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尋夢者：語言教師在實踐社群之專業發展個案研究
Dream Seekers：A Qualitative Case Study on Language Teachers' Professional Development in Communities of Practice

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Dream Seekers：A Qualitative Case Study on Language Teachers'

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To My Father

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博士論文摘要

論文名稱: 尋夢者：語言教師在實踐社群之專業發展個案研究

指導教授:黃怡萍 教授

研究生: 陳惠芬

論文摘要內容:

專業教師發展有助於老師的課堂實務，並強化老師的專業，讓老師有能力去面對教學上日新月異的挑戰。在過去幾十年當中，專業教師發展的趨勢，已經從規定義務性的參加發展成為自發性的學習，學習的方法，亦從正式的學習，發展成為非正式的學習，在台灣也不例外。由於108課綱的實施，台灣的語言教師們，被期待能參與學習社群，進行教學想法的探索以及交流，以期能夠精進他們的專業知識、技能，並且幫助學生的學習。然而，之前的研究，鮮少觸及教師語言教師在社群時間團體之中成長學習的不同成長軌跡，對於及其影響因素，亦甚少著墨。

為了要填補相關文獻上的不足，本研究以Wenger(1998)的實踐社群之文獻理論，作為分析架構，針對兩位女性語言教師，在一個名為「尋夢者」的自發性的專業教師發展團體當中的學習經驗和學習的影響因素，進行相關研究。本研究中的兩位受訪者，皆為女性語言教師，兩位都在該自發性的專業教師發展團體中，成為成員，和其他的在職教師一起學習成長，之後這兩位受訪者，也都成為新進講師，並且在該社群中，和其他的在職老師，分享他們的學習經驗。

本質性研究的研究資料，包含面談受訪者的半結構式訪談、受訪者自述書寫、受訪者工作坊的錄影帶，還有其他的書面資料，作為佐證。在第一階段的階段，研究者採用Charmaz(2006)的紮根理論，將資料做逐句的初步解碼，再根據他們的相關性，予以分類。所有的解碼，都被重覆仔細閱讀。在第二階段的焦點解碼階段，研究者將所有資料分段，一致性地將分段資料，賦予正確的標籤名稱，並且用分析性編碼的方式，發展成抽象的概念，來解讀每一個分段資料。所有的分析碼，都被重新定義，並且發展成一個更大的類屬，來回應本研究問題。

本研究結果指出，這兩位語言教師在一個自發性的實踐社群當中的學習經驗，是透過跨越邊界、自我實現、並且和他人產生相關，和他人共好的集體學習經驗。而在他們的學習軌跡上，不同的教學場域、教師特質和教師角色，都會形塑教師的學習歷程。另外，當兩位語言教師的學習軌跡轉移時，他們在後設知識和人文知識方面，有較為明顯地的增進。至於影響語言教師專業發展的因素探討，本研究發現，雖然，個人的因素，在語言教師學習的成長軌跡當中

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相當重要，然而，外在的社會因素，更為重要。另外，教師的不同角色，使得教師能夠展現多重學習軌跡。本研究進一步指出，教師學習的自主權，在實踐社群的學習經驗裡面，扮演重要的角色。至於個人因素，則是決定教師在實踐社群去留的主因。本研究也針對一般的專業教師發展，還有本研究當中的自發性教師專業發展實踐社群，以及在職教師，都做出建議。本研究亦就本研究的限制，對未來類似的研究，提出相關建言。

關鍵字: 語言教師專業發展，自發性語言教師專業發展，實踐社群

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ABSTRACT

Teachers' professional development enhances teachers' practice because they equip teachers with the needed competencies to cope with constant changes and challenges in their practice. In the past decades, the trend of teacher development has shifted from mandatory to self-initiated, from formal to informal. That is also the case in Taiwan. With the recently implemented Curriculum Guidelines of 12 Basic Education, language teachers in Taiwan are encouraged to attend learning communities to explore and exchange teaching ideas with the purpose to improve their professional knowledge, skills, and student learning. However, limited research has been done to explore how language teachers learn in different locations on their learning trajectories and the affecting factors for those trajectories in communities of practice.

To fill this research void, this case study explores two female language teachers' learning experiences in a self-initiated professional development program named Dream Seekers and examines the factors affecting their learning trajectories, under the theoretical framework of communities of practice (Wenger, 1998). The participants were two in-service language teachers, who first attended this community as new members to learn from senior speakers, and then became novice speakers who shared their learning with other in-service teachers in the community.

Data collection of this qualitative study includes semi-structured interviews, participants' narrative accounts, workshop video recordings, and artifacts. In the initial coding stage, the researcher employed Charmaz's (2006) grounded theory practice to analyze the data, which line-by-line coding was utilized. The emerged codes were placed into categories based on their fit and relevance. Data was read and reread till the code emerged. In the focused coding stage, the researcher took the segments of data apart, named them in concise terms, and proposed an analytic handle to develop abstract ideas for interpreting each segment of data (Charmaz, 2006). The codes were refined and created broader categories related to the research questions.

The results of the study revealed that language teachers' learning-to-teach experiences in communities of practice were essentially boundary-crossing, self-becoming, relational, reciprocal, and collective. In addition, different teaching contexts, teacher quality, and teacher's roles were all significant impetus in their learning trajectories. Furthermore, a more conspicuous expansion of language teachers' mega-knowledge base and humanistic knowledge base was found when language teachers' learning trajectories shifted. As the affecting factors, the results of this case study revealed that even though personal factors were significant

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determiners on their learning trajectories, social factors played a more dominating role. In addition, language teachers who were endowed with different positions exhibited multiple learning trajectories. And personal factors were the main attributes to make language teachers stayers or leavers in communities of practice. The present study proposes some theoretical implications. Several suggestions for current teachers' professional development, Dream Seekers, and in-service teachers were made. The limitations of the study and suggestions for future research are also addressed.

Keywords: language teachers' professional development, self-initiated teacher development, communities of practice

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CHAPTER 1

INTRODUCTION

This introductory chapter will unfold this study by first justifying the significance of teacher development. Then the current teacher development in Taiwan will be depicted so the context of this study will be briefly introduced. Following that, the two research questions will be provided to fill the void in the previous research on language teacher development. Lastly, the organization of this dissertation will be given.

Significance of Teacher Development

Teacher development has played an important role in education in that it is perceived as the main source for teachers to uptake updated expertise and skills in teaching and be equipped with the competency to cope with their everyday dilemmas and constant challenges (Burns & Lawrie, 2015; Darling-Hammond & McLaughlin, 2011; Evers et al, 2016; Richter et al., 2011). Engaged in a range of opportunities allowing teachers to learn their knowledge, teachers reflect on their teaching, and implement more effective practice to improve their students' learning (Darling-Hammond & Richardson, 2009; Guskey, 2002; Little, 1982; Whitford, 1994). Thus, a well-planned, collaborative, and needs-driven teacher development gives rise to teachers' success and school improvement (Guskey & Yoon, 2009; Little, 1982).

Likewise, research on language teacher development has also found out that quality language teacher development (LTD henceforth) affects how language teachers think, what they do in the classroom, and how students learn (Lieberman &

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Wood, 2003, Hlas, 2018; Mann, 2005). Language teachers first apply what they know into practice and then consciously reflect on their practice (Farrell, 2015). By so doing, their wisdom-in-action is enhanced and so is student learning (Loughran, 2002). When it comes to LTD, articulation of professional knowledge is encouraged. To do that, language teachers are encouraged to engage in learning activities through interaction and collaboration with others (Chien, 2015). The professional knowledge language teachers attained serves student learning, teachers' scholarship, and school improvement (Freeman, 1991; Keily & Davis, 2010; Lange, 1983).

Language Teacher Development in Taiwan

The significance of teacher development has been recognized in Taiwan, especially from the beginning of the millennium (Chao et al., 2006; Yeh, 2007). In 2001, LTD became one of the most important educational policies due to the implementation of the nine-year curriculum and the incorporation of English in curricula as a mandatory subject in elementary school. This is the first wave of LTD in Taiwan because elementary school teachers needed to improve their knowledge and skills in teaching English (Yeh, 2011). In 2009, to break the isolation and individualism of (language) teacher learning, the Minister of Education (MOE hence after) officially established regulations and resources as the infrastructure of (language) teacher development in Taiwan with the purpose to assist (language) teachers to form professional learning communities (Chen, 2009; Chen & Chang, 2019; MOE, 2009).

In 2019, the implementation of the Curriculum Guidelines of 12 Basic Education and the Bilingual Nation policy once again highlighted the importance of professional

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language teacher development. According to the Curriculum Guidelines of 12 Year Basic Education, teachers are expected to attend professional development programs that involve "cultivating disciplinary and content knowledge, improving pedagogical ability, and developing an adequate attitude toward educational profession" (MOE, 2014, p. 50). In addition, teachers should form professional learning communities to "jointly explore and share teaching experiences; actively participate in on-campus and off-campus learning and training to receive the latest information on educational developments; and make full use of social resources to improve their curriculum designs, teaching strategies, and learning assessments to improve students' learning outcomes" (MOE, 2014, p. 50). The Blueprint for Developing Taiwan into a Bilingual Nation also promotes teacher training and professional development for Teaching English in English (TEIE) (National Development Council, 2018). To help language teaches and practitioners cope with these major changes, MOE makes a great deal of effort on language teacher education and development to make sure language teachers can meet the demands. Funding is distributed and projects are launched to help schools island-wide establish learning communities inside and outside schools (Chen & Chang; 2019; Chang, 2019; Yeh, 2019).

Research on Language Teacher Development

Prior research on LTD, in general, has focused on non-native English teachers' learning (Canh & Chi, 2012); teacher beliefs (Chao, 2018; Choi, 2000); teacher growth, and student learning (Chien, 2015; Delaney, 2012; Lange, 1983; Mann, 2005, Mohammadi and Moradi, 2017), teachers' dealing with educational changes (Tao & Gao, 2017; Wong, 2007); the collaboration between university and language teachers

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(Chao et al., 2006; Govender, 2018; Richards, 2011); and teacher learning in Communities of Practice (CoP henceforth) (Harvey & Fredericks, 2017; Jho, 2016; Liberman & Wood, 2003).

Prior research on LTD in Taiwan has largely paid attention to technology and language teaching (Chen, 2008; Liaw, 2017; Liu & Kleinsasser, 2014); a collaboration between Native and NNET (Luo, 2014); teacher learning for educational reform (Chang, 2006; Yeh & Hung, 2013); the collaboration between school and university (Chien, 2015; 2017; 2019; Chou, 2009; Tsui, 2018; Yeh & Hung, 2013); qualified language teacher training and student learning (Canh & Chi, 2012; Chang & Chen, 2012; Chou, 2011; Moon, 2012; Tsui, 2018; Wang & Lin, 2013; Wu, 2012); and teacher learning in CoP (Chien, 2018a; Wang, 2018; Zhao et al., 2019).

Significance of the Study

Although prior research has shed light on language teacher development, it fails to address how language teachers learn differently in different locations of their learning trajectories in their belonging community. Thus, this research aims to fill the void by answering questions in these two aspects. First, given that "it is not the professional development per se, but the *experience* of successful implementation that changes teachers' attitudes and beliefs" (p. 383, italics added), this research reveals the kinds of learning experiences language teachers have in this self-initiated professional development program, which will be addressed as 'Dream Seekers' henceforth so it will be easier for the audience to understand when this community is referred in the following chapters. It reasons that knowing how Dream Seekers is enacted and experienced is pedagogically significant particularly when most of the

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teacher development programs in Taiwan may not address language teachers' needs (Chen, 2006; Yeh, 2007). This study thus examines a self-driven professional development program due to its growing number of teachers attending this community The uniqueness of this community triggers the researcher's interest to find out what it is like for the language teachers to learn in this community. How is learning in this community different from that of learning in other programs from language teachers' perspectives? What have they learned? What makes this community appealing to language teachers? How does this successful program change language teachers' knowledge, attitudes, and beliefs? Why do they keep coming back?

In addition, this study will report the motion of language teachers' learning trajectories and their shaping factors in this community. Despite the abundant literature on teacher development in CoP, there remains a paucity of evidence on how language teachers in CoP move from one position to another. This kind of investigation is important because previous studies on language teacher's learning trajectories mostly focus on how outside members turn into inside members or how members' trajectories affect one another in a community (Cheng & Wu, 2016; Cho, 2014; Saputra et al., 2020; Thomson et al., 2020; Walsh & Dolan, 2019). That is to say, the previous research fails to examine when individuals gaining memberships of the community, what makes them decide to become not only a member of this community but also someone who shares their learning with other peers? What makes them become stayers or leavers in this community? For what reasons? Since it is the large network's priority to "maintain its quality in the long run" (Lieberman & Wood, 2003), knowing the attributes to the motion of members' trajectories in CoP may explain what brings individuals in a community and what makes them stay out.

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Research Questions

Thus, two research questions were formed to guide this study. (1) What are language teachers' learning trajectories like in a self-driven professional development program? What have they learned from attending this program? (2) What factors affect language teacher's learning trajectories in this program? By answering the stated research question, language teachers will have a better understanding in terms of what they learn and how they learn. By so doing, language teachers would improve their knowledge, skills, and attitudes, which are believed to improve their student's learning. Hopefully, this qualitative study might make some contribution to providing the panorama of language teaching and learning in Taiwan.

Organization of the Dissertation

This dissertation consists of six chapters. Chapter 1 has introduced the significance and the purpose of the study. In Chapter 2, seven components constitute the literature review of this study. It first reviews the literature on teacher development and then delineates the interplay between teacher development and teacher change. The third and fourth parts of the literature review focus on teacher knowledge in 21st century learning and the factors affecting quality teacher development. The fifth part reviews prior research on language teacher development and the sixth part probes into previous research on language teacher development in Taiwan. The last part covers a thorough review of the theory of communities of practice.

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Chapter 3 presents the methodology adopted in the present study. It introduces how the study was designed. Then it describes this self-initiated professional development program. Following that, how the data were collected and analyzed are illustrated. The trustworthiness and the role of the research are also stated. Chapter 4 portrays the two participants' cases. In Chapter 5, an overview of discussions is provided by proposing assertions to answer the research questions. Chapter 6 is composed of a summary of the findings and the theoretical implications. Pedagogical suggestions, suggestions for both current professional development and this self-initiated teachers' professional development program are provided. Lastly, the limitations of the study and suggestions for future research are also addressed in the last chapter.

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CHAPTER 2

LITERATURE REVIEW

Drawing on Wenger's (1998) theory of Communities of Practice, the present study aims to explore language teachers' learning experiences on different trajectories in a self-initiated professional development program and their affecting factors. Thus, it is vital to provide a sufficient literature review on teachers' professional development. This chapter includes previous research on the following four aspects, (1) teacher development, (2) language teacher development (LTD), (3) language teacher development in Taiwan, and (4) the theory of CoP.

Teacher Development (TD)

Significance of TD

Teacher development plays a pivotal role throughout a teacher's professional career (Chien, 2017; 2018a; Darling-Hammond, 1995; Hargreaves, 2000; 2019; Hargreaves & Fullan, 2012; McLaughlin, 1991; Utami, 2018) because it keeps teachers up-to-date and ensures their day-to-day practice is effective (Badri et al., 2016, p.1). Teachers take attending professional development as the main source to seek solutions to the vis to vis dilemmas in their classroom (Richards, 2001). Given professional knowledge and skills, needed teaching strategies, and resources, teachers can engage students in meaningful and effective learning in the classroom, which

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creates a dynamic learning atmosphere and yields positive influences on student learning (Evers et al., 2016; Guskey, 2002).

Definition of Teacher Development

When defining teacher development, one cohort of scholars perceives teacher development as a learning process, in which teachers take a more active role. In their view, teachers need to experience what it is like to be learners and sense their empathetic feelings towards learning. This enables them to re-examine, re-think, and re-design their practice in class, and have the capacities to improve student learning. Wei et al. (2010) claim that professional development is "a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement" (p. 4). Similarly, Darling-Hammond & McLaughlin (2011) argue that it is vital for teachers to posit themselves as teachers and learners so that they can feel the struggles and uncertainties during the learning process. That learning process is a long-term learning stage from preservice to in-service, a growth in both academic and workplace (Feiman, 2001; Putnam & Borko, 2000).

The other cohort of scholars underscores the yielded changes that ensued from engaging in teacher development when asked to define teacher development. Bell and Gilbert (1994) define teacher development as a process in which "teachers develop their beliefs and ideas, classroom practice, and attend to their feelings associated with changing" (p. 493). Similarly, Guskey (2002) takes teacher development as "the systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and the learning outcomes of students" (p.381).

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In the present study, teacher development is defined as the process that teachers engage in various activities as learners themselves to update their teaching knowledge and skills. Their practice in class makes changes both in student learning and their professional career.

The Paradigm Shifts of Teacher Development

Teacher Development in Behaviorism

Over the past decades, the paradigms of teacher development have been shifting from behavioral to cognitive, and then to social. In the 70s, teacher development focused on teacher teaching and student learning (Dunkin, 1974). At that time, teaching is to some extent a "factory-like" profession (Hargreaves, 2000, p. 154). Accordingly, teacher learning was perceived as teachers' mimicking behavior which they learned from experienced expertise or mentors. The 70s is also the time when individualism and teacher isolation were the mainstream. As a result, professional development was considered insignificant because teaching was perceived as a task requiring less complicated techniques and involving only knowledge transmission (Hargreaves, 2000).

In the 80s, it was found that what teachers knew affected what teachers did and how students learned (Freeman, 1991, 1991b; Shavelson, 1981). Following this ideology, teacher development started to pay attention to teacher cognition in the early 90s. That is, what matters in teacher development is the "unobservable dimensions" of teaching, which are "what teachers think, know, and believe and the relationships of these mental construct" (Borg, 2003, p. 81). During this decade, individualism and isolation were undone. Constructive teacher development, focusing on teacher

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learning through social engagement, started to emerge. However, “the persistence of presentism or shortage of time out of class to work with colleagues was regarded as a significant obstacle” at that time (Hargreaves, 2019, p. 607).

At the end of the 90s, anthropology and sociology came into play. How teachers had learned through teachers’ own stories and social interactions was found to play a role in teachers’ practices (Cobb, 1999; Lantolf, 1994; Johnson, 2009). In this sense, teachers taught with the knowledge and experiences they had obtained previously. Through teachers’ practice and reflection, teachers’ old knowledge and experiences were molded into new ones which shaped the “storied lives and landscape”, which is fundamental in teachers’ profession (Clandinin & Connelly, 2000).

Teacher Development in Sociocultural Theory

It was not until the beginning of the millennium did that constructive teacher development start to prevail and impact teacher learning. As such, teacher learning occurs when teachers are involved in collaborative partnerships with others dynamically in social contexts (Farrell, 2012; Johnson, 2000). In this sense, teachers are also encouraged to make more systemwide changes so that teachers can “further developing, their understandings and explanations of life in the classroom” (Murphy, 2014, p. 614). In constructive teacher development, teacher learning is personal and social. This duality of constructive teacher development started to pervade and a myriad of teacher learning communities and teachers’ collaborative learning mushroomed. This paradigm shift altered the focus of teacher development from what they do to who they are, from what they know to how they learn.

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In recent years, influenced by the sociocultural turn that values situated learning and social interactions (Johnson, 2016; Lantolf, 2008; Lave, 1991b), two new aspects of constructive teacher development have started to receive attention. They are the shift from top-down teacher development to bottom-up teacher development and the promotion of teachers' informal learning (Darling Hammond, 1995; Mohan, 2017; Smith & Gillespie, 2007; Utami et al., 2017; 2018). Firstly, the traditional top-down approach perceives teacher learning as a mandatory obligation (Johnson, 2004). This approach assumes knowledge transmission and does not suffice teachers' needs in professional practice (Lee, 2007; Trust et al., 2016) because the programs "expect immediate changes which do not happen in the classroom" (Mohan, 2017, p. 90) and teachers are treated as "deficient and in need of fixing" (Ying, 2012, p. 176).

Unlike top-down teacher development, the bottom-up approach takes a constructive view. It expects teachers to take a self-directed role in their professional growth. This conceptual change highlights teachers' role as learners and their experiences in learning (Yeh & Hung, 2013). When teachers are learning with self-driven motives, their roles shift from teachers of students to learners of their students (McDonald, 2002). Thus, they become learners of their everyday practice (Yeh & Hung, 2013). The differences between traditional teacher development and constructive teacher development and constructive teacher development are provided in Table 2-1.

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Table 2-1

Differences Between Traditional Teacher Development and Constructive Teacher Development

Traditional Teacher Development	Constructive Teacher Development
top-down	bottom-up
mandatory	self-initiated
emphasizing transmission of knowledge	highlighting teachers' role as learners
not suffice teacher's practice	Teachers become learners of their practice.

The second shift is from formal to informal learning. The traditional teacher development is viewed as formal, given that it refers to structured learning environments with a specific curriculum, e.g., graduate courses or mandated staff development (Feimen -Nemser, 2001; Richter et al., 2011). Formal learning expects teachers to obtain pedagogical knowledge and skills via workshops or courses which generally last for half a day or a full day (Richter et al., 2011). Teachers are often obliged to attend mandatory courses and fulfill a certain amount of learning to fulfill their workplace requirements. Teachers are unsatisfied with formal learning because their needs and actual learning process are ignored (Kennedy, 2016; Lee, 2007; Mohan, 2017; Ravhuhali, 2015).

On the contrary, informal learning refers to teachers' self-initiated learning, which includes individual activities or participation such as having dialogues with colleagues, engaging in mentoring activities, joining study groups, and involving in teacher networks and communities (Desimone, 2009; Tour, 2017). Informal learning focuses on teachers' initiatives and collaboration with others (Putnam & Borko, 2000). This is because teaching itself is a fine art with tacit nature (Van Lankveld et al., 2016). This nature makes learning from experienced teachers difficult unless there are forms of dialogues or social interactions between the experienced and the novice. As

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Van Lankveld et al. (2016) explain, “One way to create a dialogical space is to foster teacher communities, i.e., informal groups of teachers who gather voluntarily and regularly to develop and share knowledge with and from each other” (Van Lankveld, et al., 2016, p.2). Through this process, teachers share their experiences and learn from their colleagues, and offer practical suggestions for teachers’ everyday obstacles (Kwakman, 2003; Scribner, 1999), reflecting on their practice, and produce potential changes (Wu, 2020). The differences between teachers formal learning and informal learning are listed in Table 2-2.

Table 2-2

Differences between Teacher’s Formal Learning and Informal Learning

Formal Learning	Informal Learning
structured learning in training, workshops, or formal education focus on the transmission of knowledge and skills obligation, the fulfillment of job requirement	mentoring activities, study groups, dialogues, and other forms focus on teachers’ initiation and collaborative work with others self-initiated

The trend of constructive teacher development has been gradually shifted from top-down to bottom-up, and from formal to informal. The forms of teacher development are no longer confined to the traditional ways of transmitting professional knowledge and teaching skills. On the contrary, constructive teacher development encourages diverse ways for teachers to learn (Feiman-Nemser, 2001; Lee, 2007). Teachers learn by attending study groups, book clubs, self-initiated workshops, working in collaboration with other practitioners and expertise, involving in academic research, or engaging in other diverse forms of refining their knowledge and improving themselves (Richter et al., 2011).

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Teacher Development and Teacher Change

For teachers, the readily available source for their professional growth is embedded in professional development (Fullan, 1991; Fullan, 1993). Professional development has long been considered effective to compensate for the insufficiency during teacher education and boost teacher's professional knowledge and skills during their induction and the ensuing experienced phase in their career (Chen 2020; Ingersoll & Strong, 2011; Peacock, 2009; Richter et al., 2011; Schwille et al., 2007; Zhou, 2014). As Wu (2020) aptly puts, "With prolonged exposure to professional activities or events at work, language teachers may perform varying developmental trajectories or project evolving perceptions and reflections, thereby generating their own teacher change" (p.22).

Teacher change, emerging from teachers' initiatives and viewed as a self-directed approach, is a systematic reflection on practice (Farrell, 2015). Those reflections on practice link to teachers' changes in knowledge, skills, and beliefs (Tsai & Shih, 2015) and accordingly contribute to "the expansion of knowledge, new viewpoints and different instructional approach" (p. 2047), which is thought to be vital in terms of making changes in student learning (Fullan, 1991; Guskey, 2002). Thus, attending professional for seeking more teaching strategies and recourses is considered "instrumental" or "utilitarian" (Mann, 2005, p. 104) because the main purpose of professional development is to yield positive teacher change, which might be slight in degree, come in delay, or even don't come to closure but are open-ended (Pennington, 1990). Through taking part in professional development, teachers not only combat boredom and alienation in their jobs but also find a pathway to enhance their professional competence.

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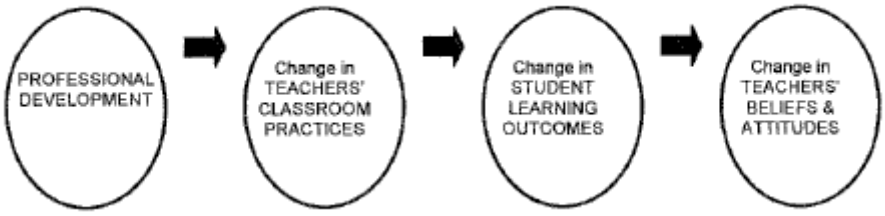
With respect to making changes in student learning, Guskey (2002) explicitly addresses “What attracts teachers to professional development, therefore, is their belief that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students” (p. 382). His model (as shown in Figure 2-1) pinpoints that after attending professional development, teachers would alter their practice in the classroom. That leads to changes in student learning. Not until changes in student learning occur would teachers change their knowledge, skills, and attitudes in teaching. One can plausibly argue that changes in teacher learning result in changes in student learning (Avalos, 2011; Wei et al., 2010; Zhao et al., 2019). In Figure 2-1, the three major goals of professional development programs are changing teachers’ classroom practices, changing student learning outcomes, and changing teachers’ beliefs and attitudes (Guskey, 2002). From Guskey’s (2002) view, teachers alter their practices after attending professional development and their modified practice gives rise to change in student learning. When teachers see those changes, they would be convinced by their modified practices. That is to say, change in teachers’ beliefs and attitudes is built on change in student learning outcomes.

