). Motivation and social-emotional learning: Theory, research, and practice. *Contemporary Educational Psychology*, 60, 801-830.

Skinner, E., & Pitzer, J. (2012). Developmental dynamics of student engagement, coping, and everyday resilience. In S. L. Christenson et al. (Eds.), *Handbook of research on student engagement* (pp.21-44).

附件一：活動/紀錄/照片（至少十張，照片請附說明）

1. 協同教學提供多元觀點



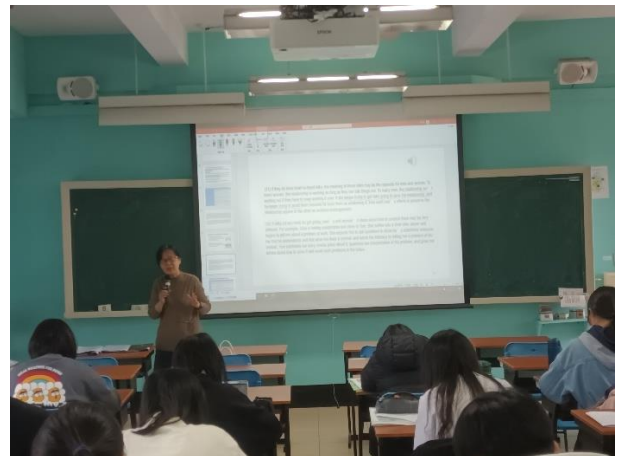
2. 教師講解經典文學



3. 教師利用圖表說明使學生加速理解



4. 文本導讀



5. 教師引導小組討論



6. 教師回答學生的提問



7. 教師根據個別問題回答



8. 教師在課堂上與學生密切互動



9. 協同教師講評時間



10. 協同教師分析口頭報告的表現



附件二：課程/教材內容及學習成果

批判思維口頭報報評分表

Evaluation Form of Written Assignments

評分項目	評分標準	評分尺度
1. 主題理解	是否 <b>準確掌握</b> 主題核心？	<input type="checkbox"/> 優秀 <input type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格
	是否 <b>引用文本</b> 支持觀點？	<input type="checkbox"/> 優秀 <input type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格
2. 論證邏輯	論證是否有 <b>條理</b> ？	<input type="checkbox"/> 優秀 <input type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格
	證據是否 <b>充分</b> ？	<input type="checkbox"/> 優秀 <input type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格
3. 批判性思考	是否 <b>提出獨到見解</b> ？	<input type="checkbox"/> 優秀 <input type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格
	是否 <b>展現深入思考</b> ？	<input type="checkbox"/> 優秀 <input type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格
4. 多媒體素材使用	多媒體素材的使用是否 <b>增加報告吸引力</b> ？	<input type="checkbox"/> 優秀 <input type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格

Evaluation Form for Oral Presentation

評分項目	評分標準	評分尺度
1. 主題理解	是否 <b>準確掌握</b> 主題核心？	<input type="checkbox"/> 優秀 <input type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格
	是否 <b>引用文本</b> 支持觀點？	<input type="checkbox"/> 優秀 <input type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格
2. <b>論證邏輯與格式</b>	<b>文本引用</b> 是否 <b>正確</b> ？	<input type="checkbox"/> 優秀 <input type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格
	<b>引用證據</b> 是否 <b>充分</b> ？	<input type="checkbox"/> 優秀 <input type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格
3. 批判性思考	是否 <b>提出獨到見解</b> ？	<input type="checkbox"/> 優秀 <input type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格
4. 多媒體素材使用	多媒體素材的使用是否 <b>增加報告吸引力</b> ？	<input type="checkbox"/> 優秀 <input type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格

