

科技部補助專題研究計畫成果報告 期末報告

三個世代英語教育政策下的台灣英語學習者：敘事研究EFL英語 學習者的生命經驗與自主動能(第2年)

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中文摘要：1949年國民政府來台，國家開啟了新的發展史。英語教育政策經歷了多重改革，培育了三個世代近50年的EFL英語學習者。台灣英語學習者的個別樣貌多元，但一般社會言論多強調整體國民的學習困境而非成功經驗，研究方面多以量化方式勾勒，重整體模式而輕忽個別差異，至今尚無系統化深入的質性研究。例如在這個以中文為主要溝通語言的國家裡，不同世代的學習者如何在正式英語教育體制與非正式的社會價值觀之間尋求個人成長的空間，把自己發展成一個成功的英語學習者？如何發揮自主動能？如何嚐盡甘甜蜜辣亦或是一路順遂地獲得成功的果實？英語與這些EFL學習者之自主動能及其生命經驗如何互動？國際文獻中以敘事研究EFL經驗的漸有累積，但也缺乏針對一個國家並以跨教育政策世代的方式，研究EFL學習者之整體經驗面貌，並將英語學習連結至其生命經驗的探究。文獻中對EFL學習者的經驗內涵之認知確有補強的空間。這個兩年期計劃目標在蒐集入學於三個不同年代（1960-70s, 1980-90s, and 2000s）成功英語學習者的經驗與故事，對象包括英語教師/教授、英語教學研究生、與大學英文系學生。遵循敘事研究法，分析不同世代的教育政策與社會氛圍之下，這些成功學習者的生活經驗、英文學習、與自主動能，各是以何種方式呈現與互動。這個研究計劃具有鑑往開來的意義，並可以針對語言學習者相關之不同主題進行持續性研究，有機會對英語教育政策與理論之建樹提供重要啟示。且不只對台灣，對其他EFL國家都有參考之價值。更能藉台灣這個EFL國家跨年代英語學習者的經驗，與國際學術社群進行深入的對話。

中文關鍵詞：世代差異、EFL英語學習者、個案研究、敘事資料

英文摘要：ABSTRACT

Designed along the lines of a well-established literature: second language self, agency, and identity, this study is concerned with different generations of Taiwanese English learners' life experiences in relation to English learning -- How learners under different English education policies and social atmospheres actually experience different English learning and how their experiences with English are related to their agency. Narrative and interview data were collected from learners who were born in the 1950s-1960s and the 1990s, respectively. Thematic analysis of four participants' narratives reveals that the participants' experiences generally support van Lier's three features of language learner agency. However, the first generation's agentive activities targeted mostly on raising scores, while the third on proving to their parents that they could learn the language on their own terms. The first generation had more issues with their teachers, while the third generation, their parents; the conflicts with teachers and parents, respectively, led to their agentive activities. The analysis also reveals an important aspect of EFL learning that may have been overlooked: That the beginning

EFL learners may have the fundamental problem of understanding what exactly a language or learning a language is all about. Suggestions were provided based on the results.

英文關鍵詞：generational differences, EFL learners, case study, narrative data

科技部補助專題研究計畫成果報告

(期中進度報告/期末報告)

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本計畫除繳交成果報告外，另含下列出國報告，共 3 份：

執行國際合作與移地研究心得報告 1 份

出席國際學術會議心得報告 2 份

出國參訪及考察心得報告

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Generations of EFL Learners under the Changing Sociocultural Contexts of Taiwan:

A Study on Early English Learning Experience and Learner Agency

ABSTRACT

Designed along the lines of a well-established literature: second language self, agency, and identity, this study is concerned with different generations of Taiwanese English learners' life experiences in relation to English learning -- How learners under different English education policies and social atmospheres actually experience different English learning and how their experiences with English are related to their agency. Narrative and interview data were collected from learners who were born in the 1950s-1960s and the 1990s, respectively. Thematic analysis of four participants' narratives reveals that the participants' experiences generally support van Lier's three features of language learner agency. However, the first generation's agentive activities targeted mostly on raising scores, while the third on proving to their parents that they could learn the language on their own terms. The first generation had more issues with their teachers, while the third generation, their parents; the conflicts with teachers and parents, respectively, led to their agentive activities. The analysis also reveals an important aspect of EFL learning that may have been overlooked: That the beginning EFL learners may have the fundamental problem of understanding what exactly a language or learning a language is all about. Suggestions were provided based on the results.

INTRODUCTION

Taiwan's English educational policy has gone through many reforms since its first launch in junior high schools back in 1968. Particularly in the recent decades, reforms and changes tended to happen at a high speed, including the Nine-year Integrated Curriculum in 1999. In 2003, native English speakers joined the formal teaching faculty of public schools. In 2005, English became a required subject in elementary schools. In 2006, all universities were required by the Ministry of Education to set exit criteria for their graduates' English proficiency. English listening proficiency was also scheduled to be included as a required component of the college entrance examination as the compulsory education for all citizens was extended from nine years to twelve years in 2014. Although all reforms in the English curriculum have the clear intention to raise the citizens' English proficiency levels, they nevertheless also impact positively or negatively the lives of those who have to experience the change, and the most directly impacted are of course learners. This study is concerned with different generations of Taiwanese English learners' life experiences in relation to English learning -- How learners under different English education policies and social atmospheres actually experience different English learning and how their experiences with English are related to their agency.

The study is designed along the lines of a well-established literature: second language self, agency, and identity (e.g., Block, 2007; van Lier, 2011). Drawing on sociocultural theory (SCT) and a poststructuralist view, studies in this area are interested in how learners exercise their agency in the sociocultural context that they are situated in, typically taking a qualitative case study or narrative inquiry approach and focusing on only one or a few learners in any one study (see, for example, Kalaja, Menezes, & Barcelos, 2008). This study is also interested in how learners exercised agency and developed an identity in English as a foreign language, but it aims to include multiple generations of Taiwanese English learners who studied English in different sociopolitical time frames and social contexts: those who were born in the 1950s-60s, 1970s-80s, and 1990s.

The first two groups are currently language educators, professors, and school English teachers, while the third group consists of graduate students and college students. In this EFL environment with its supposedly insufficient target language input, these current or former learners managed to develop themselves into capable English users, so much so that many of them decided to pursue a career in teaching English. To a certain degree they could represent how the country's past policy of the English language education worked, how the learner assumed their agency effectively, and how parents, teachers, and peers during the learners' formative years managed to bring out the best of these individuals. Thus, documenting and analyzing these Taiwanese individuals' narratives on past or on-going English learning experiences can have an important historical meaning, in addition to developing deeper insights into EFL learner ideology and the Taiwanese EFL learning environment.

Focusing on generations of Taiwanese language learners who have enjoyed a sense of achievement from English learning, this study addresses the following research questions:

- (1) What are the beginning journeys like for different generations of learners?
- (2) How did agency play different roles?
- (3) How do comparing and contrasting the experiences of participants from different generations lead to a new understanding of EFL learners and their agency in the journey of learning a new language?

LITERATURE REVIEW

The discussion below first focuses on the changing English educational policy of this country over the past fifty years. The second topic is the theoretical basis of language learner agency, while the third topic is narrative inquiry, the research method adopted by this study, and related studies.

A Brief History of English Education Policy in Taiwan

Following an ecological orientation, the current TESOL research tends to discuss language learning as it is situated in the social context, emphasizing "multilateral knowledge ... [that] opens to experiences and views from the instructional and geopolitical peripheries" (Canagarajah, 2008, p. 224). This conception led to the importance of understanding the particular context that this study is situated in -- Taiwan.

Li (2012) in his recent article, the Evolution and Vision of Taiwan's English Education, traces carefully the development and impact of our English education policy from before the government moved to Taiwan, all the way to the 2000s. The initial stage of our English education was said to start between 1945 and 1955, a time when there were not sufficient teachers, materials, or other resources, but, according to Li's personal experience and observation, students were enthusiastic about mastering the language through mostly rote memorization. In the 1960s, high school students started to use the Ministry of Education (MOE)-approved English textbooks authored by scholars who had been educated in Western countries. In 1968, compulsory education was extended from six to nine years, and English started to have a place in the formal curriculum. This change eventually led to a large number of Taiwanese youngsters studying abroad in the United States and Europe from the 1960s to the 1990s. By 2006, the textbook market was no longer monopolized by the MOE. Instead, it was open to all publishers who invited scholars to edit textbooks based on a set of MOE curriculum guidelines. The guidelines for high school English specified basic and advanced exit levels of listening, speaking, reading, writing, and integrated skills as the objective for all high school English classes.

