

「校際傑出學術論文授權暨發表會」

論文摘要表

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論文名稱	兩岸國民中學英語教科書多元文化內涵之比較研究
英文論文名稱	A Study of Multicultural Content in Junior High English Textbooks of Taiwan and Mainland China
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中文摘要

在二十一世紀，科技與通訊網路的快速發展以及全球化的趨勢，帶來了經濟、社會和文化的重大變革；而種族、社會階級、性別、語言、民族和宗教信仰的多樣性也帶來新的問題，處理上述的這些問題是現代社會中面臨的許多挑戰，而教育則是解決世界上多元文化差異最重要策略。

本研究採用內容分析法探究目前台灣(康軒、翰林、南一及何嘉仁)與大陸(人民教育出版社、上海教育出版社牛津版)最常用的國中英語教科書。主要目的在分析、比較台灣、大陸英語教科書的多元文化內涵，以瞭解兩岸在英語教科書有關多元文化的特色與異同。主要研究問題如下：

1. 台灣和中國大陸的國中英語教科書的文化內容為何？
2. 台灣和中國大陸的國中英語教科書的性別內容為何？

本研究主要的研究發現簡述如下：

1. 本研究將文化內涵分為宏觀文化及微觀文化二種。分析結果顯示，宏觀文化出現總次數最少的是何嘉仁版本，最多是人教版。其中各版本都偏重泛中華文化和英語母語國家的文化，不過人教版則有較多的跨文化比較的內容。在微觀文化方面，翰林版出現的總次數最多，而何嘉仁版則最少。除了何家仁版以外，各版本的微觀文化內容以人民、國家認同和種族文化居多，何嘉仁則偏重語言文學和諺語。
2. 研究結果指出各版本教科書中性別內涵出現在在主要圖片的次數上，以何嘉仁出現的總次數最多，人教出現次數最少。兩岸的國中英語教科書有一個共同的現象就是大部分的插圖都是男女同時出現的。

根據研究發現，本研究亦提供了相關建議，供教科書編輯者及教師的參考。

英文摘要

Abstract

In the twenty-first century, significant political, economical and cultural changes have taken place in human societies due to fast developments in information and communication technologies. However, these changes are global in nature. Today, the world is more diverse than ever before in race, social class, gender, language, ethnic group and religious belief, and such diversity has brought forth new problems. How to deal with these problems is a great challenge faced many modern societies, and education is one of the most important strategies for solving the multitude of problems brought forth by cultural diversity in the world.

This study conducted content analysis to examine multicultural content in junior high English textbooks of Taiwan and Mainland China. In this study, the subjects for analysis were four most used series of English textbooks for junior school in Taiwan, including those editions published by Han Lin (翰林), Hess (何嘉仁), Kang Hsuan (康軒), and Nan I (南一). Also included in the content analysis were two editions of English textbooks in Mainland China, the edition published by People's Education Press (人民教育出版社), which is very widely used in all provinces of China, and the edition published by Shanghai Education Publishing (上海教育出版社), which was more experimental in nature and was widely used in Shanghai. The primary purpose of the present study is to analyze and compare the multicultural content of junior high English textbooks of Taiwan and Mainland China.

This study is guided by the following the questions:

1. What cultural content is presented in Taiwan and Mainland China English textbooks? And how are they presented?
2. How is gender presented in Taiwan and Mainland China junior High English textbooks?

The results from the content analyses are summed up as follows:

1. Two main categories of cultural content were identified in the analyses—Macro Culture content and Micro Culture content. Regarding Macro Culture content, the Hess edition has the lowest grand total frequencies while the Peoples Education Press edition has the highest frequencies. In general, all the six editions were observed to have higher percentages of Pan-Chinese Culture and English-speaking Culture in their Macro Culture content, but the Peoples Education Press edition, by

comparison, had more cases of Cross-cultural comparison. Regarding the Micro Culture content, the Han Lin edition has the highest grand total of frequencies of micro cultural content, while the Hess edition has the lowest grand total. Furthermore, people, national identity and ethnicity are the three most frequently presented kinds of micro culture content in all the editions except the Hess edition, which tends to emphasize the subcategory in “Language, literacy, proverbs, and sayings”.

2. Regarding the gender content, the results indicate that concurrent presence of male and female characters in the main illustrations is a prevalent phenomenon in all the six English textbooks selected for analysis from Taiwan and Mainland China. However, by comparison, the Hess edition ranks first in the total number of illustrations with gender content, while the Peoples Education Press has the lowest grand total.

Based on the findings of the study, implications are given to publishers and English teachers in compiling and using English textbooks.