「課堂觀察紀錄表」舉例

一、觀課科目	高級英文閱讀	四、教材單元	A Rose for Emily
二、觀課班級	日五專英文四 B	五、觀課日期	114/04/23
三、授課教師	顏楚蓉	六、觀課時間	第 6 節
六、觀課重點	學生學習	<input checked="" type="checkbox"/> 專心參與課堂活動 <input checked="" type="checkbox"/> 回答問題 <input checked="" type="checkbox"/> 對話或澄清迷思概念 <input checked="" type="checkbox"/> 練習技能 <input checked="" type="checkbox"/> 參與合作活動(討論、實作、設計、作品發表等) <input type="checkbox"/> 寫作業或測驗 <input type="checkbox"/> 觀看影片 <input checked="" type="checkbox"/> 社交活動 <input type="checkbox"/> 進行管理與活動轉換(含收發教材、教師處理級務等) <input type="checkbox"/> 無事做 <input type="checkbox"/> 離開教室 <input type="checkbox"/> 使用學習設備 <input type="checkbox"/> 其它	
	教師教學	<input checked="" type="checkbox"/> 清楚呈現教材內容 <input checked="" type="checkbox"/> 運用有效教學技巧 <input checked="" type="checkbox"/> 應用良好溝通技巧 <input checked="" type="checkbox"/> 適時檢視學習成效 <input checked="" type="checkbox"/> 維持良好的班級秩序以促進學習 <input checked="" type="checkbox"/> 營造積極的班級氣氛 <input type="checkbox"/> 其它	
	備註		

一、觀課科目	高級英文閱讀	四、教材單元	Eveline
二、觀課班級	日五專英文四 B	五、觀課日期	114/05/14
三、授課教師	顏楚蓉	六、觀課時間	第 6 節
六、觀課重點	學生學習	<input checked="" type="checkbox"/> 專心參與課堂活動 <input checked="" type="checkbox"/> 回答問題 <input checked="" type="checkbox"/> 對話或澄清迷思概念 <input type="checkbox"/> 練習技能 <input checked="" type="checkbox"/> 參與合作活動(討論、實作、設計、作品發表等) <input type="checkbox"/> 寫作業或測驗 <input checked="" type="checkbox"/> 觀看影片 <input checked="" type="checkbox"/> 社交活動 <input type="checkbox"/> 進行管理與活動轉換(含收發教材、教師處理級務等) <input type="checkbox"/> 無事做 <input type="checkbox"/> 離開教室 <input type="checkbox"/> 使用學習設備 <input type="checkbox"/> 其它	
	教師教學	<input checked="" type="checkbox"/> 清楚呈現教材內容 <input checked="" type="checkbox"/> 運用有效教學技巧 <input checked="" type="checkbox"/> 應用良好溝通技巧 <input checked="" type="checkbox"/> 適時檢視學習成效 <input checked="" type="checkbox"/> 維持良好的班級秩序以促進學習 <input checked="" type="checkbox"/> 營造積極的班級氣氛 <input type="checkbox"/> 其它	
	備註		

七、觀察紀錄：	
學生學習活動紀錄	教師教學活動紀錄
<p>Reflect critical thinking and close reading of the text.</p> <p>1. Discussed how the concept of "group" functions in the passages and what it reveals about the town's relationship with Miss Emily</p> <p>2. Analyzed the townspeople's assumption that Miss Emily will marry Homer Barron, and their reaction when he disappears</p> <p>3. Reflected on how the town's interventions in Miss Emily's life — including the Baptist minister's visit — represent collective judgment and moral standards</p>	<ul style="list-style-type: none"> <li>Went over the reviewing test and clarified key concepts</li> <li>Guided students in reading a selected passage from <i>A Rose for Emily</i></li> <li>Highlighted Emily's isolation and psychological state after her father's death</li> <li>Discussed the town's gossip and societal expectations toward Emily's behavior</li> <li>Analyzed Emily's relationship with Homer Barron and her purchase of arsenic</li> <li>Introduced key symbols and recurring phrases (e.g., "Poor Emily," the buggy rides)</li> </ul>
<p>課堂特別表現事件紀錄(如：滑手機、睡覺、交談、專心聽講、上課發言、小組互動參與狀況等)</p>	
<p>教師檢討考卷時，約有三分之一的同學在使用電子產品(滑手機、使用平板觀看與課程無關之影片)，3到4位同學認真寫筆記。</p> <p>小組討論時多數學生表現積極認真的態度，少數學生在聊天。</p> <p>教師講授課文時，多數同學表現認真，面向講台最右排的同學大多在使用電子產品，3位同學在課堂中趴下來睡覺。</p>	
<p>我在這堂觀課的收穫</p>	
<p>教師可於課前加強提醒學生遵守使用電子產品的規範，明確訂立課堂行為期待。</p> <p>小組討論時，分配具體角色與任務，鼓勵每位學生積極參與，降低閒聊情況。</p> <p>可以針對表現認真的學生給予正向回饋與鼓勵，強化良好行為。</p> <p>可適時關懷經常趴睡或使用手機的學生，了解其學習狀況與需求。</p>	
<p>本次上課缺席同學名單和出缺席比例</p>	