They meant to provide consistency to how teachers taught and how textbook authors developed the content. Meanwhile, elementary school students and kindergarteners, particularly those from well-to-do families in large cities, had started learning English much earlier than when English became part of the formal curriculum for Grade 5 in 2001 and extended to Grade 3 in 2005. In 2009, another revised curriculum guideline was issued. This time, English proficiency levels for elementary, high school, and vocational schools were all clearly defined.

During this long process of history in English educational policy, wash-back effects from high school and college entrance examinations were most obvious on how teachers taught, students learned, and parents and the general public responded and made demands of the school. The first college entrance examination was given in 1956, but the questions tested at the time were discrete items (i.e., multiple-choice questions). It was not until 1981 when writing and translation sections were included and students had to demonstrate their writing ability. According to Li, including writing in the entrance examinations marked a critical change that influenced how high school English was taught and learned. In 2011, the College Entrance Examination Committee pilot-tested a listening exam, which is now a part of the entrance examination (Cheng, 2012). Based on previous experience, listening is expected to be taken more seriously by high schools because of this change.

Although there is a clear value given to English learning both on the policy level and from the point of view of the general public, all citizens have long had the impression that the English proficiency levels of our country's learners fall short of expectations. Reasons for why this is the case have already been analyzed and discussed thoroughly by various authors (see particularly Cheng, 2006). This is not a simple problem to address but over the years many solutions have been proposed. For example, some of our higher-ranking government officers claimed that English should be our second official language in addition to Mandarin Chinese. In 2012, the Executive Yuan also made "strengthening English" a priority as a government policy, demanding all levels of schools and government offices to work on improving English proficiency. Such a large scale concern by the central government on not just students' but also government employees' English proficiency suggests that there has probably been too much pressure being associated with English and English learning and too much attention being paid to failure and dissatisfaction – to the degree that we seem to have forgotten there are also many learners who successfully developed themselves under the particular educational context provided to them by this country over the years. There is a need to document and analyze these former or current English learners' perception of their lived experiences in this particular sociocultural and sociopolitical community so that it would be possible to discourage condemnation and unjustified generalizations. More importantly, there is a need to understand how learners break through all the limitations that this EFL context affords to develop themselves into professionals in English through their learner agency.

Language Learner Agency

Norton and Toohey (2001), in their attempt to understand good language learners, emphasized that "a focus on the learning context must be complemented with a focus on the identity and human agency of the language learner" (p. 312). Agency is often defined as a 'socioculturally mediated capacity to act' (Ahearn, 2001, p. 112). It is generally understood as similar to such concepts as motivation and autonomy. In fact, according to Benson and Cooker (2013), many researchers in the field tend to use these terms interchangeably without specifying their differences. Although there is indeed similar emphasis on learner control, these

concepts actually have very different origins: agency is adopted from sociology and serves as a central construct in sociocultural and situated approaches to language learning, while autonomy is based on philosophy's views on social structure (Beson, 2001; Benson & Cooker, 2013, p.184-185). In van Lier's view (2008), agency is a result of social interaction, rather than a self-contained psychological construct like motivation. Socially motivated and interpreted, agency is also considered a combination of perception and action: learning how to perceive the language as it functions in linguistic ecology and how to work with or use the language are inseparable (van Lier, 2011). As it is a process of "finding one's way in the linguistic world" at the same time "learning about the self" (p. 177), agency also has a lot to do with the learner's identity. In short, agency is something the learner exercises under the particular sociocultural context that s/he is situated, rather than something s/he possesses.

van Lier's study (2008) attempted to analyze levels of agency in six ESL and EFL classes. It illustrates six levels of intensity of agency by means of six classroom extracts to show how the learner is passive, obedient, participatory, inquisitive, autonomous, or committed, respectively. It is when learners managed to formulate and articulate thoughts in class, often initiated by themselves, that agency was identified. The study shows that in the class environment, a collaborative, co-constructed agency event could often be observed, involving not just one learner but also a group of them as during an unexpected heated debate initiated by one of them without the teacher's prompt. Based on these analyses, three core features of agency were proposed,

- 1) agency involves initiative or self-regulation by the learner
- 2) agency is interdependent, that is, it mediates and is mediated by the sociocultural context
- 3) agency includes an awareness of the responsibility for one's own actions vis-à-vis the environment, included affected others (van Lier, 2008, p. 172)

The author cautioned that the learner's appearing to be passive could be a way to demonstrate agency, just as some overt form of being active may not be so and should not always be associated with positive learning. Since agency is a multifaceted phenomenon and that there are difficulties for researchers to pin down what learners really think by using quantitative methods, it is suggested that analysis of narratives, and introspective and dialogical data is a better way to do this kind of research.

Narrative Inquiry and EFL Learning Experience

Narrative inquiry has been advocated as "well suited to addressing the complexities and subtleties of human experience in teaching and learning" (Webster & Mertova, 2007, p. 1). Since the flowering of the "narrative turn" in the 1980s when research communities started to challenge realism and positivism (p. 14 of Riessman, 2008), narrative inquiry has gained much momentum for investigating knowledge-making and sense-making processes. Its revival as a research method in TESOL and many disciplines in the social sciences is influenced by the postmodern view, which is interested in "the individual and acknowledgement of the influence of experience and culture on the construction of knowledge" (Webster & Mertova, 2007, p. 4). In this perspective, narrators are seen as agents who construct and reconstruct their own understanding through the personal and social stories they tell, and they often shape the meaning of the story for the particular audience that listens. Thus, in addition to what is said (the content), narrative analysis also focuses on the intention and language adopted, that is, how and why incidents are storied, for whom, and for what purpose? Often the investigator is also positioned as part of the field, "simultaneously mediating and interpreting the "other" in dialogue with the "self" (Riessman, 2008, p. 17).

Riessman (2008) cautions that narrative inquiry is not appropriate for studying a large group of faceless, nameless individuals because of its attention to subtleties and details. In fact, one key feature of narrative studies is the presentation of an extended account of the narrative data, rather than fragments or categories, as “sequential and structural features of particularities and contexts must be preserved and analyzed.” One must also keep in mind that narratives are not an objective reflection of life but rather how life is perceived. It is thus not possible to use the quantitative concepts of reliability and validity to guard the quality of narrative research. Instead, researchers aim for ‘verisimilitude,’ ‘well-grounded and supportable’, and ‘reflecting the linguistic reality of human experience’ (Webster & Mertova, 2007, p. 4). As Amsterdam and Bruner put it, “they [the stories] will be true enough if they ring true” (2000, p. 30). In addition to verisimilitude, what is important for a good piece of narrative analysis is its power “to prompt the reader to think beyond the surface of a story” (Riessman, 2008, p. 13). “Generalization to theoretical propositions” and “making conceptual inferences about a social process of a community” are both valid results of a narrative study (Riessman, 2008, p. 13).

As to the actual narrative studies in TESOL that may be similar to this proposed study, the researcher looks for narrative studies that have a wide coverage of language learner experiences in a particular sociopolitical area. There have actually been many narrative studies in TESOL in recent years, including, for example, TESOL Quarterly published a special issue on narrative inquiry in 2011, edited by Barkhuizen. However, it is hard to find one study or a series of studies that attempts to understand the learner’s life experience as affected by language learning under one particular policy and social context. A close possibility is the edited volume by Kalaja, Menezes, and Barcelos (2008), which collected fourteen narrative studies from Finland, Brazil, and Japan. The chapters having clear focus on three geographical areas seem promising in providing a clear picture of the learners in these areas. But, such efforts were not attempted: each of the chapters remains independent from one another. It seems that researchers in TESOL have not attempted to use narratives to understand language learner experiences in one area, not to mention going across generations in that area. However, more research is expected to come. Many efforts are being made in our field to investigate learner experiences through narrative inquiry, including, for example, Gary Barkhuizen, Phil Benson, and Alice Chik edited a book published in 2014 on the methodology of narrative inquiry titled, *Narrative Inquiry in Language Teaching and Learning Research*. Deters, Gao, Miller, and Vitanova also have an edited book specifically on language learner agency published in 2015, and many of the studies reported in the book analyzed narrative data. These recent works show that there is still a high interest in the field and that more studies will emerge in the years to come. It is thus high time to start conducting such research in our context.

METHODOLOGY

Context and Participants

The study is situated in Taiwan, an EFL country. As discussed previously, despite various efforts by the government over the past 50 years, its overall performance in English is still considered by its own people as far from being ideal. As an issue of national concern, the country’s being behind in English proficiency tests always makes headlines. Many parents are particularly enthusiastic about providing their children with the best possible English education. Many young learners experienced strong pain in the process of English learning, while others enjoy great pride associated with English learning. The general citizens’ complex emotions associated with English learning over such a long period of time make this country a case of interest

in this study on the interaction among learner narratives, agency, and the sociopolitical development of English learning throughout history.

