

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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紮根文學教室：一個都不能少

**Rooted in the Literature Classroom: No Student Left Behind**

## 一. 本文 Content

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

The purpose of this mixed design research is to explore critical elements that influence on the literature teaching and learning among English majors at FCU. Through grounded theory as a strategy of inquiry, this study was to explore critical influences on literature learning among EFL learners and develop a theoretical explanatory model. Generally speaking, in Taiwan, at the age of eighteen or nineteen, a college student's life journey is a bit meek, quiet, and unpretentious. They have not profoundly contemplated life issues such as human nature, good and evil, suffering, social responsibility, and the purpose of life, which are usually the themes of literary works. In addition, most of the EFL learners in this study have needed to be more responsive in their previous English learning history (Chern, 1993), whether by their schools, teachers, peers, or even by themselves.

The researcher would like to express her heartfelt gratitude to the comments and feedback provided by the project reviewers. Their insightful and constructive remarks have been invaluable in improving the quality and clarity of this project. Each comment has been carefully considered, and the researcher has taken the necessary steps to address and incorporate their suggestions. Based on the reviewers' comments for this project, the researcher changed the participants from low achievers in the original project to all students who registered in the sophomore English literature class. Furthermore, in addition to the one-on-one interview with students, the researcher decided to interview one professor to delve into the perspectives by similar encounters for many literature educators and discover the meanings of possible supporting models that are stimulated among college learners in Taiwan.

### 2. 研究問題 Research Question

We educators would all agree that no matter how rich the resources are, how creative the curriculum design is, how outstanding the teacher's teaching is, if the learners themselves cannot find meaning in learning, the learning effect will be quite limited. In order to help EFL students find meaning in the literature classroom, the following two research questions were addressed:

1. What learning factors influence EFL learners' academic performance in core literature classroom?

2. What pedagogical implications does this study have?

### 3. 文獻探討 Literature Review

#### Visible Thinking

There has been a wave of change in educational pedagogy in Taiwan, with an increasing emphasis on visual literacy. When we need to use a diagram or mind map to explain in everyday learning, visual information is used to interpret experience and build mutual understanding. In this project, Visible Thinking is making use of thinking routines effectively to cultivate dispositions and support learning.

(<https://www.gse.harvard.edu/ppc/program/visible-thinking>). We educators would hold the similar experience that we will become more effective learners when we become aware of our own learning process and learn to manage how we think and learn. Visible Thinking, a research-based approach developed by Project Zero at Harvard University started in 1967 and used across subjects and settings worldwide, has two goals: to deepen content learning and to cultivate students' thinking skills and thinking dispositions. ([www.harvard.edu](http://www.harvard.edu))

Idealistically, every educator expects classrooms to be places of intellectual stimulation where learning is viewed not in test scores but in the development of individuals who can think, plan, create, question, and engage independently as learners (R. Ritchhart, M. Church, and K. Morrison, 2011). Ritchhart and Church (2020) provide 18 new thinking routines based on new research and work with teachers and students around the world, focusing on the power that thinking routines can bring to learning, providing practical insights on using thinking routines to facilitate student engagement, highlighting the most effective techniques for using thinking routines in the classroom, and most importantly, identifying learners' mindsets needed to truly make thinking visible. Among the 18 thinking routines, the teacher as a researcher in this study will focus on the following thinking routines: circle of viewpoints, claim-support-question, connect-extend-challenge, I used to think ... now I think, see-think-wonder, think-pair-share, think-puzzle-explore, what makes you say that. (Please see Figure 1)

For example, in “what makes you say that” routine, the researcher will ask: What’s going on? What do you see that makes you say that? This routine helps students describe what they see or know and asks them to build explanations. It promotes evidence-based reasoning and because it invites students to share their interpretations, it encourages students to understand alternatives and multiple perspectives.

In “I used to think ... now I think” routine, the researcher will ask students to write or discuss using the pattern -- I used to think...Now, I think...The researcher will remind students of the topic you want them to consider. It could be the ideal itself -- fairness, truth, understanding, or creativity -- or it could be the unit you are studying. This routine helps students to reflect on their thinking about a topic or issue and explore how and why that thinking has changed. It can be useful in

consolidating new learning as students identify their new understandings, opinions, and beliefs. By examining and explaining how and why their thinking has changed, students are developing their reasoning abilities and recognizing causal relationships. (R. Ritchhart, M. Church, 2020)

In “Connect-Extend-Challenge” thinking routine, the following questions are addressed: How are the ideas and information connected to what you already knew? What new ideas did you get that broadened your thinking or extended it in different directions? What challenges or puzzles emerge for you? This routine helps students connect new ideas to those they already have and encourages them to reflect upon how they have extended their thinking as a result of what they are learning about or experiencing in the literature classroom.

([https://pz.harvard.edu/sites/default/files/Connect%20Extend%20Challenge\\_1.pdf](https://pz.harvard.edu/sites/default/files/Connect%20Extend%20Challenge_1.pdf))



Figure 1: Interactive Understanding Map (R. Mainero, 2019)

<https://mrsmainero.com/interactive-understanding-map/>

#### 4. 教學設計與規劃 Teaching Planning

The importance of encouraging EFL students in Taiwan to ask questions could never be overemphasized. When students ask questions, teachers get a glimpse into their prior knowledge with a topic. Their questions expose what they know and help us find that just-right level of challenge. (Chiappetta, 2021, <https://www.edutopia.org/article/4-ways-encourage-students-ask-questions/>)

#### Guidelines for Asking Questions

Setting the course theme, incorporating design thinking, supplemented with scenarios and affective learning, and explaining the connection to real-world competencies through literary inquiries.