Figure 2-1

Guskey’s (2002) Model of Teacher Change (p. 383)



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Teacher Knowledge for the 21st Century Learning

After knowing what should be taken into consideration when examining teacher change, now the crucial question is what criteria to use when we examine and evaluate teacher knowledge. Currently, teachers face new challenges in teaching due to the advent of technology (Garret, 1991; Yang & Chen, 2007), and interdisciplinary teaching in the backdrop of innovative curriculum and educational reforms (Canagarajah, 2012; Jho, 2016; Tsui, 2007; Whitford, 1994; Wu, 2020). With these demanding undertakings, teachers attend professional teacher programs to enhance their professional knowledge and equip themselves to cope with the challenges in their practice. Therefore, an attuning model is needed to examine teacher changes and explore their nuance and ramification. To do that, the researcher modified the model provided by Kereluik et al. (2013) to analyze teacher knowledge for 21st century learning. Originally, the model consisted of three aspects; namely, fundamental knowledge (to know), meta-knowledge (to act), and humanistic knowledge (to value). In their model, the fundamental knowledge contains digital / ICT literacy, core content knowledge, and cross-disciplinary knowledge. The meta-knowledge includes creativity & innovation, problem-solving & critical thinking, and communication & collaboration. The humanistic knowledge is composed of life/job skills, ethical / emotional awareness, and cultural competence.

However, the researcher noticed that the model designed by Kereluik et al. (2013) perceives digital / ICT literacy, cross-disciplinary knowledge, and core content knowledge, and as the fundamental knowledge for teachers. It seems overgeneralized if we refer to teacher's professional knowledge in one simple category, in this case, the "core content knowledge" (Kereluik et al., 2013, p. 130). It is imperative to know

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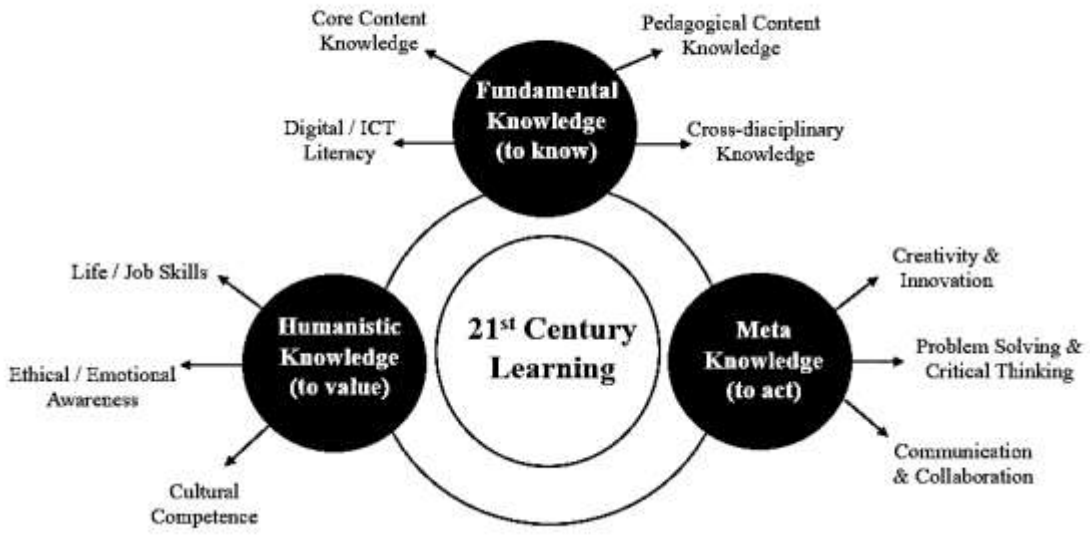
that Shulman (1987) made distinguish between “general pedagogical knowledge” and “pedagogical content knowledge” by addressing that, “General pedagogical knowledge refers to those broad principles and strategies of classroom management and organization that appear to transcend subject matters” and “Pedagogical content knowledge refers to the special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding” (p. 8). Therefore, the researcher added “pedagogical content knowledge” under the category of “Fundamental Knowledge” and proposed a new modified model to analyze teacher knowledge in 21st century learning as shown in Figure 2-2.

Figure 2-2

Teacher Knowledge for the 21st Century Learning (Modified from Kereluik et al., 2013, p. 130)



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Factors Affecting the Quality of Teacher Development

Combining Desimone's early prototype (2003; 2009) and modifying the model designed by Merchie et al. (2016), Compen et al. (2019) propose a new framework for factors affecting the quality of professional development (See Figure 2-3). Based on those previous works, it can be noted that teacher development can only be discussed when student learning is prioritized as the primary goal (Desimone, 2003, 2009; Merchie et al., 2016). Compen et al. (2019) encompass contextual factors, key features of professional development, teacher quality, teacher behavior, and more specific subcomponents, and more specific subcomponents in a circulating relation in the picture. The second circle refers to teachers' behavior in the classroom because what teachers do in class has direct influences on how students learn. The third circle refers to teacher's cognitive and affective quality. The fourth circle illustrates the critical features of teacher development, which can be divided into two big categories with three core features and three structural features relatively. The outer circle marks significant contextual factors affecting professional development, which are related to school, educational policy, and personal attributes.

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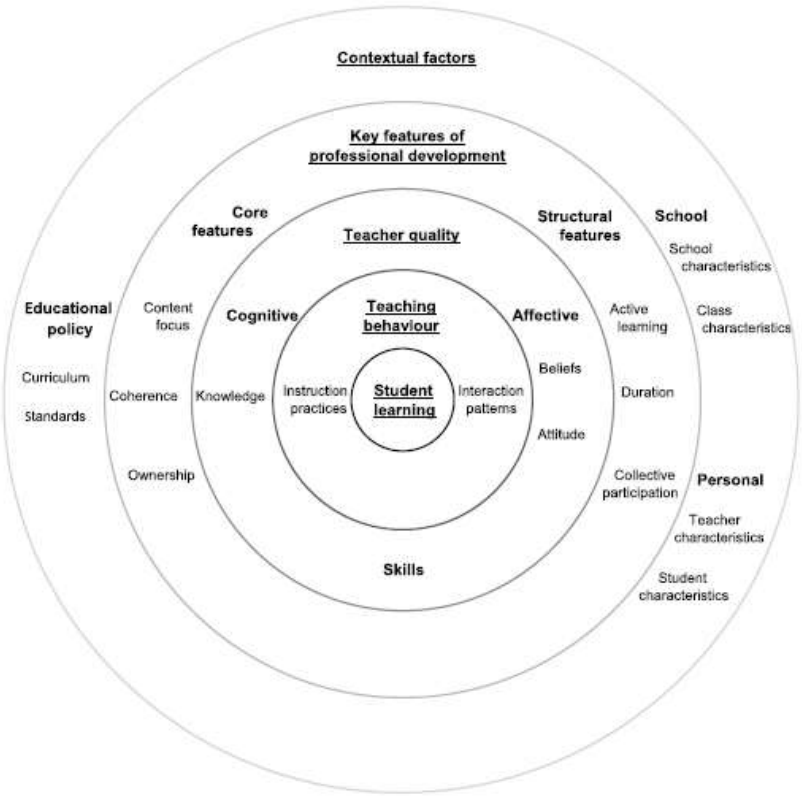
Figure 2-3

Model for Factors Affecting the Quality of Teacher development (Compen et al., 2019, p. 19)



The model modified by Compen et al. (2019) helps the researcher of this study discuss teacher development in a more holistic view by taking contextual factors, teacher quality, and more specific subcomponents into consideration to examine how they interplay in a circulating relation. Since the major theoretical framework of the present study is Wenger's (1998) theory of CoP, this model enables the researcher to identify the factors affecting their learning trajectories in CoP.

In short, teacher development is believed to improve students' achievement, foster teacher growth, and benefits schools and organizations. With the shift from the traditional approach to a constructive approach, teacher development nowadays entails more bottom-up and informal learning with collaborative, teacher-centered, and sustainable programs. This significant evolution enables teachers to critically

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reflect on their practice, improve their knowledge bases, and their student learning. When teacher knowledge is examined with a contemporary lens and factors affecting teacher development are identified, more new insight is to be brought into the landscape of professional development.

Language Teacher Development (LTD)

Definition of LTD

Meeting "the Grand Challenge", some "difficult yet solvable problems" in their field (Hlas, 2018, p. 46), Hlas (2018) prioritizes high-leverage teaching practice as one of the most salient tasks for language teachers. To do that, teachers need to better understand the relationships that link their approaches with student outcomes. Language teachers have perceived LTD as an effective way to do so; therefore, they attend professional development to better their knowledge and skills to keep themselves update in their profession. Similarly, Padwad and Dixit (2011) define LTD as "a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills, and practice, leading to their empowerment, the improvement of their agency and the development of their organizations and their pupils" (p. 7). This ongoing process gives rise to the sustainability of LTD (Mohammadi & Moradi, 2017). Thus, LTD is a balanced triadic relation among teacher practice, student learning, and organization improvement.

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Contrasts between Traditional LTD and Current LTD

Early traditional LTD provides formal and structural learning, which focuses on the knowledge base for language teaching, e.g., grammar and applied linguistics (Freeman, 2009). Teacher learning in traditional LTD is mandatory and non-participatory because the programs are very often policy-determined. The content of traditional LTD includes seminars and workshops, which often are related to government policies or school needs (Utami, 2018) but remote to teachers' actual needs in their everyday teaching (Johnson, 2000). Language teachers, perceived as "deficient technicians" who needed to be developed (Johnson, 2000; Utami, 2018, Ying, 2012), passively receive the factory-like one-off program in a hierarchical relationship with the authority bodies (Chao et al., 2006; Yeh, 2007). Rarely do language teachers have a say in terms of what to learn or how to learn under this circumstance. Attending this kind of LTD makes little impact on teacher's improvement and student learning because teachers engage in LTD reluctantly and absorb irrelevant content with low motivation.

The current approach for LTD is transformative, rather than transmissive (Keily, 2010). Transformative LTD is more reflective and less performative (Utami, 2018). The nature of it is informal, self-initiated, practice-based, and inquiry-oriented instead of formal, top-down, and input-based (Johnson, 2006; Kiely, 2010; Utami, 2018). Current LTD helps language teachers establish networks to reflect on and reciprocally share their practice with others, which further language teachers' revisiting the beliefs and attitudes of being practitioners (Zonoubi et al., 2017). Forms of current LTD range from seminars and workshops to chats in the hallway, scaffolded concept elaboration, and idea exchanges in cyberspace (Johnson, 2006; Simone, 2016; Utami,

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2018). The focus of the current LTD is on teachers' main interests and needs (Mann, 2005). In this sense, language teachers play a more dominating role in their learning (Lieberman & Wood, 2003). Language teachers' quality teaching brings about improvement in teacher practice, student learning, organizations, and the organism and sustainability of LTD (Mohammadi & Moradi, 2017).

In an EFL teaching context, LTD is mostly "centralized", which means most of the LTD is designed by schools, government, and authorities. The content of the LDP; therefore, often differs from language teachers' needs. Under this circumstance, language teachers take either the "compliant disposition" or the "indifferent disposition" toward this top-down policy-driven development (Utami, 2018, p. 258, 259). Language teachers who take the compliant disposition focus on fulfilling the requirement. The accountability of their career outweighs the authenticity of their learning. That is to say, language teachers rather provide accountable evidence of their LTD participation than consider what genuinely helps their professional growth. On the contrary, those who take the indifferent disposition seek learning opportunities and make decisions for their learning based on their interests and needs rather than compliance. They hold a positive attitude towards attending LTD and tie their engagement in LTD directly to their professional growth and self-improvement. Utami (2018) urges language teachers to take the "indifferent disposition" more when it comes to LTD by addressing the importance and benefits of need-driven LTD. The contrasts between traditional LTD and current LTD are listed in Table 2-3.

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Table 2-3

Contrasts between Traditional LTD and Current LTD

	Traditional LTD	Current LTD
nature	formal	formal and informal
	top-down	bottom-up
	transmissive	transformative
focus	knowledge-based / input-based	practice-based / inquiry-oriented
content	policy-determined / school-driven	needs-driven / interests-driven
forms	structural	diverse
teachers' role	passive and non-participatory learners	active and dominating agency

Conceptualizing LTD from a Sociocultural Perspective

By no means is the entity of LTD departed from social interactions and contexts since language learning and teaching is greatly determined by identity, culture, and contexts. From the sociocultural perspective, language teacher's knowledge emerges from a transformative process with language teachers' lived experiences and participation in the social practices within communities of practices (Freeman, 1991; Johnson, 2006; Richards, 2011). Teachers learn and develop their knowledge, skills, and competence through the mediation of others (Johnson & Golombek, 2016). In this developmental process, teachers' agency is highly emphasized and teachers control their internal mediation from external, socially mediated activities to reach the transformation of both their selves and the activities.

Much of the available literature on LTD highlights teacher learning in a collaborative climate (Chao et al., 2006; Richards, 2011). Johnson (2006) redraws the boundaries of teacher professional development and claims that teacher learning

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should not be confined to limited options. Rather, it should entail alternative possibilities that allow more self-directed, collaborative, and inquiry-based learning which directly influences teachers' lives and practice in class. In the same vein, Richards (2011) proposes core dimensions for competence in language teacher education and places his emphasis on developing a community of practice. Similarly, Chao et al. (2006) urge the need to eliminate the hierarchical views long positioned between the language teachers and the teacher educators by forming a professional learning community that expands on collective and mutual understanding.

Components of LTD

Similar to teacher development designed for general education and other disciplines, LTD contains various overlapping components, e.g., content knowledge, effective learner-focused teaching skills, contextual knowledge, specialized cognitive skills, matching the gap between theory and practice (Chien, 2017; 2018b; Hlas, 2018; Richards, 2011). Nevertheless, LTD particularly places stress on some other prominent aspects, e.g., language and culture, language proficiency, and language teacher identity.

Language teaching cannot be separated from the culture because it highlights the ideology of the target language (Chao, 2018; Esch, 2004; Hadley, 2001; Liao, 2017; Moran, 2001). The shift from communicative competence to intercultural communicative competence (Esch, 2004), from English as a foreign language to English as an international language (Liao, 2017) reveals that pedagogy in ELT should make relevant changes so those language teachers can help their students become linguistically and culturally competent to communicate with people with

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diverse backgrounds (Bayyurt, 2006; Chao, 2018; Moran, 2001). To do that, language teachers are expected to have cultural awareness, which plays a significant role in how language teachers employ their pedagogy and adjust their teaching (Liao, 2017; Xu, 2012). For instance, in Zhou and Li's (2015) study, it is found that the cultural mismatches between language teachers and students' actual behaviors in class create challenges in classroom management because both sides differ in the perceptions of in-class participation.

It is a rather common scenario of language teachers, especially non-native ones, taking improving their linguistic competence as their priority when they decide to attend professional LTD (Chen, 2006; Choi, 2000; Lee, 2007; Kwon, 1997) because language teacher's primary goal is to build up learners' language proficiency. Therefore, language teachers have to gain a better understanding of the nature of the target language they are teaching. The more linguistically competent language teachers are, the more confident they are in their teaching. This interplay also affects how language teachers perceive their professions and put what they learn into practice (Liao, 2017). Non-native English teachers, who often perceiving themselves as "deficient native speakers" (Cook, 1999, p. 195), think their language competence is inferior to that of native speakers (Reves & Medgyes, 1994). The concerns of their linguistically qualified legitimacy of teaching English from parents, society, even teachers themselves directly influence how language teachers perceive their profession (Bayyurt, 2006; Liao, 2017; Reves & Medgyes, 1994). Therefore, non-native English teachers prioritize the need to maximize their language capital, overcome their ascribed identities, and negotiate their identities towards their imagined communities (Kanno & Norton, 2003; Liao, 2017; Morita, 2004) to further the legitimate participation in their professional learning. That leads to the other most frequently discussed issue for LTD- language teacher identity.

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Language teacher identity is dependent on two sets of attributes; namely, personal histories and biography and social contexts (Duff & Uchida, 1997). With these two main sets of attributes, language teacher identity is subject to continuous refinement and reconceptualization socially in an ongoing process involving the landscape of teacher learning and practice (Clandinin & Connelly, 1990; Johnson; 2006). Learning, known as the experience of becoming, makes us who we are (Wenger, 1998). Non-native English teachers often feel marginalized or disempowered because of their identity (Braine, 1999; Kamhi-Stein & de Oliveira, 2008). When language teachers encounter difficulty in gaining legitimate participation or forging an identity in their community, they will be disadvantaged to exert themselves in their professional learning (Flowerdew, 2000). Therefore, language teacher identity plays a vital role not only in teachers' practice but also in teacher learning.

Previous Research on LTD

Previous research on LTD mainly focuses on how language teachers gain professional knowledge and skills and improve their teaching and student learning via attending LTD (Li & Edward, 2013; Mohammadi & Moradi, 2017; Sahin et al., 2015). In addition to gaining expertise by attending LTD, previous research also pays attention to how language teachers are prepared by the provision of LTD so that they would be able to face questions and challenges posed by educational reforms (Tao & Gao, 2017; Wong, 2007).

LTD enables language teachers to update their expertise so that their expertise and practice can be enhanced. For instance, in Mohammadi & Moradi's (2017) study,

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they explored 86 Iranian language teachers' perceptions about professional development for English language teaching before and after engaging in the continuous professional development (CPD) workshops. The workshops contain hands-on activities, interactive tasks, collaborative work, reflections, and discussions, and self-monitored practice. The purpose of those workshops is to develop their professional knowledge of classroom practice and language. The participants worked in private schools in Iran and were responsible for teaching courses for international tests, e.g., IELTS or TOEFL. Utilizing questionnaires and interviews as the instruments of their study, they found out that teachers' beliefs change significantly after attending the CPD workshops. The results of the study show that the participants exhibited greater acceptance of customized CPD programs. More importantly, collaborative learning in this LTD is taken as a useful approach to improve language teachers' classroom practice.

Similarly, Sahin et al. (2015) examined how ten in-service EFL teachers applied their professional learning after attending an in-service staff development program in Turkey. In their program, 19 workshops were held to enhance the participants' methods and techniques in language teaching. Data collection included interviews and observation on the entire program and teacher's practice. The results revealed that the transformation of teacher learning starts from the teacher's self-reflection, which leads to changes in teacher beliefs. They argue that participants' self-reflection bolsters the transformation of teacher learning, which leads to changes in teacher beliefs. These transformations equip and empower language teachers on their path to becoming more capable practitioners.

In the same vein, Li & Edwards (2013) conducted a study to examine how language teachers localized and implemented what they have learned in a UK-based professional development program focusing on curriculum reform in Western China.

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The new curriculum emphasizes Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT). The participants were 48 English teachers who first participated in the overseas program to uptake the innovation methodologies. The results show that even CLT and TBLT have been considered challenging teaching methods in the Chinese context, the participants were able to "reinvent" their learning so they can modify the method to make sure it best fits their own teaching context. The Chinese teachers' forming a community of practice to work in collaboration, the simplicity and ease of use of the content of the program, and the adaptation and localization of teacher learning all attribute to the success of the professional development.

In the times of facing challenges entailed by a curriculum reform or educational changes, LTD is served as an impetus to upgrade language teachers' capabilities to cope with the constant changes and meeting growing demands (Tao & Gao, 2017; Wong, 2007). Tao & Gao (2017) conducted an ethnographic study to examine how eight experienced teachers enacted their agency to facilitate their professional identity development with a backdrop of curricular reform, shifting from general English to ESP in a Chinese University. Data collection included eight teachers' life history interviews and field notes. With the analyzed data, Tao & Gao (2017) argued that teachers exhibited a very strong agency to continue their learning so they would be able to cope with the newly implemented curriculum. The participants determined their ways of learning in very individualized ways. That is to say, what and how teachers learn highly depends on their prior experiences. Besides, the participants showed their concerns about how to engage in the new change and reported that they had to work harder so they could take up the pedagogical challenges entailed by the new curriculum. Lastly, the degree of the participants' identity commitment determined their endeavors in the new enterprise. In other words, only when the

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teachers are committed to their professional identity, were they be more active and engaged in conducting ESP research.

The results of Wong's (2007) study are identical to that of Gao & Tao's (2017). As nearly 90% of the teachers exhibited great motivation to take up the challenge in the implementation of a new curriculum that contains Communicative Language Teaching (CLT) teaching. Likewise, Gu's (2005) study offers comparable results by stating that most teachers in the study showed a willingness to improve their methodologies for teaching CLT in the study. Besides, according to the majority of the teachers in the study, the professional training offered by British expertise eases teachers' worries and provides teachers with various possibilities and approaches for them to conduct CLT in their classrooms.

To conclude, LTD is defined as a continuous collaborative, transformative process focusing on student learning and teacher's growth (Chien, 2015; Keily & Davis, 2010; Lange, 1983). In addition to the fundamental knowledge base for language teaching, language competence, culture, and language teacher identity are all seen as de rigueur in LTD. All of these components are included and embodied through the accumulation of teachers' lived experiences and social practices. In light of the previous research, the currently practice-based LTD empowers language teachers and enables them with advanced capabilities to cope with the growing demands and educational reforms in their professions.

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Being in the competitive global arena, fostering and equipping the next generation with competent English proficiency is the goal of many governments and countries in Asia (Chang, 2014; Moon, 2012; Wang & Lin, 2013). Since the beginning of the 21st century, English has been included in the K-12 curriculum in many Asian countries, including China, India, Japan, Korea, Singapore, Vietnam, and Taiwan (Moon, 2012). Regardless of the billions of dollars and human resources invested in language teaching, the results have not been seemingly satisfied in different regions in Asia. In China, the poorly developed assessment system hinders the EFL teachers' mainstream pedagogy and teaching goals (Wu, 2012). In India and Korea, the extremely unequal access to learning resources builds a gigantic gap among learners (Kang, 2012). Most importantly, lacking qualified English teachers and adequate teacher training attributes primarily to the dissatisfactory outcomes of language teaching (Canh & Chi, 2012; Chang & Chen, 2012; Chou, 2011; Moon, 2012; Tsui, 2018; Wang & Lin, 2013; Wu, 2012).

Origins of LTD in Taiwan

As one of the EFL teaching countries in Asia, Taiwan is no exception. Language teachers in Taiwan encounter numerous challenges in their daily practice (Liao, 2017; Wu, 2011), e.g., the "twin-peak" phenomenon in class (Chien, 2015); high-stakes tests (Chen, 2002; Sun, 2017); the value of rote learning (Sun, 2017); and exceeding workload (Yeh, 2013). However, language teacher development was in its infancy in early times. Not until the Grade 1-9 Curriculum educational reform in 2001, has the

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LTD in Taiwan started to receive attention (Chou, 2011). In this same year, English officially became the mandatory subject in elementary schools island-wide. School administration, and parents became more demanding in language teaching. Not surprisingly, teachers and students were under a great deal of pressure (Liaw, 2017). This phenomenon brought about English teachers attending in-service professional development so that they could meet the challenges (Chang, 2006, 2012; Chien, 2015; Chou, 2011; Tsui, 2018). This opened a whole new chapter in the LTD in Taiwan.

The Drawback of the Previous LTD in Taiwan

Despite that attending professional development is one of the effective ways to help teachers cope with the challenges they face, there has been a mismatch between LTD and teachers' demands in Taiwan (Luo, 2014; Yeh, 2007). This phenomenon might be explained from three different levels. From a macro level, LTD in Taiwan is largely affected by administrative regulations. From a meso-level, the content of LTD is policy-determined and seldom meets teachers' actual needs. From a micro level, lacking the ownership of learning and heavy workload impedes teachers' engagement in LTD.

From a macro level, attending LTD is not officially stipulated in the Teachers' Act of Taiwan or other relevant regulations. Thus, attending LTD is subject to school or district policies and teachers' willingness to involve in LTD has always been inconsistent from one city to another. In the Teachers' Act of Taiwan, attending professional development is merely "an obligation", which implies that there will not be any consequences for language teachers who do not attend. Thus, Language teachers are loath to take part in LTD because they intend to meet school regulations

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or fulfill job requirements so that they can accumulate numbers of professional development hours and credits to keep their job or receive a higher salary (Raw, 1996; Yeh, 2007). Moreover, in Taiwan, LTD hours will be neither recognized nor awarded if teachers attended non-lecture-type LTD, e.g., study group or action research (Yeh, 2007). It is known that study groups and action research consume much of teachers' time, effort, and investment. This difficulty encourages language teachers who are willing to attend LTD to choose lecture-type workshops, in which language teachers find the content of the transmission models useless and not providing any in-depth knowledge (Yeh & Hung, 2013). Thus, the inconsistency in administration policies hampers the implementation of LTD in Taiwan.

From a meso level, the content of LTD in Taiwan is oftentimes policy-determined and meets schools' or institutes' needs rather than the teachers' (Yeh, 2007). For instance, in Luo's (2014) study on necessary elements in LTD for collaborative teaching of EFL by NESTs and local Taiwanese teachers, it is found that teachers were aware of the imperative needs to work in collaboration with peers; however, they were limitedly informed of training on this aspect (Luo, 2014). Another qualitative study conducted by Yeh (2007) examining EFL teachers' professional development avenues and their effectiveness addresses that the one-shot model of LTD and professors who deliver irrelevant advice for elementary school teachers are considered useless and ineffective. Thus, emphasizing the activities facilitating teacher teaching, which are more likely to motivate teacher learning, is key to successfully implement LTD in a long run (Chou, 2011).

From a micro level, language teachers in Taiwan lack dominant control in their learning and tend to put off their attendance in LTD due to their heavy workload. Very rarely are language teachers in Taiwan entitled to legitimately take an active role in their learning. In Taiwan, language teachers are often constrained when it comes to

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choosing the content or venues of the programs in teacher development (Yeh, 2007). Regarding the workload, language teachers in Taiwan have been under pressure to meet new demands for courses, modified curricula, and national educational policies in the past decades (Chou, 2011). Oftentimes, language teachers are struggling to get through their teaching to catch up with the schedule and deal with various administrative work. As a result, seldom did language teachers prioritize attending professional development in their teaching career (Chou, 2010). All the previously mentioned factors clearly explain why Taiwanese language teachers display very low motivation to take part in LTD.