Being fully aware of Riessman's (2008) caution that narrative inquiry is not appropriate for studying a large group of individuals, the researcher interviewed five participants from each of the three generations, making a total of fifteen participants. Participants were basically invited among acquaintances or students who are articulate and willing to share their stories in a reflective way. Informed consents of all of the participants were acquired before data collection.

Due to limited space and in order to highlight the key contrasts observed among generations, the number of cases reported here in this paper is actually four: Two from the first generation, and two from the third generation. Furthermore, only those participants' narratives that have clear incidences of language learner agency are selected to analyze and report in this paper.

Data Collection

The data collected for this study include the participants' language-learning oral narratives and responses to follow-up in-depth interviews. The prompt for all participants' stories is the same, "Please tell your story associated with English learning, since the time when you first became aware of the existence of this language." The principle for data collection was that all participants would be given sufficient time to tell the story to his or her heart's content since whatever and however the participant decided to tell is a meaningful and important expression of the self. The participants were not interrupted until s/he thinks the storytelling was completed, but the researcher also made sure that the story-telling session went naturally and somewhat dialogically, if the participants felt uncomfortable about talking in a monographic way. If questions and clarifications were needed, it would also be possible for the researcher to raise them at the proper time.

The storytelling session for any one participant could easily last for one to two hour(s). Follow-up interviews were also scheduled to make sure that sufficient details were collected. Interview protocols for the follow-up interviews were designed based on needs and the participant's individual differences. While the stories were told and interviews were conducted, digital audio recorders were used to capture the whole process. The interviewer also took notes so as to cut short the waiting time for transcription and allowed preliminary review and analysis at the earliest possible time frame. In addition, all stories when discussed in this paper used pseudonyms in order to protect the participants' privacy.

Data Analysis

All the narrative data were first transcribed from the audio files. Afterwards, there were three stages to the data analysis procedure. The first stage followed the holistic-content procedure in narrative inquiry (Lieblich, Tuval-Mashiach, & Zilber, 1998), focusing on each of the participants and their contexts to construct a profile for each of them. This procedure allowed the researcher to address the first research question: What are the beginning journeys like for different generations of learners? With the story in place for each of the participants, the second stage focused on the three core features of agency proposed by van Lier (2008) to identify agency in the stories and address the second research question: How did agency play roles in English learning for the participants? While comparing and contrasting results from the previous procedures that go across the three generations, it is possible to address the third research question: How do comparing and contrasting the experiences of participants in different generations lead to a new understanding of EFL learners and their agency in the journey of learning a new language? Below are the results of this study based on the order of the three research questions.

RESULTS

As it is not possible to report all of the stories in detail in one paper, this section mainly focuses on those participants' experiences that have a clear storyline of language learner agency. In addition, since the second generation (1970s-1980s) is in-between the other two and that they did not experience the sharp changes introduced by the educational reform in the 2000s, the changes in their experiences are not as obvious as when the first (or Generation One, who were born during the 1950s-1960s) and the third generation (or Generation Three, who were born during the 1990s) are compared. Thus, the discussion here focuses on the comparison between Generation One and Three. Two stories are selected from the first and the third generation respectively so that it is possible to focus on and highlight some of the clear differences between generations.

Generation One (Born in the 1950s-60s)

This section presents two participants from the cohort of Taiwanese English learners born during the 1950s-1960s, as they started to learn the new language at the age of 13 in junior high school during the conservative and authoritative post-WWII Taiwan. There were private preparation lessons for English, but not all of the children and their parents were keen on taking or knew it was necessary to take these lessons. They basically relied on schools to provide English education. The kind of English preparation lessons provided, if any at all, was limited to the summer right before the first junior high school semester, which was when the school English education was about to start. These preparatory lessons only taught the English alphabet, the four different forms of English handwriting (lower and upper cases as well as print and long-hand), and/or the KK phonetic system. With the minimal preparation, the five participants of the 1950s-60s entered their first English class having very little concept about the new language. Unfortunately, some of the teachers taught as if all the children had already learned the basics, and they also tended to openly express their displeasure toward student performance, even to those who had not had any preparation at all. The following are two of the participants' stories: C, who were born in 1960 and who did not have any preparatory lessons before school English learning, and G, who was born in 1969 and had some limited preparation for school English learning.

C is a daughter of a telecommunication company's employee who was a single parent. In the first class when the teacher asked who had already learned how to write the four forms of English handwriting, C recalled, "I was dumbfounded. Almost all of them [class members] raised their hands. I was probably the only one that didn't." The teacher spent only one week of class meetings to quickly go over the basics, and then it was the first quiz. Having no preparation at all upon entering her first English class in junior high school, C received zero as her score for the very first quiz.

I scored zero. The teacher's response was, 'Why couldn't you answer even one of the questions?' ...in front of the whole class. ... I was very, very frustrated. ...Although you may not think of me as a good, obedient child, I did very well academically in elementary school. I seldom got bad scores, not to mention this kind of.... Plus, the teacher said it right in front of the class. I was utterly humiliated.

Instead of giving up on English, C determined not to experience such humiliation again. She recalled how her sister had learned English; she thought about how cool her sister looked listening to English songs and practicing saying some English at home. C said she had refused to believe that she could not manage English learning. She said to herself,

Okay, if it [English] is really this difficult, I must study it well, very well. I was like...I took it all in, quietly working on it to the best I could without telling anybody. Gradually, my interest emerged, and my scores were fine.

C's strategy, which she said she had no idea where it had come from, was actually substitutional drills.

I would replace one word for another using the sentence pattern that we learned in class. I created many, many sentences this way. As I often didn't like sitting quietly studying English, I would jump from bed to bed in the family bedroom, creating and saying sentences like This is a book; This is a box ... and pretend to be teaching others English, all by myself. I did this again and again... until I realized I actually had created many sentences and developed a sense of achievement toward English.

However, C said this kind practice did not have much use with school examinations. "Because they wouldn't ask you to produce sentences." Instead, it had a different function:

It made learning fun. It's like toy building blocks. Say you only have 40 blocks, but you can change the position of one to create many different shapes. When I was small, I would follow my dad to his office. He would take out an old phone and have me tear it all up and then put it back together. I really like this. Building things up excites me. Don't you think English is a bit like that?

I also enjoyed pretending that I was teaching people something new. I used this pretention game on all of the subjects in high school. Being a teacher was never my career goal, but I would say to the empty bedroom, "Pay attention, Class. This is very important!" (laughs)

It is interesting that C said when her father walked into the room she would immediately stop what she was doing. C lost her mother to illness when very young. As the youngest child in the family, learning English was her secret garden, not to be shared with anybody else, not even her dad or elder siblings.

G's parents led a team of construction workers building infrastructures for temples and public places. Being the oldest among the children in the family, from a young age she was often asked to prepare lunch for the family and workers of her parents' factory when her parents were busy. Her parents were obviously too busy to play strong roles in the child's English learning journey, or any learning for that matter. Nevertheless, her parents did give her prior English preparation lessons during the summer before junior high school, but it looked as if they were dealing with basically other people's anxiety because G said,

I don't think they [my parents] had any idea about English... It's just ... Since other people said English was important, then... [they said to me] how about starting from ABC? For them, English meant ABC. They didn't have other ideas as to what English is all about. (G, interview, 2015-2-12)

G's experience is that several parents who happened to all have children that would be attending junior high school after the summer decided to pitch in and to hire somebody's relative, a college student returning to the village for the summer vacation, to give the children English preparation lessons. The fact that, when G was 12 years old (i.e., in 1981), even parents in this remote village in southern Taiwan worked together to create an English learning opportunity for their children shows that there were already many parents wishing to help their children with the challenge of the up-coming English learning; and this intention might not be very different from that of the parents of recent time. It is just that they were not as strongly anxious and did not have many resources or much knowledge to do more for their children.

However, with the preparation lesson, G still described herself as feeling humiliated by her first school English teacher in school.

I remember she used English to give us instructions, but my reaction at the time to her was actually... not

good. I didn't know what she was trying to do. [Once in class,] I only knew... she wanted us to close our eyes. Okay, I closed my eyes. I waited and waited, but nothing happened. I opened my eyes, and the teacher had already left. I was like... What is this all about!?! At that time my feelings toward English were ... I just couldn't comprehend it. And, this experience with the teacher actually... I had a feeling of being humiliated.

Based on what was described, the teacher probably had used English to these beginning learners too soon. Even though G had some prior English lessons, she had not developed a clear sense of language with English yet. The turning point for G's English learning happened during the first summer vacation in junior high school, when she ran into a group of international missionaries.

They told me they had learned Chinese for five months so they could speak some simple Chinese. That was the first time that I knew there were actually real people speaking English. Their native language was exactly English! After returning home, he (one of them) used English to write letters to me. I felt, also for the first time, this was a language that I could use to communicate with somebody from a different country.