- ⊙ Providing a general direction
- ⊙ Sharing, reflecting, deep thinking
- ⊙ Deepening the dialogue with oneself

**A Free Choice to Ask Questions**  
**Peer Pressure / Peer Encouragement**

**Possible ways to cut into the core questions –**

1. Traditional analysis -- plots, themes, symbols, irony, and so on;
2. Read the lines, read between the lines, and read beyond the lines;
3. Mid-mapping;
4. Abstract questions VS Concrete Questions – Mandala;
5. Reasoning / argument;
6. Inductive / deductive;

Sample Questions for Students: Here are some possible questions that might be asked about:

1. What is the writer’s opinion of or attitude toward the people in “.....”?
2. Is there any part of “.....” that explains the whole story?
3. What emotions does “.....”arouse in me?
4. What does the “.....” tell us about people I know?
5. Does “.....” succeed in getting me involved in the situation?
6. What metaphors (or comparisons), images (or references to things outside the story), or other writer’s devices are used in “.....”?
7. When was “.....” written? What is the historical background of the story and the writer?
8. Is there anything in “.....” that has a hidden meaning?
9. Is this a proper subject for a story?
10. How is the way of telling the story related to what “.....” is about?
11. Is there a lesson to be learned from “.....”?
12. Is “.....” well written?
13. How does the story build up? How is it organized?
14. What type of story is “.....”? Is it like any other story I know?
15. How can we explain the way people behave in “.....”?
16. Are any of the characters in “.....” like people I know?
17. Has the writer used words or sentences differently from the way people usually write?
18. What is the turning point to you in “.....”?
19. Is “.....” about important things? Is it a trivial or serious work?
20. Does the story tell me anything about people or ideas in general?

(Source: adapted from Cambridge English, Language Assessment, part of the University of Cambridge, <https://www.cambridgeenglish.org/images/269817-tkt-module-2-sample-paper-document.pdf> by the researcher and her colleague as the interviewee for the study)

## 5. 研究設計與執行方法 Research Methodology

### Grounded Theory Research Approach

While quantitative researchers look for more context-free generalizations, we qualitative researchers emphasize an interpretation with facts and values inextricably mixed. Qualitative researchers do not emphasize a theoretical base for whatever is being studied at the beginning of the research. (Wiersma and Jurs, 2005, p. 14) In grounded theory method, the researcher attempts to derive a general, abstract theory of a process, action, or interaction grounded in the views of participants in a study. (Creswell, 2003) This process involves using multiple stages of data collection and the refinement and interrelationship of categories of information. (Strauss & Corbin, 1990, 1998) The Grounded Theory research studies attempt to discover a theory that relates to a particular environment. (C. Mertler, 2006) Grounded theory research method emphasizes a theory is developed based on the data, that is, a theory grounded in the data rather than based on some prior constructed ideas, notions, or system. The Grounded Theory is characterized as “from bottom up” theory development. Wiersma and Jurs also pinpoint that “if no theory emerges, the research will be atheoretical, but will be retain its descriptive value.” (p. 14)

An essential first step in becoming a grounded theorist is deciding how you position yourself philosophically. As Mills and Birks (2014) explain, each of us has a unique conceptualization of existence and reality. How we understand the world is influenced by our history and the context in which we find ourselves. Grounded theory comes from the inductive analysis of the data as the research is conducted. There are no preconceive ideas, at least nothing solidified, about what the theory will be. Denzin and Lincoln stated that “grounded theory served at the front of the “qualitative revolution” (Denzin & Lincoln, 2005, p. ix). Many scholars also regard grounded theory as an objectivist and constructivist method. Fundamentally, grounded theory methods consist of systematic inductive guidelines for collecting and analyzing data to build middle-range theoretical frameworks that explain the collected data. (K. Charmaz, 2000, p. 509) Even though grounded theory has been under many attacks from both within and without, Strauss and Corbin’s (1998) stance assumes an objective external reality, aims toward unbiased data collection, proposes a set of technical procedures, and espouses verification. Developing grounded theory requires insight and understanding, and it is not an easy task. The researcher feels excited to explore the untouched territory in literature classroom. The final product of a grounded theory study is an integrated and comprehensive grounded theory that explains a process or scheme associated with a phenomenon. Please see “Research design framework: summary of the interplay between the essential grounded theory methods and processes” in Figure 2.