<p>上課期間坐在後排的多位同學在使用手機</p> <p>大部分同學有認真聽講</p> <p>2位同學在睡覺</p>
<p>我在這堂觀課的收穫</p>
<ol style="list-style-type: none"> <li>教師以結構清晰的講授方式引導學生掌握論理寫作的基本概念</li> <li>透過舉例與即時講解，使學生理解文本引用與論點建構的關聯</li> <li>課程節奏適中，重點明確，有助於學生逐步建立寫作能力</li> <li>教師鼓勵學生培養批判力和思辨能力，使這堂課不只是在教閱讀和寫作，更是在幫助學生為未來做準備</li> </ol>
<p>本次上課缺席同學名單和出缺席比例</p>
<p>實到/應到: 36/39</p>

學生作業及其評分結果舉例

Evaluation Form of Written Assignments 75

評分項目	評分標準	評分尺度	
1. 主題理解	是否準確掌握主題核心?	<input type="checkbox"/> 優秀 <input checked="" type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格	8
	是否引用文本支持觀點?	<input type="checkbox"/> 優秀 <input checked="" type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格	8
2. 論證邏輯	論證是否有條理?	<input type="checkbox"/> 優秀 <input checked="" type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格	8
	證據是否充分?	<input type="checkbox"/> 優秀 <input checked="" type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格	8
3. 批判性思考	是否提出獨到見解?	<input type="checkbox"/> 優秀 <input checked="" type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格	8
	是否展現深入思考?	<input type="checkbox"/> 優秀 <input checked="" type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格	8
4. 多媒體素材使用	多媒體素材的使用是否增加報告吸引力?	<input type="checkbox"/> 優秀 <input checked="" type="checkbox"/> 良好 <input type="checkbox"/> 普通 <input type="checkbox"/> 差 <input type="checkbox"/> 不及格	6

Timeline:

**Early stages:** Before Emily's father passed away, townspeople treated her with a lot of respect. The town treats Emily with a distant reverence, mainly because of her family's social status. People see her as a symbol of the old Southern way of life, so people would like to honor them even though they actually don't like Emily or know well about her. The townspeople see her more as a symbol and not a real person. *No concrete*  
 "Alive, Miss Emily had been a tradition, a duty, and a care; a sort of hereditary obligation upon the town, dating from that day in 1894 when Colonel Sartoris, the mayor—he who fathered the edict that no Negro woman should appear on the streets without an apron—remitted her taxes, the dispensation dating from the death of her father on into perpetuity. Not that Miss Emily would have accepted charity, Colonel Sartoris invented an involved tale to the effect that Miss Emily's father had loaned money to the town, which the town, as a matter of business, preferred this way of repaying. Only a man of Colonel Sartoris' generation and thought could have invented it, and only a woman could have believed it."

This paragraph indicates that people respect Emily just because "they should". You can describe it as a tradition of the town. Her family name carries weight; thus, the town treats her with some special policy such as tax-free. Although Colonel Sartoris said the reason why they don't need to pay tax is because Emily's father had loaned money to the town before, it is obvious just Colonel Sartoris made up this excuse. However, no one have a doubt about it, because no one wants to offend this powerful family, or, in other words, violate the tradition norm. To sum up, in the first period, which is the time before Emily's father died, the town's attitude center on the reverent distance based on class and tradition.