G started to feel she could learn the language. During the second and third year of high school, she gradually developed an interest in the subject.

I decided to seriously study English. The first test in the second year, I got 98! – See, I still remember. The teacher announced to the class: The one who got the highest score for the test was... me! She even gave me an English book as a gift, which was tremendous encouragement. I felt that I could actually do it. From then on, I studied and I would get good scores, but only for English, not necessarily for the other subjects. My scores for English were always at the top of the class.

Generation Three (Born in the 1990s)

For those who were born in the 1990s, their early experiences with English were more diverse, as the 33-year-old martial law was finally lifted in 1989, and a major educational reform was implemented in 2000. Those who were born in 1990 were the first cohort of students who experienced the Nine-Year Integrated Curriculum implemented in August, 2000, when they were in Grade 5. This means, their formal English education in school started in Grade 5, two years earlier than the previous generations, although, like in the previous generations, many students had started English learning in private language institutes much earlier than that. Some of the more affluent cities such as Taipei started to offer formal English education in Grade 3 and gradually in Grade 1, or four or five years earlier than for the previous generations, influencing those who were born in or after 1993. Of course, most children still started learning English earlier than that. Not only so, the parents as well as teachers to these currently MA students or university English majors seemed to be more anxious and proactive in creating English learning opportunities for their children. Some of the parents had study abroad experiences themselves, so they were not like the previous generation of parents who could only silently support the child. The parents now had strong views toward how to educate their children in English, and they had a variety of resources to do so. In fact, they would often be directly involved in the learning process. Furthermore, with the martial law being lifted in 1987, a larger amount of entertainment from all over the world showed up on TV in every household in Taiwan, and all citizens could travel to the world as long as they could afford the trip, making English much more accessible to everyday lives than before. This new generation of English learners thus had many experiences with English since they were very young, and their experiences varied depending on how their parent provided or emphasized early English education. Two stories that have a clear storyline of agency are reported here: N, a TESOL MA student who were born in 1990 and S, an undergraduate English major who was born in 1993 at the time of data collection.

N's parents were both professors. They met when studying in the U.S., and N was their first of three

children. Unlike the other parents at the time, N's parents did not think that English learning needed to start early. They also did not think it necessary to make their children study at the best possible school. N's father was actually her first English teacher. He would use flash cards to teach her English and a foreign language (FL) that he taught in the university. "My dad always says that I had a better control of pronunciation when small. I sounded beautifully in both English and the FL that he taught me." She also attended a church English class under her mother's arrangement. N could not remember much about the learning experience in the church, "...probably just singing and picking up two words, Jesus and Bible."

N's formal English class started in the fifth grade, but she said many of her classmates had started learning the language much earlier in private language centers. She was fully aware of the distance between her level of English and her classmates'. She recounted her experience then,

I knew very little... perhaps just how are you? I'm fine. Thank you. That's all. My classmates would call me names and make fun of me. One boy called me a pig, but I had no idea what that was. I felt... It was a time... I was very upset.

In the summer before junior high school, N's mother arranged to have her attend a pronunciation class. "Those two months were very critical to me. That was the only time that I have ever attended any kind of intensive classes in a private institute, and I developed a sense of English sounds."

In junior high school, the teacher assigned a small book, *Mr. Bean*. "She didn't really mean to teach us anything from the book. It was basically a self-learning and reading activity, but for me the book was full of new words." Facing such a big challenge, N asked her father to help her. However, her father had some concepts toward language learning that she found hard to accept.

My father has this philosophy... which probably has to do with how he learned languages. He believes that there is nothing else to language learning but memorizing. You need to memorize a lot of things, words, sentence patterns, phrases... You just need to commit everything to your memory, however you could do it.

The other concept that her father had is "Whatever he had explained to me once, I would have to remember." This attitude made N feel extremely "painful." She explained:

I had just entered junior high school. All of the sudden, the teacher for every subject was different. I had to learn to adjust to them all. Then, there was this English— which I had no idea what it was about. I thought of my Dad as my only help, but when studying with him, he would always say, "Didn't I explain this to you before? You need to memorize what I said! You didn't try to memorize it, and how would you ever learn?" I was actually not that kind of person who likes memorizing. If I didn't understand, I just couldn't memorize. It was not a pleasant experience at all studying with him. I always ended up crying.

In the third year in junior high, N implemented a change all by herself. She started to behave like an agentive learner.

I wanted to prove to my Dad that I could do it my way. So, I signed up for the GEPT1 proficiency test. Instead of attending a preparation program like my peers, I did it my way by working on many, many practice questions. There were many grammatical concepts that I didn't know yet, ...the tenses and words. I didn't pass the exam until the second time. But, the preparation process allowed me to develop my own method...Whenever I encountered a new word, I would ask myself what other words were similar and what words might be opposite in meaning. I would arrange them all into a note. That's how I started to have feelings toward English.

¹ GEPT stands for General English Proficiency Test, which is a locally developed English proficiency test that became available to learners in the early 2000s.

N further analyzed her feelings toward English at that time:

It was not that I genuinely liked English so I studied it, but it was more like... I was trying to beat up this monster. When I could beat it up a little bit, I started to feel ... maybe I could develop it further. Now that I look back, I didn't really have a workable method to study English. Or I should say I was still looking for my own way to study it... Obviously I disagreed with my dad's method, so the question is what was mine? What do I want to do?

In university, N again had the opportunity to intensely engage in studying the language all by herself. She was seriously injured in a car accident during her freshman year and could not go to school for the whole semester. "That started my life with American dramas." She said,

I watched a whole lot of drama, and my favorite was Grey's Anatomy. I would watch it day in and day out, from the first episode, first season all the way to the last episode, fifth season. I noticed they spoke very casually, like what we did in everyday Chinese. For example, we would say "Really?" in Chinese, but they would say "Seriously?" Then, I realized how to say the same thing that I know in Chinese in English. Or, they would say, "I mean it," whose meaning we have too in Chinese, but I had not learned how to express it in English. The dramas made me eagerly want to know more about how to express daily ideas in English. I spent a lot of time on dramas, learning a lot and feeling very happy.

Watching N spend so much time on dramas, however, her mother's reaction was "it was such a waste of time." N again needed to prove to her mother that she was not wasting time:

When my mom and I went to movies together and heard some English expressions, I would tell her what those meant. She would be very surprised and ask, "How do you know?" "How could you figure it out?" I would just say... I learned it from the dramas that I watched. I needed to prove to her that I was really learning something, not just wasting time.

S's parents were both junior high school teachers, and S is the second of four children in the family. She had the rare opportunity to attend a public kindergarten affiliated with an elementary school. A public kindergarten is usually more affordable than other kindergartens in terms of tuition and is staffed with teachers of stronger educational and teaching backgrounds. It takes good fortune for a child to get in because the entrance is mostly dependent on drawing lots. The school policy at the time had it that English would first be taught at Grade 3, but her parents arranged to have S attend a private language institute after school in kindergarten. While in the institute, S, together with her sister, was always "in a state of not understanding," S said. By the time she reached fourth or fifth grade, she was enrolled in another language institute in addition to school English class. At the entrance examination, S's score could not pass even the lowest level. S did not think it was a big deal, but her mother was very upset because "she felt that it was a waste of money having arranged to have me attend all the additional language programs." S described her thoughts at the time,

I just needed to learn it [English] all over again. The only difference [for me being in the low level classes of the language institute] was that I was older than others. I was in the fourth or fifth grade, while they were second or third. But I had my advantage: I had already learned some of the stuff before; others were just starting. I did better than they.

In school, the English class was twice a week: One was conducted by a Chinese teacher, while the other, by an international teacher. S could not remember how different the instruction provided by the school was from that by the language institute, but she said, "I could see the difference between individuals. Some students had already taken the TOEIC, while others knew very little [English]." For S, "The focus of my

English learning at this time was basically in the language institute. School was a bit slow. I could pass exams without even studying.” This statement is actually common among the other participants of this age group.

By the time S reached Grade 5, her father arranged to have her transfer to an elementary school in an affluent neighborhood while waiting to enter a high-ranking junior high school nearby. In this context only those parents who were keen on playing the competition game would be willing to take the trouble to do so. As junior high school teachers, S’s parents must have considered more about the benefits than harm. At that time S happened to have issues with some of her peers as well as one particular teacher in her previous school, so she thought the transfer was perfect for her.

There was a small group of classmates... My relationships with them were a bit messy, which I was too lazy to deal with. There was also one teacher who taught Taiwanese. His exam asked us to say our names in Taiwanese. I got a low grade. ... That’s perfectly fine to give me a low grade ...It’s just that he hadn’t even taught us. Who knows how to say it!! I thought this was unreasonable. I went talk to him. He was like, “If you are not happy, how about telling me how to say ‘pineapple’ in Taiwanese now?... Fine! I don’t really care, as long as I have told him how I felt.