Constructive Views of LTD in Taiwan

In recent years, the revolutionary constructive LTD has been looming. LTD in Taiwan is no longer confined to transmissive one-shot teacher training workshops which negate teachers' needs. Rather, the contemporary view on the LTD in Taiwan prioritizes teachers' pedagogical problems to formulate possible solutions and assures teachers' ownership and autonomy in a social, interactive, and reciprocal learning process (Chien, 2017; Yeh & Hung, 2013), which motivates and empowers language teachers in their self-initiated learning in the communities of practice (Chou, 2011).

The first significant feature of the current LTD in Taiwan is the needs-driven nature and tailor-made content. The primary reason for language teachers to attend LTD is to seek solutions for the everyday difficulties they face. For instance, Tsui (2018) conducted a mix-method study to explore 17 English teachers who voluntarily enrolled in a 5-day, 40-hour EMI (English mediated instructions) professional teacher training program. The purpose of the study is to examine how English teachers

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perform before and after attending the training and how the training affects teachers' EMI undertaking. Training courses were composed of cross-cultural awareness, the role of English in CLIL (Content and Language Integrated Learning), flipped classrooms, English presentation skills, class management, and case-study teaching techniques. The results of the study show that teachers exhibited pedagogical deficiency and insecure efficacy due to lacking proper role models and adequate training related to EMI before the training. However, the EMI community formed after the training provide support and boost English teachers' efficacy. The hands-on micro EMI teaching helps teachers become successful in delivering their EMI in-class instructions. The EMI training may not bring about immediate changes, but it facilitates teachers' reflections on practices. Moreover, Chien (2015) conducted a study to examine the knowledge base and skills for differentiated instructions in a professional workshop. The participants were 13 elementary English teachers. Data collection included: (1) PowerPoint slides on differentiated instruction, (2) forty-minute lesson plans, (3) ten-minute microteaching on the lesson plan, and (4) teachers' reflections. The results reveal that the participants are lacking competence in differentiating the lesson in product, content, and process, which address important guidelines in terms of developing related programs for differentiated instructions.

The other salient feature of current LTD in Taiwan is the collaborative nature of teacher learning. In this vein, ample research was conducted to highlight how language teachers participate in social activities, construct their subject knowledge, and reify their learning through mediation with others. For instance, Chien (2017) conducted a case study, drawing on Vygotsky's (1978) sociocultural theory, to analyze six student teachers' professional learning and critical incidents. She argues that student teachers are benefitted from the aspects of individual learners' differences,

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classroom management, instructional strategies, solutions to incidents, and reflections through discussions with their peers and cooperating teachers (Chien, 2017).

In addition, the collaborative learning process involving heterogeneous members with diverse backgrounds gives rise to reciprocal learning outcomes for language teachers. For instance, Liu & Kleinsasser (2014) conducted a mixed-method study to examine how 17 preservice EFL teachers and six in-service EFL teachers were involved in an online learning community and experienced collaborative interaction, reflective practice, and emotional support which play a part in their instructional ideas. Data collection included online discussion messages, online professional development surveys, semi-structured interviews, and open-ended questionnaires. The preservice and in-service EFL teachers exhibited the construction of their professional knowledge differently. The preservice teachers tend to display more engagement in the online community by posting content related to brainstorming, questioning, and exchanging information. However, in-service teachers were more devoted to synthesizing new understandings or integrating shared information. Interacting constantly with the preservice teachers in this community, the in-service teachers were reminded of the idealism, enthusiasm, and passion for teaching they used to have. Nevertheless, more than half of the in-service teachers hesitated when giving suggestions in this community because they questioned their position of being correct or professional to do so.

The reciprocal learning experiences also occurred in a study conducted by Luo in 2014. The study explores the collaborative teaching between local English teachers and native English-speaking teachers (NESTs). The purpose of the study was to examine EFL elementary school teachers' perspectives on a professional development program, in term of determining dimensions need to be improved and defining essential elements included in a professional development program for both local

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English teachers and NESTs. The collected data included 205 questionnaires and interviews with six in-service teachers. The interview data showed that teacher development was considered a valuable venue for teachers to "share experiences and learn from each other" (Luo, 2014, p. 407). In addition, teachers considered collaboration lesson planning and language enhancement most beneficial (Luo, 2014). As for the modules for teacher development, local English teachers and NESTs had different preferences. The former preferred strategies for negation while the latter cultural understanding.

To conclude, for years, LTD in Taiwan has not thoroughly fulfilled teachers' demands due to contextual factors, the LTD itself, and teachers' personal reasons. When the world evolves at a dramatically high speed, Taiwan needs to be prepared to catch up with the tides. Having implementing effective LTD as a precondition, the quality of language teachers' practice will affect and determine and language competence of our next generation. With the emerging constructive approach, LTD in Taiwan is currently more needs-driven and highlights collaborative and reciprocal learning. The researcher hopes to unveil more details in the study of this line, which might add a relative contribution to the LTD in Taiwan.

Communities of Practice (CoP)

This section discusses the conceptual framework of the current study; namely, the Communities of Practice (CoP hence after). In the initial part, the definition of CoP will be given. Then the three key dimensions and five trajectories of learning in CoP will be described. How the present study related to those three dimensions and trajectories will also be illustrated. Then the critiques on CoP and Wenger's (2010)

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response to the critiques will be provided. The second part of this section is concerning (language) teachers' learning experiences in CoP. Lastly, factors affecting teacher learning trajectories will be elucidated.

Definition of Communities of Practice

CoP was originally adopted to discuss how a group of claim processors learned together to better their expertise in the same community (Lave & Wenger, 1991; Wenger, 1998). It is perceived as people engaging in a process of collective learning in a shared domain of human endeavor (Wenger, 2015). The knowledge base in the community is accessible for its members and open for critique from peers (Bianchini & Cavazos, 2007; Zhao et al., 2019). The social process of building up this knowledge base, defined by Lave & Wenger (1991) as "becoming a member of a sustained community" (p. 65), develops not only an individual's competence but also others'. As such, CoP is viewed as a reciprocal social learning system that is related to membership-gaining, boundary-crossing, and self-becoming (Wenger, 2010, p. 179).

Wenger (1998) claims that people belong to more than one community. More often than not, they break the boundaries of communities and move from one community to another. In different communities, people have different roles to play and different degrees of participation to perform. This significant characteristic gives rise to the ongoing recruiting of new members (Lieberman & Wood, 2003; Zhao et al., 2019), which instills the community with diverse talents and heterogeneous perspectives. The "newcomers and old timers" (Lave & Wenger, 1991, p. 29), along with "stayers and leavers" (Henry, 2011, p.271), forge the organic, dynamic, and sustainable entity of CoP.

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Three Key Dimensions of CoP

The three fundamental dimensions of CoP are "mutual engagement," "joint enterprise" and "shared repertoire" (Wenger, 1998, p. 73); which are also often illustrated in the other set of naming as "domain," "community," and "practice" (Wenger, 2002; Wenger, 2015). Each dimension will be introduced and discussed in the following paragraphs.

The first dimension of CoP is "mutual engagement". It refers to "the shared concern, values, or interests which first initiate members' intention to voluntarily involve in the community" (Mercieca, 2017, p. 10) and it can exist in all kinds of artifacts (Wenger, 1998). These concerns and values establish the community with the possible forms of mutual engagement, e.g., members engaging in activities or doing things together. Mutual engagement helps not only an individual's competence but also that of others in their chosen domains (Wenger, 1998; Mercieca, 2017) due to its nature of "complementary contributions" (Wenger, 1998, p. 76). Gaining more competence enables members to find out who they are and what they can contribute to the community, which illustrates the reciprocal, sustainable, and ecological nature of CoP.

The second dimension of CoP is "joint enterprise". It refers to the "measure to ensure members' continuous participation regularly in place and sustain members' fellowship" (Mercieca, 2017, p. 10). Joint enterprise is "the result of a collective process, which is defined only by the participants of the community. It is the relations of mutual accountability that become an integral part of the practice (Wenger, 1998). Therefore, joint enterprise does not necessarily need to be formed physically. Rather,

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it can be in any form as long as it relates to members' ongoing participation in the community. With the advent of technology, real-time communication, online discussions, and virtual meetings are all accounted for possible routes for participation in communities.

Another dimension of CoP is the "shared repertoire". It is "a set of resources which reflect a history of mutual engagement and possess their availability for further engagement in practice" (Wenger, 1998, p. 83). The set of resources often crystalize members' experience and shared knowledge and are perceived as the "reifications of the learning" (Mercieca, 2017, p. 11). They can be documents, pictures, publications, or other end-products produced by the members of the communities. Simply put, the shared repertoire can be any form of "members' creations, successes, or even the establishment of more similar CoPs" (Mercieca, 2017, p.12).

Five Learning Trajectories in CoP

The other significant concept of CoP is the five learning trajectories in CoP. Wenger (1998) states that trajectory is a "continuous motion, which has its momentum and is affected by a field of influences" (p. 154). The five trajectories of learning in CoP are as below:

1. Peripheral trajectories. By choice or by necessity, some trajectories never lead to full participation.
2. Inbound trajectories. Newcomers are joining the community with the prospect of becoming full participants in its practice.
3. Insider trajectories. The evolution of the practice continues with new events, new demands, new inventions, and new generations.

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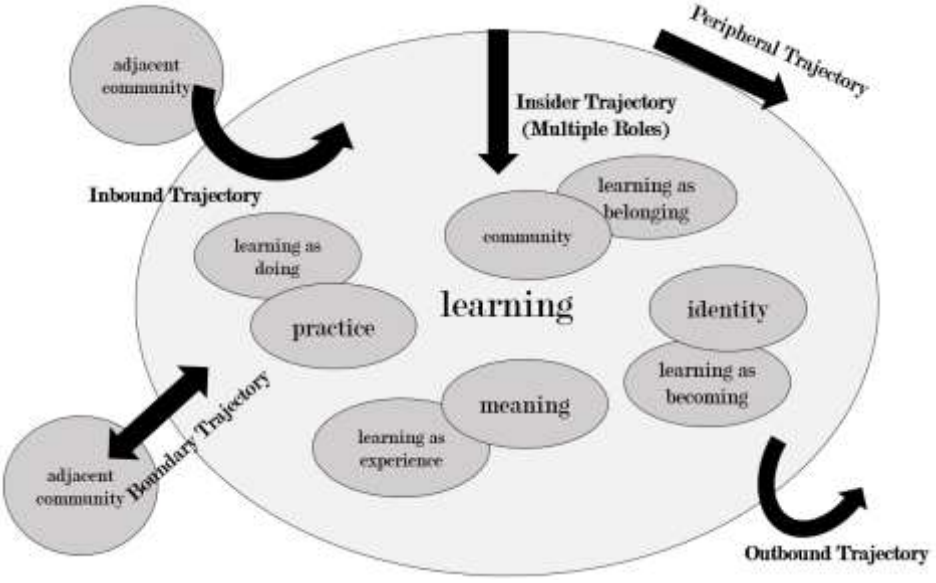
4. Boundary trajectories. Some trajectories find their value in spanning boundaries and linking communities of practice.
5. Outbound trajectories. Some trajectories lead out of a community, as when children grow up.

(pp. 154-155)

To better understand these five trajectories of CoP, the researcher made the following pictures to illustrate them based on the previously given definition. It can be seen that when people are given the legitimacy to participate in the community, they move from an adjacent community to the target community, and their learning trajectory shifts from peripheral to inbound trajectory. They become the 'newcomers' (Wenger, 1998) of the community. After staying in the community for long enough, the members become 'stayers' (Wenger, 1998) due to new events or new incidents. When they decide to move to another community, they shift to the outbound trajectory and become 'leavers' (Wenger, 1998) of the community.

Figure 2-4

Illustration of the Five Learning Trajectories in CoP



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From Wenger's (1998) view, "learning has to do with the development of our practices and our ability to negotiate meaning" (p. 96). One's advancement or rewards are dependent on their practice and their practice is decided on the new learning trajectory they land on. When one moves to a different trajectory, the new role on that trajectory requires knowledge and skills that differ from the old ones. Learning on those trajectories brings different perspectives to one's development and determines one's identity is central or marginal, more prominent, or less significant. Learning, in this sense, does not simply obtain knowledge. Rather, learning on different trajectories gives meaning to one's participation and identity-forging.

I believe that Dream Seekers in this study is a CoP because the members' mutual engagement is based on the same purpose they have, which is to bring teachers support and give students hope. In this community, members not only participate in physical workshops and programs but also involved in an online group in cyberspace. The members produce their shared repertoire by producing artifacts, e.g., materials and printouts related to the held workshops, teaching resources, and postings in the social media group. More importantly, members of this community rebuild similar groups and reproduce their learning experiences after attending this program. This makes their learning in this community organic and sustainable. Besides, I will use the five trajectories to discuss how teacher learning experiences alter when they move from one trajectory to another in this community.

In short, CoP is tantamount to a group of people work reciprocally in collaboration for their shared values and concerns. The three fundamental dimensions of learning in CoP; namely, mutual engagement, joint enterprise, and shared repertoire altogether establish, sustain, and crystalize members' participation in a community. The five trajectories of learning illustrate that one learns and engages in a community to a different degree in different ways. In CoP, teachers learn and relearn, locate and

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relocate from one trajectory to another to develop their practice, negotiate meaning, and forge their identities.

Wenger's Responses to the Critiques of CoP

Over time, CoP has been criticized in three aspects; namely, its insufficient deliberation on power, its anachronistic nature, and its co-opted concept. In Wenger's (2010) later work, he elucidated his points in his responses to these critiques.

The first line of critique is concerning how CoP lacks considering power. The emphasis on harmony and homogeneity seemingly out-weight the common conflicts and disagreements in a community. According to Wenger (2010), members do not possess any kind of guaranteed claim of competence simply because they belong to the community. Rather, members' competence is decided by historical or other contextual reasons. Wenger (2010) states, "The concept of communities of practice yields an inherently 'political' view of learning, where power and learning are always intertwined and indeed inseparable" (Wenger, 2010, p. 190). In Wenger's words, power and community imply each other in CoP and the role of power is self-evident both inside and outside the community. More, power can be exhibited in a "horizontal, mutual, negotiated, often tacit and informal" (Wenger, 2010, p. 189) way due to the deconstructive and decentralized form CoP entails.

Another line of critique is that CoP is that it is anachronistic. Those critiques are suggesting a more fluid way to perceive CoP since the Internet and high-end technology are immensely prevalent. The redefined concept of boundary by cyber connections among individuals makes it plausible for those critiques to address learning as a network instead of a community. To respond to this critique, Wenger (2010) distinguishes the fundamental difference between a network and a community

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by clarifying that the emphasis of a network is connectivity while the emphasis of a community is identity. The two usually "coexist and are complementary for each other" (p. 191). On the one hand, if one community becomes too centralized, bringing a network and opening its boundary will re-generate and re-fill the community with novel elements and stimuli. On the other hand, if one network becomes too individualized, developing a sense of community is believed to project a shared collective goal for learning opportunities and yield the common good for the advanced development of the community.

The last critique of CoP is its co-opted concept. At first, CoP is an analytical concept, which defines an existing social phenomenon. Yet CoP has become an instrumental concept because many hierarchical organizations use this concept to "design" communities of practice to effectively expand the territory of their arenas or enterprises. Nevertheless, those communities misfunctioned or vanished due to their informality or inability to measure their values. Admittedly, Wenger (2010) states that the combination of analytical and instrumental is a productive push for both concepts. Even the difficulties to combine these two concepts are predictable, it is imperative to do so to make sure these two works at their best so CoP can no longer be perceived as a complicated and confounding concept but rather, an applicable social learning system to benefit more.

To conclude, as proposed in the earlier Wenger's (1998) prevision of CoP, "CoP is the locus of creative achievement and the locus of inbred failures; the locus of resistance to oppression and the locus of the reproduction of its conditions; the cradle of the self but also the potential cage of the soul" (p. 85). Only when the external factors are taken into consideration can we leverage this social learning system to enhance our individual learning and social participation. By so doing, we can move towards a real and refined transformation.

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Conceptualizing (Language) Teacher Learning in CoP

During the past decades, CoP has been broadly introduced and widely known as "groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge, and expertise in this area by interacting on an on-going basis" (Wenger, 2002, p.4). With this broader definition, the concept of CoP is no longer confined to the workplace but also in other venues and businesses. Gradually, CoP was extensively applied in teacher education (Chaney, 2010; Grassick, 2019; Zhao et al., 2019), language teaching (Chien, 2018a; 2018b; Liberman & Wood, 2003; Merrill, 2016), and many other disciplines (Cajkler, 2013; Harvey & Fredericks, 2017; Jho, 2016). The field of teacher development is no exception (Cheng & Wu, 2016; Cirocki & Farrell, 2019; Hodson & Jones, 2010).

After the concept of CoP began to spread to the field of teacher development, like any other innovation, teachers' rejection and reluctance to change were inevitable. CoP did not prevail overnight. One of the main reasons was insufficient time due to teachers' overloading work (Hargreaves, 2019). Teachers were too busy to catch up with the schedule of their courses catch up with the trend of teaching. Not until after the millennium did CoP become the trend in teacher development. From that time on, numerous communities for teacher development were established and the focus of teacher development was shifted from individual competence to collective competence (Anderson, 2012; Chaney, 2010; Jho, 2016; Lumpe, 2007; Merrill, 2016).

One of the early definitions of teacher learning in CoP was proposed by Little in 1990. In her work, she used the term "joint work" to refer to teacher learning in CoP, which is no longer considered as a one-man solo but a "symphony performance"

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(Little, 1990, p. 520). Teacher learning in CoP sees learning as a "social phenomenon" and teaching as a "collective responsibility" (Lieberman & Wood, 2003, p. 15). That is to say, teacher learning in CoP is social, supportive, self-initiated, and dynamic. The focus of teacher learning in CoP is collective competence, rather than individual competence (Jho, 2016). In CoP, a group of teachers share their knowledge and resources, work in collaboration, act upon their shared beliefs for their common goals in a community (Cheng & Wu, 2016; Hodson & Jones, 2010). For decades, CoP has been utilized as the backbone of much theory and practice in the field of teachers' professional development and considered to enhance teacher's practice and professional knowledge (Brooks, 2010; Chien, 2018b; Clarke, 2014; Jiang, 2017; Tsui, 2007). Schools, institutions, and societies are accordingly benefitted (Grassick, 2019; Harvey & Fredericks, 2017; Lieberman & Wood, 2003). In the coming paragraphs, (language) teachers' learning experiences in CoP will be discussed in detail.

(Language) Teachers' Learning Experiences in CoP

Teacher learning in CoP refers to a group of teachers who work for their shared concerns through their collaborative endeavors in a community. In CoP, teachers from different domains engage in multiple activities to not only build their competence in teaching but also others' in a supportive environment (Cajkler et al., 2013; Grassick, 2019; Samimy et al., 2011). Being in a community without hierarchical constraints, teachers can exchange their ideas freely in a supportive atmosphere (Chien, 2018a; Cirocki & Farrell, 2019; Harvey & Fredericks, 2017). And more importantly, teachers play a more active role both in their learning and leadership in CoP (Hodson & Jones,

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2010; Lieberman & Wood, 2003). Thus, teachers can reproduce successful learning experiences for their students and similar communities with their peers. Teachers' learning in CoP is accordingly reciprocal, supportive, and autonomous (Cajkler et al., 2013; Chien, 2018a; Cirocki & Farrell, 2019; Grassick, 2019; Harvey & Fredericks, 2017; Hodson & Jones, 2010; Lieberman & Wood, 2003; Samimy et al., 2011).

Allowing diverse talents to involve in CoP makes teachers' learning in CoP reciprocal and beneficial to different cohorts of members in the community (Cajkler et al., 2013; Grassick, 2019; Samimy et al., 2011). In a qualitative study conducted by Cajkler et al. (2013), it was found that when mentors worked with school-based colleagues the way through to lesson study with the purpose to compensate for what is lacking in initial teacher education. The process of working on this lesson study is composed of five major steps, which include identifying the challenges students had, planning a "research lesson" which was taught to three students by the mentors, observing students' learning, and reflecting on and modifying the teaching. With their mutual engagement, all members had a deeper exploration of pedagogy and were benefited from this process.

In the same vein, implementing a seminar for NNES, Samimy et al. (2011) argue that with sufficient mentoring and a support group in CoP, EFL teachers were able to discard the negative self-image of being NNES. The reciprocal relationship allowed members in this CoP to be "more-knowing" or "less-knowing" (p. 569) and either is entitled to learn from each other. Similarly, Grassick (2019) conducted a study relating to primary teacher learning with teacher educators in a TOT (teachers of teachers) program in Vietnam. When four primary teachers worked with four teacher educators, the learning in this professional community enhances primary teachers' knowledge in pedagogy and other different new areas. More importantly, in the reciprocal learning process, the primary teachers learned how to teach young learners

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from those teacher educators and the teacher educators learned the knowledge and skills needed for facilitating in-service teachers' professional development. Thus, the openness of CoP brings in heterogeneous perspectives to the community and this makes learning in CoP dynamic and innovative.

The supportive atmosphere makes CoP a safe place for teachers to freely discuss the difficulties they encounter and voice for themselves (Chien, 2018a; Cirocki & Farrell, 2019; Harvey & Fredericks, 2017). Take Chien's (2018a) qualitative study for example. To analyze the design and delivery of critical incident workshops for EFL elementary teachers in CoP, Chien (2018a) collected workshop handouts, observation notes on the participants' dialogues during workshops, and interviews and found out the participants learned and gained expertise from each other. They also learned solutions to critical incidents by reflecting on their practice. More importantly, this CoP provides a safe place for the participants to discuss their critical incidents freely. The participants came as a group of isolated teachers and became united and "transformed into a faculty of colleagues" (Chien, 2018a, p.9). By so doing, the participants could achieve "emotional equilibrium", which may "maximize their sense of success" (Tripp [1993]2012, p. xiii).

Likewise, in a mix-method study, Cirocki & Farrell (2019) examined 250 EFL teachers' experiences in professional development in CoP held by different cities in Indonesia. The results of the study reveal that most activities teachers engaged in CPD are informal dialogues with coworkers due to the emotionally supportive environment given in CoP. Similarly, Harvey & Fredericks' (2017) participatory action research discussing how to sessional teachers enhance their teaching in university via voicing themselves through their participation in CoP. Sessional teachers, also known as adjunct teachers, are usually employed on a contract or sessional basis in universities yet seldom included in the department of teaching. Engaging in a university's

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professional workshop for tutors, the sessional staff articulated their teaching strategies and narrated their own lived stores in this CoP. The binding sessional teachers built and the narratives they voiced are believed to decrease the attrition and turnover of quality teachers.

Instead of passively receiving a one-off workshop or training, teachers take ownership of their learning in CoP (Hodson & Jones, 2010; Lieberman & Wood, 2003;) because "the best teachers for learners are themselves learners" (Lieberman & Wood, 2003, p. 28). That is to say, teachers are aware of the fact that they need to take up their roles as being learners because working on their learning has had a significant impact on their subject knowledge and pedagogy. This affects not only their practice but also how they are perceived in their schools (Hodson & Jones, 2010). In a representative study related to teacher learning in CoP, Liberman & Wood (2003) explored how teachers learned how to write and taught other teachers how to teach writing in the National Writing Project (NWP). NWP, the most representative successful network in the history of American education, is a participatory and teacher-centered community endowed with the core approach "teaching writing as a social process" (Lieberman & Wood, 2003, p. 5). In NWP, teachers actually experienced what it was like to be a learner in a professional learning setting.

The work of the NWP is fundamentally about learning what it means to be a learner and understanding in important ways what it means to help others learn (Lieberman & Wood, 2003). After learning in NWP, teachers went back to their classrooms and made attempts to create similar successful learning experiences for their students. One of the teachers implemented an "I-Search Paper" project in her class (Lieberman & Wood, 2003, p. 64). Students needed to do a lot of research on their own, including out-of-library surveying on information, such as talking to an expert or calling people. The other teacher established the "Author's Chair" in her

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class and had students pair up for book talks (Lieberman & Wood, 2003, p. 17). Students were given time to do silent-reding. In these two examples, students took full ownership of their learning and teachers also grew in the process. As Lieberman & Wood (2003) put, "When teachers take ownership of their professional development, which results in an enhanced sense of professional responsibility. Professional learning and student learning are mutually dependent and intertwined" (p. 26).

In addition to the ownership of learning, teachers also take turns exercising their leadership in CoP (Jho, 2016; Lieberman & Wood, 2003). Working in collaboration seems to be one of the difficulties when there are diverse members of the community. When all members hold equal leadership, working in collaboration is no longer a concern because members are accustomed to changing their roles and taking up responsibilities following the share interests of the community (Jho, 2016). With this equal leadership, members can see the holistic view of a community and learn how to take different roles to make the community function. After teachers finished their learning, they went back to their classrooms and created these communities by enacting the same social practices that had built strong communities among them in their previous learning experience in NWP (Lieberman & Wood, 2003). Thus, when the seeds of equal leadership are planted, the improvement, expansion, and sustainability of the community are accordingly expected.

It can be summarized that the wide adoption of CoP corroborates that teachers enhance their knowledge and practice by relying on the artifacts produced by this community and participating in a supportive and reciprocal learning process in a non-hierarchical social context. These features make teachers' learning experiences in CoP self-fulfilling and sustainable from a personal level, to the school level, and then the organization level.

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Factors Affecting (Language) Teacher Learning Trajectory in CoP

Wenger (1991) states that "a trajectory gives us ways of sorting out what matters and what does not" (p. 155). Thus, it is reasonable to hold events that occurred in different locations of learning trajectories accountable for teacher learning because those events trigger other incidents and leave influential imprints for the time to come. Since learning is a process of membership-gaining and self-becoming, it is plausible to argue that when teachers take up different roles, they choose different identities and different routes for their learning. The various factors affecting teacher learning decide whether those routes are straightened or crooked. Thus, how teachers learn in different locations on their learning trajectories and the affecting factors are worth investigating because they bring inestimable insights into teacher practice, which tremendously influences student learning and education as a whole.