**Mid of stage:** Through "A Rose for Emily", the townspeople's attitude shifts from passive respect to condescending curiosity and judgment. As her horse begins to emit a foul odor, the town avoids direct confrontation. Instead, they act in secrecy: "So the next night, after midnight, four men crossed Miss Emily's lawn and slunk about the house like burglars, sniffing along the base of the brickwork and breaking open a cellar door and sprinkling lime there, and in all the outbuildings." Rather than showing concern, they treat her house—and by extension, her life—as a public nuisance to be handled discreetly, reinforcing their preference for appearances over empathy. *No concrete*  
*Write more and cite more evidences from the text.*  
*curiosity*  
*What judgment did they make?*

Later, when Miss Emily begins dating Homer Barron, public gossip intensifies, not out of concern for her well-being, but because her actions disrupt social expectations. The story observes: "Of course a Grierson would not think seriously of a Northerner, a day laborer. But there were still others, older people, who said that even grief could not cause a real lady to forget noblesse oblige." The town reduces her complex emotional life to a violation of class and gender codes, seeing her not as a person but as a fallen symbol of Southern tradition. *No judgment is seen here*  
 Despite their judgment, the town masks its criticism with shallow pity. "Poor Emily," the whispering began. "Do you suppose it's really so?" they said to one another. The phrase "A useful citizen?" becomes a way to distance themselves from guilt. They label her tragic without ever offering help, turning her into an object of gossip and passive spectacle. Faulkner uses this shift to expose how rigid societal values can quietly destroy those who don't conform.

**Later stage:** During this period, first of all, from the paragraph "I want arsenic. The druggist looked down at her. She looked back at him, erect, her face like a strained flag. "Why, of course," the druggist said. "If that's what you want, but the law requires you to tell what you are going to use it for." Miss Emily just stared at him, her head tilted back in order to look him eye for eye, until he looked away and went and got the arsenic and wrapped it up." *How are the townspeople's attitude toward Emily during this stage? You need a topic sentence here.*  
 We can find Emily attempts to buy poison from the drugstore, while the druggist holds suspicion but ends up forcing to be compliant. Although the druggist is clearly knowing how Emily intends to use the poison, he has no rights to question or confront her since she is a noble. In this sense, it shows that Southern society's traditional authority and its tendency extremely affected the class structure.

Second, from the paragraph "Then some of the ladies began to say that it was a disgrace to the town and a bad example to the young people. The men did not want to interfere, but at last the ladies forced the Baptist minister—Miss Emily's people were Episcopalian—to call upon her." We can find even though townspeople always gossip and criticize about the relationship between Emily and Barron, somehow they feel sympathy for Emily. Since her father was dead, she is finally seeking affection but has chosen the "wrong person", and that's why this concern leads ladies to suggest that the minister speaks with her, which avoiding Emily being emotionally harmed.

XE4B 1110300082 Elaine Chen 1110300084 Halina Chen 1110300102 Arrens Hsiao

Brief Introduction:

In "A Rose for Emily," readers often focus on the characters closest to Emily and the changes in her behavior. Events such as the death of her father, her relationship with a Northern laborer, and the lifelong presence of the old Black servant are typically viewed as central to understanding Emily herself. These elements naturally draw attention and analysis. However, the role of the town as a collective character is just as significant and deserves closer examination.

Although the story is told in a non-linear fashion, we can better understand the town's attitude toward Miss Emily and how it evolves over time by dividing the narrative into three key periods: before her father's death, after his death, and after Emily's own death. By examining the townspeople's behavior and perspectives during these stages, we can gain deeper insight into how they shape the story and reflect the values of the Southern community in transition.

Town's Attitude Towards Emily



Last, the townspeople's reactions after Emily's death, from some paragraphs, "WHEN Miss Emily Grierson died, our whole town went to her funeral: the men through a sort of respectful affection for a fallen monument, the women mostly out of curiosity to see the inside of her house." "THE NEGRO met the first of the ladies at the front door and let them in, with their hushed, sibilant voices and their quick, curious glances, and then he disappeared." "Already we knew that there was one room in that region above stairs which no one had seen in forty years, and which would have to be forced. They waited until Miss Emily was decently in the ground before they opened it."