This statement offers a glimpse into the so-called “native language education” at that time: Not all of the local dialect teachers knew how to teach well or to work with children. S’s attitude also emerged in this statement: She obviously cared, but she said she did not.

S’s English learning with the language institute ended at the beginning of junior high school when the students’ attention was gradually moved to the bigger, real challenge ahead of them – the senior high school entrance examination, even though most of the school English class was still just repeating what S had already learned. In the second and third year of junior high, S had a teacher who finally gave her impressive English instruction in school and would often encourage the students to do well. S happily recounted,

The teacher was good at giving us clear structures. We wouldn’t get lost. There was also not much homework – I didn’t like homework, you know (laugh). We did a lot of memorization work, including dialogues, readings, and many texts. In quizzes the teacher would give us the Chinese meaning, and we needed to recite the whole dialogue. We also needed to do the exercises at the back of each lesson on our own. She was very helpful to us.

At that time, S said, people around her, including her parents, teachers, and peers, “all had this look on their faces that I was going to the best senior high school in Taipei.” But, it turned out that she was admitted to the second best school. “My mom, particularly, was devastated by the result. I had a big fight with her because of this.” S’s parents having been so concerned about her education since S was very young, it is understandable that they would feel disappointed by the result of the first important examination in S’s life. S obviously did not care that much about those social norms and the face issue related to which school one attended.

Once S moved to senior high school, it was a very different experience. S was admitted to a social science specialty class that gathered students who were good in every subject matter including English and gave them a variety of learning opportunities. S said, “such as offering services to aboriginal tribes, conducting a research project, visiting Beijing University, and attending classes in some high schools in Beijing.” In order to visit Beijing, the students had to do all the necessary contact and preparation work beforehand. In the first year, in addition to the preparation for the visit, they also read Greek Mythology and Five People You Meet in Heaven, with discussions and presentations. In the second year, some Ph.D. students from top-ranking universities led them to read some other literature classics. In the third year, S and her

friends conducted a research study.

My team's topic is the impact of ... cell phones and TV commercials on high students' attitudes and ... intentions, which was a questionnaire study. I did all the writing, while my peers took care of statistics... but we discussed everything together. It was a painful experience... very tiring, particularly when you don't know what to put on the paper.

All of these atypical activities were done in addition to the conventional senior high school curriculum. Thus, S was very busy in senior high school. "We had eight hours of classes each day, while others only had seven."

When asked what she had learned from these experiences, S gave a surprising response, "I knew I would not be entering social science in university." The reason was,

I found those concepts... difficult to understand. When I did my presentations, I didn't really know what the main point was. This is similar to my earlier experience with the language institute: When I didn't understand what the teacher was doing, I couldn't force myself to continue.

As was her wish, S entered an accounting department in a university in the north of Taiwan. Later on, S met a group of students in an accounting camp and found that "Everybody was in a top-ranking university, and I wanted to be one of them." S managed to pass an extremely difficult examination and transferred to a better university. At the time of interview, S was a double major in English and Accounting. S also did volunteer work for a non-profit organization, played the flute, and studied Korean and French. She was leading a very busy life.

S's experiences reveal what it was like to live in the so-called open and multiple curricula after the education reform in 2000. As the intensity of school activities increased, S gave very little mention of her parents, but at the end of the interview, S said her parents' English learning was more confined to textbooks, always following rules or what the teacher assigned them. With her experience of planning for the visit to Peking and other projects that she enjoyed in high school and university, S said she is very different from her parents. "I was more an autonomous learner, always exploring and always enjoying whatever I like to explore."

DISCUSSION

What are the journeys like for the generations of learners and how are they different?

One of the most obvious differences is that the first generation's perceived confinement was about their school teachers, while the third group's was their parents. As discussed previously, in the early days parents most often depended on the school to provide English education. Their own involvement and intervention were very limited. The schoolteachers that the child had the chance to get in touch with thus determined the quality of the English learning experience. Unfortunately, both C's and G's schoolteachers discouraged them. Refusing to accept the teacher's view of them forced the learner to take things into their own hands and resolve the uncomfortable feelings with the initial English learning experience autonomously, with a little bit of help from people around the learner who are not schoolteachers, such as siblings, friends, or some missionaries, as in G's case.

For the third generation, however, it is the participants' parents that seemed to be very interested in taking things into their own hands. They indeed have a lot more education and material resources to get involved and to demand how the child should go about learning English and how the school should teach. They provided the child with rich experiences that schools could not, but the problem is parents were also limited to their own English learning experiences and understanding. As revealed by both N's and S's stories,

their parents often expected this new generation of learners to memorize, to work hard, not to “waste time” (using their definition of wasting time), and to follow the parent’s path of learning English. Meanwhile, the educational reform by the government and the international experiences provided by the parents over the years have already both contributed to bringing the child a wide variety of international experiences and allowing them to explore and learn in the world in an autonomous way. Many of the students are also now using English as a tool to expand their understanding of the world, not merely for the sake of passing examinations. Much of the parents’ mentality of English learning unfortunately stays behind. This is perhaps the most disturbing aspect of the English learner experience revealed by comparing the different generations’ experiences in this study.

How did agency play roles in English learning for the participants?

In order to address this research question, the study focuses on the particular incidents when the participants discussed how they overcame difficulties in their initial English learning experiences. These agentive activities include C’s refusing to believe that she did not have the ability to learn English and creating a study scheme for herself; G’s meeting a group of missionaries and realizing that there were real people who used English as a communication medium; N’s feeling the need to “prove” to her parents that she was not wasting her time and that her own method worked; and S’s following her own heart to engage in a variety of experiences without being confined by her parents’ somewhat limited ideology for English learning. The framework used in examining agency is van Lier’s three main features of agency.

Feature 1: “Agency involves initiative or self-regulation by the learner”

The content that the participants’ initiative or self-regulation activities focused on is different across generations. The first generation was clearly schoolwork oriented; their goal was first and foremost to raise their scores on examinations. When scores rose, their confidence and interest in English grew. In order to raise scores, their study was basically textbook oriented. Both C’s and G’s learning activities were about mastering what was in the textbook, although many of this generation of participants also mentioned listening to western pop music as useful for developing English proficiency. In fact, listening to western music is the most mentioned entertainment being associated with English learning by these and the other participants of the first and second generations. S’s observation of her parents also supports this finding as she said her parents were more confined to textbooks, always following rules or whatever the teacher assigned them.

The initiative or self-regulation activities that the third generation engaged in, however, as revealed by N’s and S’s experiences, are not just the textbook or examinations, but also a large portion of entertainment.

For this group, almost all of the children had preparation lessons years before the formal English education started. At this time parents who did not send their children to such programs were rare; in the five participants of this generation that this study collected data from, only N’s parents, who are professors, believe that they could teach English to the child did not do so. For S and many other participants of this time who had additional English lessons in the private language institute that they attended after school, the English learning offered in school was not the focus of their learning at all. This is because English learning in the language institute started very early in life for them: It often started in kindergarten, in contrast to official English learning which is supposed to start in fifth or third grade in school. As the child grew, language institutes also gradually taught more advanced materials than school English, making the latter completely irrelevant.

The agentive activity of English learning for the third generation, however, happened in the more entertaining and real world-oriented experiences that they created for themselves, such as N’s enjoyment

learning English from American dramas. This aspect of their experience was possible partly because of sociocultural reasons. As discussed earlier, a large number of world-wide English-speaking entertainments, including cartoons, dramas, films, news, and other genres of foreign productions, became widely and economically available in the Taiwanese household through cable TV in the 1980s and through the Internet in the 2000s. It was also easier to travel internationally after 1987 when the martial law was lifted. However, students still faced the competitive examinations and classroom learning emphasis that might not look very different from those of their parents' generation. As seen in S's experience, the English instruction that she experienced in high school was still highly structured and memorization-oriented, although there were strategies provided by the teacher to make the experience different and that students were trained to be autonomous. The traditional emphasis of classroom English learning is probably why the newer generation of English learners could make their parents nervous about "wasting too much time."

It is clear from the participants' narratives that these young participants knew the entertaining activities were not a waste of time. For them, English learning was a completely different game, but not in their parents' mindset as they were still demanding the child to memorize and to study in the way that they had experienced. Thus, for the participants of the third generation, proving to their parents that their ways of learning English work is actually the target of their agentive activity. Grades were still important, but not as important for these young participants as proving to their parents that they could do just as well on their own.