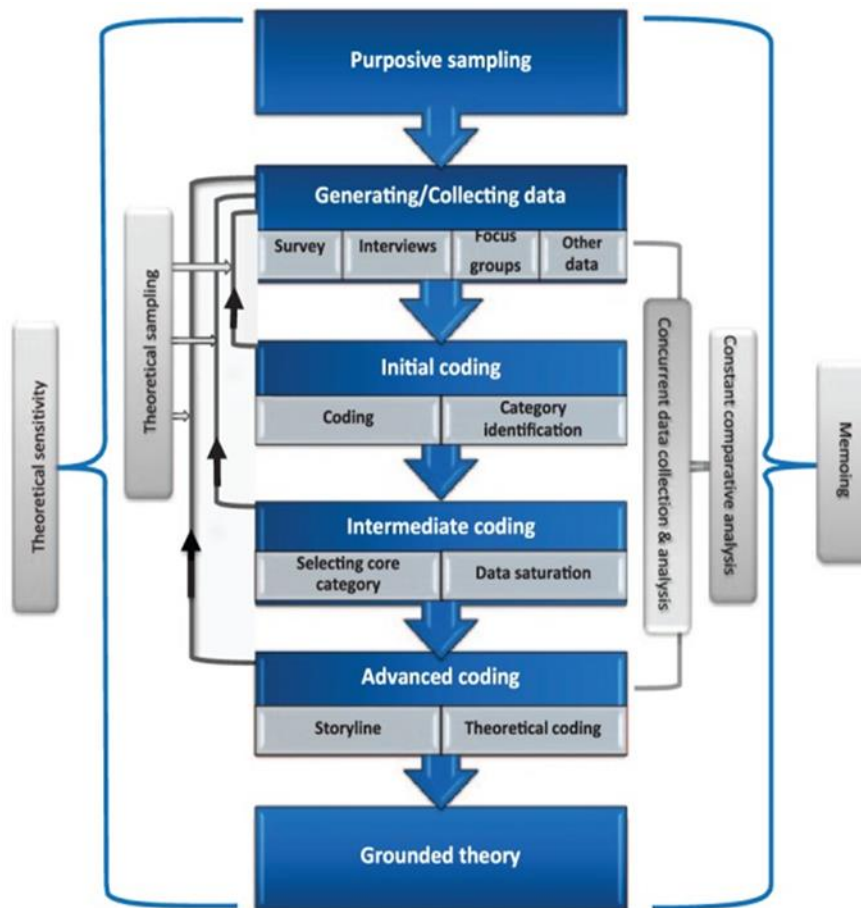


Figure 2: Research design framework: summary of the interplay between the essential grounded theory methods and processes (Tie, Birks, and Francis, 2019)

Drawn mainly from visible thinking, a research-based approach developed by Project Zero at Harvard University (<https://pz.harvard.edu/projects/visible-thinking>), this study triangulated various data -- pre-course affective learning survey, pretraining session, teacher/researcher's field notes and observation of students' learning interactions, students' reflective E-journal writing portfolios, post-course affective learning survey, and repeated one-on-one interviews with college instructors.

For data source triangulation (Stake, 1995), various data were gathered during the entire research process. In the messy qualitative data (Miles and Huberman, 1994), big data offers an opportunity to generate novel theory. To unleash the power of trace data, scientists might benefit from methodological guidance from an approach focusing on the inductive generation of novel theory. Grounded Theory Method (GTM) would have contribution to offer computational social science.

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

### (1) 教學過程與成果

In the "Affective Learning survey", the 5-likert scale toward the

contents in English Literature course:

27% show good, valuable, fair and positive attitude;

39% show moderate attitude;

30% show bad, worthless, unfair and negative attitude;

Attitude Category	Percentage
Good, Valuable, Fair, Positive	27%
Moderate	39%
Bad, Worthless, Unfair, Negative	30%

Please note that the total percentage adds up to 96%, as there might be a rounding discrepancy or missing data for the remaining 4%.

Use literature circles to teach EFL students to occupy a specific role in the group discussion' also make good use of literature circle to help students read more closely from different perspectives. In addition, in the era of AI popularity, after the mid-term exam in the second semester, students are encouraged to raise questions related in the E-Journal Writing (please see Appendix I) with the topics and themes in the English literature course through 24/7 ChatGPT. In this way, students could not only to develop independent thinking and empathy but also to build strong social connections and eventually, enrich the souls.

Peer assessment provides a variety of perspectives on students' presentation. Different students may focus on different aspects such as content, delivery, or engagement, leading to a well-rounded evaluation. Regarding to the peer assessment criteria, please see Appendix II and students' peer comments in the Appendix III.

## (2) 教師教學反思

In many EFL classrooms in Taiwan, students often adopt a passive learning mode due to cultural factors or fear of making mistakes in front of their peers. (紀鳳鳴, 2008) Through grounded theory research mode, several important qualitative themes were emerged from this study: language proficiency and literature wisdom, passive / quiet learning mode, emphasis of contextual knowledge, length and density of texts, need more support of diverse relevance, fair assessment and evaluation. One critical solution to address students learning mode in EFL (English as a Foreign Language) classes in Taiwan is to promote active participation through structured and inclusive discussions. Both the researcher and her colleague agreed that training students to ask meaningful questions combined with Visible Thinking mode is one of the win-win approaches for participants in this study.

- Asking Qs – combined with Visible Thinking mode, the understanding map
- Describe what's there: What do you see and notice?
- Building explanations: What is really going on here?
- Wondering: What am I curious about here?

- Consider different viewpoints: What's another angle on this?
- Reason with evidence: Why do you think so?
- Make connections: How does this fit?
- Uncovering complexity: What lies beneath the surface?
- Capture the heart and form the conclusions: What's at the center of this?