In the paradigmatic study on National Writing Project (NWP) conducted by Liberman & Wood (2003), in two years, the researchers documented the whole summer program in two sites. One is the urban site located at the University of California at Los Angeles (UCLA). The other site, combined with rural, suburban, and urban areas, was housed at Oklahoma State University (OSU). The participants were two newcomers, two novice teacher leaders (TL), and 2 veteran TLs from two sites; namely, the UCLA site and the OSU site. Data collection included field notes from classroom observations from 1999 to 2000, individual and collective interviews, focus group interviews, and narratives. The researchers found out that teachers in NWP exhibited different ways of learning when their learning trajectories altered.

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Take newcomers to NWP for example. The participants first joined NWP for two main reasons. One is that when their teaching contradicts the district or even state policy, and the other is lacking confidence in their own teaching philosophies. The former forced the participants to seek how they could work on their teaching plans and at the same time function in bureaucracy. The latter urged them to reach out to find ways to re-negotiate or synthesize their values. When they broke the boundary of learning and became peripheral participants in NWP, they learned different strategies and resources as immediate plug-and-play, which they could apply in their classroom to improve their student learning.

As for novice teacher leaders (TL) in NWP, the intention of helping other teachers to "not to be afraid to try" (Lieberman & Wood, 2003, p. 66) and providing ongoing support which they used to lack pushed them to the next trajectory. Their new roles of being TCs enabled them to gain an inquiry stance to figure out answers when things did not work out in their practice. After staying in NWP for long enough, the institute inspired them to be "a scholar of teaching in their own right" (Lieberman & Wood, 2003, p.72) because being a scholar means playing a more dominant role on their trajectory. The demonstrations delivered by other teachers in NWP also provide them opportunities for "reflecting on practice and bridging practice and theory" (Lieberman & Wood, 2003, p. 72).

In addition to the study conducted by Liberman & Wood (2003), more research on CoP reveals that through different events that happened on different trajectories, a process of membership-gaining and self-becoming occurs. Other representative factors affecting teacher learning trajectory are empirically identified in previous studies and will be discussed from two primary aspects; namely, the personal factors and the social factors.

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Personal factors affecting learning trajectories include teacher beliefs and individual attributes (Borg, 2003; Cheng & Wu, 2016; Jho, 2016; Lieberman & Wood, 2003). According to Borg (2003), teacher beliefs can be extended or strengthened through teacher learning. Teachers' commitment to teaching and the intention of moving obstacles from the way of student learning is the drive for teachers to land on a new trajectory for teacher learning (Lieberman & Wood, 2003). Concerning individual attributes, teachers' motivation, ethnic differences, and teacher's life choice, and teachers' competence or experience all come into play in teacher learning. In Cheng & Wu's (2016) study, it is found that EFL teachers were highly motivated to attend both formal and informal learning required by schools or initiated by teachers due to peer influence as extrinsic motivation and eagerness to obtain more professional knowledge as intrinsic motivation. With respect to ethnic differences, Jho (2016) states that teachers' traditional receptive attitude towards learning might hinder their creativity when engaged in teacher learning. Regarding life choices, teachers need to make a balance between work and life, take up family responsibilities, and prioritize important items on their list (Cheng & Wu, 2016). Cheng & Wu (2016) also pinpoint the significant role of teacher's competence because it " largely determines the pace and route in teachers' trajectories of professional development and the degree of involvement and commitment in the activities of the teacher learning" (p. 62). These individual attributes are all determining factors in terms of how teachers take up learning in their professional careers.

The other set of factors affecting teacher learning is social factors, which contain (1) counterpart in the teaching context (Cheng & Wu, 2016; Jho, 2016; Zhao et al., 2019), (2) apparatus in the teaching context (Cheng & Wu, 2016; Cirocki & Farrell, 2019; Harvey & Fredericks, 2017; Hodson & Jones, 2010), and (3) the content of teacher learning (Grassick, 2019; Zhao et al., 2019). The counterpart in the teaching

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context here refers to capable colleagues and key members of the community. When it comes to teacher learning, peer influence is perceived as a sword with two edges. Peers who are aggressive in learning might be the impetus in teacher learning because they motivate other colleagues with their passion for learning. However, teachers sometimes feel reluctant to exchange their ideas with their colleagues because of the long-built competition among them. This makes working with colleagues "a mere formality" (Zhao et al., 2019, p.9). In this sense, teachers are more likely to seek collaboration outside their school instead of ruin the seemingly harmonious relationship they have with their colleagues. What's worse, when capable peers are busy getting promoted or other pragmatic goals, learning with peers in the same community is almost unlikely to happen (Jho, 2016). The other significant counterpart in teacher learning is the key members in the community, e.g., supervisors, administration staff, principals, and other decision-makers (Cheng & Wu, 2016). These people have a say when it comes to what teacher learning is like and how it will be delivered.

In respect to the apparatus in the teaching context, they are (1) rules and norms to follow (Cheng & Wu, 2016), (2) funding of teacher learning (Cirocki & Farrell, 2019), (3) school-based issues (Hodson & Jones, 2010), and (4) the prevalence of technology (Harvey & Fredericks, 2017). In some contexts, teacher learning is explicitly stated as regulations or implicitly followed as universal norms. Under this circumstance, teacher learning and sharing knowledge are considered natural and self-evident (Cheng & Wu, 2016), and vice versa. That means the opposite situation might happen when learning in professional communities has never been taken as a norm. Either situation affects teacher learning in CoP to a great extent. The second apparatus in the teaching context is funding to teacher learning (Cirocki & Farrell, 2019). In some low-income regions, teachers find it hard to bear the cost of traffic and other

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fees to attend professional development. The shortage of funding to a certain degree deprives teachers' chances of learning. Another apparatus in the teaching context is school-based issues (Hodson & Jones, 2010). Teaching is an over-loading profession in which teachers are constantly involved in countless affairs which are sometimes irrelevant to teaching. The urgent school-based issues often overweight teacher learning due to the pressure from the administration or school directors (Hodson & Jones, 2010). The last apparatus is the prevalence of technology (Harvey & Fredericks, 2017). In CoP, teacher learning requires temporal regularity, which can be hard to achieve when virtual meetings and online interactions are both adopted. What is worse, teacher learning may not ever take place when technology is not widely available in certain areas.

The last social factor affecting teacher learning trajectory is the content of learning, which needs to be discussed by what to learn and whom to learn from on different learning trajectories (Grassick, 2019; Zhao et al., 2019). More often than not, teacher learning is "need-driven" or "interest-driven"; namely, teachers are more likely to choose "what they believe to be valuable or useful" (Zhao et al., 2019, p. 9). Thereby, these preferences are part of the reasons determining what teachers learn. The other critical factor concerning the content of learning is the people who facilitate the learning. When it comes to teacher learning, the primary role of teacher educators is to provide professional knowledge and skills. Nonetheless, the teacher educators in Grassick's (2019) study found that they needed to be equipped with contextual knowledge apart from being equipped with professional knowledge and skills. Otherwise, they did not see themselves as competent to help primary teachers in terms of how to cope with education reform.

Thus far, several personal and social factors have been empirically identified as determining elements related to teacher learning on different trajectories in CoP. (1)

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teacher beliefs, (2) individual attributes, and (3) ethnic differences are taken as three main sets of personal factors while (1) counterpart in the teaching context, (2) apparatus in the teaching context, and (3) the content of teacher learning as three main sets of social factors. Recognizing these two main categories of affecting factors might help practitioners, teacher professional developers, and stakeholders better understand drafting and designing effective professional development.

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CHAPTER 3

METHODOLOGY

This qualitative study takes the form of Yin's case study research theory to explore two language teachers' learning trajectories and the affecting factors in CoP. In this study, the target self-initiated professional development program is addressed as 'Dream Seekers'. With this consistent naming, it might be more reader-friendly for the audience when this community is referred to. This chapter will lay out what methodology was adopted to conduct this qualitative case study. Firstly, the research design will be elucidated. Then, the context of the study will be depicted. Following that, the background and the three evolutionary phases of Dream Seekers will be introduced. In what way the essence of this community is the same as that of a CoP will also be explained. Then, the background of the participants will be entailed. After knowing the backdrop of this case study, what data were included and how they were analyzed will be illuminated. Then, the trustworthiness of the present study will be clarified. Lastly, the role of the researcher will be identified.

Research Design

The researcher adopts a case study design for this dissertation because the present study is regarding language teachers' learning experiences in a self-initiated professional development program taking place in different regions annually in Taiwan. According to Yin (2009), case study research is used when "people want to understand a real-life phenomenon in-depth, but such understanding encompassed

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important contextual conditions- because they were highly pertinent to the phenomenon of study" (p. 18). It is also an "intensive, holistic description and analysis of a single entity, phenomenon, or social unit" (Merriam, 2009, p. 46). In this qualitative case study, the single entity refers to Dream Seekers. The specific case investigated in this study refers to one of the Dream Seekers programs held in 2019, in which the participants both engaged.

Context

"Dream Seekers" is used as the pseudo name for this self-initiated teacher professional development program so that it will be easier for the readers to identify this program when it is repeatedly referred to in this paper. The name was chosen based on three reasons. First, "Dream Seekers" echoes the Chinese name of this program. Second, the researcher believes that every teacher is a dreamer because they all have a beautiful picture of their ultimate goal in their minds. Lastly, the core values of this program are to bring teachers' support and bring students hope. As John Lennon once says, "A dream you dream alone is only a dream. A dream you dream together is reality" (Sheff, Lennon, Ono, & Golson, 2000, p.16). The researcher attempts to capture the essence of this quote and use the name "Dream Seekers" to portray how the members of this community march towards their dream together by engaging in collective and collaborative endeavors.

This study was situated in a program of Dream Seekers, held in the south of Taiwan in 2019. During this period, Dream Seekers implemented professional programs in eight regions, and those workshops were related to all subjects covered in the Curriculum Guidelines of 12 Basic Education for K-12 teachers. Dream Seekers is

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organized by the K-12 Educational Administration, Minister of Education in Taiwan (K-12 EA hence after), the founder of this community, and leading teachers in this community. Local governments and organizations are administered to implement Dream Seekers by providing venues for the workshops, needed logistics, and necessary administration assistance (K-12 EA, 2020).

Each program in Dream Seekers lasted for two days. The programs aim to improve students' competency and provide a platform for teachers to share their knowledge and skills. To do that, both senior speakers and novice speakers were invited to share their teaching ideas with in-service teachers in the programs. All the in-service teachers island-wide were entitled to sign up for the programs online. Teachers who had their sing-up procedure approved would be legitimate to attend the 2-day program. In the past few years, approximately more than 32,000 in-service teachers have attended this community (MOE, 2011).

From 2017, Dream Seekers started to "scout" more novice teachers for two reasons. First, it is necessary to see how teachers adopted what they have learned from this community and put them into practice in their everyday teaching. Second, more speakers are needed to deliver workshops due to the expanding scale of Dream Seekers. Up to the present time, more than 1,700 novice speakers, scouted by senior speakers and district leaders, have delivered their workshops in this community (K-12 EA, 2020). More details of Dream Seekers will be given in the following paragraphs.

Background of Dream Seekers

In April 2015, the founder of Dream Seekers initiated this self-initiated professional learning community. Its central values are to focus on student learning,

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provide teachers with needed support, and seek change in education. This community is held by the K-12 Education Administration, Ministry of Education of Taiwan, the founder of this community, and a cohort of in-service teachers. Other vital features of this community are listed as follows:

(1) This self-initiated program is held annually;

(2) Teachers are encouraged to participate, rather than mandated.

(3) The content of Dream Seekers includes seminars and workshops focusing on hands-on experiences, course design in collaboration, and sharing teaching ideas.

(Wang, 2016)

Three Phases of Dream Seekers

So far, Dream Seekers has undertaken three distinct and evolutionary phases after 2015. The three phases of Dream Seekers are important because the participants' learning trajectories shifted in different phases. Table 3-1 shows the details of the three phases of Dream Seekers. In the first phase from 2015 to 2016, Dream Seekers was implemented in a centralized way. It was hosted and organized annually by a university in the South of Taiwan and K-12 Educational Administration, Ministry of Education in Taiwan. This community held workshops related to testing subjects; namely, Chinese, English, Mathematics, Social Studies, and Science. During this phase, only senior speakers, who were mostly experienced junior high school English teachers from different parts of Taiwan, were legitimate to give workshops in this community.

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Table 3-1

Three Phases of Dream Seekers

Phase	Year	Form	Total Number of the Programs	Methods	Subjects Included in the Program
1st	2015	Centralized	1	Senior Speakers' Workshops	Chinese, English, Mathematics
	2016		2		
2nd	2017	Centralized & decentralized	4	Senior Speakers' Workshops & Novice Speakers' Workshops	Chinese, English, Mathematics, and other non-testing subjects, e.g., Reading Comprehension, and Technology and Science…etc.
	2018	Centralized & decentralized	10		
3rd	2019	Centralized & decentralized	10	Senior Speakers' Workshops & Novice Speakers' Workshops	All Subjects Included in the Curriculum Guidelines of 12 Basic Education
	2020	Centralized & decentralized	8		

In its second phase from 2017 to 2018, this community exhibited three significant changes. Firstly, this community implemented programs in different regions in Taiwan in a decentralized way. That is to say, apart from its regional centralized sessions held, local schools were able to apply for the implementation of Dream Seekers in their own school near the district from their local educational bureau. Secondly, the senior members of this community started to "scout" more in-

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service language teachers and help them become novice speakers so that they can deliver workshops in terms of how they applied what they had learned in this community. Lastly, Dream Seekers incorporated more workshops regarding non-testing subjects, e.g., Reading Comprehension, and Technology and Science.

From 2019, Dream Seekers exhibited another significant change when it switched to its third phase. It held workshops for all the subjects included in the Curriculum Guidelines of 12 Basic Education, e.g., P.E. and Art and Performance. Up to the present time, this community is still an ongoing event and thousands of teachers have taken part in this community.

Conceptualizing Dream Seekers as a CoP

The researcher views Dream Seekers as a CoP based on the following two reasons. Firstly, the essence of this community matches the definition of CoP. According to Wenger (1998), CoP is defined as a reciprocal social learning system that is related to membership-gaining, boundary-crossing, and self-becoming. On the other hand, learning in CoP is an inevitable, life-sustaining social phenomenon. The purpose of learning in CoP is not only seeking an individual's competence but also that of others (Wenger, 2010). If we examine this community with these central definitions of CoP, we can find out that the participants in this community cross the boundary, join this community, seek their individual growth, and find common good for all members by learning and becoming members of this sustained community.

In addition to matching the definition of CoP, Dream Seekers also exhibits the three dimensions of CoP: "mutual engagement," "joint enterprise" and "shared repertoire" (p. 73), which are also often illustrated in the other set of naming as

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"domain," "community," and "practice" (Wenger, 2002; Wenger, 2015). In this community, the participants' "mutual engagement" is based on the shared values they hold, which are to bring teachers support and give students hope. This community provides teachers with professional development programs, in which they exchange teaching ideas and resources. When teachers learn teaching strategies and effective methods, they can implement their teaching effectively and enhance their students' learning. In so doing, their students build up confidence in learning. Regarding the "joint enterprise," the participants in this community are endowed with diverse routes to continue their engagement in this community. Those routes include two-day workshops, online social media, and access to the official website of this community. Lastly, the members of this community selflessly share numerous artifacts for learning, e.g., booklets, student worksheets, teaching props, workshop agendas, handouts, and PPTs of the workshops. Those artifacts produced by the members are perceived as the "shared repertoire," and they are important for teacher learning, exchanging their ideas, sharing their experiences, and developing future leaders in this CoP.

Participants

Two participants referred to as their pseudo names - Ruby and Lily henceforth were recruited in 2019 through attending an orientation meeting held in March 2019. The meeting was hosted by the chair of the English program of Dream Seekers, who was also the gatekeeper of the present study. This meeting aimed to prepare 13 novice speakers by deciding the topics and content of their coming workshops in Dream Seekers, provide them with some dos and don'ts for delivering workshops, and

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announce relevant administration details. At that time, 13 in-service teachers attended, and only two agreed to take part in this study.

Before the day of the orientation meeting, Ruby and Lily replied to the gatekeeper and expressed their willingness to take part in this study. Therefore, the researcher attended the orientation meeting, briefly gave them an overview of this study, and received their confirmation of voluntarily joining this study. After the orientation meeting, the research helped them go through the details of this qualitative study. Ruby and Lily viewed and signed the letter of consent. Data collection commenced hereafter.

Ruby is a female English teacher who taught English in a junior high school in the South of Taiwan. Before that, she had taught in an experimental school in the south of Taiwan for two and a half years. It was during this period, she started to get involved in Dream Seekers. Ruby had first attended this community in 2016 and then three more sessions later. After that, with other senior speakers' encouragement, Ruby was given the chance to deliver her debut workshop in the previously mentioned program in 2019.

Lily is a female English teacher who has been working in a junior high school in the south of Taiwan for 12 years. She has also been working as the coordinator of the English department twice at the high school she teaches. The minimum serving period of this position is two years. Like Ruby's case, Lily had attended Dream Seekers twice in 2016 before she was invited to deliver a workshop in 2019. (See Table ta.

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Table 3-2

Demography of the Two Participants

	Ruby	Lily
Nationality	Taiwanese	Taiwanese
Gender	Female	Female
Teaching Length	4 years	12 years
Teaching Context	Experimental Education School and Public Senior High School	Private Senior High School
Prior Experience as a Speaker in Dream Seekers	None	None

Data Collection

Multiple data collection methods were used, including semi-structured interviews, narrative accounts, workshop video recordings, and artifacts. The details of the data will be introduced specifically as follows.

Semi-structured interviews

Interviews are probably the most widely adopted data collection procedure in qualitative studies (Talmy, 2010; Roulston, 2019) because it manifests both facts and meanings of information. It is an effective tool for researchers to receive non-observable perspectives (Duff, 2008) because it provides the researcher with first-hand accounts of all aspects of a complex issue (Mirhosseini, 2020). In this study, three to four semi-structured interviews were conducted with each participant. The first interview was held before the participants delivered their workshop in the program held by Dream Seekers. The interview questions of the first interview were

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designed to explore the participants' learning experiences prior to joining Dream Seekers. The first interview consists of three topic domains: (1) language teachers' learning experience in their induction phase, (2) language teachers' learning experience in attending this community as a language teacher, and (3) language teachers' learning experience after attending this community. The second interview was held two or three months after the participants delivered their workshop in this community because the participants needed time to reflect upon their learning experiences in working as novice speakers in this community. The participants were also asked to collect photos, documents, or other related materials that helped them recall their learning experiences in this community. The researcher needed time to conduct initial coding to have emerged theme so that she could design more interview questions for necessary clarification or the participants' elaboration in the follow-up interviews. The interview questions for the second interview were designed to explore the participants' learning experiences after joining this community and the factors attributing to this community. They included the following topic domains: (1) language teachers' learning experience in attending this community as being a novice speaker and (2) language teachers' learning experience after being a novice speaker. The third interview was held months after the second interview because the researcher needed time to transcribe the verbatim and conduct initial coding. The third interview questions were designed base on language teachers' learning experiences some time after being a novice speaker and the emerged themes in the first and second interviews. By so doing, the researcher was able to deepen the understanding in terms of the crucial themes for the participants' learning experiences in this community and the influential factors for the growth and development of this community. For the interview questions, please refer to Appendix A, B, and C. The time of the interviews ranges from 30 to 140 minutes. The interviews were conducted in Chinese so that the

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participants would be able to articulate freely and express themselves without any constraints of language barriers. Should there be any need to clarify the participants' points or ask for elaborations on certain points, the fourth interview would be conducted.

Narrative Accounts

In addition to the semi-structured interviews, the participants were also invited to write two narrative accounts in Chinese. The first narrative account was written by the participants after they attended the orientation meeting before the presentation of their workshop in March 2019. The purpose of the first narrative account was to help the participants to recall their feelings and perspectives after attending the orientation meeting with the chair, which is also the gatekeeper of the present study, along with other novice speakers and senior members. The participants wrote their second narrative account after delivering their workshop in Dream Seekers in April or May 2019. The purpose of the second account was to record the participants' reflections on delivering the workshop. The participants were asked to recall and write about how they prepared for and delivered their workshops in Dream Seekers and their reflections on this experience. Ruby wrote her narrative accounts, posted them in her blog, and gave the researcher permission and access to those two narrative accounts online. On the other hand, Lily sent her two narrative accounts via social media messaging.

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Workshop Video-recordings

Ruby and Lily both delivered their workshops for the first time in this community in April 2019. That was a two-day program where each of them was given 20 minutes to deliver their workshops. The venue was in the middle of Taiwan. The researcher attended this two-day program from beginning to end, including the workshops delivered by the participants. When observing Ruby and Lily's workshops, the researcher observed and took field notes with the purpose to record details such as subtle interactions among novice speakers and responses from the audience. Both of Ruby and Lily's workshops were video-recorded in good quality by the organizer of Dream Seekers. Given permissions by Ruby and Lily, the researcher obtained copies of their video recordings. The video recordings were served as triangulation for the data obtained in the interviews.

Artifacts

In this study, artifacts such as the field notes in the orientation meeting, the participants' online messages with the researcher, and their blog articles were collected. The descriptions of the artifacts are provided in the following paragraphs.

The researcher took field notes during the orientation meeting held in March 2019. The field notes recorded what instructions and guidelines the gatekeeper offered to all novice speakers, including Ruby and Lily. The field notes also recorded (a) how Ruby and Lily introduced themselves to others and the interactions among novice mentors, and (b) their original plans and drafts for their workshop. These documents showed the modifications Ruby and Lily made after the discussion at this orientation

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meeting. Other novice speakers' feedback was also included in the field notes. All the above information included in the field notes are served as resources for the researcher to analyze data obtained in the interviews.

The researcher had started texting messages via social media with Ruby and Lily after the orientation meeting. The main purposes of those texting messages were mostly communication for interview details. The researcher also kept the participants posted on the progress of the study via text messages. Additionally, Ruby wrote articles and posted them on her blog. She offered the researcher the links to the articles which are related to her experiences in attending other teacher development. There are a total of 36 blog articles written by Ruby from 2016 to 2019, which were related to her experiences in attending a professional development program. Among them, 13 of the articles were about her experiences and reflections on attending this community.

Data Description

The followings are the descriptions of Ruby's collected data. The length of the field notes the researcher took during the orientation meeting is 454 words. The online messages between Ruby and the researcher from 2019 to 2020 include 3,000 words approximately. Regarding the length of the interviews, the first two lasted from 40 to 70 minutes, the third one approximately 90 minutes, and the last one for nearly 50 minutes. Ruby's workshop video recording lasts for 26 minutes. The total number of words in Ruby's narrative is 750 words. The number of Ruby's blog articles is 13. A detailed description of Ruby's data can be found in Table 3-3.

The followings are the descriptions of Lily's collected data. The length of the field notes the researcher took during the orientation meeting is 513 words. The online

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messages between Lily and the researcher from 2019 to 2020 include 2,000 words approximately. Regarding the length of the interviews, the first one lasted for 53 minutes, the second one hour, and the third for nearly two hours. The total number of words in Lily's narrative is 936 words. Lily's workshop video recording lasts for 25 minutes. A detailed description of Lily's data can be found in Table 3-4.

Table 3-3

Description of Ruby's Data

Form of Data	Time of Collection	Notes
The 1st Interview	April 2019	67 minutes
The 2nd Interview	July 2019	38 minutes
The 3rd Interview	September 2019	90 minutes
The 4th Interview	October 2020	50 minutes
Narrative Accounts	April & July 2019	750 words
Work Video Recording	April 2019	26 minutes
Field Notes	March 2019	454 words
Text Messages	March 2019 to November 2020	approximately 3,000 words
Blog Articles	July 2019	13 articles

Table 3-4

Description of Lily's Data

Form of Data	Time of Collection	Notes
The 1st Interview	April 2019	53 minutes
The 2nd Interview	July 2019	61 minutes
The 3rd Interview	November 2020	142 minutes
Narrative Accounts	June 2019	936 words
Work Video Recording	April 2019	25 minutes
Field Notes	March 2019	513 words
Text Messages	March 2019 to November 2020	approximately 2,000 words

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Data Analysis

The data analysis of this present study is largely based on Charmaz 's (2006) grounded theory practice, which is composed of coding in two stages. The first is initial coding and the second one is focused coding. The purpose of initial coding is to "explore whatever theoretical possibilities" (Charmaz, 2006, p. 47). In the initial coding process, the researcher adopted Charmaz's (2006) line-by-line coding method because "line-by-line coding works well with detailed data about fundamental empirical problems, or processes whether these data consist of interviews, observations, documents, or ethnographies and autobiographies" (p. 50). While doing the initial coding, the researcher tried to avoid common problems in the process of coding, e.g., "coding at [a] too general level, identifying topics instead of actions and processes, attending to disciplinary or personal concerns rather than participants' concerns, using codes to summarize but not to analyze" (p. 69). When analyzing data in the initial coding process, the researcher stayed close to the data, read and reread the data to get the general overview. In this stage, these codes "emerge as we scrutinize the data and define meanings within it" (Charmaz, 2006, p. 46). All the codes were analyzed and placed into the belonging categories and subcategories based on the key criteria of grounded theory analysis: fit and relevance (p. 54). This process enables the researcher to think and allow new ideas to emerge.

The purpose of focused coding is to "synthesize and explain larger segments of data" (p. 57). In this stage, the researcher followed Charmaz's (2006) three steps of coding, which are (1) taking segments of data apart, (2) naming them in concise terms, and (3) proposing an analytic handle to develop abstract ideas for interpreting

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each segment of data (p. 45) to analyze the data. Following the initial coding stage, some common and repeated codes became apparent. Then, the researcher refined the codes to create broader categories related to the research questions. For instance, on participants' inbound trajectories, the researcher used the categories "learning in this community as a language teacher" and "changes after attending this community as a language teacher" to discuss the reasons for them to attend and the changes they made after attending this community. The analyzed coding takes the researcher "into unforeseen areas and new research questions" (p. 46). Therefore, more uncharted topics were formed and more unanswered questions were designed for follow-up interviews. Those questions were both placed underneath the related categories for further investigation.