Feature 2: "Agency is interdependent, that is, it mediates and is mediated by the sociocultural context"

The result does support the notion that agency is socially mediated (Ahearn, 1990; Lantolf & Pavelanko, 2001) and that it is very much related to relationships as the unique sociocultural context makes the experience of different generations' Taiwanese English learners the way it is. The fact that the first generation had challenges from school teachers while the third from their parents and that the first generation of English learners focused on text-book learning, while the third on entertainments and real-world experiences, is clear evidence that agency is interdependently mediated by the sociocultural context. As the stories reveal, English learning being socially mediated, its success requires a little bit of good fortune in that the parents need to provide necessary resources (such as G and S), the learner needs to pay a little bit of attention to what others are doing or get in-time help from peers (such as C, G & S), a little bit of encouragement from rising scores (such as C & G), and a lot of determination in times of difficulties (such as C). The challenging part for the learner agency in this context is obviously finding the meaningfulness of English learning in this EFL context where English is not used outside of the classroom. The social aspects of agency could help the learner develop a genuine sense of language and meaningfulness in English. Agentive activities are thus the result of interaction between the context the learners found themselves in and their identity.

Feature 3: "Agency includes an awareness of the responsibility for one's own actions vis-à-vis the environment, including affecting others" (van Lier, 2008, p. 172),

This feature of agency is best supported by the fact that many of the participants (such as C, G, and N) were aware of the fact that school English lessons were limited and that they were willing to invest in a more communicative learning focus even though school English did not have such an emphasis. C said her interactive scheme of English learning was not for school examinations but for her own enjoyment, and G also used her interaction with the missionaries to show that she understood English as a living language used by living people for real communication purposes. Being able to manage the sounds of English also represents a critical turning point, which often involved learning the KK phonetics system at the time. Working on the communication aspect of the language even though school English or examinations did not have such an

emphasis is an agentive activity by itself and perhaps is why these participants could eventually develop English language proficiency, while many other TW students at that time did not. This requires the critical understanding that English is a language, not just a subject area for examinations. More about this will be discussed later in the implication section.

Thus, van Lier's three features of agency as being interdependent and as involving initiative or self-regulation by the learner can be clearly illustrated by the cases reported here. This study thus provides a contextual substance to the somewhat abstract features of agency.

IMPLICATIONS

In analyzing EFL learners' narratives, the study derives a unique understanding of beginning EFL learners. That is, in addition to meeting school English demands with their agentive activities, the EFL learners also have the challenge of making the English language meaningful as a functioning language. The participants, such as N, mentioned several times that they had no idea what English was about at the beginning. For C, she took it as wood blocks that she could piece together and create new formations like the old phone her father gave her to play with. For N, it was a monster that she was aspired to beat up. G had no idea what it was until she met real people using English as a real language. Trying to make sense of English as a working language thus is a unique phenomenon revealed by this study situated in an EFL context, and it highlights an additional meaning of agency – that language learner agency requires concrete understanding of what it means to learn a language.

Indeed, for young EFL learners, what a language is and what it means to engage in language learning may not be a straightforward concept. This phenomenon may be similar to what is discussed in Gladwell (2002) about the cartoon character Big Bird in Sesame Street, who once thinks about changing his name because it is too generic. The author discusses this episode as incomprehensible to children because they would have no idea what a name is. In the young children's sense, a bird is of course called a bird, just like mom is of course called 'Mom.'

Similarly, this study suggests that what exactly a language is and what it means to learn English may not be comprehensible to young beginning EFL learners. For the participants of this study, particularly for C and G, they managed to gradually become aware of the fact that schoolwork with its emphasis on examinations is not the whole picture of English. These learners were able to make up for the missing piece of a real language by engaging in communicative language learning and their own agentive activities, but we could expect many other learners might not even see this missing piece if schoolwork with its emphasis on discrete pieces of language occupies their full attention. This study thus calls to the attention of language educators and researchers that many young, beginning EFL learners may not even know what a language is, and that they need support by parents and teachers in this very fundamental aspect of English learning. There is clearly a need for further research on the relationship between the beginning EFL learner's understanding of English as a language and their agentive language learning activity.

The other key implication from this study is that, in the previous generations, it was important for educational policy to improve the quality of teaching staff, but in the current generation, it seems equally important to educate parents. While the education reform implemented during the early 2000s has in some degree made the English education current with the world-wide trends and some of the newer generation of the English learning experience is becoming more multi-faceted, enriched, autonomous, and expansive, parents of the earlier generation seems to have been left behind. Policy makers have basically been turning a

blind eye to the role of parents and their chosen private language institutes in the current generation's English learning trajectory, as these issues are clearly missing from most of the policies and academic discussions related to English education in Taiwan (See for example Cheng, 2009). This missing piece could create conflicts in the family and in the society at large, as parents' actions are often built on their own experiences and their mentality toward English learning. They may not have the awareness that their experiences could be limited and not always useful and helpful for their children anymore. More specifically, if private language institutes are an unavoidable part of the children's English education, the issue becomes how to help parents choose a quality service while providing more meaningful, complementary learning in school, instead of allowing children to think of school English learning as irrelevant while hurting the others who may not have been taught properly. Likewise, if entertainment is an important aspect of language learning, parents also need to know that. They need to have peace of mind with their children's pastime which might be useful for English learning, and they need to know how to support or monitor their children's English learning in an appropriate way when necessary.

CONCLUSION

This study with its analysis on learner narratives has presented a cross-generational emic understanding of early EFL learning experiences in Taiwan and generated critical insights for language learning agency and implications for future educational policy. The study also shows that it is helpful and fruitful to conduct narrative studies crossing generational boundaries. More studies of this nature are certainly needed for discovering more English learning phenomena and solutions unique to EFL contexts.

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科技部補助專題研究計畫成果自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現（簡要敘述成果是否具有政策應用參考價值及具影響公共利益之重大發現）或其他有關價值等，作一綜合評估。

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估

達成目標

未達成目標（請說明，以 100 字為限）

實驗失敗

因故實驗中斷

其他原因

說明：

2. 研究成果在學術期刊發表或申請專利等情形(請於其他欄註明專利及技轉之證號、合約、申請及洽談等詳細資訊)

論文：已發表未發表之文稿 撰寫中 無

專利：已獲得申請中 無

技轉：已技轉洽談中 無

其他：(以 200 字為限)：本文已經投稿期刊，目前正在審稿中

3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性，以 500 字為限）。

本次研究，對英語教學與歷史之關聯有深入的認識。研究也對 EFL 英語學習者的基本經驗有啟示，特別針對本地學生早期英語學習之本質解析有幫助。

4. 主要發現

本研究具有政策應用參考價值：否 是，建議提供機關_____

(勾選「是」者，請列舉建議可提供施政參考之業務主管機關)

本研究具影響公共利益之重大發現：否 是

說明：(以 150 字為限)

目前不能說具有參考價值，因尚待分析與寫作

科技部補助專題研究計畫成果彙整表

計畫主持人：			計畫編號：				
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成果項目			量化	單位	質化 (說明：各成果項目請附佐證資料或細項說明，如期刊名稱、年份、卷期、起訖頁數、證號...等)		
國內	學術性論文	期刊論文		1	篇	目前正在審稿當中	
		研討會論文		3			
		專書			本	請附專書資訊。	
		專書論文			章	請附專書論文資訊。	
		技術報告			篇		
		其他			篇		
	智慧財產權及成果	專利權	發明專利	申請中		件	請附佐證資料，如申請案號。
				已獲得			請附佐證資料，如獲證案號。
			新型/設計專利				
		商標權					
		營業秘密					
		積體電路電路布局權					
		著作權					
		品種權					
		其他					
	技術移轉	件數			件		
		收入			千元	1. 依「科技部科學技術研究發展成果歸屬及運用辦法」第2條規定，研發成果收入係指執行研究發展之單位因管理及運用研發成果所獲得之授權金、權利金、獎金、股權或其他權益。 2. 請註明合約金額。	
	國外	學術性論文	期刊論文			篇	請附期刊資訊。
			研討會論文		3		
			專書			本	請附專書資訊。
			專書論文			章	請附專書論文資訊。
			技術報告			篇	
			其他			篇	
智慧財產權及成果		專利權	發明專利	申請中		件	請附佐證資料，如申請案號。

		已獲得			請附佐證資料，如獲證案號。
		新型/設計專利			
		商標權			
		營業秘密			
		積體電路電路布局權			
		著作權			
		品種權			
		其他			
	技術移轉	件數		件	
		收入		千元	
參與計畫人力	本國籍	大專生		人次	
		碩士生	3		
		博士生	1		
		博士後研究員			
		專任助理			
	非本國籍	大專生			
		碩士生			
		博士生			
		博士後研究員			
		專任助理			
其他成果 (無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體效益事項等，請以文字敘述填列。)					