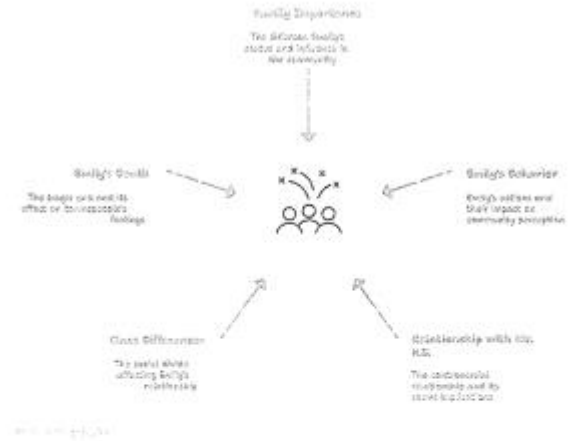
Their behavior reflects that they hold a curiosity, surface respect, and emotional distance from Emily. Their intentions are not to truly mourn her, but a desire to peek into Emily's private world. Moreover, their participation in the funeral is based on a sense of duty and social expectation rather than genuine emotional connection.

*So tell readers the changes of people's attitude towards Emily during this stage.*

Critical thinking Conclusion

By reading the whole article, we can realize that townspeople witnessed the rise and fall of the Grierson family. From insisting she owes no taxes, this shows how important her family is in the community. This also indicates how much respect townspeople have towards this family. As Emily's behaviour becomes abnormal, the townspeople's attitude shifts to quiet judgement. Her relationship with Mr. H.B. provokes gossip due to his identity as Northern labor. The class differences in this relationship is the key factor that Emily was being criticized by townspeople. After Emily's death, the townspeople's attitude became pitiful. They feel pity because Emily fades away in silence, which means a noble family ends up disappearing. Moreover, they show pity in a surface respect way rather than from the bottom of their heart.

### Townspeople's Perception of the Grierson Family



**Conclusion:**

From our point of view, townspeople's attitude shifts from the beginning to the end is reasonable. If others give you right, they will want you to do some obligations. or on the contrary, if others give you right, you will consider it is your duty. Rights often come with obligations, the Grierson family gains such a high reputation and social status from townspeople, it is obvious that townspeople have high expectations of this family. People want this family to remain the image of an aristocracy, so when Emily loses the ability to remain this image, townspeople start to contempt what she did. And this is where the tragedy happened.