Three models served as the main instruments for data analysis in the present study. The first model, proposed by Guskey (2002), is about teacher change. In this model, Guskey argues that teacher change in beliefs and attitudes are yielded from the change in student learning. The second model, proposed by Kereluik et al. (2013), is related to teacher learning in the 21st Century. Kereluik et al. (2013) discuss teacher learning in three aspects; namely, core knowledge (to know), meta-knowledge (to act), and humanistic knowledge (to value). The third model, proposed by Compen et al. (2019), is regarded with the interplay between teacher development and student learning. In their model, student learning is prioritized and the relationship between student learning and teacher development is discussed when contextual factors, teacher quality, and other relevant factors are all taken into consideration. The detailed evolutions and descriptions of these models have been discussed in Chapter 2.

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Trustworthiness

In qualitative research, trustworthiness is the extent to which we can trust the research findings. “Trustworthiness refers to whether the data analyses, reports, and interpretations constitute honest and authentic reconstruction of the research and of the knowledge that emerged in the social environment, while the value accruing to participants in undertaking the research contributes to its worthwhileness” (Burns & Lawrie, 2015, p. 192). To enhance the trustworthiness of the present study, four major actions have been taken. Firstly, multiple sources of data were collected. Apart from the interviews, the researcher also collected other artifacts such as the field notes in the orientation meeting, the participants’ online messages with the researcher, and their blog articles to establish the trustworthiness of this study. Secondly, member checking was employed. The researcher sent the transcription of the interviews to Ruby and Lily by email to make sure their meanings were cross-checked. Thirdly, peer debriefing was practiced during the data analysis process. When analyzing the data, the researcher tried to make sure the interpretation is as close to the intended meaning as possible. To reassure the translation was appropriate, one academic expert, who was not involved in this case study, was invited to check interpretation. Lastly, the researcher has remained active in Dream Seekers up to the present time so that the researcher continues to have access to needed data or information from this community of practice in the future.

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The Role of the Researcher

Through the help from the gatekeeper, the researcher was able to have access to the participants for the present study. The role of the researcher has advantages and disadvantages for conducting this study. Firstly, the researcher has been engaging in this community for several years. Both participants attended the researcher's workshop in 2018 before they were informed of the present study. The shard experience enabled them to communicate more naturally. Second, there are no conflicts of interest between the research and the participants. Neither did the researcher need to evaluate the participants' performances in delivering their workshop. Therefore, the relationship between the researcher and the participants was built on an equal foundation and that built up an open space for the participants to express their viewpoints freely. Lastly, with the continuous involvement in this community, the researcher can get access to needed resources because she has acquaintances with other members in this community. Concerning the disadvantage, the research's prior knowledge in this community sometimes hindered the researcher from designing questions seeking specific answers. This disadvantage might give rise to insufficient descriptions of certain incidents or the background of Dream Seekers. However, this lack of information has been identified via peer briefing and advisory feedback.

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CHAPTER 4

LANGUAGE'S TEACHERS' LEARNING IN DREAM SEEKERS

This chapter will portray the two participants' different learning experiences on different trajectories in Dream Seeker, the self-initiated professional development. Their experiences will be depicted alongside the 1st, 2nd, and 3rd phases of Dream Seekers because as the community evolved, their learning trajectory shifted, which led to different learning experiences for the participants. The current situation of each participant will be also described.

Ruby's Case

Ruby's Background

Ruby, a single female English teacher, was in her early thirty when this study was conducted. She was born into a middle-class family. Her family expected her to be either a civil servant or a teacher due to the stable salary of either one. After graduating from university, she passed the teacher selection test and became an official teacher. She embarked on her journey of being an English teacher ever since. She had first taught English for three years in a remote experimental education school and then one year in a junior high school in the south of Taiwan. Currently, she is pursuing her M.A. program in northern Taiwan.

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Before Getting in Dream Seekers: An Outsider on the Peripheral Trajectory

During her first years of teaching in the remote experimental education junior high school between 2016 and 2017, Ruby's learning experiences were solely built on the peripheral trajectory; namely, she was a total outsider of Dream Seekers. In those years, she was a very green teacher who knew little about teaching. She encountered difficulties both in teaching and disciplining her students. Overwhelmed by the reality shock, Ruby struggled a lot about her teaching career yet received very limited support. She attended mandatory and self-initiated professional development programs, which made her learning experiences swung like a pendulum. The uneasy learning experiences made Ruby a loner on her path.

Reality Shock and the Ensuing Impact

What got Ruby's attention at the initial stage of teaching was a discrepancy between the imagined scenarios and the actual practices. On the one hand, she believed that a teacher should focus not only on students' learning but also on their behaviors; however, she found out that the latter goal was hard to achieve. Although Ruby intended to do the right things for her students, there were discrepancies between the imagined scenarios and the actual practices. The reality is more complicated than she thought due to the difficulties she encountered in teaching, students' behavioral issues, piled-up administration work, and lacking support.

Ruby was still eager to exert what she had learned in teacher education and improve her students' English proficiency. However, it was challenging for Ruby to do so because she thought that learning problems originated from family issues or

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disadvantaged conditions. Furthermore, that school was lacking a structural and specific curriculum. She had to make her teaching materials, which was quite time-consuming, not to mention that she was asked to teach both elementary school students and junior high students because she needed to fulfill her teaching hours. All of these made Ruby's teaching extremely arduous.

For Ruby, the first reality shock she encountered was teaching a group of students with low motivation in mix-aged classes. She recalled her experiences back then and said,

> In the first year of my teaching there, I was asked to teach a mix-aged class at the elementary school. It was a big challenge for me. After all, I wasn't familiar with the junior high materials, but I was asked to design materials for a mix-aged class for elementary school students.
>
> (1st Interview, April 2019)

Having no one to turn to, Ruby responded to her difficulties in teaching with provisional pedagogies because her teaching practice was not well-planned and the school curriculum was lacking structures. Ruby admitted her trials and errors by pointing out that, "I didn't use the textbooks at the very beginning. For a month, my teaching was totally structure-less. I pumped different ideas and activities into my courses. There was no structure at all" (3rd Interview, September 2019). Oftentimes, she filled her teaching plans with many cherry-picked activities, which were neither relevant nor responsive to the teaching objectives. To respond to the disorganized curriculum, she needed to employ some provisional pedagogies and had constant shifts in teaching foci.

The second reality shock was students' behavioral issues, which Ruby spent a lot of effort and time dealing with. Take Student A's case for example. Student A almost slept through her entire class. She encountered Student A but received a negative

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response from that student. She ended up chasing after Student A during break time. She realized that teaching itself is not the hardest. It is other things that go alongside teaching she needed to dread. Managing students' behaviors and disciplines are some of them. It took her some time to recognize the universal problems among students. As Ruby recalled,

> I think these (student) issues are universal. They don't disappear because you go to a new place. There are problematic students everywhere. They hand in their homework late. They perform badly on tests. You see these students everywhere. They act like that mostly because their family doesn't function well. As a teacher, you just have to adjust yourself and understand that's the reality.
>
> (3rd Interview, September 2019)

In addition to the difficulties in teaching and students' behavioral issues, Ruby was also drowned in piled project work and countless meetings that occupied most of her working time. As Ruby said, "Because...we...gosh! Our hands were really tied. There were consulting meetings almost every month" (1st Interview, April 2019). This also affected her time allocation for professional development programs because she was too tied up to make time for learning. Drowning in the administration work, Ruby attended professional development programs mostly because she needed to fulfill the job requirements. As Ruby said, "Many (professional development) programs were mandatory. We already had a lot on our plate, but we were still asked to attend those programs" (3rd Interview, September 2019). The challenges of teaching mix-aged classes and students' behavioral issues made Ruby's teaching difficult because she was never educated to cope with these kinds of challenges during those years of teacher education at university.

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The Paucity of Support from the Workplace

When Ruby wanted to consult someone with her problems in teaching and students' behavioral issues, collegial support was nearly impossible in her school. Among Ruby's colleagues, there was only one full-time teacher and the rest were all substitute teachers. "The teaching staff at our school wasn't very stable. Our teachers were relatively young. Averagely, they were at their late or early thirty. So, it was actually difficult to discuss teaching with them" (1st Interview, April 2019). Ruby also mentioned that she could not even find someone to discuss English teaching by addressing that, "I was the only English teacher at our school. There was no one to discuss English teaching there. When it came to designing a cross-disciplinary course, honestly speaking, it was not that easy" (1st Interview, April 2019). The young and unstable faculty with insufficient experiences in teaching had problems teaching in their domains, let alone give support to teachers who taught different subjects.

Neither could Ruby find assistance from school because her school was lacking leadership in teachers' affairs. She could receive neither peer support nor managerial assistance. Ruby laid out the lacking of assistance by saying that,

> No one would tell you how you did on your job. There was nothing like an evaluation system here. And I was the only English teacher there. Staying there for two years, I knew the teachers there all had a passion for teaching. However, what we didn't have was leadership. We didn't have a leader to guide all the teachers.
>
> (1st Interview, April 2019)

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It is not surprising to see some employees, clocking in and clock out at their positions and doing their job without passion at some workplaces. A workplace with low morale brings out neither leadership nor dedication from the staff. A school is no exception. During this phase, Ruby was like a lonely voyager shifting alone on the sea of the unknown.

Pendulum Mode of Learning: Mandatory vs. Self-initiated Learning

As mentioned in the previous section, Ruby was frustrated because she received very limited assistance from her colleagues and the school side. As she was not able to change the school culture and wanted to solve her students' learning difficulties, she decided to seek help from outside her workplace by attending professional development workshops. With this move, Ruby embarked on a pendulum-like learning experience, with which she conducted her learning through the mandatory program as well as her self-selected workshops.

Like any other full-time teacher in Taiwan, Ruby was obligated to attend mandatory professional development programs, which means the government or institute-initiated professional development programs she needed to attend to fulfill her job requirement. Oftentimes, she was told by her school to attend those programs because she was the only English teacher on campus. When attending these top-down programs, Ruby had no right to decide which program to attend and held no ownership of mandatory learning. Recalling her learning experiences back then, she could hardly remember the content of those mandatory programs she attended.

Ruby held a relatively negative impression and even became disinterested in those mandatory programs, regardless of the off-site programs or the on-site programs

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due to two major reasons. The first reason was the huge administration workload she had. She articulated that, " A lot of professional teacher elopement programs were mandatory. We were already very busy but we were still required to attend. It was really annoying" (3rd Interview, September 2019). As Ruby recalled, "Some of the programs were so boring that I don't even remember what was covered in those programs" (1st Interview, April 2019). What's worse, she didn't even remember attending those programs. " I don't even know I attended those programs until I read my attendance records. Some programs are like that. You went, you signed, then you checked out" (3rd Interview, September 2019). The ill-designed teacher development programs, lacking practical teaching ideas, are considered useless by Ruby.

The other reason concerns the fact that some mandatory professional development programs held on-site offered either one-off workshops or content lacking locality. Therefore, Ruby found it hard to apply what she learned in her teaching. She suggested having someone consulting the teaching staff or the school on-site by saying that, "If there could be someone regularly works on-site, he or she might know the school actual needs better. By this way, I think the support might be more holistic and effective" (1st Interview, April 2019). Every school and every teacher have their own needs in learning. Those individual differences and needs can only be met when schools and teachers take more active and dominating roles in their learning.

As Ruby said, "You really couldn't expect too much when the workshop was only two to three hours" (1st Interview, April 2019). In addition, the content of the programs was mainly "reporting on their course progress, not directly related to teaching, and became a formality" (1st Interview, April 2019). Reporting their process was time-consuming, letting alone touch upon the pedagogy. As a novice teacher and the only English teacher on campus, Ruby was obedient when assigned to go to those

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off-site and on-site mandatory programs. However, those on-site programs were mostly one-off workshops, which lacked teaching locality. Neither of them addressed or responded to Ruby's school's actual needs. Thus, Ruby decided to attend other self-initiated professional development programs alone, hoping to find the answers by herself.

The self-initiated professional development programs refer to the programs she signed up for by herself, usually were held outside her campus. Dream Seekers was one of them. When attending these self-initiated programs, Ruby selected the programs she was interested in, or the programs were presumably considered beneficial to her teaching. That means she was being more dominating and responsible for her learning. Recalling her learning experiences back then, Ruby said that many times she attended those self-initiated programs which were so far from her location that she had to travel a long way by herself to learn. Even so, she considered it worth doing because "those off-site professional development programs really helped me solve my problems. I think I found answers to most of my problems by attending those off-site programs" (1st Interview, April 2019). Leaving the land of no support alone, Ruby saw a slim of hope outside her campus.

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Ruby's Learning Experiences in the 1st and 2nd Phase of Dream Seekers: A Growing Practitioner on the Inbound Trajectory

After Ruby joined Dream Seekers, her learning shifted from peripheral to inbound trajectory during the 1st and the 2nd phases of the community. In these phases, Ruby gradually re-constructed her identity in the community and became a growing practitioner whose learning was practice-based and teaching was reflective.

A Growing Sense of Belonging

Ruby used to be a loner on the peripheral trajectory, but she had the feeling of belongingness on the inbound trajectory when she participated in Dream Seekers for the first time in 2016. Given considerations on her own learning needs, she decided to join one program for elementary school teachers and the other one for junior high school teachers to brush up on her skills and expand her knowledge bases of teaching. Meeting other in-service teachers who shared the same values as she did, she found her allies and felt belonged to the community.

The most unforgettable moment for Ruby then was the opening ceremony of Dream Seekers on the first day of the program, which is one of the conventions of this community. During the ceremony, all members would gather in the auditorium and sing the theme song of this community with the flashlights on the cell-phone on. The lyrics of the song are about bringing teachers together and reminding them of their original intention of being a teacher. Singing the theme song with tears in her eyes, Ruby recalled the sentimental moment by saying that, "At the end of the opening ceremony, we sang the theme song at the auditorium. I always shed my tears at that moment" (3rd Interview, September 2019). Thinking about her loneliness at school

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and a new identity in this community, Ruby cried over many things at the opening ceremony.

Ruby started to feel affiliated with Dream Seekers because she finally found her allies with whom she could learn together after being a loner for all those years. After years of teaching, she was able to construct her identity through social participation, not at her school, but in this community. In this community, she learned with a cohort of in-service teachers, who came from different parts of the country, but had the same goals as Ruby did. They all wanted to seek professional support and bring hope to their students, as the slogan of the community says. Ruby's learning was no longer isolated or individual. Rather, it was "social and collective" (Lieberman & Miller, 2004, p. 35).

Practice-based Learning and Duplicating Successes in Teaching

Compared to Ruby's learning experiences on the peripheral trajectory, Ruby's learning experiences were significantly different on the inbound trajectory. With her practice-based learning experiences in this stage, Ruby duplicated other teachers' successes in her classrooms. These attempts gradually improved her core knowledge and became a growing practitioner.

The practice-based learning distinguished Ruby's learning experiences on the inbound trajectory from the ones on the peripheral trajectory. She joined Dream Seekers with the purpose to learn some "plug-and-play approaches", namely, some practical hands-on methods she could apply in her classes because those methods were proven workable and successful in the classroom by other senior speakers. For instance, Ruby learned how to implement project-based learning (PBL) in her

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classroom from Speaker CF. As Ruby said, “The PBL concepts Speaker CF introduced were very easy to be duplicated and implemented because it had very clear structures and teaching steps. For a while, I used his method in my classrooms directly” (1st Interview, April 2019). Working in an environment with lesser support, Ruby had no one to turn to when she had doubts in her mind. Copying other speakers’ methods not only guarantees high chances for Ruby’s success but also builds up her confidence in teaching.

The key factor to learn these plug-and-play approaches in Dream Seekers was to experience what it was like to be a learner. This was another significant different learning experience Ruby had on the inbound trajectory. For example, Ruby experienced what it was like to learn from a board-game workshop delivered by Speaker E in Dream Seekers. That was something she had never experienced on the peripheral trajectory. As Ruby commented on Speaker E’s workshop, “I remembered clearly, not what games she played, but how she played those games” (3rd Interview, September 2019). When Ruby attended this workshop, she learned not only how to play board games but also how to conduct similar activities in class through the way Speaker E showed in the workshop, which was having learners rotate in different groups to learn different board games.

Another experience of learning the plug-and-play Ruby had was attending a drama workshop hosted by Speaker H. Speaker H was an English teacher at a senior high who also was dedicated to teaching English drama. That made Speaker H is a great candidate for teaching cross-disciplinary courses. As Ruby recalled,

> Speaker H made me believe that cross-disciplinary courses were doable because he himself is an English teacher and dram teacher. A lot of times, other speakers just tell you what to do and emphasize the importance of cross-disciplinary

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courses, but they are not convincing. They were just shooting air. But Speaker H shows you how to do it. Then you know it's possible.

(4th Interview, October 2021).

Ruby emphasized this major difference by saying that, "Those speakers always lead the teachers to experience it. Then they guide teachers' meta-cognitive process to understand the purpose of doing all those activities" (3rd Interview, September 2019). When it comes to learning from those senior speakers in this community, it is not only about *what* they teach, it is also about *how* they teach.

When Ruby implemented those plug-in approaches, she constantly relied on the artifacts produced by the senior speakers, which documented many carefully designed procedural instructions. That was another different learning experience Ruby had in this community. Those artifacts were considered beneficial by Ruby because, "Those lesson plans were very detailed. They showed you how to implement these lessons with clear instructions. So, they are very easy to be duplicated and implemented" (1st Interview, April 2019). When Ruby intended to duplicate the methods, the artifacts were served as extensive tools outside the workshop for Ruby to review what she had learned.

With the practice-based learning experiences in Dream Seekers, Ruby's professional knowledge and skills were improved and her beliefs and attitudes were reassured. She continued learning from the senior speakers and copying their successful experiences. She discarded traditional approaches and shifted her teaching from teacher-centered to student-centered. Experiencing what it was like to learn and having access to the artifact's repository enabled Ruby to apply what she had learned from this community in her classrooms more effectively.

Ruby's passion for teaching was once succumbed by lacking support from her colleagues and school, but now it was re-ignited by her new learning experiences on

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the inbound trajectory. Apart from all the knowledge and skills she acquired from the senior members in this community, the members of this community also played a part in her learning on this trajectory. As Ruby said, “In a sense, it was the people I met in this target people that brought me the faith in the things I were doing” (1st Interview, April 2019). The assured beliefs yielded from the engagement in this community enabled Ruby to continue her path of professional learning and encouraged her to move forward.

Extended-spectrum of Reflection

According to Dewey (1933), a reflective teacher acts on a holistic way of dealing with problems rather than a series of procedures. In line with Dewey’s influential work on reflective teaching, Schon (1983) argues that reflection-on-action refers to “action occurs before and after a lesson” (p. 14). In Ruby’s case, a reflective teacher steps back from her puzzles in teaching and analyzes her experiences, rather than simply fulfilling her daily routine.

When Ruby applied what she had learned into practice on the inbound trajectory, she did not fill her teaching plans with provisional pedagogical methods or cherry-picked activities like the way she used to on the peripheral trajectory. Rather, she was more open-minded to possibilities. She wanted to be responsible for the possibilities she undertook by taking different approaches in her teaching and making sure how and why they worked. As she mentioned in the interview,

> I think it (Dream Seekers) made me more flexible in teaching and more willing to try different ….to make real-time adjustments based on students’ condition to try again. You never know what will happen so you just need to try and adjust.
>
> (1st Interview, April 2019)

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In addition to the interview, Ruby also typified that she became more open-minded to new possibilities by joining Dream Seekers during the closing speech at her workshop. In the video recording of the workshop, she told the audience, “Your pedagogy cannot be the same forever. You now have put forward your first step-which is to know there are many possibilities in teaching” (25:40’, video recording, April 2019). Ruby acquired the new teaching methods in Dream Seekers and continued to improve herself.

In addition to being open-minded and responsible, Ruby also wholeheartedly examines her own beliefs and the results of her actions with the fundamental attitude that she could always learn something new from this process. Very regularly, Ruby reflected on her teaching by recording her teaching processes and blogging. She highlighted this change by addressing that,

> So...the complete process should be...you attend Dream Seekers, then you modify what you learned because teaching is context-specific. The speaker’s teaching context can’t be the same as yours. That’s why you need to modify. Then you apply the ideas in your classrooms. After that, you have to reflect on your teaching so you can really internalize what you learned. Then, it will be your own knowledge.
>
> (4th Interview, October 2020)

Ruby has continued attending Dream Seekers as a teacher for four years. She gradually realized what it was like to be a learner and she found a group of people who shared the same values as she did. As time went by, more emerging reflections in teaching built Ruby’s confidence and boosted her competence on the inbound trajectory.

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Ruby's Learning Experiences in the 3rd Phase of the Dream Seekers: A Teacher Leader on the Insider Trajectory - Giving and Taking Inside the Community

After Ruby stayed in Dream Seekers for four years, her learning shifted from inbound to insider trajectory, which is the 3rd phase of the community. On the insider trajectory, Ruby possessed two different roles. First, she maintained to act as a senior member. That means she was able to attend workshops and learn from other senior speakers as she used to on the inbound trajectory. Similar learning experiences were introduced in the previous session, so they will not be repeated in this section. This community served as "the infrastructure that weds professional development for improved classroom practice with professional development for school leadership" (Lieberman & Milller, 2004, p. 38). What distinguishes Ruby's learning experiences from the previous inbound trajectory was the other new role she took up, namely, a novice speaker. On the insider trajectory, Ruby's identity as a senior member and novice speaker prepared her to be not only a better practitioner but also a better teacher leader.

From Learning with Others to Learning for Others

As mentioned in the previous session, Ruby's postings in the Facebook group were noticed by the chair of the English program of Dream Seekers. That started her journey to be a novice speaker. After engaging in this community for four years, Ruby received an online private message from the chair one day in January 2019, asking whether Ruby would want to be a novice speaker in the coming program that year. She decided to take up the task with the purpose to sort out her teaching records and

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materials. Besides, she could help other in-service teachers who went through the same struggles. She expounded her rationale for taking up this task as follows:

> On the one hand, I think I could straighten my teaching experiences in the past. On the other hand, I hoped my sharing can help other teachers who were probably going through the same struggles I had experienced before. Hopefully, they didn't have to experience them again.
>
> (2nd Interview, July 2019)

This excerpt showed that Ruby used to learn *with* others, but in this stage, she became a teacher leader who learned *for* not only herself and but also *for* others. For Ruby, it was all about achieving mutual improvement with other members of this community.

Given the new role of being a novice speaker, Ruby was obliged to share her teaching ideas with other in-service teachers. To do that, the instructions she received from the chair were to "deliver a workshop in 15 to 20 minutes to other in-service teachers, share what she had learned and how she applied the learned knowledge in her classroom" (3rd Interview, September 2019). For several years, she has been benefited from learning in this community as a receiver. Now it was her turn to become a giver so her ideas and experiences would benefit other in-service teachers. For Ruby, learning how to teach is also learning a new identity; namely, a teacher leader. The newly endowed role of being a novice speaker enriched her learning on the insider trajectory.

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From Working Alone to Walking Along

Ruby learned how to prepare for her role of being a novice speaker through the help of the chair and her peers. To deliver the workshop successfully, she was invited to join an orientation meeting by the chair. Before the meeting, Ruby had her own draft of what she wanted to cover in her workshop but she was not sure whether the content was proper. During the meeting, the chair advised Ruby and other novice speakers on sharing their learning experiences, instead of focusing on their learning experiences somewhere else. Ruby realized that she needed to revise the content because "I was told what to cover in my workshop by the chair. I realized that I needed to focus on my actual learning experiences in this community rather than something else" (3rd Interview, September 2019). The conventional ways to deliver their workshops were not only mentioned in Ruby's interview but also were recorded in the fieldnotes taken by the researcher during the orientation held in March 2019.

In addition to being informed what to cover in the workshop, Ruby was given a guideline by the chair so she knew what to include in her debut workshop. The purpose of following the guideline was to make sure all novice teachers center their workshops on the applications of attending the programs in Dream Seekers and ensure the consistency of their workshops. That consistency of their workshops was the chair's primary concern because "she was the national leader. She had to make sure the consistency and the quality of all the novice speakers' workshops" (3rd Interview, September 2019).

Ruby's peers, other novice speakers, also played a role in Ruby's preparation for her workshop. With the guideline given by the chair, the interactions Ruby had with her peers made her preparation for becoming a novice speaker come to a full circle. She reiterated the importance of interacting with her peers as follows,

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> The orientation meeting was very essential for me because other novice speakers' feedback let me know what I was lacking. A lot of times, I thought I was making sense because I had done all those things (activities) by myself and I thought that was the way it was. But that was not the case for the audience. Through their questions, I knew what I needed to cover to help the audience better understand the content of my workshop.
>
> (2nd Interview, July 2019)

By receiving professional feedback from the chair and her peers, Ruby was able to modify the content of the PPT of her workshop because some peers reminded her that she missed some important procedural instructions, which seemed insignificant for Ruby but significant for the audience.

With the help from the chair and her peers, along with Ruby's perseverant rehearsals, Ruby delivered her workshop successfully regardless of being nervous about her debut workshop in this community. After all, it was her first workshop in the community so she was concerned about her performance. However, when she was on the stage feeling nervous, she felt secured and encouraged when she saw her peers sitting down there in the audience. In the second interview, Ruby noted, "You felt the oneness in this community. (…) It was like a team. When you were finished and you received encouragement from your teammates, or you could see the encouragement from their eyes. It felt great. It felt like a team" (2nd Interview, July 2019). To this moment, Ruby was no longer a loner. She found her allies and finally felt like home. More importantly, she came to this community as a receiver and came home as a giver.

At the end of her workshop, Ruby used a few lines to reflect on the process of her becoming a novice speaker in Dream Seekers and encouraged the rest of the in-service teachers by saying that, "I am just a novice teacher, but somehow, I can stand

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on the shoulder of the giants-these senior speakers, to grow and become a better practitioner. I am sure you can all do that if you dare to try" (25:10', Video Recording, April 2019). It can be seen that Ruby took passing on the norms of Dream Seekers as her obligation and she became a true stayer on the insider trajectory.