Example: “Double Life” in *The Importance of Being Earnest* vs Modern Life in the internet World. Students would be happy to share their experience with the researcher. One student wrote:

*“In my opinion, yes, I am definitely similar to Jack and Algernon. When I am at school, I am a quiet, shy person. I don't talk a lot even if I am with my closer classmates. Yet when I am at home or in the church, I am an outgoing person, because it makes me feel comfortable when I am in a place where I feel safe. Nowadays, it is just the same. People would chat a lot on internet, but when it comes to face-to-face conversations, it becomes weird. People have lost their skills of face-to-face conversations, and the ability to deal with nerves when meeting someone the first time. It is said to see this situation, but it is indeed happening right now.”*

(student's essay answer for the mid-term exam in January, 2023)

The digital age has indeed changed the way people interact, and it's not uncommon for people to find face-to-face interactions more challenging due to the ease and familiarity of online conversations. This shift has both positive and negative aspects. While online communication has its challenges, it also offers advantages, such as connecting with people across distances, facilitating communication for introverted and quiet individuals, and providing time to compose one's thoughts before responding. In this study, improving face-to-face communication skills is essential for building meaningful relationships, both personally and professionally. Strategies could be applied in the class, such as active listening, maintaining eye contact, practicing empathy, and so on. Remember avoid going off on tangents or providing excessive detail when it's not necessary, and encouraging meaningful conversations by asking open-ended questions that invite discussion rather than simple "yes" or "no" answers.

### (3) 學生學習回饋

Data from students' interviews –

1. Don't be afraid of making mistakes;
2. Connect your feelings with the characters;
3. Brainstorming;
4. Starting with “Doubts” about the book, and then .....
5. From simple questions to more complicated ones .....
6. Offer more background information;
7. Guide the discussions from teacher's perspectives;
8. Sense of embarrassment while asking questions;
9. Encouragement;
10. Everyone in the classroom should have equal opportunity to ask questions;
11. Concentrate and work harder;
12. Teacher leads the discussions in the beginning;

13. Debate between two groups;
14. Different attitudes from persons who ask questions;
15. Read more books in logics;
16. Anonymously ask questions?
17. More interesting texts .....

## 7. 建議與省思 Recommendations and Reflections

### **Rooted in the literature learning teaching: Outcome based learning VS Identity based learning**

In literature learning and teaching, the concept of outcome-based has been widely adapted in many different areas of study at Feng Chia University. In this study, the researcher would like to raise the concern between the outcome-based learning and identity-based learning. Originally the ideas were presented in James Clear's book "Atomic Habits, Tiny Changes, Remarkable Results" (2018). They are incredibly valuable. These ideas not only apply to personal development but can also be seamlessly integrated into the process of becoming a proficient reader and learner of literature.

For EFL (English as a Foreign Language) learners, outcome-based learning might entail setting targets like finishing a certain number of pages, chapters, or books within a particular timeframe. This approach helps learners measure their progress and can be motivating because they see tangible results. For teachers, encouraging students to set reading goals can help them stay committed to their studies and maintain a sense of achievement. On the other hand, identity-based learning in literature learning focus on who EFL learners want to become as readers and thinkers. Instead of merely setting goals, it's about adopting the identity of a literature enthusiast. This means embodying the qualities of a thoughtful reader, someone who enjoys analyzing characters' motivations, understanding the subtleties of language, and appreciating the cultural contexts of the texts they study.

In the context of teaching, educators can encourage students to see themselves as literary explorers, instilling a passion for reading and an appreciation for the art of storytelling. This approach not only helps students develop a deeper connection with literature but also encourages lifelong learning.

While outcome-based learning modes help EFL learners set specific goals and monitor their progress, identity-based learning modes help students cultivate a lasting love for literature. Together, these approaches can make literature learning a fulfilling and transformative experience, helping students not only achieve their immediate learning objectives but also rooted them into being lifelong readers and critical thinkers.

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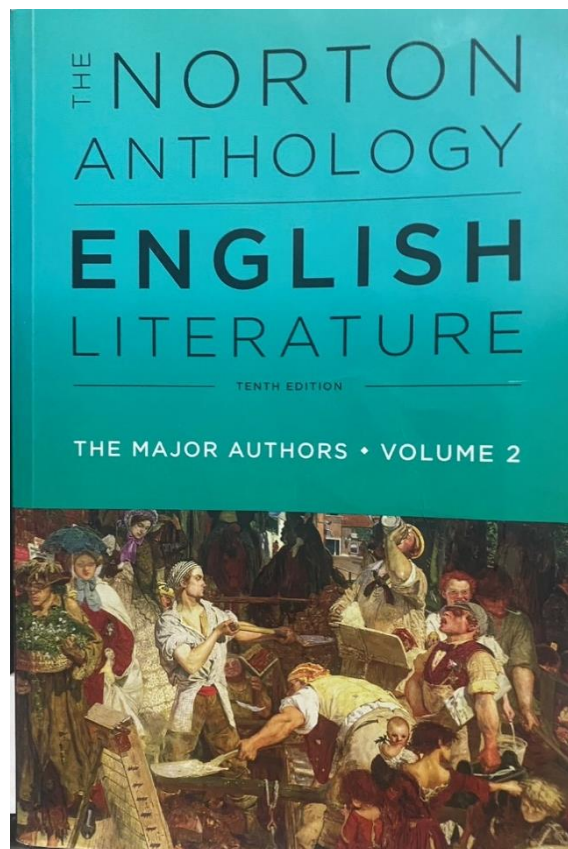
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三. 附件 Appendix

Appendix I: Student's E-Journal Writing Sample

**E-Journal Writing**  
**For English Literature: Romanticism and**  
**Modernism**



Student Name: 丸瀬\*\*

Student No.: D10301\*\*

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**William Brake**

**The Human Abstract**

1. The process of learning

describe abstraction personification  
 as the act of giving human  
 trait to an abstract object,  
 which would be useful in  
 transfer the message and meaning  
 to the reader or listener.