Review Test on Talk in the Intimate Relationship: His and Hers

Chinese name: \_\_\_\_\_ English name: \_\_\_\_\_ NO. \_\_\_\_\_

I. Vocabulary 45%

- Which of the following best defines **incongruent**?  
A) not in harmony or agreement B) extremely loud and noticeable  
C) having a strong emotional impact D) carefully balanced and coordinated
  - If a workplace is rife with conflict, it means \_\_\_\_\_.  
A) free of tension B) filled with problems or difficulties C) organized and peaceful D) lacking communication
  - One of the biggest **pitfalls** of online communication is that \_\_\_\_\_.  
A) it guarantees complete privacy B) it allows for instant connection  
C) people always tell the truth online D) messages can be misinterpreted due to a lack of tone
  - As he concentrated, a deep **furrow** is formed \_\_\_\_\_.  
A) on the surface of his desk B) on his forehead as he frowned C) in the water as he swam D) in the clear sky
  - The documentary about climate change was so **chilling** that \_\_\_\_\_.  
A) it left the audience feeling indifferent B) it made people laugh uncontrollably  
C) it was utterly unmemorable D) it created an eerie and frightening feeling
  - Which word is a synonym for **adamantly**?  
A) weakly B) hesitantly C) stubbornly and firmly D) regretfully
  - Which word is the opposite of **condescending**?  
A) to act humbly and respectfully B) to treat others with arrogance C) to refuse to speak D) to change someone
  - The politician tried to \_\_\_\_\_ any responsibility for the failed policy, insisting that he had no role in its creation.  
A) disclaim B) condescend C) furrow D) payoff
  - After hours of discussion, the committee finally reached an agreement that satisfied everyone, proving that the effort had a valuable \_\_\_\_\_.  
A) overtone B) payoff C) pitfall D) deferral
  - His voice carried a slight \_\_\_\_\_ of sarcasm, making it difficult to tell whether he was being sincere or mocking.  
A) furrow B) attunement C) disclaimer D) overtone
  - What does "**Jockey**" mean when used as a verb?  
A) To express uncertainty about an outcome B) To hesitate before making a decision  
C) To manipulate a situation to gain an advantage D) To engage in a long and detailed discussion
  - What does it mean to "**sidetrack**" someone in a conversation?  
A) To convince them of an opposing viewpoint B) To cause them to become distracted from the main topic  
C) To strongly argue against their ideas D) To help them focus on the main issue
- C) Women rely on indirect communication, making them more sensitive to hidden meanings in conversation.  
D) Women receive more formal training in communication than men.
- What does **paragraph (4)** suggest about the accuracy of **metamessage interpretation**?  
A) Metamessages are always accurate if understood by women.  
B) Metamessages are open to misinterpretation since they are not explicitly stated.  
C) Metamessages are reliable because they are on record.  
D) Metamessages are more important than direct speech in communication.
  - What is the **irony** mentioned in **paragraph (5)** regarding women's use of **indirectness**?  
A) Women use indirect communication to maintain relationships but end up creating misunderstandings.  
B) Women think indirectness gives them power, but it actually weakens their arguments.  
C) Women prefer to be direct, yet they always use indirect strategies.  
D) Women use indirect communication to sound confident, but it makes them seem unkind.
  - Based on **paragraph (5)**, what **unintended effect** can women's use of **indirect communication** have?  
A) It eliminates all power differences in conversation.  
B) It always leads to successful negotiations.  
C) It makes men more attentive to their needs.  
D) It can make them appear unsure or lacking confidence.

(21) American conventional wisdom (and many of our parents and English teachers) tells us that meaning is conveyed by words, so men who tend to be literal about words are supported by conventional wisdom. They may not simply deny but actually miss the cues that are sent by how words are spoken. If they sense something about it, they may nonetheless discount what they sense. After all, it wasn't said. Sometimes that's a dodge – a plausible defense rather than a gut feeling. But sometimes it is a sincere conviction. Women are also likely to doubt the reality of what they sense. If they don't doubt it in their guts, they nonetheless may lack the arguments to support their position and thus are reduced to repeating, "You said it. You did so." Knowing that metamessages are a real and fundamental part of communication makes it easier to understand and justify what they feel.

(22) An article in a popular newspaper reports that one of the five most common complaints of wives about their husbands is "He doesn't listen to me anymore." Another is "He doesn't talk to me anymore." Political scientist Andrew Hacker noted that **lack of communication**, while high on women's lists of reasons for divorce, is much less often mentioned by men. Since couples are parties to the same conversations, why are women more dissatisfied with them than men? Because what they expect is different, as well as what they see as the significance of talk itself.

(23) First, let's consider the complaint "He doesn't talk to me."  
One of the most common stereotypes of American men is the strong silent type. Jack Kroll, writing about Henry Fonda on the occasion of his death, used the phrases "quiet power," "absurd silences," "combustible catatonia," and "sense of power held in check." He explained that Fonda's goal was not to let anyone see "the wheels go around," and not to let the "machinery" show. According to Kroll, the resulting silence was effective on stage but devastating to Fonda's family.

(24) The image of a silent father is common and is often the model for the lover or husband. But what attracts us can become **flypaper to which we are unhappily stuck**. Many women find the strong silent type to be a lure as a lover but a bug as a husband. Nancy Shoemaker begins a poem with the lines "It was your silence that hooked me, / so like my father's." Adrienne Rich refers in a poem to the "husband who is frustratingly mute." Despite the initial attraction of such quintessentially male silence, it may begin to feel, to a woman in a long-term relationship, like a brick wall against which she is banging her head.

(25) In addition to these images of male and female behavior – both the result and the cause of them – are differences in how women and men view the role of talk in relationships as well as how talk accomplishes its purpose. These differences have their roots in the settings in which men and women learn to have conversations: among their peers, growing up.