Owing to the chance to deliver this workshop, Ruby got acquainted with one of the novice speakers. They kept in touch with each other after the workshop. As Ruby claimed, "We kept each other updated on our own everyday life. Sometimes she shared some information about other professional development programs with me" (3rd Interview, September 2019). This acquaintance entailed a comradely friendship between them. On the insider trajectory, Ruby's learning source was no longer confined to senior members. Instead, her learning experiences involved herself, her chair, and her peers. They construct and reconstruct Ruby's learning and identity through participating socially in this community.

Choosing to be a Teacher Leader Becomes a Key

Beijaard (2019) conceptualized teacher learning as "teacher identity learning" (p. 1). Looking back, Ruby attended Dream Seekers because she wanted to improve her students' learning and professional growth. Putting learned knowledge into practice has endowed her with a new identity of being a novice speaker in this community. However, when having retrospection on this decision, Ruby pointed out that in a sense, she learned more because she chose to be a novice speaker as follows,

> I think I learned all these things because of being a novice speaker. I don't think I became one because of these things. But I became a novice speaker because of what I did. I think it's a kind of collateral learning.
>
> (2nd Interview, July 2019)

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For Ruby, she learned in Dream Seekers because she chose a new identity; namely, a novice speaker. She learned "through practice, meaning, community, and identity" (Lieberman & Miller, 2004, p. 23). Learning isn't attributed to merely having a new identity. Rather, to learn and to have a new identity are two sides of one coin, which go side by side for language teacher's professional growth.

Since the nature of this community is self-initiated, it is quite normal to see members selflessly dedicate themselves to this community. Ruby recalled the whole progress of her participation to corroborate this unique nature as follows:

> Actually, I think it (Dream Seekers) is a bottom-up change. Maybe all these novice speakers (…) could lead more in-service teachers to do all these things. It is like paying it forward. You help three people. Then those three people help three more each. Then it can multiply itself.
>
> (3rd Interview, September 2020)

Ruby's recall of her experiences of engaging in this community precisely delineates the essence of this community. The members came to be nurtured and later acquired the capability to nurture others. The selfless dedication of every member is served as the mechanism of the evolution of the community, which yields the transferability and sustainability of this community.

Current Situation: An MA Student on the Outbound Trajectory

A student on the outbound trajectory: Extension of her previous learning trajectories

Ruby enrolled in an MA program in the Fall of 2020. She has been majoring in education and technology ever since. At present, she can hardly make time to participate in the community because her studying is quite intense. Neither does she

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stay in contact with other members of the community. That means her learning has shifted back to the outbound trajectory.

However, her pursuit of an MA degree is to a certain extent influenced by her prior learning experiences in Dream Seekers. For instance, she often shared the in-class activities and teaching materials she had developed with her classmates in the MA program. Her social participation in this community complements and expands her current learning. With her learning on these trajectories, she acquired the "knowledge of teaching and learning and knowledge of continual learning and became a teacher leader" (Fullan, 1994, p. 246). Deep in Ruby's heart, she knew all these learning experiences paved the way she walks on today.

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Lily's Case

Lily's Background

Lily, a single female English teacher, was almost forty when this study was conducted. She majored in English in college. After graduating from university, she worked in a cram school to earn her tuition for two years. Back in those times, Lily constantly pondered on how education can have an impact on individuals. Lily's practical working experiences at the cram school and her ideal version of education helped her get recruited by the private senior high she is currently working for. She is not only an English teacher but also the coordinator of English teaching for the junior high department at her school. As the coordinator of junior high English teachers, she is responsible for providing learning sources and taking up administration work concerning English teaching. Up to the present time, she has been teaching in this private senior high school for 15 years.

Before Getting in Dream Seekers: Working in a Supportive Environment on the Peripheral Trajectory

In Lily's early years of teaching English at the cram school and the private high school, her learning stayed on the peripheral trajectory. Unlike Ruby's dreadful experiences in being a loner in a remote school in the rural area, there were gel and unity among the teaching staff at both of Lily's schools. The working environment in these two schools was supportive and the teaching staff was helpful. Conceivably, she acquired professional knowledge and skills mostly from the senior teachers. The

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hands-on and practical knowledge transmitted by these experienced teachers helped Lily clear the doubts of teaching in her mind during the initial years of her teaching.

Learning from Gurus

When Lily started her teaching career in the early years, her main source of learning was the experienced teachers at her school. When Lily worked at the cram school, she received help from a senior teacher, who was known for her effectiveness in teaching. Despite the competitiveness among teachers in the cram school industry, the senior teacher's selfless sharing and assistance to a great extent boosted Lily's teaching performance. Lily recalled how that senior teacher shared her teaching knowledge and artifacts with her as follows:

> For instance, I didn't know how to teach relative pronouns to my students back then. I had no ideas. Therefore, I went to this senior teacher for help. She selflessly shared all her secrets with me. She told me her teaching steps and how she guided her students to learn relative pronouns. Yeah... I think my teaching skills were enhanced largely at that time. She was really helpful and willing to show me the way.
>
> (1st Interview, April 2019)

After graduating from university, Lily was recruited by the private senior high school she is currently working at. There she met other senior teachers who were as helpful as the one she previously met at the cram school. Given the supportive and positive working atmosphere, teachers helping each other was considered a very common thing at Lily's school. Lily delineated their working spirit by saying said,

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> If you lead our teachers by heart, you will see how solid our unity is. The teaching staff at our school are very helpful and they are also very close to each other. The atmosphere is nothing like what you know about a private school.
>
> (1st Interview, April 2019)

One time, Lily encountered difficulties in developing test papers, the senior teachers at her school offered professional suggestions to her so she was able to learn how to tackle this task of testing development. Lily recalled that experience as follows:

> My biggest challenge was developing test papers. For instance, we taught our students inversions at senior high. And I made some mistakes when designing the test items for inversions. One of the senior high teachers pointed out the mistake I made. She advised me not to develop faulty or problematic test items like that.
>
> (3rd Interview, November 2020)

Opposite to Ruby's learning experiences, Lily was very lucky to work in a supportive working environment both in the cram school and the private high school she is currently working at. Learning from gurus enhanced her teaching skills and cleared her doubts about language teaching. This also planted the seeds of her disposition to help other teachers in her later years of teaching.

Looking for the Missing Piece

As mentioned previously, Lily's early teaching experiences in teaching largely upgraded her teaching skills due to her learning from the gurus in the supportive environment. However, teaching is not always a bed of roses. In Lily's narrative

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account, she questioned herself because she was not sure whether she has been doing the right things in her practice. As years went by, she found out that there were constant challenges to meet and problems to tackle. Somehow, she could find answers to these questions neither by herself nor from the gurus.

One of Lily's options to find out the answers was to attend professional development programs. Even she did so during those times, her doubts were not cast away. She knew there must have been presumably a mismatch between her learning and applications, but she was not able to figure it out by attending those programs. Several attributes might explain why. Firstly, a lot of content of the programs she attended was not appliable because "the content was too theoretical and honestly it did not mean so much to me. I could try to understand the theory but I did not know how to apply it" (1st Interview, April 2019). Second, Lily had no clue how to apply what she had learned in her classes because the programs simply focused on lecturing rather than experiencing learning. Lily explained her difficulty in applying what she learned in the mandatory professional development programs as follows:

> I couldn't apply those theories in my classrooms due to many reasons. Because those speakers just showed you their slides and lectured a lot. They didn't give you many chances to experience it. All I could do was listening to them and figured...this speaker was very good. Even so, I still had no clues in terms of how to apply the content.
>
> (3rd Interview, November 2020)

Lily went back to her classrooms after attending those mandatory programs, with her questions unanswered, she still needed to respond to the challenges even though she lacked the appropriate methods. One of the challenges she encountered was the slow achievers in her class. To help those slow achievers, she very often conducted after-school consultations. Lily described her experience back then as follows:

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I kept those slow achievers after school. If they had problems memorizing the vocabulary, I asked them to read out loud every single word. If they could pronounce the words, it would be easier for them to memorize them. I taught them how to do that. And I would find out the ways they used to memorize vocabulary and tried to adjust their methods for them. That wasn't something you could do in class, so I had to do it after school. I usually kept them late...sometime around seven or eight o'clock at night.

(3rd Interview, November 2020)

The other challenge Lily had was students' short attention span in class. Lacking effective solutions, she ended up making peripheral efforts to beef up her teaching. As she recalled:

I usually teach classes with average English proficiency or some weak classes. Those students have problems concentrating all the time so I need to build up a rapport with them. They love listening to teachers' stories or gossip so I needed to do that first then draw their attention. You just need to meet their needs of listening to teachers' gossip in class.

(3rd Interview, November 2020)

Lily was lucky to join in the supportive working environment. Learning from gurus did enhance her teaching knowledge and skills. However, the constant challenges reveal the fact that there was a missing puzzle in her learning. And Lily was determined to find it.

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Lily's Learning Experiences in the 1st and 2nd Phase of Dream Seekers: A Practitioner Who Connects the Dots on the Inbound Trajectory

During her past learning experiences in some professional teacher programs, Lily obtained some theoretical knowledge rather than practical knowledge. She knew there was a missing puzzle and she needed to find it so she could connect all the dots. To find the missing puzzle, she took the invitation from her peer and joined Dream Seekers in 2015. This peer worked as the coordinator of senior high English teachers and Lily was the coordinator of junior high English teachers at their school. The decision of joining the community shifted her learning trajectory from the peripheral to the inbound. On the inbound trajectory, Lily was determined to find the answers to her questions. Joining this community fundamentally changed her teaching pedagogically and conceptually.

Being Determined to Find Answers

After Lily's colleague informed her of Dream Seekers for the first time, they decided to join the program together so they could be each other's allies. She signed herself up for the program to find the answers to her questions. She explained her rationale for making this decision by saying that,

> First of all, we could go together and keep each other company. Secondly, I wanted to see how I could improve my teaching by learning with other teachers. As for my colleague, she knew I was very passionate about teaching so she shared the information of Dream Seekers with me.
>
> (1st Interview, April 2019)

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Unlike Ruby's experience of joining the community alone, Lily started to involve in Dream Seekers with her ally ever since. In this sense, the locus of Ruby's community is inside Dream Seekers but that was not the case for Lily.

Different from Ruby's intention to find allies, Lily went there with her colleague together, so the locus of her community was outside Dream Seekers, namely, her school. Lily and her colleagues were each other's allies, and they had the same shared goal -to learn as much as possible and hopefully make some changes in their school. Therefore, she prioritized her learning and barely responded to the ritual of singing the theme song at the opening ceremony of the program when she first joined. She joined the program purely for pragmatic reasons. That even resulted in her impatience for attending the opening ceremony later on because she just wanted to go directly into the workshop classroom and learn from the senior speaker. Lily depicted her experience in attending the opening ceremony as follow:

> I was there among the crowd. They were doing the theme song and group photo. I didn't want to take part in those things. Why did they ever want to do those things? For me, I just simply wanted to go into the classroom because I wanted to learn. I was really looking forward to learning new things and meeting the speakers.
>
> (3rd Interview, November 2020)

Practice-based Learning and Taking Hybrid Approaches

On the inbound trajectory, Lily and Ruby both went through similar experiences in experiencing what it was like to be a learner and relying on artifacts in Dream Seekers. When Lily was asked to recall the recent program she attended, she

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emphasized one of the key features of the community; namely, experiencing what it is like to be a learner in the classroom. As Lily recalled how she was exposed to new ways to immerse students as follows:

> The way Speaker L taught us was showcasing to us how he taught a story in his class. (…) In his workshop, he made teachers enter the story and think about the story. He focused on the context of the story. I remember he was teaching 'because' so he asked all the teachers to communicate by using 'because'.(…) His way was to show us how to teach a story from the beginning to the end. He was really good.
>
> (3rd Interview, November 2020)

Speaker L utilized practical teaching and helped teachers acknowledge very practical and structural teaching. Lily has not learned like this when she was on the peripheral trajectory and she found this kind of learning very useful.

Like Ruby's experiences, Lily also relied on the artifacts produced by senior members so she could learn and absorb more pedagogical knowledge. However, her reliance on these artifacts was not as much as Ruby's due to her seniority. For Lily, she was able to learn from the senior speakers through experiential learning and make judgments and decisions in class based on her experiences. She illustrated it by saying that,

> All the speakers' teaching process was printed out on the handouts. All I had to do was to follow the speaker in class and experience what it was like to learn. Then, I learned and I remember what they taught us. If I need to review those ideas, then I would read those handouts.
>
> (3rd Interview, November 2020)

As mentioned earlier, learning in this community was always practice-based. Lily also addressed one fundamental feature of her learning in Dream Seekers, which

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is prioritizing practice over theory. In the programs Lily attended, she noticed that those speakers embedded the theory in practice because "they always employed practical teaching in the workshop. Take Speaker L for example, he showed us how he implemented his activities from the very beginning. He didn't tell us the theory behind until the last thirty minutes" (3rd Interview, 2020 November). Lily expressed similar viewpoints as Ruby's by saying that the content of the programs held by Dream Seekers "wasn't foregrounded by the theory. Rather, it demonstrated successful practice first, then bring in the theory. I think that was really something" (3rd Interview, November 2020).

While Ruby excessively implemented in-class activities to duplicate successful experiences in her classrooms, Lily did not act in the same way. Rather, she chose to take hybrid approaches, which refer to making a balance between the traditional methods she used to employ and the new methods she learned from Dream Seekers in her teaching. The main reason was that her school focused largely on students' learning achievements and the atmosphere at her school was to a certain extent traditional. Besides, there were privileges for better-performing teachers. Thus, instead of making big changes as Ruby did, she tried to balance the old methods and the new ones. Lily delineated her compromise by admitting that

> To be honest, I still rely on traditional teaching. I still need to teach vocabulary and grammar. I still request my students to memorize lessons and take quizzes. The punishment system is still necessary if they don't do well. However, I also adopt some new things I had learned from the Dream Seekers because different students have different needs. I know some students would want to learn English in different ways. So, I use both the old methods and the new methods in my teaching.
>
> (3rd Interview, November 2020)

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Regarding applying the new methods, she learned from Dream Seekers, Lily selected the most appropriate approaches after taking her teaching context and students' needs into consideration. First, she employed more context-based teaching and inquiry-based teaching instead of focusing on vocabulary too much. Lily recalled this change as follows:

> I think the major change in my teaching was that I no longer started a lesson by teaching vocabulary, grammar, and the lesson in a routine manner. On the contrary, I learned how to ask questions. I used to teach through a lesson without checking students' progress. Nor did I check their comprehension. Now I ask a lot of questions, good questions. I found that inquiry-based teaching is a very important part of competency-based teaching.
>
> (3rd Interview, November 2020)

Second, Lily enhanced teaching quality by grouping students. She used to teach large classes without grouping students. That made her teaching laboring and ineffective. After learning the ideas of grouping students, she realized that,

> Your teaching becomes more effective. Because students would help each other and check their comprehension through their interactions. Grouping students really reduced my workload because the group leaders could help teachers check students' progress. It would be easier for teachers to find out whether students finish their assignments and how they did on the assignments. Grouping also built up their sense of honor among my students.
>
> (3rd Interview, November 2020)

Lastly, she optimized the role of technology in class after engaging in the target PDP. She recalled the progress by saying that,

> I had learned a lot of things about using technology in class in Dream Seekers. Students nowadays all love using smartphones. So, I told my students to use

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their smartphones because they could find a lot of useful information. They could learn a lot from it.

(1st Interview, April 2019)

To optimize the role of technology, she encouraged her students to sign themselves up on a website for reviewing English. This approach benefited students' learning achievement. As Lily said, "I have been pushing my students to do that for two years. They also signed up for the contest held by that website. They did pretty well" (3rd Interview, 2020 November).

A Reflective Practitioner and Teacher Leader

Reflection is a systematic meaning-making process with its roots in scientific inquiry (Dewey, 1933). A reflective teacher utilizes his reflective thinking when one senses the conflicts relating to teaching. When this reflective process happens in the community, in interaction with others, it leads to not only one's intellectual and professional growth but also others' (Rodgers, 2002). In Lily's case, she became a reflective practitioner on the inbound trajectory, and that yields her transformation in concepts and actions. With her reflection, she also redefined her rationale for engaging in this community.

After learning on the inbound trajectory in this community, Lily sensed how insufficient her professional knowledge was. Because of this awareness, she became humbler and more alert for the constant changes in this competitive professional language teaching arena. She even raised her concerns in terms of how her school was able to compete with others. As Lily said,

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> When I saw so many teachers taking part in this program, I was overwhelmed by those agentic and aggressive learners. I was like, Gosh! How many teachers attending these self-initiated programs! I don't think *we* can compete with these teachers.
>
> (1st Interview, April 2019)

After seeing how other in-service teachers attempt to make changes in their schools, Lily was motivated. As the coordinator of the junior high English department, she urged herself to make some changes by taking some actions. The competence of other English teachers outside Lily's school enhanced her motivation and urged her to respond to it. Lily decided to take up a new task at her school, which was to offer different courses at her school. As Lily said,

> One of the major changes of mine was to offer different courses at our school. You know, I once offered a UN simulation course in the senior high department at our school. My school needed some elective courses. My experiences in attending Dream Seekers were an encouragement for me to take new challenges. That is why I was willing to offer different courses at my school.
>
> (1st Interview, April 2019)

Concerning her rationale for engaging in Dream Seekers, Lily used to think that updating her professional knowledge and skills was the main reason to join the program. However, after four years, she has realized that apart from acquiring updated knowledge and skills in language teaching, she has also refilled her energy and passion for teaching by engaging in this community. Lily express how she redefined her rationale to engage her learning on the inbound trajectory as follows,

> Now when I attend Dream Seekers, it isn't only for learning knowledge and skills. Honestly speaking, I sometimes think the content of many programs is very similar or even, repetitive. However, I think the most important reason for

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me to sign up for the programs is to refill my positive energy and maintain my passion. If possible, I would like to sign up for the programs again, just to do so. Even the content is the same. I still want to go.

(1st Interview, April 2019)

While reading Lily's narrative account, it is found that Lily re-iterated this similar reflection on her rationale to take part in Dream Seekers. She considered the unique essence of this community is that the aggressiveness and positivity of the members are contagious. The "feeling of being recharged and empowered" (narrative account, June 2019) made Lily's teaching easier and made her fulfilled.

In summary, in this stage, Lily acquired practice-based professional knowledge, took hybrid approaches in her teaching. Learning on the inbound trajectory made her a reflective practitioner and teacher leader who thinks and acts in a new way. With the redefined rationale behind her social participation in this community, her learning as a language teacher came to a full circle on the inbound trajectory.

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Lily's Learning Experiences in the 3rd Phase of Dream Seekers: A Teacher Leader on the Insider Trajectory-Making Impacts Outside the Community

When Dream Seekers evolved to its 3rd phase in 2019, Lily's learning trajectory shifted from inbound to insider after taking up the role as a novice speaker. Similar to Ruby, Lily possessed two different roles on the insider trajectory. She acted both as a member of and a novice speaker. The same learning experiences as a member were introduced previously, so they will not be repeated in this section. However, applying what Lily had learned as a senior member on the insider trajectory made changes from her classrooms, then to her colleagues, and finally the school culture—as if a ripple effect.

Learning for Personal Reasons and Pragmatic Needs

In a sense, both Ruby and Lily took the offer of being novice speakers for two similar reasons. They both wanted to document their teaching materials, reflect on their teaching experiences, and help other in-service teachers, which to a certain extent signify the shared values of Dream Seekers. However, Lily did point out her two different reasons for taking up the role-one was personal and the other pragmatic.

When Lily was asked to expound the reasons why she took up the offer of being a novice speaker, she sorted out her thoughts and recalled similar reasons as Ruby's:

> The first reason was that I wanted to challenge myself. I wanted to see whether I was able to share my experiences with others. The second reason was that...I felt that was like my mission to pass on the conventions of Dream Seekers.
>
> (2nd Interview, July 2019)

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Similar to Ruby, Lily learned not only *with* others but also *for* others on the insider trajectory. However, Lily did address two different reasons for engaging in Dream Seekers, compared to Ruby's. The first different reason was personal and related to Lily's intention to learn from the novice speaker. She wanted to see "how other novice speakers deliver their workshop" (2nd Interview, July 2019). Particularly, she wanted to learn those novice speakers' "performance, confidence, and the content of their workshop" (2nd Interview, July 2019). The second reason was pragmatic and related to the role she played at her school. Lily explained her rationale behind taking up this role by saying that,

> In my school, I am a homeroom teacher. I am also the coordinator of English junior high teachers. One of my jobs is to pass on my experiences to other teachers. I have to let other teachers understand that if I can become a novice speaker in such a short time. Maybe everyone can do it. I want to make some impact on the teachers at my school.
>
> (2nd Interview, July 2019)

Taking up the new role of a novice speaker, Lily went through a similar learning process as Ruby did to deliver their workshops. They both answered their calling, attended the orientation meeting, and learned how to be novice speakers from the chair and their peers. Both of them gained professional advice and psychological support from other members. Nevertheless, what made Lily's learning experiences on the insider trajectory different from Ruby's was her aspiration to make some diffusive changes from a personal level to a school level. This significant difference she exhibited extended the influence of this community outside the community.

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Making a Ripple Effect

The Initiatives of the Effect

The initiatives of the ripple effect Lily made were the improvement of her students' learning and the use of a useful website she acknowledged from Dream Seekers. Lily's students outperformed other classes on the results of their language assessment and performances in a school-wide contest. Lily boosted her students learning by enriching her in-class activities, as mentioned previously, employing inquiry-based teaching, grouping students, and optimizing the role of technology in her classrooms. Therefore, her students showed gradational changes in motivation and academic performances. As Lily proudly recalled,

> I push my students more. I pushed them to sign up outside school contests and the General English Proficiency Test (GEPT). My students value the things I value. They work hard on the things we value so they perform better than other students on the GEPT tests.
>
> (3rd Interview, November 2020)

The useful website Lily acknowledged from Dream Seekers offers various online tools to help students review English at home and holds school-wide contests regularly. She tried to encourage her students to use it with the purpose to " keep up their English and maintain their motivation to learn English" (3rd Interview, 2020 November). Later, she encouraged them to sign up for the contest held by this website. As Lily noted, "I always push my students to sign up for the contests. Of course, I would teach them how to use this website. I've been doing this for two years. My students did pretty well on the contests" (3rd Interview, 2020 November).

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Colleagues Following Lily's Way

Using this website as a reviewing tool, Lily's students improved their learning and performed well in the contests. This triggered other teachers' motivation to do the same at Lily's school. Gradually, more and more teachers followed Lily's step and their involvement in the contests yielded a positive result. As Lily said that

> During these two years, more teachers at my school were willing to ask their students to sign up for the contests, too. Their students also performed well in the contests. A lot of them got very high grades. (As a teacher,) You just need to push your students to go.
>
> (3rd Interview, November 2020)

School's Recognition

With the increasing number of students participating in the contest and higher performances of the contestants, Lily's school took this outcome as persuasive evidence for their school's success. Her efforts to make some changes in her school were seen and she accordingly received recognition from her school. Lily remembered how her school recognized this success as follows:

> They made this achievement in publicity because it largely promoted our school in public. I personally did it out of my own passion. And I had that passion because my students' performances told me that was the right thing to do.
>
> (3rd Interview, November 2020)

Lily's students' improvement led to an increasing number of students and teachers who used the website at her school. The positive results brought about her

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school's recognition. However, the effects did not stop there. Rather, they gained momentum for Lily to push herself to stay competent on the insider trajectory, share leadership with other teachers (Lieberman & Wood, 2003, p. 15), and find new ways to envision her students and her school.

Higher Expectations for Herself

After becoming a novice speaker, Lily did not ally with other teachers as Ruby did in Dream Seekers because Lily went there with her colleagues from her school. One of the things Lily often did was taking other senior speakers' successes and novice speakers' improvement as a momentum to push herself to stay competent by continuing to learn and improve. As Lily said,

> They (the senior speakers) are my role models. They are very experienced. When I look at them, I told myself, 'You can't be incomparable with them. They are your senior mentors. Their image and existence told you that you have to be mindful in terms of what you're doing in class.
>
> (2nd Interview, 2019 July)

In addition to looking up to the senior speakers, Lily saw other novice speakers' improvement as a drive for her learning by saying that "When I looked at other novice speakers...they are my drive, you know? Because I often think, how can you not work hard when seeing all these novice speakers working so hard?" (3rd Interview, 2020 November)

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Change in Collegial Collaboration

After acting like a novice speaker in Dream Seekers, Lily realized the importance of involving diverse perspectives and working in collaboration in a community. As mentioned previously, Lily was not only an English teacher but also the coordinator of the junior high English teachers at her school. Thus, she was responsible for gathering English teachers together routinely and providing them with chances to learn. She saw how the value of working in collaboration benefited Dream Seekers and how that would upgrade her school culture, so she made up her mind to uphold this belief and influence her colleagues by claiming as follow:

> I think this community taught me to involve diverse perspectives. I am the coordinator of all the junior high English teachers in my school. I hope our teachers can be more active and aggressive instead of being pushed by me all the time. If they come up with some ideas, and I think those ideas are doable. I am very willing to lead.
>
> (3rd Interview, November 2020)

With this conceptual change, the leadership at Lily's school was no longer hierarchically top-down. Rather, she and other English teachers work in collaboration with equal positions. The shift from "I" to "we" is the "shift "from individualism to the professional community," which transforms the social reality of teaching in a successful school (Lieberman & Miller, 2004, p. 11).

After Lily brought the value of involving diverse perspectives and working in collaboration back to her school, things became different among Lily's colleagues. A significant change was how they developed the test papers at her school. In the past, the teaching staff at Lily's school used to develop their big test papers individually.

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That placed a heavy workload on every teacher because they needed to develop test papers for all the classes they taught. However, things started to change after Lily introduced the idea of working in collaboration as Lily said,

> We started to design unified test papers together. We started it because of my advocacy. All teachers are responsible for designing a certain amount of test items. Therefore, we can learn different ways to design those tests and we can learn from each other.

(3rd Interview, November 2020)

With this significant change, all the test items for the big tests were equally distributed to all the English teachers and their workload was significantly diminished. Most importantly, they could learn from each other by developing test papers together with more transparency. This new change was the embodiment of the shared value Lily tried to build in her school - involving diverse talents, contributing selflessly, and seeking mutual benefits.