'd<sup>1</sup> street,  
 flames does flow,  
 eet  
 of woe.  
 ,  
 2  
 I hear:  
 's cry  
 palls,  
 igh  
 e walls.  
 reets I hear  
 curse  
 's tear,<sup>3</sup>  
 he Marriage hearse.<sup>4</sup>

1794

Speaker:  
 cruelty as a  
 conniving and knowing  
 person  
 狡猾な狡猾目の  
 人

The Human Abstract<sup>1</sup> 人間の抽象

Pity would be no more,  
 If we did not make somebody Poor;  
 And Mercy no more could be,  
 If all were as happy as we;

同情心もなくなる  
 我々が貧しい人をしない限り  
 慈悲もなくなる  
 皆が幸せな時

1. "Given liberty," but also, ironically, "preempted as private property, and rented out."
2. The various meanings of *ban* are relevant (political and legal prohibition, curse, public condemnation) as well as "banns" (marriage proclamation).
3. Most critics read this line as implying prenatal blindness, resulting from a parent's venereal disease (the "plagues" of line 16) by earlier infection from the harlot.
4. In the older sense: "converts the marriage bed into a bier." Or possibly, because the current sense of the word had also come into use in Blake's day, "converts the marriage coach into a funeral hearse."

この成長は自然の  
ものではない

1794



The poem describes how the abstract concepts of Mercy, Pity, Peace, and Love become twisted when applied in a social context, leading to consequences for society. Blake argues that true society's justice requires an understanding of the interconnectedness.

"London," Songs of Innocence and of Experience, plate 51, copy C, ca. 1801.

1794

Humility  
 憂鬱の末に、  
 謙遜を報じ、  
 恐怖の涙の滴り、  
 宗教の聲を震え、  
 蜘蛛の巣を吐く  
 神の神教を  
 食らう

5 And mutual fear brings peace, 互いに恐怖が互いの平和を生み出し  
 Till the selfish loves increase; 自己中心の愛が増えるまで  
 Then Cruelty knits a snare, 残忍が罠を織りこみ  
 And spreads his baits with care. 餌を注意深く  
 He sits down with holy fears, 恐怖の聲が聖なる怖れを告げる  
 And waters the ground with tears; 涙が地面に水をやる  
 Then Humility takes its root 謙遜の根が土に下り  
 Underneath his foot. 彼の足の下  
 Soon spreads the dismal shade 暗い影が早く広がる  
 Of Mystery over his head; 神の神教の影が頭の上へ  
 And the Catterpillar and Fly 毛虫とハエが  
 Feed on the Mystery. 神の神教を食らう  
 And it bears the fruit of Deceit, 欺瞞の甘味の実を結ぶ  
 Ruddy and sweet to eat; 赤味と甘い味  
 And the Raven his nest has made 烏は巣を築く  
 In its thickest shade. 最も濃い影の中  
 The Gods of the earth and sea, 大地と海の神々  
 Sought thro' Nature to find this Tree, この木を自然の中で人間界を探し  
 But their search was all in vain: しかし彼らの探求は無駄だった  
 There grows one in the Human Brain. 人間の脳の中に一つだけ

1790-92

1794

Marriage bed  
 the current  
 into use in  
 oach into a  
 vine Image  
 f the earlier  
 e, are now  
 location.

1. The important word or phrase

Baits: refers to traps or lures used to deceive or tempt someone.

Holy fears: implies a deep sense of awe mixed with fear. It suggests that Cruelty takes pleasure in causing pain or suffering.

Humility: Humility represents a negative quality associated with being submissive and having a low opinion of oneself.

Dismal: means gloomy, dark, or depressing. It describes the negative and oppressive atmosphere surrounding the growth of Deceit.

Deceit: symbolizes the falsehood and dishonesty of human actions and intentions.

2. What is the theme of this work?

This work describes abstraction personification as the act of giving human trait to an abstract object, which would be useful in transferring the message and meaning to the reader or listener.

3. My feelings

This poem, with the very special title of "The Human Abstract" is about the inescapable nature of human beings. If we cared for each other, if we were all equal, and if there were no poor, words like pity and mercy would have no meaning. But humans have a kind of self-love, and this selfishness tears each other apart. From this point on, human beings are torn away from their state of innocence and enter frightening reality. Blake uses various metaphors to describe these things, and I was very much impressed by the way Blake expressed them.

**William Blake**

## **The Marriage of Heaven and Hell**

### **1. The process of learning**

And said: "Alas, that  
 That God would love a Worm, I  
 That, wilful, bruis'd its helpless form; but that he  
 10 That, wilful, bruis'd its helpless form; but that he  
 With milk and oil I never knew; and therefore did I weep,  
 And I complain'd in the mild air, because I fade away,  
 And lay me down in thy cold bed, and leave my shining lot."

