行政院國家科學委員會專題研究計畫 期末報告

外語教育中自學社群之關鍵

中　華　民　國　102 年 01 月 29 日

中文摘要： 本書站在學習社群、語言教師專業發展、英語教學研究所教育的文獻基礎之上，了解學習社群如何發生、發展、永續經營，並且以 the Viewfinder Project 為中心，回頭探索植栽學習社群所遭遇的挑戰與契機。The Viewfinder Project 是筆者在過去幾年為了研究語言教學界的個人與國內外學習社群之間的關係而做的努力。它的重要性不只在學術研究，也在它發生之前與之後豐富的學習經驗，使筆者、筆者周邊的學生與同仁得以由個人的學習走向團體、由國內的學習走向國際。研究問題主要有三個：(1) 學習者自我概念（即 Identity）問題：個人之所以能夠與學習社群充分結合，學習者自己對自己的哪些看法、哪些條件是重要的? (2) EFL 環境中之想像社群概念(Imagined community)與 TESOL 研究所教育的互動關係問題：在 EFL 環境中英語教學學術社群的成員如何看待自己與國內外學者互動的重要性? 想像社群的概念在逐步參與國際社群的過程中扮演甚麼樣的角色? (3) 在 EFL 大學校園中植栽英語教學學習社群的挑戰與契機問題：根據 the Viewfinder Project 之前與之後的經驗，在 EFL 大學校園中植栽非正式 TESOL 學習社群的挑戰與契機為何? 學習社群的概念如何能夠進一步創新大學語言教師、研究生學術專業? 本報告書呈現的是本書的目錄以及第一章概述。第一章之後是第二章文獻探討、第三章討論本研究所遵行的研究方法派典，包括質性研究、敘事研究法等。第四章討論 the Viewfinder Project 之前的種種努力、第五章討論 the Viewfinder 持續三年的豐富經驗如何提供研究問題的解析、第六章深入剖析議題，最後第七章是結論。筆者希望這些研究經驗與討論能夠對學習社群概念帶動語言教師專業發展與英語教學研究所研究生教育方面的研究作出理論與實務兩方面的具體貢獻。

中文關鍵詞： 學習社群、語言教師專業發展、英語教學研究所教育

英文摘要： Drawing on the literature about how a learning community is emerged, developed, and sustained as well as how it can be a useful concept for EFL language teacher education and TESOL graduate education, this monograph looks back on the efforts and tensions that the author has experienced in growing learning communities centering on the Viewfinder experience. The Viewfinder Project was one of the author's many attempts over the years to form learning communities in my context for the purpose of investigating learning in learning communities. Its

importance is not just in the academic investigation itself but also providing rich experience before and afterwards as members moving from individual learning to collaboration and from local to global academic communities. Three issues are under close investigation: (1) Identity: What perceptions of the self and what conditions are critical for the individual to be fully engaged in learning activities with other members in the LC? (2) Imagined community vs. TESOL graduate education in an EFL context: To what extent do members in a local TESOL LC's see it important to build connections with other language educators and scholars from other countries? What roles does the perception of imagined community and participation in the larger international community play in fulfilling learning experiences? And (3) Growing learning communities on the university campus: Based on experiences prior to and during the Viewfinder project, what insights can be derived for the growing and nurturing learning communities for language teacher educators, language teachers, and TESOL graduate students in the Taiwanese context? The author wishes that the studies and discussion presented here will further promote a better understanding of LCs as a context for TESOL professional development and graduate education.

行政院國家科學委員會補助專題研究計畫 ☐期中進度報告 ■期末報告

專書寫作計畫名稱：外語教育中自學社群之關鍵

計畫類別：■個別型計畫　☐整合型計畫

計畫編號：NSC 100-2410-H-004-176

執行期間：　2011 年 8 月 1　日至 2013　年 1 月 31　日

執行機構及系所：國立政治大學英文系

計畫主持人：招靜琪

共同主持人：

計畫參與人員：邱兆文、洪郁閔、李懿宣

本計畫除繳交成果報告外，另含下列出國報告，共 ＿＿ 份：

☐移地研究心得報告

☐出席國際學術會議心得報告

☐國際合作研究計畫國外研究報告

處理方式：除列管計畫及下列情形者外，得立即公開查詢

　　　　　☐涉及專利或其他智慧財產權，☐一年■二年後可公開查詢

中　華　民　國　102　年　1　月　16　日

國科會補助專題研究計畫成果報告自評表

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

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1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估
   - ■　達成目標
   - □　未達成目標（請說明，以 100 字為限）
     - □　實驗失敗
     - □　因故實驗中斷
     - □　其他原因