New Ways to Envision Her Students and School

With her continuous social participation as a novice speaker on the insider trajectory, Lily altered her ways to perceive her students and her school. Lily saw the importance of showing her students the world outside her classrooms. She recalled her experiences by saying that,

> I don't think the pedagogy changes my students rapidly. The more important thing was that when I tried to bring those new things into my classrooms. My students would understand that this world is evolving very quickly. They can't stop. I think this can be a drive for them to keep going.

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(3rd Interview, November 2020)

Furthermore, Lily set a great example to her students by acting as an agentic learner in Dream Seekers. She enunciated this ideology by telling her students that,

> I also told my students that English is not about what they are learning at school. They have to keep learning it in the future. This is the value I learned from Dream Seekers. We all need to keep learning, even we are teachers. We all need to continue our learning.

(3rd Interview, November 2020)

Lily not only lifted her students' learning to a higher attitude but also expect to see better outcomes for her school. In her eyes, Dream Seekers was an innovative community, in which every member contributes their talents to seek mutual improvement. The organic mechanisms of teacher learning make this community sustainable. When Lily went back to her school, she envisioned the application of the same mechanisms on her campus as follows,

> This community is innovative. It is constantly improving. For instance, it has all those novice speakers, all those innovative teaching methods. This kind of 'new blood' keeps the community in its evolution. I think that is why this community can last this long. If our school can be like that, I think we can really stand the test of time.

(3rd Interview, November 2020)

Deep in Lily's heart, she hopes one day her school will become another sustainable community, in which changes and innovations occurred, just like Dream Seekers.

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Current Situation: A Teacher Leader on the Boundary Trajectory: Keep Marching Forward

Currently, Lily is still working at the same private high school and is still the coordinator of the English junior high teachers at her school. At this time, Lily's learning shifted from insider to boundary trajectory because her efforts benifted herself in Dream Seekers and her colleagues at her school. When there is a program held by Dream Seekers in the near region, she signs up for it and attends it if her sign-up is accepted. She is tied up with all the teaching load and administration work, but she enjoys it. On her path of English teaching and learning, she continues moving ahead and she never looks back.

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Table 4-1

Major Findings of Ruby's Case and Lily's Case

The phase of Dream Seekers	Trajectory	Ruby	Lily
0	Peripheral	An outsider on the peripheral trajectory Reality shock and ensuing impact 1. The paucity of support from the workplace 2. Pendulum mode of learning 3. Mandatory vs. self-driven learning	Working in a supportive environment on the peripheral trajectory 1. Learning from gurus 2. Looking for the missing puzzle
1st & 2nd Phase	Peripheral to Inbound	A growing practitioner 1. The growing sense of belonging 2. Practice-based learning and duplicating successes in teaching 3. Extended-spectrum of reflection	A practitioner who connects the dots 1. Being determined to find answers 2. Practice-based learning and taking hybrid approaches 3. A reflective practitioner and teacher leader
3rd Phase	Inbound to Insider: A teacher leader on the insider trajectory	Giving and taking inside Dream Seekers 1. From learning *with* others to learning *for* others 2. From working alone to walking along	Making impacts outside Dream Seekers 1. Learning for personal reasons and pragmatic needs 2. Making a ripple effect

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	3. Choosing to be a teacher leader becomes a key	a. The initiatives of the effect b. Colleagues following Lily's way c. School's recognition d. Higher expectations for herself e. Change in collegial collaboration f. New ways to envision her students and school
Current trajectory	Insider trajectory to outbound trajectory	Insider trajectory to boundary trajectory

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Summary of the Findings

The purpose of this study is to examine language teacher's learning experiences on different trajectories in a self-initiated teacher professional development program and the factors affecting this program. In this study, Ruby and Lily both went through the three phases of Dream Seekers with their social participation in it. Their learning experiences in this community are boundary-crossing, meaning-making, and identify forging.

Based on the findings of the two cases, Ruby and Lily exhibited both similar and different learning experiences in their social participation in Dream Seekers. Before the first phase, they were two outsiders, knowing nothing about this community, had their own ways of learning. While Ruby fought her reality shock alone with numerous trials and errors, Lily learned from the gurus she got acquainted with in the supportive environment. When they were in the peripheral trajectory, Ruby embarked on pendulum-like learning experiences because she conducted her learning through mandatory programs and self-driven ones. That led to Ruby's awareness to find the programs that benefit her and she knew she had to find them outside her school. Similarly, Lily knew that even she worked in a supportive school, some pieces of her puzzle would only be found outside her comfort zone.

Being determined to find the answers to the questions they had in their minds, they both signed up for Dream Seekers and became members of this community. As such, their learning experiences accordingly shifted from the peripheral trajectory to the inbound trajectory. Ruby joined the program alone whereas Lily joined it with her colleague. On the inbound trajectory, their professional knowledge and hands-on skills were both enhanced by experiencing what it was like to be a learner and taking back ownership of their learning. Regarding their application, Ruby was relatively

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green and eager to find the remedies so that she could meet the challenges she encountered. She largely applied what she had learned in her classrooms, relying heavily on the artifacts she obtained, which were evidence of the reification of her participation in Dream Seekers. On the contrary, Lily was more experienced than Ruby so she employed hybrid approaches; namely, a mixture of her old methods and the new methods she learned in this community. Lily was less dependent on the artifacts, or norms of the community, so she was more agentive when it comes to boundary-crossing and duplicating her successful experiences in the community in her school.

After engaging in Dream Seekers for a few years, Ruby and Lily both took up the role of a novice speaker. With this newly given identity, their learning experiences both shifted from the inbound trajectory to the insider trajectory. On the insider trajectory, Ruby first learned *with* others, and later she learned *for* others because she was aware of her collective responsibility. The locus of Ruby's community was inside Dream Seekers. because she was no longer a lonely receiver. Rather, she became a giver with allies. Compared to Ruby, Lily's priority was to learn from her peers and gain more competence for the role she played at her school, which was the coordinator of the junior high English teachers. The use of technology in her class made self-evident changes from a personal level to a school level. Thus, the locus of Lily's learning was not inside the community but outside of it.

Currently, Ruby is pursuing her MA degree at a university in Northern Taiwan. Despite leaving the community temporarily, the competency she acquired in Dream Seekers to a certain extent complements her current study. Her learning trajectory on the inbound trajectory continues even though she does not possess the membership of the community anymore. On the other hand, Lily is still working in the same private high school and engaging in Dream Seekers from time to time. She still works as the

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coordinator of the junior high English teachers. For Lily, it is more beneficial for her to spin her boundaries between Dream Seekers and her school. Therefore, her learning trajectory shifts from insider to boundary trajectory.

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CHAPTER 5

DISCUSSIONS

The present study aims to explore what language teachers' learning like in different locations of learning trajectories in a self-initiated professional development program titled Dream Seekers and the factors affecting those trajectories. To answer the first research question, the first section of this chapter will first discuss four assertions related to language teachers' learning experiences by addressing that (1) language teacher's learning-to-teach experiences are essentially boundary-crossing and self-becoming in communities of practice; (2) language teachers' learning-to-teach experiences in communities of practice are relational, reciprocal, and collective; (3) teaching contexts and teacher quality shape language teachers' boundary-crossing experiences in communities of practice; (4) the expansion of teacher's meta-knowledge and humanistic knowledge bases is more conspicuous as their trajectory shifts. After answering the first research question, the second half of this chapter will then discuss three assertions related to the factors affecting their learning trajectories by claiming that (1) personal and social factors both affecting language teachers' learning trajectories in communities of practice. However, social factors play a more dominant role in those trajectories; (2) undertaking different roles enables language teachers to exhibit multiple learning trajectories in communities of practice; (3) personal factors attribute to whether language teachers become stayers or leavers in communities of practice.

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Boundary-crossing and Self-becoming Learning

The results of the present study reveal that language teaches' learning-to-teach experiences are essentially boundary-crossing and self-becoming in communities of practice. Both Ruby and Lily needed to cross boundaries in order to acquire not only professional knowledge but more importantly reconceptualize their identities.

First, they both needed to shift from being a teacher to become a teacher-learner, in this study, a member of Dream Seekers. However, they could not feel satisfied in the top-down professional development activities; instead, their satisfaction was gained via the bottom-up one—this community; they became reflective practitioners, showing they were able to apply what they had learned through being learners themselves and experiencing what learning was like and suggesting the importance of practice-based learning. Ruby and Lily first become active participants who discovered together new approaches to teach, applied them in their classrooms, and then developed "leadership skills as they contribute to the professional development of other teachers" (Lieberman & Wood, 2003, p.100).

Second, they also crossed their boundaries from becoming a teacher-learner to being a teacher leader, in this study, a novice speaker of Dream Seekers. Being novice speakers, Ruby and Lily were eligible to share their learning experiences with other members. Thus, they realized that the locus of their learning was shifted from learning *with* others to learning *for* others. The goal of their goal was to seek not only their competence but also the competence of others. When they started to care about their

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peers' learning, they started to lead (Moller & Pankake, 2006). This reclaimed identity made Ruby and Lily's professional growth transformative rather than transitive.

Third, their impact of being a teacher's teacher extended within or across boundaries, depending on their roles, which will be explained in Assertion Three.

The above results show that these teachers shifted from being teacher-learners of Dream Seekers to teacher leaders, suggesting that their boundary-crossing experiences indicate active self-becoming processes. Their learning in communities of practice was indeed a construction of learning identity (Wenger, 1998). Such findings are also similar to the results revealed in the prior studies where language teachers reconceptualized their professional identity and linked it to the professional community (Lieberman & Wood, 2003; Samimy et al., 2011).

Relational, Reciprocal, and Collective Learning

The results of the present study show that language teachers' learning-to-teach experiences in communities of practice are relational, reciprocal, and collective (Cheng & Wu, 2016; Lieberman & Wood, 2003; Samimy et al., 2011). The results can be first explained by how Ruby and Lily established their relationships with different old-timers, including the chair, senior members, and their peers. What bridged their relationship at the beginning was Ruby and Lily's obedience to the chair because she held the power to grant legitimate access for newcomers and organize the programs. As time went by, the trust yielded from their same commitment to the shared goal instilled in their relationship. In addition, their relationship evolved through formal and informal contexts. Ruby and Lily learned from their chair formally at the orientation meeting and the programs. They learned from the chair informally through social media chats. As the relationship with the senior members, it was built on the

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respect of the profession because honoring professional knowledge is one of the shared values of this community. Ruby and Lily learned formally from the senior members at the workshop. They were also able to contact some of the senior members informally via social media networks. Furthermore, the artifacts produced by the senior members were another informal way for Ruby and Lily to acquire professional knowledge from the experienced.

With that said, the relationship Ruby and Lily had with their peers was relatively built on rapport. Going through the same training process to become novice speakers, they were able to provide each other with professional suggestions and psychological support on both formal and informal occasions. However, the harmonious relationship with their comrades did not diminish its significance. Rather, it offered a precious chance for Ruby and Lily to discuss with adults who understands the tacit nature of teaching, which is considered vital because receiving feedback and support from the peers "helps to clarify their awareness of what they know and what they need to learn" (Lieberman & Wood, 2003, p. 35) in teacher learning.

Additionally, Ruby and Lily's learning-to-teach experiences were also reciprocal in Dream Seekers because the fundamental essence of learning in communities of practice is about "learning what it means to be a learner and understanding in important ways what it means to help others to learn" (Lieberman & Wood, 2003, p.31, 32). As such, they sought their professional growth, and they also participated in the learning of others. When they acquired practice-based learning, they were receivers. When they delivered the workshop, they were givers. That give-and-take endeavor benefited both parties. In addition, during the time preparing for their workshop, the collegial support between them and other novice speakers gave rise to professional growth for both sides. Even more, other people's successes were not perceived as threats but motivations to drive them towards their shared goals.

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Furthermore, Ruby and Lily's learning-to-teach experiences were "a collective responsibility" (Lieberman & Wood, 2003, p. 15). They participated in this community by taking collective actions and upholding collective ideology. For example, they attended the orientation meeting and were seated with other novice speakers to interact with other neophytes on the par. Being told to put their personal ideas aside, they received instructions by the chair as a cohort of novice speakers. They were expected to perform a certain level of quality in their presentation because they were endowed with a new identity that entailed higher expectations. They tried hard to fulfill these expectations so they would not fail the title and responsibility they bore. Becoming the successors of Dream Seekers, they were fully aware that they needed to act upon collectivism so they could pass on the norms and uphold established values.

Ruby and Lily's experiences were relational, reciprocal, and collective. Their relational experiences resemble how three EFL teachers acquired their TESOL knowledge with their relationship with a mentor in a TESOL program (Samimy et al., 2011). Ruby and Lily's reciprocal learning experiences were also similar to how five secondary EFL teachers enhanced their competence in lesson planning, lesson delivery, and classroom management, and connecting the curriculum standards with their practice (Cheng & Wu, 2016). Their collective learning experiences share commonalities with how writing teachers sought pedagogical excellence with teacher consultants together in the National Writing Project (Lieberman & Wood, 2003). Thus, it is plausible to argue that language teachers' learning experiences in communities of practice are the embodiment of the relations with others, the benefits for themselves and others, and the concerted endeavor to their collective goals (Cheng & Wu, 2016; Lieberman & Wood, 2003; Samimy et al., 2011).

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Teaching Contexts and Teacher Quality Shape Teacher Learning

Artifacts, according to Wenger's (1998) definition, is a form of "boundary objects", e.g., "documents, terms, concepts, are all forms of reification" (Wenger, 1998, p. 105). According to Wenger (1998), participation and reification both play a part in the (dis)continuity of a boundary. However, in the present study, the disparities concerning Ruby and Lily's pedagogical application after their boundary-crossing in Dream Seekers reveal the fact that the interplay between participation and reification are more than "connective and complementary" (Wenger, 1998, p. 111). Rather, their dependence is subject to different teaching contexts and teacher quality, e.g., teachers' knowledge, according to the model given by Compen et al. (2019).

When probing into how Ruby and Lily applied what they had learned from Dream Seekers, it is found that their teaching contexts played a role in their learning. For instance, Ruby taught in a public school in a remote area. Her biggest challenges were students' behavior issues and low motivation. Facing the nonstructural curriculum, she also needed to self-designed many teaching materials and in-class activities. She did not know how until she joined the self-initiated program. On the contrary, Lily worked in a private urban high school, her primary goal was to implement inquiry-based teaching in a test-oriented teaching context. She needed to make sure what she has been doing was effective or she needed to modify it. Her questions were answered in Dream Seekers as well.

In addition to the influences of teaching contexts, we acknowledge that teacher knowledge shape how they relied on the artifacts produced by other members. Heavily relying on the artifacts produced by other members, Ruby followed the norms and duplicated other senior speakers' successful experiences in her classrooms because she was a novice and lacking needed knowledge. On the contrary, Lily was

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more experienced and able to make decisions based on her professional knowledge, so she was able to calibrate and ponder on what to apply in her classrooms, without largely relying on the artifacts. As a result, she took hybrid approaches to seek a balance between the old methods she knew and the new methods she learned.

The significant difference concerning the degree Ruby and Lily relied on the artifacts, led to their diverged directions for their boundary-crossing in the insider trajectory. When Ruby and Lily took up the role of being novice speakers, they "learn through community and identity" (Lieberman & Miller, 2004, p. 23). They cultivated the needed competence to act as teacher leaders because "when an organization builds a community of practice, it simultaneously builds leaders" (Lieberman & Miller, 2004, p. 34). However, Ruby's impact on others was confined to this community because she relied heavily on the artifacts. For novice language teachers like Ruby, relying on artifacts "stands a better chance of bridging practices" (Wenger, 1998, p. 112). On the contrary, Lily relied less on the artifacts because she was more experienced in teaching and she could make decisions based on her professional knowledge. Her less reliance on the artifacts made her boundary-crossing easier and more possible. She brought the ideology of collaborating as the shared value back to her school. Her change in incorporating technology in her class led to a ripple effect at her school. Further, she brought all the English teachers together to work on their exam papers in collaboration. Thus, Lily's boundary-crossing on the insider trajectory was more evident than Ruby's because she possessed more professional knowledge, assumably attributed to her senior experiences in the teaching profession. Such results are consistent with results yielded from the previous research underscoring the importance of teacher quality and their experiences in teacher learning in communities of practice (Cheng & Wu, 2016; Farrell, 2012; Zonoubi et al., 2017).

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More Conspicuous Expansion of Meta-knowledge and Humanistic Knowledge Bases

According to the model proposed by Kereluik et al. (2013), teachers are expected to possess three different knowledge bases; namely, the fundamental knowledge base (to know), the meta-knowledge base (to act), and the humanistic knowledge base (to value), which are determining factors for quality professional development. Based on the results of the current study, we further disclose that language teachers acquired mostly fundamental knowledge when they were on the inbound trajectory but their meta-knowledge base and humanistic knowledge expanded when their learning shifted from the inbound trajectory to the insider trajectory.

One possible explanation for why Ruby and Lily's learning was mainly practice-based and focused on the core knowledge on the inbound trajectory is that Ruby and Lily both joined Dream Seekers to solve their immediate needs in learning how to change their practice. Based on the results of the study, it can be seen that what Ruby and Lily learned on the inbound trajectory was mostly related to the expansion of their fundamental knowledge base, which consists of pedagogical content knowledge (i.e., Ruby learned how to incorporate boardgames and Lily learned how to teach English stories in class), cross-disciplinary knowledge (i.e., Ruby learned from an English drama teacher), core content knowledge (i.e., Ruby learned project-based teaching & Lily learned the practice before learning the theory), and digital / LCT knowledge (i.e., Lily learned how to use technology in her teaching).

Ruby enhanced her pedagogical knowledge as she learned how to use boardgame in her classrooms. She learned not only what to play but also how to play it from a senior speaker in Dream Seekers. Likewise, Lily improved pedagogical content knowledge by learning how to teach a story with complete procedures. For the cross-disciplinary knowledge, Ruby learned from a drama teacher who showed Ruby that

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implementing cross-disciplinary courses was doable by his own successful experiences. Concerning the core content knowledge, Ruby learned the important concepts in terms of implementing project-based learning then later tried to duplicate that course in her classroom. Likewise, Lily gained their core knowledge through the way those senior speakers prioritizing practice over the theory when teaching English stories in class. Regarding the digital / LCT knowledge, Lily acknowledged the importance of incorporating technology in her class. Both Ruby and Lily enhanced their core knowledge (to know) on the inbound trajectory and improved their professional success.

However, when Ruby and Lily shifted their learning from inbound to insider trajectory, their meta-knowledge (to act) base expanded. In the present study, both Ruby and Lily took up the role of being novice speakers. This role-changing decision also caused their boundary-crossing and altered their learning trajectory. To become novice speakers, they were expected to attend an orientation meeting prior to delivering a workshop for other in-service language teachers. Additionally, they needed to apply what they had learned in Dream Seekers, put them into practice, and document their teaching. In this process, their knowledge of problems & solutions, critical thinking, communication & collaboration were enhanced. Such results are congruent with the study conducted by Liberman & Wood (2003) when teachers "were forced to find more resources to support what they are doing" (Lieberman & Wood, 2003, p. 70) so that they could share their ideas and strategies with other in-service teachers, particularly in terms of how they applied what they had learned in the community.

In addition to the expansion of their meta-knowledge (to act), Ruby and Lily also expanded their humanistic knowledge (to value). In Ruby's case, she realized that her purpose of engaging in Dream Seekers was to learn *with* others and *for* others. She

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became emotionally aware of her belongingness and she felt more connected in this social context. This exhibits Ruby's better emotional awareness in her humanistic knowledge (to value). On the other hand, Lily's pragmatic needs of learning in the insider trajectory enabled her to make a ripple effect at her school. She became more agentic and confident in terms of acting as a school leader. This exhibits Lily's improved job skills in her humanistic knowledge (to value) as well.

Under the backdrop of competitiveness and globalization, language teachers need to be informed of the different kinds of knowledge they need to possess so that they can cope with the constant challenges they encounter. The essential knowledge bases for examining quality professional development are categorized into three previously mentioned bases, referencing the model provided by Kereluik et al. (2013). However, those three knowledge bases are properly categorized but how those bases are built or expanded is rarely discussed. The findings of this study provide evidence that language teachers expanded their learning in meta-knowledge (to act) and humanistic knowledge (to value) when the locations of their learning trajectories altered from inbound to insider trajectory.

Factors Affecting Language Teachers' Learning Trajectories in CoP

To answer the second research question of the present study, Table 5-1 lists all the factors affecting Ruby and Lily's learning trajectories corresponding to the phase of Dream Seekers. Their learning trajectories started from the peripheral, which happened before they signed up for the targe TPDP. Therefore, the number showing the phase of the community is zero. Then their learning trajectory shifted from the peripheral to inbound, from the inbound to the insider. On each trajectory, the roles they played outside and inside Dream Seekers were shown. The affecting factors,

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categorized into personal factors and social factors on each trajectory were also displayed.

Table 5-1

Factors affecting Ruby and Lily's learning trajectories

Phase of Dream Seekers	Learning Trajectory			Ruby	Lily
0	Peripheral	Role	Outside DS	novice language teacher	experienced language teacher
		Factors	Personal	difficulties in teaching	her prior negative learning experiences
			Social	1. job requirement 2. lack of leadership at school 3. inexperienced colleagues 4. students' difficulties in learning	1. job requirement 2. inspirations from gurus 3. students' difficulties in learning 4. the supportive atmosphere in the workplace
1st and 2nd Phase	Inbound	Role	Outside DS	novice language teacher	experienced language teacher & coordinator
			Inside DS	member	member
		Factors	Personal	personal growth	personal growth

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			Social	1. practice-based content of the program of Dream Seekers 2. binding with this community	1. practice-based content of the program of this community 2. test-oriented school culture 3. be a role model for other English teachers at her school
3rd Phase	Insider	Role	Outside DS	induction language teacher	experienced language teacher & coordinator
			Inside DS	senior member & novice speaker	senior member & novice speaker
			Personal	document personal teaching history and materials for herself and others	document personal teaching history and materials for herself and others
		Factor	Social	1. helping other teachers 2. postings in social media	1. sharing her ideas with others 2. learning from more peers 3. driven by peers' improvement 4. passing on the norms of this community

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					5. setting up a good example at her school 6. students' learning improved 7. more followers at school 8. school recognition
0	Outbound	Role	Outside DS	MA student	NIL
			Personal	life choice	NIL

*DS: Dream Seekers

Social Factors Plays a More Dominant Roles

A great number of studies have reckoned personal and social factors as the main significant indicators affecting teachers' learning trajectories in communities of practice (Cheng & Wu, 2016; Chien, 2018a; Jho, 2016, Lieberman & Wood, 2003; Zhao et al., 2019). The results of the current study not only affirm the same significance but also uncover that social factors play a more dominating role than personal factors in language teachers' learning trajectories in communities of practice.

The present study reiterates the critical role of personal factors for Ruby and Lily's learning trajectories in communities of practice. For example, on the inbound trajectory, both Ruby and Lily joined Dream Seekers to improve their teaching competence (personal factor). On the insider trajectory, both Ruby and Lily became novice speakers with the view of documenting their teaching history and materials (personal factor).

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In addition, the present study addresses that social factors also affected Ruby and Lily's learning. For example, on the inbound trajectory, Ruby's binding with Dream Seekers (social factor) and Lily's prioritizing acting as a role model for her colleagues (social factor) were vital attributes to their learning. On the insider trajectory, Ruby's posting on social media (social factor) and Lily's intention to learn more from other members (social factor), the improvement her students' learning (social factor), and being a good example for her colleagues (social factor) were all determining social factors.

However, what differentiates the current study from prior investigations is that the current study not only reaffirms the importance of both personal and social factors but also discloses that social factors outweigh personal factors when discussing factors affecting language teachers' learning trajectories in communities of practice. This may be explained by three reasons. First, the overwhelmingly larger number of social factors was dependent on the different roles Ruby and Lily undertook, which will be explained in the next section. However, why those social factors play a more dominating role can be explained by their larger quantity and unique quality.

Furthermore, after adding the numbers of the factors all together when probing into Ruby and Lily's learning on inbound and insider trajectories, it can be found that a total of 15 social factors affecting both participants, outnumbering four personal factors (See Table 5-1). In addition to the larger quantity, those social factors were all very distinct, being compared to the largely overlapped four personal factors. The varieties and the distinctions of those social factors attribute to dynamic influences on Ruby, Lily, their students, or even their colleagues and workplace, which leads to the last important attribute.

The last important attribute that emerged from the big gap between the number of personal factors and that of social factors was that learning is a socially constructed

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process encompassing ongoing engagement in social context and interactions with others. As such, when Ruby and Lily's socially interacted with others, the social binding bolstered Ruby's learning, and the kinship Lily had with her school boosted her learning on the inbound trajectory. When Ruby and Lily socially engaged in social contexts, their learning blossomed and yielded positive influences to others as well. Thus, in a socially connected environment, language teachers build a web of relationships, in which they can collaborate formally through the programs and informally through interpersonal contacts. On this web, they composed a symphony hymning their mutual goals and shared visions.

Different Roles Entail Multiple Learning Trajectories

Different from the prior literature revealing language teachers' learning trajectory from peripheral engagement to full participation, the present study found that language teachers exhibit multiple learning trajectories in communities of practice, which are subject to the roles they take up. The results can be explained by the different roles Ruby and Lily undertook inside and outside the target PTPD.

Inside Dream Seekers, Ruby and Lily reshaped their identity by taking the offer of being novice speakers. Since different knowledge and skills are required on different learning trajectories, members do not shift their learning trajectories unless they are given different positions in communities of practice. In Dream Seekers, most language teachers' learning trajectory would be fixed onto the same trajectory unless they were 'scouted' or asked to be novice speakers. Otherwise, they would maintain their identity as members of the community, resulting in their learning confined to the inbound trajectory.