科技部補助專題研究計畫執行國際合作與移地研究心得報告

日期：106 年 2 月 10 日

計畫編號	MOST 103-2410-H-004-122-MY2		
計畫名稱	三個世代英語教育政策下的台灣英語學習者：敘事研究 EFL 英語學習者的生命經驗與自主動能（第 2 年）		
出國人員姓名	招靜琪	服務機構及職稱	國立政治大學英國語文學系
出國時間	2017 年 1 月 18 日到 30 日	出國地點	香港大學
出國研究目的	<input type="checkbox"/> 實驗 <input type="checkbox"/> 田野調查 <input type="checkbox"/> 採集樣本 <input type="checkbox"/> 國際合作研究 <input checked="" type="checkbox"/> 使用國外研究設施		

一、執行國際合作與移地研究過程

本次前往香港兩個星期，主要是希望站在香港，了解香港，並以不同的角度了解台灣的英語學習者。此外，也與香港大學的饒玉華教授討論未來研究之可能，與歷史系羅人龍教授討論新港台與中國大陸華人社會的歷史問題。

筆者與饒教授是多年好友，研究領域相同，有心一起進行研究。這次就是饒教授幫忙向香港大學爭取到的移地研究機會。歷史系羅教授則是 2016 年一月藉由饒教授的引介而認識，當年羅教授領軍香港大學教授一群共十數名，前來台灣觀察台灣的總統選舉，因饒教授之故筆者得以隨團在台北找尋歷史人物的故居，了解民國來台初期的人文景象。剛好當時我剛開始進行 2014-2016 科技部研究，此一隨團參訪，也開啟了我對英語教學歷史進程的興趣。此次再次有機會像羅教授請益，特別感激。

在香港期間，我閱讀書籍、參觀博物館，設法了解香港與台灣在二次大戰之後的分治與發展。因為時間比較短，還沒來得及深入了解英語教育在這兩個華人社會，如何生根、如何發展，但也粗淺地掌握住了香港歷史，有待繼續閱讀。

在港期間也閱讀了台灣的歷史資料。基本上，整部台灣歷史明顯有殖民主義的影響，從最早 16 世紀西葡兩國分居北與南兩地方，為了傳教，將原住民語言以羅馬拼音寫出來，給了一個文字符號，得以傳承。後來明末中國人大舉南來，建立為屬地，制度引用漢文系統，接著是清朝、後為日本殖民地 50 年，自然以日文為主。民國之後

英文進入國民課程內容，與清末面對八國之船堅炮厲、八國聯軍與太平天國之導火有關，太平天國則是因洪秀全等農民自認是耶穌的弟弟引起來的，

又是西方思考的作祟。八國聯軍之後，中國方面則因美國之決定將庚子賠款退回，讓中國子弟得以受教育、出國留學，第一批中國留學生就是這筆錢送出去的，另外清華大學也是靠這筆錢成立，據說直到今天新竹的清華大學每年仍有一筆這樣的錢可資運用。清末西方人教會紛紛在中國設有學校，教授內容就包括英文，但是不論是留學或是受西方教育，都只有富有人家的子弟有機會，例如宋美齡。清末民初，五四運動就是標榜以西方科學與民主為依歸，最後引出文革之批孔。台灣割讓給日本，當時雖以日文為國語，史料記載學校裡也是有英文課程的。38年後數百萬人民由中國大陸各地方移居來台，來台後政府以北平話為通用溝通語言，1960年代實行國民教育，英文納入課程，使得人人都能有學習英文的機會。二次戰後，百廢待興，美援是重要的資源，早期留學也獨以美國為目標。之後的歷史發展，影響到今天的台灣社會面貌。新加坡與香港的發展，也是與殖民有關，新加坡以英語為官方語言，融合多民族為一國家，其遠見令人佩服。而香港有如永遠張開雙手的母親，其民眾可以海外工作，但隨時又回到港島，認定自己是港人，對照台灣，感覺非常特殊。

這些歷史故事，筆者雖在歷史課本讀過，只是長久以來，並未正眼相看，也從未將它與現在的個人專業之英語教學做連結。隨著國際化文獻之暢旺，也讓我有機會回頭了解。當有機會這樣地看書、聽當地教授分享他們如何看待兩岸四地華人社會的時候，感觸特別深刻。

二、研究成果

這次香港移地研究，時間雖短，蒐集了不少華人文史資料，也完成了一篇論文，並且已經在回國之後投稿出去。此外也進行了下一篇作品，仍在努力中。

三、建議

即便是英語教學專業，我建議也應多多了解歷史，以本土為出發點，放眼深入了解世界。

四、本次出國若屬國際合作研究，雙方合作性質係屬：(可複選)

- 分工收集研究資料
- 交換分析實驗或調查結果
- 共同執行理論建立模式並驗證
- 共同執行歸納與比較分析
- 元件或產品分工研發
- 其他 (請填寫) _____

五、其他

無。

科技部補助專題研究計畫出席國際學術會議心得報告

日期：105 年 9 月 20 日

計畫編號	MOST 103-2410-H-004-122-MY2		
計畫名稱	三個世代英語教育政策下的台灣英語學習者：敘事研究 EFL 英語學習者的生命經驗與自主動能（第 2 年）		
出國人員姓名	招靜琪	服務機構及職稱	國立政治大學英國語文學系
會議時間	2016 年 8 月 22 至 24 日	會議地點	芬蘭 University of Jyvaskyla
會議名稱	(中文) 第二屆語言學習之心理學研討會 (英文) Psychology of Language Learning 2		
發表題目	(中文) 分析三個世代英語教育政策下的台灣英語學習者敘事資料：聚焦於區域化與國際化之互動 (英文) Analyzing three generations of Taiwanese EFL learners' narratives: How localization and globalization meet?		

一、參加會議經過

筆者十年前曾經到過同樣的城市參加過研討會，雖然事隔十年，景物上有些改變，環境仍舊熟悉，湖景環繞，城市中有大自然。由台北出發是 8/19 周五，到達時間是 8/20 周六，在首府赫而新基待了一天之後，21 日搭乘火車前往 Jyvaskyla，參加三天的研討會。國人對芬蘭的印象是其教育制度之成功，但對語言教育學者則還有另一個吸引力，芬蘭距離俄國僅有數小時的距離，University of Jyvaskyla 早在十數年前，就藉地利，成立俄國 Vygotsky 研究團隊，隨著研究發展，也舉辦了多次重要的研討會，探討由 Vygotsky 出發的各種研究路線，在論文出版上多位學者都有很好的建樹，例如 Paula Kalaja, Vera Menezes, Ana Maria F. Barcelos 在 2008 出版 Narratives of Learning and Teaching EFL，此書雖然評價上比不上 Norton 等學者，但它是比較早期能夠提供英語教學界參考的 narrative and identity 相關作品，備受矚目。本次

研討會果然看到了這個團隊，也看到他們的新作品，收穫豐富。

本研討會的論文品質很優秀，第一天的 keynote 演講是奧地利年輕學者 Sarah Mercer, 談 Psychology for language learning: Spare a thought for the teacher, 指出學界對老師們心理狀態的關心居然沒有對學習者的心理狀態多，強調非常有需要急起直追。筆者自己也對教師研究非常感興趣，只是沒想到教師的心理狀態居然是個研究上的空缺，感到很意外。作者指出值得探討的內容包括：“the links between teacher and learner psychology as well as the particular challenges facing language teachers during the past decades including increased stress, threats to their sense of self, and record levels of burnout.” 這個建議我個人非常受用。剛好我的研究所蒐集的教師經驗，可能有機會能讓我回應這項呼籲。

我自己的發表是在第二天下午，剛好突然大出太陽，到下午與會者幾乎都不在現場，我的場次出席的人比較少，但是前一位發表人對我的主題很感興趣，這是一位來自日本的歐美人，我們對過往歷史如何影響此世代的學習者有很深入的討論，讓我自己對我的論文會吸引甚麼樣的學者也有了一個認識。

第三天比較吸引我的是 Phil Benson 的專題演講。我對 Benson 是認識的，他曾參加政大英文系舉辦的文山研討會，他的研究內容也是我所感興趣的焦點，所以他的演講內容總是很吸引我。這次他談論的主題是 Ways of seeing: The individual and the social in Applied Linguistics research methodologies. 他認為我們現在對個人的想法是個人是社會中的一員 (individuality in social context), 這是我們從量化走向質化研究的必然結果，也就是說我們採取的研究方法與我們對學習者看法之改變很有關係，甚至甚麼樣的質性研究方法，例如 ethnographic versus narrative approaches 也是與我們對學習者的視覺有關係的。他說的這一點，我個人覺得是無庸置疑的，在研究上如此，教學上亦然，如果我們把學生當作數字，自然是一種對待方法；把他們當作質性研究