(26) Children whose parents have foreign accents don't speak with accents. They learn to talk like their peers. Little girls and little boys learn how to have conversations as they learn how to pronounce words: from their playmates. Between the ages of five and fifteen, when children are learning to have conversations, they play mostly with friends of their sex. So it's not surprising that they learn different ways of having and using conversations.

7. Paragraph (21) suggests that even when men sense something beyond the literal words, they may

- The company's decision to lay off employees had long-term \_\_\_\_\_, as it damaged their reputation and decreased worker morale.  
A) jockeys B) nuances C) repercussions D) etiquettes
- The artist spent years \_\_\_\_\_ her technique until she was recognized as one of the best in the industry.  
A) honing B) obscuring C) diffusing D) sidetracking
- Despite her calm expression, the \_\_\_\_\_ in her tone made it clear that she was deeply offended.  
A) nuance B) etiquette C) repercussion D) obscure

II. Textual Comprehension 45%

(1) Male-female conversation is cross-cultural communication. Culture is simply a network of habits and patterns gleaned from experience, and women and men have different past experiences. From the time they're born, they're treated differently, talked to differently, and talked differently as a result. Boys and girls grow up in different worlds, even if they grow up in the same house. And as adults they travel in different worlds, reinforcing patterns established in childhood. These cultural differences include different expectations about the role of talk in relationships and how it fulfills that role.

(2) Everyone knows that as a relationship becomes long-term, its terms change. But women and men often differ in how they expect them to change. Many women feel, "After all this time, you should know what I want without my telling you." Many men feel, "After all this time, we should be able to tell each other what we want."

(3) These incongruent expectations capture one of the key differences between men and women. Communication is always a matter of balancing conflicting needs for involvement and independence. Being understood without saying what you mean gives a **payoff in involvement**, and that is why women value it so highly.

(4) If you want to be understood without saying what you mean explicitly in words, you must convey meaning somewhere else – in how words are spoken, or by metamessages. Thus it stands to reason that women are often more attuned than men to the metamessages of talk. When women surmise meaning in this way, it seems mysterious to men, who call it "women's intuition" (if they think it's right) or "reading things in" (if they think it's wrong). Indeed, it could be wrong, since metamessages are not on record. And even if it is right, there is still the question of scale: How significant are the metamessages that are there?

(5) Metamessages are a form of indirectness. Women are more likely to be indirect, and to try to reach an agreement by negotiation. Another way to understand this preference is that negotiation allows a display of solidarity, which women prefer to the display of power (even though the aim may be the same – getting what you want). Unfortunately, power and solidarity are bought with the same currency: Ways of talking intended to create solidarity have the simultaneous effect of framing power differences. When they think they're being nice, women often end up appearing deferential and unsure of themselves or of what they want.

1. According to paragraph (1), why is male-female conversation considered cross-cultural communication?

- Men and women speak entirely different languages.
- Men and women are born with different innate speech abilities.
- Men and women prefer to talk to people of their gender.
- Men and women develop different communication habits based on different life experiences.

2. What is a **payoff in involvement**, as described in paragraph (3)?

- The sense of connection people feel when they are understood without explaining themselves.
- A financial gain achieved through good communication.
- The satisfaction men feel when they dominate a conversation.
- The rewards of maintaining an independent communication style.

3. According to paragraph (4), why are women often more attuned to metamessages?

- Women believe metamessages are more important than spoken words.
- Women naturally have stronger intuition than men.

- immediately act on their intuition
- overanalyze the hidden meaning
- dismiss or doubt what they sense
- use their emotions to interpret meaning

8. According to paragraph (22), why do women often cite lack of communication as a reason for divorce more frequently than men?

- Women are naturally more emotional and sensitive.
- Women have higher expectation for conversation in relationships.
- Men prefer to communicate through actions rather than words.
- Women are more likely to misunderstand their husbands.

9. In paragraph (24), what does the metaphor "**flypaper to which we are unhappily stuck**" suggest?

- Women feel men control their conversations.
- Women appreciate quiet men in long-term relationships.
- Women often struggle to express themselves in relationships.
- Women regret choosing strong, silent men as partners.