15 "Queen of the vales," the matron Clay answered, "I heard thy sighs,  
 And all thy means flew o'er my roof, but I have call'd them down,  
 With thee to enter  
 feet."

is a book by the English poet  
 and painter William Blake, part  
 of a series of texts written  
 in imitation of biblical books  
 of prophecy, but expressing Blake's  
 own intensely personal Romantic and  
 revolutionary beliefs.  
 预言书。一部以模仿圣经为  
 个人的口吻写成的革命的信条  
 表现他的

Why are Eyeballs starr'd with arrows ready drawn,  
 Where a thousand fighting men in ambush lie?  
 15 Or an Eye of gifts & graces, show'ring fruits & coin'd gold?  
 Why a Tongue impress'd with honey from every wind?  
 Why an Ear, a whirlpool fierce to draw creations in?  
 Why a Nostril wide inhaling terror, trembling, & affright?  
 Why a tender curb upon the youthful burning boy?  
 20 Why a little curtain of flesh on the bed of our desire?"

The Virgin started from her seat, & with a shriek  
 Fled back unhinder'd till she came into the vales of Har.

不知深淵的距離為何如此之大

1789-91

**The Marriage of Heaven and Hell** This, the most immediately accessible of Blake's longer works, is a vigorous, deliberately outrageous, and at times comic onslaught against timidly conventional and self-righteous members of society as well as against stock opinions of orthodox Christian piety and morality. The seeming simplicity of Blake's satiric attitude, however, is deceptive.

religious can good  
 which is manifested by  
 ers to the orthodox H  
 consists essentially of  
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Blake sou  
 both good  
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a series  
 imitation  
 but expressive  
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response to the  
 borg, whom Bla  
 ventional Angel  
 Swedenborg are  
 rected from the  
 tic promise of  
 English writers  
 that the French  
 saw, immediat  
 both satire and  
 Blake etched i

PLATE 2

1. Rintrah play  
 ment prophet  
 ist, the sole  
 (Matthew 3),  
 Messiah. It  
 stanzas 2-5, 3  
 history to the

prose, poetry and illustration etched 1792

THE MARRIAGE OF HEAVEN AND HELL

colored by his wife Catherine.

Initially, Blake accepts the terminology of standard Christian morality ("what the religious call Good & Evil") but reverses its values. In this conventional use Evil, which is manifested by the class of beings called Devils and which consigns wrongdoers to the orthodox Hell, is everything associated with the body and its desires and consists essentially of energy, abundance, actions, and freedom. Conventional Good, which is manifested by Angels and guarantees its adherents a place in the orthodox

Blake sought to argue that both good and evil were equally valuable in the world.

a series of texts written in imitation of biblical prophecy but expressing Blake's own intensely personal Romantic and revolutionary beliefs

separate from the body) and passivity, and prohibition. He attempts to assume the diabolic role of the "Proverbs of Hell," a poem, designed to startle the reader out of conventional categories. As he also writes, "Reason and Passion," and "Reason and Passion," that Blake subordinates the former to the latter. From this point of view, according to Blake, Good, is not abandonment of desire and restraint, but the freedom of Heaven—or as Blake calls it, "the state of being." These two classes, he writes, "The one seeks to destroy existence, the other to preserve abundant life consists in the presence of opposites." In the 1790s, his city of London was a hotbed of sometimes bawdy freethinking and opposition to the Church's monopoly on knowledge in the seventeenth century. The work is also a

response to the writings of the visionary Swedish theologian Emanuel Swedenborg, whom Blake had at first admired but then had come to recognize as a conventional Angel in the disguise of a radical Devil. In plate 3 the writings of Swedenborg are described as the winding clothes Blake discards as he is resurrected from the tomb of his past self, as a poet-prophet who heralds the apocalyptic promise of his age. Blake shared the expectations of a number of radical English writers, including the young poets Wordsworth, Coleridge, and Southey, that the French Revolution was the violent stage that, as the biblical prophets foresaw, immediately preceded the millennium. The double role of *The Marriage* as both satire and revolutionary prophecy is made explicit in *A Song of Liberty*, which Blake etched in 1792 and added as a coda.

天竺線地獄の結婚

Library of Congress

The Marriage of Heaven and Hell

PLATE 2

The Argument

Rintrah' roars & shakes his fires in the burdend air; Hungry clouds swag on the deep.

1. Rintrah plays the role of the angry Old Testament prophet Elijah as well as of John the Baptist, the voice "crying in the wilderness" (Matthew 3), preparing the way for Christ the Messiah. It has been plausibly suggested that stanzas 2-5 summarize the course of biblical history to the present time. "Once" (line 3) refers to Old Testament history after the Fall; "Then" (line 9) is the time of the birth of Christ.

"Till" (line 14) identifies the era when Christianity was perverted into an institutional religion. "Now" (line 17) is the time of the wrathful portent of the French Revolution. In this final era the hypocritical serpent represents the priest of the "angels" in the poem, while "the just man" is embodied in Blake, a raging poet and prophet in the guise of a devil. "Swag" (line 2): sag, hang down.

2. The important word or phrase

Swedenborg: he was a Swedish pluralistic-Christian theologian, scientist,

philosopher, and mystic. He became best known for his book on the afterlife, Heaven and Hell

Perilous: full of danger or risk.

Barren: (of land) too poor to produce much or any vegetation. (Of a place or building) bleak and lifeless.