However, the key decision of becoming novice speakers for Ruby and Lily forged their new identity, shifted their learning trajectory from inbound to insider, and

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unfolded their learning to a new territory. Taking up the new role, they were given legitimate access to more learning resources. They were guided by the chair, given the formula of the presentation, and mentored explicitly in terms of what to cover to deliver a successful workshop so that they could share their learning experiences with other in-service teachers. They became the successors of the community, who were responsible to follow and pass on the norms. They were handed over the chances only for those who took up the new role and shifted to a new learning trajectory.

Outside Dream Seekers, Ruby did not take up any administration position whereas Lily worked as a coordinator of junior high English teachers at her school. This difference explained why there were more social factors on Lily's learning trajectories, compared to those of Ruby's. For instance, the binding with the community was the only affecting social factor for Ruby's learning on the inbound trajectory. However, Lily's intention to act as a role model for other teachers at her school and coming up with applications best fit the test-oriented culture at her school were served as the two vital social factors affecting her learning on the inbound trajectory.

Similarly, on the insider trajectory, Ruby and Lily both intended to help other in-service teachers by taking up the role of novice speakers and sharing their learning experiences with others. Two other social factors affecting Ruby's learning were her posting on social media and her intention to help other teachers. However, more social factors came into play in Lily's learning on the insider trajectory, e.g., learning from more novice speakers, improving herself by taking others' improvement as motivation, setting up a good example at her school, and making a ripple effect by incorporating technology in her class. These social factors not only outnumber that of Ruby's but also were related to the role Lily played at her school; namely, the role of being a coordinator.

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These results correspond to the prior investigation on how writing teachers' decision of becoming teacher consultants and were granted "a chance to release their years of experiences of knowledge" (Lieberman & Wood, 2003, pp. 65-66) and at the same time figuring out what kind of knowledge they did not have (Lieberman & Wood, 2003, pp. 65-66). The results also resonate with another study conducted by Samimy et al. (2011) examining one mentor and three EFL teachers' learning in a TESOL program, language teachers' learning was culturally, linguistically, and psychologically transformed after learning from their mentor. For Ruby and Lily, the newly given role of being novice speakers was the source of "a significant collateral learning" (Lieberman & Wood, 2003, p. 67) because it pushed them to "continue and further their learning in the community" (Lieberman & Wood, 2003, p. 67).

Learning trajectories in communities of practice are well-understood but rarely discussed because most research related to CoP emphasized mainly on how members gained the legitimate peripheral participation to full participation (Cheng, 2016; Chien, 2018a; Cho, 2014; Cirocki & Farrell, 2019; Clarke, 2008; Jho, 2016; Merrill, 2016; Piedrahita, 2011; Samimy et al., 2011; Tsui, 2007). Research on finding out how members navigated on different trajectories is meager. With the yielded results as mentioned, it may be too generalized to say that language teachers' learning trajectories were confined to the route from inbound to outbound only. Rather, language teachers exhibit multiple learning trajectories, which are dependent on the roles they undertake inside and outside the communities of practice.

Personal Factors Attribute to Becoming Stayers or Leavers in CoP

The results showed that Ruby and Lily signed up for Dream Seekers for personal factors, including seeking professional growth and finding solutions to cope with the

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difficulties they encountered in teaching. This same personal decision made them stayers of the community. After their engagement in the inbound and insider trajectory, Ruby is currently staying on the outbound trajectory because she needs to work on her master's degree while Lily is still staying in Dream Seekers because she intends to keep on learning and making impacts on the community at her school. In this sense, Ruby became a leaver, and Lily continued to be a stayer in the community, both for personal factors.

Such findings suggest that albeit the significant role of social factors in CoP, it is the personal factors that decide whether language teachers become stayers or leavers in CoP. This finding resembles how English instructors' self-directed initiatives fostered cross-disciplinary teacher knowledge (Wu, 2020). This finding also resonates with how language teachers prioritized family responsibility for professional learning (Cheng & Wu, 2016). When language teachers are eligible to decide to join, stay, or leave the communities of practice based on their personal free will, we can extrapolate that the vital role of personal factors underscores the urgent need to go beyond the superficial level of teacher learning but take teacher's learning autonomy as the primary goal in professional development (Cajkler et al., 2013; Cheng & Wu, 2016).

Taken together, the results of this chapter suggest that the essence of language teachers' learning experiences on different trajectories in CoP is boundary-crossing, self-becoming, relational, reciprocal, and collective. Additionally, different teaching contexts, teacher quality, and teacher's roles all come into play in those learning experiences. Language teachers reproduce their successful learning experiences in their classroom by applying what they learn in Dream Seekers, which in this study improves student learning. As the affecting factors, social factors play a more dominant role in their learning. Moreover, when language teachers are endowed with different roles, they exhibit multiple learning trajectories compared to those who are

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not. As their learning trajectory shifts, they expand their meta-knowledge base, which enables them to have better skills in communication and collaboration when learning with their peers. The expansion of their humanistic knowledge base enables them to be aware of their binding to the community and more importantly, effectively apply what they learn in both their job and life. Lastly, personal factors appear to be a crucial cause for language teachers to decide whether to stay or leave this community. However, their prior learning experiences in Dream Seekers still have impacts on their current learning trajectory.

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CHAPTER 6

CONCLUSION

With the results yielded from the present study, this chapter will conclude by starting with offering theoretical implications. Then it will make suggestions for current professional development, Dream Seekers, and in-service language teachers. Lastly, the limitations and directions for future research will be provided.

Theoretical Implications

This study has explored language teachers' learning experiences on different positions of their learning trajectories in communities of practice via a qualitative case study of two participants by using CoP as a conceptual framework. The results affirm several essential elements of CoP. For instance, language teachers' learning in communities of practice is a socially constructed process entailing membership-gaining and boundary-crossing. In this process, different teaching contexts, teacher quality, and teachers' roles are served as critical variables attributing to the expansion of their knowledge bases. More importantly, the findings of this study also extend the CoP framework to show that when language teachers attend self-initiated professional development programs like Dream Seekers in the present study, they make self-directed decisions based on their own free will. Those decisions not only determine whether they reside in or retreat from the communities of practice also help them find out what they know and what they need to know. In this process, they take ownership

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of their learning to develop their learning autonomy, which is deeply linked with effective teacher's continuing professional development (Hargreaves et al., 2013) and vital for cultivating creativity, making changes, and an overall sense of well-being at the workplace (Pappa et al., 2019).

Suggestions for Current Teacher Development Programs

With the results yielded from the present study, three pedagogical suggestions are made for current teacher development programs. Firstly, current teacher development needs to pay more attention to locality instead of providing one-fit-all programs since, in this study, both of the participants reiterated the importance of applying what fits in their teaching contexts. As we are now embracing more diverse forms of learning, e.g., self-study students or students receiving education at charted schools or experimental education schools, along with the fact that the newly-implemented new curriculum emphasizing school-based course, teacher and schools' actual needs should be taken into consideration when it comes to developing programs for language teachers' professional growth so that language teachers' practice can enhance and maximize student learning.

In addition, different needs for induction teachers and senior teachers should also be taken into considerations when designing professional development. In the present study, Ruby was a novice teacher, eager to find some remedies to difficulties in teaching and student issues. Even the former one was solved by the ideas and methods she learned in Dream Seekers, she was still struggling with students' low motivations for learning, which has always been an issue for her. On the contrary, Lily was an experienced teacher so what she needed was to learn some new methods, which she

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could mix with the old ones she knew. Novice teachers and experienced teachers have different needs for their professional growth, which is consistent with the results found in previous research (Farrell, 2012; Mann, 2012). Thus, it is vital to develop programs best cater to teachers with varying teaching experiences.

Lastly, the content of current professional development programs should be practice-based, experience-oriented, and focus on not only what teachers learn but also how teachers learn (Farrell, 2012; Murphey, 2000; Yeh & Hung, 2013). Professional development should provide in-service teachers with a platform containing different teaching sources and ideas. In the present study, both Ruby and Lily joined Dream Seekers and learned numerous plug-and-play teaching methods, which can be employed to reproduce similar successful experiences in their classrooms. As the experience-oriented programs, they come into play because "the best teachers for learners are themselves learners" (Lieberman & Wood, 2003, p. 28). In the process of navigating in the repository of teaching ideas, language teachers become better practitioners by participating in social contexts and experiencing what it is like to learn.

Suggestions for Dream Seekers

Language teachers' learning in Dream Seekers for their shared values is a collaborative endeavor, consisting of participation and reification of diverse talents who shared the same values. Up to the present time, Dream Seekers is still an ongoing event, enrolling thousands of in-service teachers in both the centralized and decentralized programs. With the hope to improve this program, three suggestions are made in the aspects of (1) diversifying forms of the artifacts, (2) balancing between

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the shared values and individual differences, and (3) providing more access to periphery participation.

Firstly, more diverse forms of artifacts, or reifications, should be developed to fit both induction and senior language teachers' needs in their learning in CoP. As discussed earlier, Ruby and Lily possess distinct teacher qualities. Novice teachers like Ruby and experienced teachers like Lily hold different professional knowledge and have different needs in professional learning. As a result, they showed different degrees of their reliance on the artifacts, which plays a role in their boundary-crossing experiences in the communities of practice. The nature of the artifacts is bound to be "heterogeneous" (Wenger,1998, p. 82) and heterogeneous artifacts are important because they not only record the history of the communities of practice but also served as important resources for re-engagement for newcomers in new situations (Wenger, 1998).

Secondly, a balance between upholding the shared values and allowing individual freedom is needed to secure the sustainability of Dream Seekers. Mutual engagement, the shared concerns, values, or interests of the members in communities of practice, helps not only an individual's success but also that of others in their chosen domain (Mercieca, 2017). However, the overemphasis on abiding by the shared values might sacrifice individual freedom, or even worse, their creativity. Thus, Dream Seekers needs to make a balance between sticking to the shared values and allowing space for individuals' creation or viewpoints as the community continues to strive and expand.

Lastly, more access to periphery participation is needed to include more newcomers in Dream Seekers. After acting as a pioneer of self-initiated teacher development in Taiwan, this community has received a great deal of attention and spread its reputation island-wide. However, only a limited number of teachers would

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get accepted and given the peripheral legitimacy to join the program. Should there be more access to boundary-crossing, language teachers would be able to navigate in self-initiated communities of practice and grow their professional competence (Canagarajah, 2012).

Suggestions for In-service Language Teachers

Even attending professional development is one of the most effective ways to enhance teacher knowledge and improve teachers' competency, there seems to be a binary ideology among language teachers in Taiwan. Some teachers deeply believe that their professional growth gives rise to the improvement of their students' learning while some hold the beliefs that a professional development program is simply a requirement that needs to be fulfilled on their checklist. The reasons may vary, but the challenges in teaching always remain the same.

To help more language teachers to cross the boundary and become more aware of the importance of their professional development, two suggestions will be given for in-service language teachers, which are prioritizing student learning in their professional learning and reconceptualizing the values of taking up different roles in communities so that they can cross the boundary of learning.

First of all, the present study suggests that the importance of student learning needs to be reiterated. Student learning has long been considered the locus of language teaching. Guskey (2002) believes that student learning is a strong determiner for the change in teachers' beliefs and attitudes. In addition, student learning is also central when examining quality professional development programs (Compen et al., 2019; Desimone, 2003; 2009; Merchie et al., 2016). In the present study, both of the

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participants entered Dream Seekers for the same purpose – to improve their students' learning. This imperative initiative unfolds their professional growth and the improvement of others inside and outside the communities of practice. Thus, language teachers need to re-direct their focal point to the locus of teaching- student learning, which is well-understood but somehow can be easily fainted due to the overload, burnout, and obstacles on the way of teaching. By so doing, language teachers can find out what is best for students learning (Lieberman & Wood, 2003) and fulfill their professional with a sense of purpose.

Second, language teachers need to reconceptualize the significance of taking different roles inside or outside the communities of practice. Undertaking new roles requires new knowledge and entails more responsibilities. Therefore, taking on new roles is not merely a change in the career pathway. Rather, it unfolds more learning opportunities for language teachers' professional learning. In line with how Wenger (1998) defines learning as "the vehicle for the evolution of practices [and] for the development and transformation of identities" (Wenger, 1998, p. 13). The results of the current study also revealed that when language teachers undertake different roles and cross the boundary, either inside or outside the communities of practice, their learning trajectories shift and their learning is enriched. Even crossing the boundary means leaving the comfort zone and dealing with potential challenges, language teachers are encouraged to do so because boundaries are the exact places where perspectives meet and new possibilities arise (Wenger, 2010).

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Limitations and Directions for Future Research

The limitations and directions for future research of the present study will be introduced in five aspects. Firstly, the data of the present study relies on the language teachers' retrospection, and the researcher found that they had difficulty recalling the content of the mandatory professional development programs they had attended before. Thus, longitudinal research can explore novice language teachers' diverse learning trajectories across different locations. Secondly, language teacher's roles seem to be crucial in their learning-to-teach trajectories. Thus, more research related to language teachers who take on different roles will shed a light on language teacher's learning in CoP. Third, the participants in this study gained professional feedback and psychological support not only from senior members in the CoP but also from their peers. Therefore, it is suggested that research focusing on the interactions and discourse taking place in the workshops of the programs be conducted to further examine language teacher's participation in their social contexts. Fourth, the current study pinpoints the necessity to add students' "family background" into the "contextual factors" category in the framework proposed by Compen et al. (2019). Given the importance of how family background affects students' motivation (Butler, 2018; Erling, 2020; Kormos, 2018), a more comprehensive framework might be utilized for future researchers to examine teacher learning and bolster teacher quality. Fifth, student learning is linked to teacher change (Guskey, 2002) and quality teacher development (Compen et al., 2019). It is also the profound reason for the participants to cross the boundary to their identity learning. Therefore, more work on the interplay between student learning and teacher development is required.

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Lastly, research relating to teacher learning on the outbound trajectory in communities of practice is encouraged. Members may inevitably leave their communities of practice, regardless of the reasons may be. In Ruby's case, even though she left Dream Seekers temporarily to pursue her MA degree, the results of the current study reveal that her prior learning experiences on the inbound and insider trajectory both affected her learning on the outbound trajectory. A large number of published studies have accentuated the importance of the continuity of teacher development (Cahyono, 2008; Chien, 2017; Cirocki & Farrell, 2019; Gu, 2013; Johnson, 2016; Lange, 1990; Mann, 2005; Piedrahita, 2011; Tsui, 2007; Utami, 2018; Zonoubi, 2017). In addition, Wenger (1998) underscores the need to understand the post-development on the outbound trajectory by stressing that, "What matters then is how a form of participation enables what comes next" (p. 155). Thus, more research on language teacher's learning on the outbound trajectory is needed to bring more insights into the landscape of self-initiated teachers' professional development in communities of practice.

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APPENDIX A

第一次訪談問題(成為新進講師之前)
Questions for the First Interview (Before Becoming a Novice Speaker)

問題範疇: 初任語言教師之學習經驗
Topic Domain: Language Teacher's Learning Experience in Induction Phase

1. 可以請您可以回想最剛開始教書的時候? 您怎麼教學? 怎麼安排? 通常一節課您都怎麼教的?學生反應是什麼? 您的想法? 後來換了學校以後，你上課的有改變嗎? 是怎麼樣的變化? 可以請老師舉例嗎?
   Would you recall your teaching experiences when you started teaching? How did you teach? How did you plan to teach a course? How did your students respond? What did you think of your teaching? Did you change the way you taught after transferring to another school? What kind of changes were there? Please give some examples.
2. 在您剛開始的教學經驗中，曾碰到一些什麼樣的教學上的困難? 請問您是如何解決那些困難的? 這些時候您對自己又有什麼期待? 您覺得您是個怎麼樣的英文老師?
   In your early experiences in teaching, what kind of difficulties did you encounter in teaching? How did you solve them? What kinds of expectations did you have for yourself? What kind of teacher did you think you were back then?
3. 您之前，或早期參加師培的經驗。您參加過哪些其它的英語師培研習?
   In your early experiences, what kinds of professional development programs have you attended?
4. 那些英語師培研習大概是甚麼樣的內容? 可以請您談談參加的經驗嗎? 請您逐年回想，之前您參加過的研習，都教了些什麼? 教的人是誰? 他們都用什麼樣的題目，材料，或方式進行他們的研習內容? 他們教了些什麼?怎麼教? 如何互動?研習的時候那時候你在做什麼? 怎麼想的? 場研習參加完之後呢? 接下來(回到學校)? 發生什麼事情? 後來呢? 您如何處理這些研習資訊? 您會實驗/應用? 如何實驗? 您的心得是什麼?
   What kinds of programs were they? Would you please talk about your experiences in attending those programs? Recalling those experiences, what kind of learning content was there? Who were the speakers? What topics did they deliver? What kinds of materials/methods did they use to deliver their workshops? What did they teach? How did they teach? How did they interact

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with the audience? What were you doing during those programs? What were you thinking? What happened later? What happened after attending those programs? What happened after you returned to school? How did you cope with the information you received in those programs? Did you experiment/use it? How did you use it? What were your reflections on using the information you received in those programs?

問題範疇:語言教師在尋夢者社群之中的學習經驗

Topic Domain: Language Teachers' Learning Experience in Attending Dream Seekers

1. 能不能請您告訴我，您為何會參加這個夢 N 的師培?
   Please tell me, why did you sign up for Dream Seekers?
2. 在參加夢 N 之前，您認為夢 N 應該是一個什麼性質的師培?
   What kind of program did you assume Dream Seekers would be before you attended it?
3. 可以請您談談參加夢 N 研習的經驗嗎? 夢 N 研習大概是甚麼樣的內容? 夢 N 都是什麼樣的背景?
   Would you please talk about your experiences in attending Dream Seekers? What kind of learning content was there? What was its background?
4. 老師，請不要把我當作一個知道夢 N 研習的人，而是對這有興趣 請您介紹夢研習?請您回想，在一剛開始什麼樣的機緣參加夢 N 研習? 通常夢 N 研習都怎麼舉行?哪些人參加?
   Please ignore my familiarity with Dream Seekers, how would you introduce Dream Seekers to someone who does not know anything about it?
5. 請您逐年回想夢 N 研習場次，你印象深刻的是那些講師?他們教了些什麼? 怎麼教? 如何互動? 跟其它學員的互動為何?
   In your early experiences in attending the programs in Dream Seekers, which speakers impressed you most? What did they teach in their workshops? How did they teach? How did they interact with the audience?

問題範疇:語言教師在參加尋夢者社群之後的學習經驗

Topic Domain: Language Teachers' Learning Experience After Attending Dream Seekers

1. 那夢 N 研習參加完之後呢? 接下來(回到學校)? 發生什麼事情? 您如何處理這些研習資訊? 您會實驗或者應用嗎? 如何實驗? 應用的心得是什麼? 您會分享?跟誰分享?如何分享? 您的心得是什麼?
   After attending those programs in Dream Seekers, what happened? How did you cope with the information you received in those programs? Did you

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experiment/use it? How did you use it? What were your reflections on using the information you received in Dream Seekers?

2. 在參加夢 N 之後，您認為夢 N 事實上又是個什麼性質的師培?
   After attending Dream Seekers, what kind of program do you think it is?
3. 您在夢 N 師培學習到的內容，最有收穫的部分是什麼?
   What do you consider the most fruitful gain in attending the programs in Dream Seekers?

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APPENDIX B

第二次訪談問題 (成為新進講師之後)

Questions for the Second Interview (After Becoming a Novice Speaker)

問題範疇:語言教師成為新進講師的學習經驗

Topic Domain1: Language Teacher's Learning Experience in being a Novice Speaker

在我們上一次的面談中，我們針對兩方面進行了訪談。今天的訪談，我們會針對您成為夢 N 新進講師之後的經驗做訪談。首先，我們來談談，您的新進講師這個角色。

During our last interview, we talked about your learning experiences in your induction phase and attending Dream Seekers. Today, our interview will focus on your learning experiences after you became a novice speaker in Dream Seekers. First, let's talk about the role of being a 'novice speaker'.

1. 當初參加夢 N 師培的時候，夢 N 師培對您影響最的一位講師是誰?可以說說這位講師，為您的新進講師的身分，帶來什麼樣的影響?
   Who is the most influential speaker for you in Dream Seekers? What kinds of impacts does this speaker have on you?
2. 您認為，夢 N 的師培，對您擔任新進講師的角色，產生了什麼樣的任何的影響?
   What kind of impacts does Dream Seekers have on your role of being a novice speaker?
3. 請問您這次新進講師分享的內容是什麼? 請問您為何會設計這樣的分享主題?
   What did you intend to share with other teachers in your workshop? Why did you want to share it?
4. 請問您做了多久的準備? 準備過程中最困難的是什麼?最順手的部分又是什麼?有沒有掙扎不知道怎麼處理的部分?
   How long did it take you to prepare for your workshop? What was the hardest part? What was the easiest part? Was there any part of it you did not know how to tackle?
5. 您認為，一個專業講師，應該具備什麼條件? 為什麼?
   What kind of skills do you think a professional speaker needs to have?
6. 上述的條件，有哪些您認為您具備? 哪些您沒有具備?

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Among the previously mentioned skills, what skills do you have? What skills do you not have?

7. 您已經做了，或者未來將會做什麼樣的調整或改變，來讓自己成為一個更專業的講師?
Have you made or will you make any changes to adjust yourself so that you can become a more professional speaker?

問題範疇: 問題範疇:語言教師成為新進教師之後的學習經驗
Topic Domain 2: Language Teacher's Learning Experience after being a Novice Speaker

我們剛剛談了您新進講師的角色建構過程，接下來，請您回想您從一開始答應擔任夢 N 新進講師這個角色，到上台分享的過程。

We have just talked about how the role of a novice speaker was constructed. Now please recall the whole process from taking up the role to delivering your workshop.

1. 您已經順利完成了夢 N 新進講師的分享，我想請您回想一下，請您告訴我，您為何會答應擔任新進講師這個角色? 是否有任何的邀約? 邀約的過程是如何?您那時候的想法是什麼?有什麼樣的感覺? 有什麼樣的期待?
Now you have already finished your workshop. Please tell me why you took up this role. Was there an offer? How did you take the offer? What was on your mind when you took the offer? How did you feel? What kinds of expectations did you have?
2. 請不要顧慮我曾經參加您新進講師的場次，可以請您談談您擔任新進講師的經驗嗎? 就您的記憶而言，您那天分享了甚麼樣的課程設計或教學內容? 您都做了些什麼? 您希望其他參加的老師們可以從您這邊學到什麼?
Please ignore the fact that I had attended your workshop and tell me your experiences in delivering your workshop. As far as you can recall, what did you share with other teachers in your workshop? What did you do? What did you want other teachers to learn from your workshop?
3. 您分享完之後，您自己的感受是什麼? 您學習到什麼?
After delivering the workshop, how did you feel? What did you learn?
4. 您未來還會嘗試擔任夢 N 新進講師的角色嗎? 為什麼?
Will you take this role of a novice speaker again in Dream Seekers next time? Why?
5. 當天您擔任新進講師分享的時候，有哪幾位新進講師是讓你印象最深的？

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為什麼？那些新進講師分享了什麼內容？您有在研習後，和其它的新進講師保持聯繫嗎？跟誰？ 用什麼方式聯繫？哪些狀況下聯繫？頻率？談些什麼？怎麼談？您的心得是什麼？

On the day of your workshop, which other novice speakers impressed you most? Why? What did they share with the audience? Have you stayed in contact with any one of them? How did you keep in touch with each other? Under what circumstances would you contact each other? What did you talk about? How did you talk about it? What were your reflections?

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APPENDIX C

第三次訪談問題 (成為新進講師數個月後)

Questions for the Third Interview (Months after becoming a Novice Speaker)

問題範疇: 語言教師成為新進講師一段時日之後的學習經驗

Topic Domain: Language Teachers' Learning Experiences Some Time After Being a Novice Speaker

1. 成為夢 N 新進講師之後，您的教學有什麼跟以前不一樣的地方嗎?
   Have your pedagogical approaches change after you became a novice speaker?
2. 您參加完夢 N，把學過的應用在教室的這部分，學生的反應是如何? 他們最喜歡的是什麼? 他們不喜歡的是什麼? 您的感受是什麼? 您的想法是什麼? 對您而言，那是一種收穫嗎?您參加完夢 N，把學過的應用在教室的這部分，整體來說，您的學習是什麼?
   How did your students respond to your applications of what you had learned in Dream Seekers? What did they like? What did they not like? How did you feel? What did you think? Was that a kind of gain for you? What have you learned after applying what you had learned in Dream Seekers?
3. 您還持續留在夢 N 的社群裡嗎? 這段時間都做些什麼事情? 跟什麼人互動? 什麼狀況下跟他聯繫? 聯繫之後有什麼感觸/想法?
   Are you currently staying in Dream Seekers? What have you been doing? Have you stayed in contact with other members? Under what circumstances would you contact each other? What did you think after the contact?
4. 整體來說，您在從一開始接觸夢 N 到現在，您在這個社群裡，學到最珍貴的事情什麼?
   As a whole, what is the most precious thing you have learned in Dream Seekers?
5. 如果您目前已經離開夢 N，那是為了什麼原因離開?如果您已經離開夢 N，那您是否有其他的學習管道?學到了什麼呢? 有應用在您的工作上嗎? 做了什麼樣的應用? 可以談一下那個經驗和狀態嗎?
   If you have already left Dream Seekers, what was the reason you left? Are you learning in other ways? What have you learned? Did you apply what you had learned in your work? What did you apply? Please talk about that experiences.
6. 您覺得您以後，還會持續報名夢 N 的研習嗎?為什麼?
   Will you continue signing up for Dream Seekers? Why?
7. 您最希望以後能在夢 N 研習裡，學了些什麼?

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What do you want to learn in the programs of Dream Seekers in the future?

8. 您覺得，夢 N 能持續到現在，有哪些原因?你覺得他可以改善什麼，讓您自己更受惠?讓更多老師受惠?或讓這個社群更好?
   What are some reasons for the Dream Seekers to last till now? How can Dream Seekers improve itself to benefit more teachers and this community?
9. 針對您在夢 N 學到的東西，不論實務上，精神上，您如何應用在工作上或生活上?您後續有具體落實嗎?
   How do you apply the things you had learned in Dream Seekers practically or spiritually? Did you put what you had learned into practice?
10. 有其他您想要補充的嗎?
    Is there anything you want to add or comment on?

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