10. According to paragraph (25), why do men and women view the role of conversation differently?

- They have different intellectual capacities.
- They learn communication patterns from childhood peer interactions.
- Schools actively train them to speak without accents.
- Their parents teach them standard pronunciation at home.

11. How does the information in paragraphs (21-26) support the idea that male-female communication is cross-cultural?

- Men and women develop different conversational styles due to their socialization in childhood.
- Men and women learn communication habits from different cultural backgrounds.
- Men and women are raised in separate environments.
- Men and women intentionally create different communication styles to confuse each other.

(46) In conversations between friends who are not lovers, small misunderstandings can be passed over or diffused by breaks in contact. But in the context of a primary relationship, differences can't be ignored, and the pressure cooker of continued contact keeps both people stewing in the juice of accumulated minor misunderstandings. And stylistic differences are sure to cause misunderstandings – not, ironically, in matters such as sharing values and interests or misunderstanding each other's philosophies of life. These large and significant yet palpable issues can be talked about and agreed on. It is far harder to achieve congruence – and much more surprising and troubling that is hard – in the simple day-to-day matters of the automatic rhythms and nuances of talk. Nothing in our backgrounds or in the media (the present-day counterpart to religion or grandparents' teachings) prepares us for this failure. If two people share so much in terms of point of view and basic values, how can they continually get into fights about insignificant matters?

(47) If you find yourself in such a situation and you don't know about differences in conversational style, you assume something's wrong with your partner, or you for having chosen your partner. At best, if you are forward-thinking and generous-minded, you may absolve individuals and blame the relationship. But if you know about differences in conversational style, you can accept that there are differences in habits and assumptions about how to have a conversation, show interest, be considerate, and so on. You may not always correctly interpret your partner's intentions, but you will know that if you get a negative impression, it may not be what was intended—and neither are your responses unfounded. If he says he really is interested even though he doesn't seem to be, maybe you should believe what he says and not what you sense.

12. What is **ironic** about the misunderstandings in primary relationships, according to paragraph (46)?

- They often arise from minor, everyday communication patterns rather than major disagreements.
- They are usually about important topics like values and philosophy.
- They are usually intentional rather than accidental.
- They are more common among people who share fewer values.

參、經費實際運用情形

單位 Unit：新臺幣/元 NTD

經費項目 Funding Item	預算數 No. of Budget	執行數 No. of Implementation	執行率 Executive Rate	差異說明 Description of Differences
諮詢費、輔導費、指導費	8000	0	0	本次課程需諮詢的部分已於課堂中與其他專家討論，故無使用諮詢費
臨時工作人員/工讀費	11400	22420	196%	本計畫課程的進行需要教學助理跟課、撰寫觀課紀錄表、大量的人力分析資料，例如：統計書寫報告 rubric 成績、輸入問卷填答結果(前、後測)，整理上課照片，質性分析學習回饋單、批閱、登錄平時成績的等等雜務，所以工讀生的使用量高於原先的規劃。
臨時工作人員/工讀費 勞保、勞退、二代補充保費	4068	2867	70%	當初預算編列時，工讀費是以月計算，後因工讀生時數不以月計算，以日計算，故保費較原先預估低
印刷費	450	120	26%	原本想幫學生列印所有課文本，但有些協同教師自備教材，故教材的印刷費比原先低
膳宿費	3200	0	0	因為本計畫需要雇用大量人力，因此取消出差，收集資料的行程，將費用挪用於工讀費
交通費	8940	0	0	理由同膳宿費
鐘點費	8000	22000	275%	原先規劃8個小時的協同教學，但學生希望口頭報告能有專業教師擔任評審並且給予回饋，每次兩名評審，一次評審+回饋=6,000NT, 兩次共計12,000NT。另聘教師指導學生引文寫作格式2,000NT
諮詢費/鐘點費 二代補充保費	338	463	136%	外聘教師增加，所以鐘點費的二代補充費用變高。
雜支	3604	130	3%	由於學生渴望課程的多元性，因此減少雜支的部分，挪用部分款項於鐘點費
<b>總計 Total</b>	<b>48000</b>	<b>48000</b>	<b>100%</b>	