的參與者，那就會很不一樣。我個人的研究所課程，真的因為我們採用的研究派典，而有非常不一樣的思考模式與課室氣氛，感觸很深。

二、與會心得

我個人對這個研討會的所有論文都非常有興趣，覺得很值得參加，下一次是在2018年的八月，希望也能夠前往日本參加。

三、發表論文全文或摘要

The beginning stages of English learning in the sociocultural context of Taiwan, perhaps similar to other EFL countries in Asia that are under the influence of Confucianism, can be complex. Such 'a foreign language in the local context' learning experiences cannot be just a matter of individual endeavor but also, more importantly, a significant culturally organized practice that aims for globalization. Through a theoretical framework that corroborates the Vygotskian sociocultural perspective and Eastern learning models, this study is interested in how three generations of English learners discuss the early stages of their English learning in their particular sociocultural contexts and how the similarities and differences among their experiences may be related to the persistent as well as changing cultural practice toward English learning in the particular socio and historical cultural context of Taiwan. Fifteen participants who are TESOL scholars/professors, graduate students, and undergraduate English majors were invited to provide oral narratives of their English learning journeys. Through thematic analysis, English learning is found to be an important part of the local culture, which, as discussed by Bakhurst (1991) and Cole (1996), has the characteristics of "supra-individual" and "rooted in the historical production of value and significance as realized in shared social practice"(Lantolf & Thorne, 2006, p. 1). Implications are discussed as an additional issue to the various existing conceptions of learning context in SLA (see Collentine & Freed, 2004): How English, although a foreign language, is actually a culturally organized practice in this Chinese cultural context and an important part of these former and current EFL learners' life experiences and identities.

Keywords: English learning narratives, glocalization.

四、建議

無

五、攜回資料名稱及內容

Conference Program Book.

六、其他

無。

科技部補助專題研究計畫出席國際學術會議心得報告

日期：106 年 2 月 10 日

計畫編號	MOST 103-2410-H-004-122-MY2		
計畫名稱	三個世代英語教育政策下的台灣英語學習者：敘事研究 EFL 英語學習者的生命經驗與自主動能（第 2 年）		
出國人員姓名	招靜琪	服務機構及職稱	國立政治大學英國語文學系
會議時間	2017 年 1 月 16 日至 17 日	會議地點	新加坡理工大學
會議名稱	(中文) 無 (英文) Fourth International Conference on Languages, Literature & Society, 2017		
發表題目	(中文) 無 (英文) Where do Globalization and Localization Meet in English Education? Insights from Analyzing Language Education History and Language Learner Narratives		

一、參加會議經過

這個會議剛好是在寒假開始的時候舉行，也緊鄰我的研究案一月份結束之前，我決定參加，一方面看看這樣的題目在亞洲的接受度如何，也希望實地了解我所提的新年度計畫可以如何修正如何進行。我是第一次去到新加坡，在會議開始之前兩天就到達了，於是參觀了新加坡國家博物館，而且也住在新加坡國民住宅，搭他們的捷運，感受新加坡人的生活，因此短短幾天就能對新加坡的殖民歷史、李光耀先生的治理大業，有了初淺的了解，也感到非常佩服。會議地點不太好找，我花了兩個小時好不容易找的。這個研討會只有一個場地，所有的論文都在這個場地舉行，而且每一篇論文只有十分鐘的報告時間，這是我從來沒有經歷過的狀況，有些錯愕。論文題目各式各樣都有，也有不少印度或斯里蘭卡的論文，不過對文化方法的論文，特別覺得有趣。我在會場整整待了兩天，感覺很特別。

二、與會心得

這一個研討會規模較小，以亞洲學者為主，特別是斯里蘭卡的學者非常多。與我的研究距離稍遠，但因為這是我第一次到新加坡，第一次與南亞地區學者互動，發現他們對亞洲地區的認識比我豐富很多，讓我感覺身為國際成員

之一，也是亞洲成員之一，視野太窄，實在應該好好地把亞洲地區我們鄰居的文化歷史與語言學習特色培養出深一層的認識。也算是對近日政府提倡南向的政策，有所回應。

三、發表論文全文或摘要

This study identifies localization and globalization in the history of language education of Taiwan and in individual learners' narratives with a question for global readers: To what extent learning English or any foreign languages is about having a view for the global? There are two stages to the study. First, historical development of English/foreign language education was traced from the 17th century to the 2000s. It is found that the trajectory of Taiwanese English education is generally consistent with global development as elicited by such scholars as Steger, Robertson, and Mignolo, although there are still unique local features. The second stage of the study thematically analyzed narratives of language educators, graduate students, and English major undergraduates. The participants believe that English has been an important part of their lives and identities. However, their experiences and views toward English language learning are surprisingly consistent and following socially agreed norms. This means that English learning is a part of the local culture of learning, which, as discussed by Bakhurst (1991) and Cole (1996), has the characteristics of "supra-individual" and "rooted in the historical production of value and significance as realized in shared social practice"(Lantolf & Thorne, 2006, p. 1). The conclusion discusses the need to develop a stronger sense of global awareness as it is critical to the success of English/foreign language education.

四、建議

跨領域的研討會不太容易適應，但卻是 stretch 自己視野的好機會。

五、攜回資料名稱及內容

Program book.

六、其他

無。

科技部補助計畫衍生研發成果推廣資料表

日期:2017/02/23

科技部補助計畫	計畫名稱: 三個世代英語教育政策下的台灣英語學習者: 敘事研究EFL英語學習者的生命經驗與自主動能
	計畫主持人: 招靜琪
	計畫編號: 103-2410-H-004-122-MY2 學門領域: 英語教學研究
無研發成果推廣資料	

103年度專題研究計畫成果彙整表

計畫主持人：招靜琪			計畫編號：103-2410-H-004-122-MY2				
計畫名稱：三個世代英語教育政策下的台灣英語學習者：敘事研究EFL英語學習者的生命經驗與自主動能							
成果項目			量化	單位	質化 (說明：各成果項目請附佐證資料或細項說明，如期刊名稱、年份、卷期、起訖頁數、證號...等)		
國內	學術性論文	期刊論文		1	篇	TJTESOL 審稿中	
		研討會論文		3		已發表	
		專書		1	本	進行中	
		專書論文		0	章		
		技術報告		0	篇		
		其他		0	篇		
	智慧財產權及成果	專利權	發明專利	申請中	0	件	
				已獲得	0		
			新型/設計專利		0		
		商標權		0			
		營業秘密		0			
		積體電路電路布局權		0			
		著作權		0			
		品種權		0			
		其他		0			
	技術移轉	件數		0	件		
		收入		0	千元		
	國外	學術性論文	期刊論文		0	篇	
			研討會論文		0		
專書			0	本			
專書論文			0	章			
技術報告			0	篇			
其他			0	篇			
智慧財產權及成果		專利權	發明專利	申請中	0	件	
				已獲得	0		
			新型/設計專利		0		
		商標權		0			
		營業秘密		0			
		積體電路電路布局權		0			
		著作權		0			
		品種權		0			

		其他	0		
	技術移轉	件數	0	件	
		收入	0	千元	
參與計畫人力	本國籍	大專生	0	人次	
		碩士生	3		
		博士生	1		
		博士後研究員	0		
		專任助理	0		
	非本國籍	大專生	0		
		碩士生	0		
		博士生	0		
		博士後研究員	0		
		專任助理	0		
其他成果 (無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體效益事項等，請以文字敘述填列。)					

科技部補助專題研究計畫成果自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現（簡要敘述成果是否具有政策應用參考價值及具影響公共利益之重大發現）或其他有關價值等，作一綜合評估。

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估

達成目標

未達成目標（請說明，以100字為限）

實驗失敗

因故實驗中斷

其他原因

說明：

2. 研究成果在學術期刊發表或申請專利等情形（請於其他欄註明專利及技轉之證號、合約、申請及洽談等詳細資訊）

論文： 已發表 未發表之文稿 撰寫中 無

專利： 已獲得 申請中 無

技轉： 已技轉 洽談中 無

其他：（以200字為限）

目前有兩篇稿子，稿一正在為期刊審稿；稿二則現正修改中。

另外還有一個書稿（稿三），也還在進行。

3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性，以500字為限）

學術成就：本次研究與參考資料，非常豐富，結合歷史，對EFL英語學習者的基本經驗有啟示，例如稿一發現EFL學習者一個基本問題，這個問題可能增進對幼兒美語的基本認識。

技術創新：無關。

社會影響：希望能進一步釐清社會文化的影響

4. 主要發現

本研究具有政策應用參考價值： 否 是，建議提供機關（勾選「是」者，請列舉建議可提供施政參考之業務主管機關）

本研究具影響公共利益之重大發現： 否 是

說明：（以150字為限）

目前還在論文寫作階段，還不能對政策應用有參考價值。