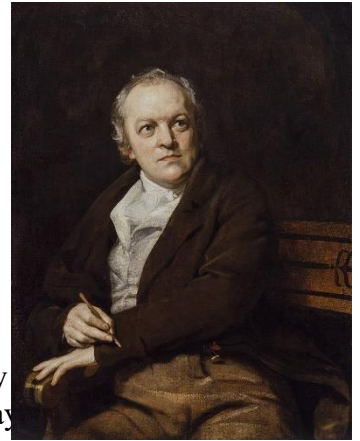
Wisdom: ability to discern inner qualities and relationships

Pestilence: a fatal epidemic disease, especially bubonic plague.

Knavery: a deceitful or dishonest act dishonest conduct

3. What is the theme of this work?

Blake tells us that good and evil are not as definitive as previously suggests that human beings should stop viewing the world this way thinks that both good and bad are necessary.



4. My feelings

This work is about the marriage of heaven and hell. Blake questions traditional religious and ethical views and examines new values and human nature, and this work contains symbolism and deep insights that suggest the importance free thought and creativity. I think it is a work of art that leaves a vivid image and strong impression.

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

## Appendix III.: 111-2 English Literature: E-Journal Writing Peer Assessments

Ranking	Name	Score	Rank	獎金
1	張**	90.423	第一名	3000
2	曾**	90.115	第二名	2000
3	王**	89.04	第三名	1500
4	丸瀨**	88.88	佳作	500
5	翁**	87.68	佳作	500
6	林**	87.12	佳作	500
7	張**	86.24	佳作	500

E-Journal Keeper	Score	Comments
1. D1092822 張**	90.42	<p>The cover and the article are decorated with pictures, and the author's part also has an additional very detailed and sufficient.;</p> <p><b>The Journal is very good, the highlights of Journal are good for reader to find the important let the reader know more basic knowledge from the story and the poem.;</b></p> <p><b>Excellent;</b></p> <p><b>Good job.;</b></p> <p>I think the editorial design is really good, and the content is also well.</p> <p><b>Very beautiful journal. And very clear contents.;</b> <b>It is easy to tell photos associated with the work.;</b></p> <p><b>很讚，版面看起來很整潔；</b></p> <p>The layout is awesome!! Each page is beautiful and not boring. Also, the possible to do with the content of the work.;</p> <p><b>Clear and well organized. Well done.;</b> <b>Great!;</b> <b>Rich and deep content add some pictures in the content to make it beautiful.;</b> <b>Every element organized, nice pictures.;</b></p> <p><b>版面乾淨明瞭，有另外加圖很用心，也不會讓人覺得眼花撩亂。;</b></p>

		<p>利於閱讀,做的很用心很棒 ;  <b>I like her e-journal the most!! She makes it good to understand a spent on this!;</b></p>
2. D1058694 曾**	90.12	<p>The cover and the article are decorated with pictures, and the author's part also has an additional explanation, there are additional supplements in the vocabulary part. The reflection and answer  <b>The Journal is good, the highlights of the vocabularies are easy to let the reader to know the writer is attentive.;</b>  <b>Diligent ;</b>  <b>It's a good E-journal.;</b>  In the journal, she has shared a lot of different thoughts, and the content is very detailed. ;  <b>Very beautiful Journal. ;</b>  <b>The use of different colors in the text makes it easy to read.;</b>  <b>Vocabulary</b> 可加英文解釋, 其他的都很好, 還加了作者的介紹, 還有補充一些有趣的資料, 讓 ejournal 更生動了 ;  I can give her 100 out of 10, she summarizes the author and the story, and her reflections, works and reflections. ;  <b>The definitions of the sentences are unique!;</b>  Amazing and creative!! Not only briefly introduce the author but share a song which she wrote.  <b>Wrote it detailed and well organized. Well done. ;</b>  <b>Great!;</b>  <b>Rich and deep content. ;</b>  <b>Every elements of the journal is well organized.;</b>  版面清楚且有另外加圖很用心。 ;  <b>排序良好,有按照規劃排,每篇都有問題及回答 ;</b>  <b>Her composing is excellent! And her journal is interesting easy to read.</b>  Brilliant journal and well-elaborated content. I appreciate that you also introduce some interesting love Enno!!!);</p>
3. D1058562 王**	89.04	<p>The article part is easy to understand with your own notes and explanations, and the content is very clear.  <b>The Journal is very well. The writer is very attentive, the photos know the notes on her journal are easy to know the points of the Journal.;</b>  <b>Excellent, diligent ;</b>  She add the quotations in her E-journal making it more plentiful. ;  She has shared her thoughts in the reflection and made many notes on the reflection.  <b>Her's personal note is very good. Very clear. ;</b>  <b>The notes in class are also written and easy to understand.;</b>  把文章打出來會更好一點, <b>Vocabulary</b> 可加英文解釋。 ;  標示清楚, 文字讓人一目了然 ;  It is obvious that she deserves the point I gave to her. She took a lot of time to make it is easy to see! ;  <b>Showing the quotes is unique. Well done ;</b>  <b>Her notes on the textbook are nice and well done.;</b>  <b>Great!;</b>  <b>Comprehensive content. ;</b>  <b>Every elements of the journal is well organized, great notes and content.</b>  有些篇幅沒有問問題 ;  <b>She makes her point clear and interesting. Her composing is excellent.</b>  Great content and notes. The vocabularies could be explained a little bit more.;</p>
4. D1030197 丸瀨**	88.88	<p>Although the article is excerpted with photos, it has detailed notes and lacks questions and answers. She has written a lot, and there are matching pictures for easy understanding. ;  <b>The Journal is very well. All book have his own notes, the writer is very attentive to do the journal to make the reader easy to know the things are important.;</b></p>

		<p>Excellent!!;  He passed his notes to the E-journal which I think is a good way.;  He writes the journal very diligently and in his own style. He also writes  <b>It was very easy to understand with notes and pictures.;</b>  可以寫更多問題，有加作者的相片，很讚，文章打出來會更整齊  格式整齊清楚，簡單易懂；  He had put his notes on the journal, it seems he really pay a lot of time  <b>Best one in my opinion.;</b>  In my opinion, the possible questions need a change. But the content is all good, and  <b>I can see so much effort in it, and he wrote the explanations and</b>  <b>Great! Lots of note~ ;</b>  <b>Rich and deep content, and this is the most creative one.;</b>  <b>Well organized, good reflections and summary. Like how you put</b>  版面整齊清楚。；  有放圖可以增加視覺效果,放入自己的筆記很有創意,很認真做筆記  <b>I think he makes it good to understand. And everything is clean for</b>  <b>his idea. ;</b>  Well-elaborated content. I appreciate the process of learning part.;</p>
5. D1011408 翁**	87.68	<p>The explanation of vocabulary and the amount of content are very rich, and the focus of reflection  are additional questions added that can feel the mood of understanding these works.;  <b>The Journal is very great, the vocabulary, the questions and the answers are good, and</b>  <b>good.;</b>  <b>Diligent, great job ;</b>  <b>His contents are rich. ;</b>  The content is abundant and well organized. And he also thought of more  <b>His summary and reflection very good.;</b>  <b>The number of questions and the number of word searches are g</b>  寫的很好。；  數量多，寫得很詳盡；  I can see he is hard-working in the journal, but the word front is too long  <b>The amount of content is massive, especially the vocab part. It's</b>  <b>the meanings.;</b>  The arrangement of each page should be reorganized. But the reflections are great!  <b>Did it completely and well-done.;</b>  <b>Lack creativity. ;</b>  <b>Rich and deep content. ;</b>  <b>Not bad. ;</b>  <b>Good, 版面乾淨清楚，Vocabulary 跟 Reflection 寫的很用心。；</b>  頁數很多很用心,不同文章都有不同詩人的詩,單字都有中文意思  <b>I think his reflections are good and interesting. However, I think</b>  <b>improve.;</b>  Vast quantity of the journal. The answers to the questions could be elaborated more</p>
6. D1092836 林**	87.12	<p>The content of vocabulary explanation and reflection is very rich, and there are also photos  explain problems in multiple ways.;  <b>The Journal is good, the vocabularies are good, the photos are good and easier to let the</b>  <b>writer is attentive and the Journal is easy to let the reader know more knowledge from</b>  <b>Excellent, great job ;</b>  <b>Not bad. ;</b>  The content is diverse and comprehensive, and the format is very good  thoughts in this journal.;  <b>Very clear reflection. ;</b>  <b>Notes and images are added to make it easier to understand.;</b>  照片有點小，其他的都還不錯。；</p>

		<p>有加入插圖很好，有清楚的在目錄區展示自己要介紹的作品； Her design of the journal is also the best one. She did the part of the quantity of reflection is not much than I think.;</p> <p><b>Lacking the cites! Otherwise she done a great job.;</b> A new style that I have never seen in my other classmates' e-journals. First gives a could put the quotations on the page.;</p> <p><b>Her reflections were well done and we can see her note on her tex</b> <b>lot effort.;</b> <b>Good!;</b> <b>Rich and deep content. ;</b> <b>Well organized, good job. ;</b> QA 做得很詳細； 文章排版有條例,清晰易懂,每篇都有英文問題跟回答,英文單字都 <b>I think she makes her point and reflections clear.;</b> Great and precise content. The answers are express completely.;</p>
7 D1058409 張**	86.24	<p>The number of vocabulary is sufficient and the explanation is very detailed. Although the la <b>The Journal is very good. There are many vocabularies in her Journal, I think this is v</b> <b>the reader's mind. It's helpful to know more vocabulary. ;</b> <b>Diligent, good job ;</b> <b>Her fonts on vocabularies are inconsistent. ;</b> The content of the journal is abundant, and the answer to the possible <b>Vocabulary list was very clear.;</b> <b>It is well done with many questions.;</b> 很好。 ; 漏寫到摘要，問題問得很好； I think that she is a person who really cares about the details. Her ref quality is great. ; <b>Well done on answering the possible questions and reflections.;</b> Those contents are great!! However, it will be better if the layout could be revised. <b>Reflection and analyze are really detailed and catchy. We can see</b> <b>Lack creativity. ;</b> <b>Comprehensive content. ;</b> <b>Well organized, good reflections and summary. Good job. ;</b> QA 跟 Reflection 很用心！ ; 頁數很多很用心完成,排序清晰明瞭易懂,每篇都有英文單字及中 <b>She makes her point clear and interesting. Her composing is exce</b> Great content. Also, the vocabulary part is well-structured.;</p>