   說明：

   一年之內的目標已經達成。(本專書寫作原來的計畫是不只一年的，但核准僅只一年，全書仍持續寫作中。)

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2. 研究成果在學術期刊發表或申請專利等情形：
   論文：□已發表 □未發表之文稿 ■撰寫中 □無
   專利：□已獲得 □申請中 ■無
   技轉：□已技轉 □洽談中 ■無
   其他：（以 100 字為限）

   經過長時間的深入思索、閱讀、與寫作，已根據計畫就學習社群的主題，重新訂定整個架構目錄，並將目標轉為四個與 TESOL 研究所教育與在職教師發展相關的研究的探討，內容更具體，也更能與當今國際學術社群對話。因為是專書，不能在全書完成前先做部分發表，目前仍在寫作中。

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

本書之目標除了學習社群的關鍵之外，也希望能加入國際學術社群在 TESOL 研究所教育與大學語言師資發展方面的討論。因此，除了討論如何培植學習社群增進個人學習與發展之外，也討論學習者之自我概念如何對社群之融合產生影響，這些主題是近來第二語言學術寫作學界關心的主題之一，也可以在創新 TESOL 研究所教育方面提出貢獻，希望對國內外 TESOL 研究所教育與師資發展有理念與實務上的雙重啟發。以下的報告包括本書之暫定書名、中英文摘要、目錄以及第一章內容。

WORKING TITLE OF THE BOOK

The Viewfinder Project: Contextualizing TESOL Professional Development and Graduate School

Education in Inter-Connected Local and Global Learning Communities

ABSTRACT

The Viewfinder Project was one of the author's many attempts over the years to form learning communities in my context for the purpose of investigating learning in learning communities. Its importance is not just in the academic investigation itself but also providing rich experience before and afterwards as members moving from individual learning to collaboration and from local to global academic communities. Drawing on the literature about how a learning community is emerged, developed, and sustained as well as how it can be a useful concept for EFL language teacher education and TESOL graduate education, this monograph looks back on the efforts and tensions that the author has experienced in growing learning communities centering on the Viewfinder experience. Three issues are under close investigation: (1) Identity: What perceptions of the self and what conditions are critical for the individual to be fully engaged in learning activities with other members in the LC? (2) Imagined community vs. TESOL graduate education in an EFL context: To what extent do members in a local TESOL LC's see it important to build connections with other language educators and scholars from other countries? What roles does the perception of imagined community and participation in the larger international community play in fulfilling learning experiences? And (3) Growing learning communities on the university campus: Based on experiences prior to and during the Viewfinder project, what insights can be derived for the growing and nurturing learning communities for language teacher educators, language teachers, and TESOL graduate students in the Taiwanese context?

What follows in this report is the complete table of content and Chapter one: the Introduction. After the introduction chapter, Chapter Two is an overview of related literature. Chapter Three is a discussion of research methodology traditions, i.e., qualitative case study, narrative inquiry and self-study approaches. Chapter Four are precursor experiences to the Viewfinder project, including graduate student group and colleague groups, while Chapter Five are the Viewfinder Experiences before and after Leo van Lier's visit. All these experiences afford the opportunity to examine the three interconnected issues: identity construction, imagined community, and growing learning communities. After all these, in addressing the research questions, Chapter Six provides a discussion that goes across all the studies focusing on an in-depth discussion of identity and community, imagined community in TESOL graduate education, and growing learning communities on the university campus. Chapter Seven is the conclusion. The author wishes that the studies and discussion presented here will further promote a better understanding of LCs as a context for TESOL professional development and graduate education.

KEYWORDS

learning communities, language teacher professional development, TESOL graduate student education

中文摘要

　　The Viewfinder Project 是筆者在過去幾年為了研究語言教學界的個人與國內外學習社群之間的關係而做的努力。它的重要性不只在學術研究，也在它發生之前與之後豐富的學習經驗，使筆者、筆者周邊的學生與部分同仁得以由個人的學習走向團體、由國內的學習走向國際。本書站在學習社群、語言教師專業發展、英語教學研究所教育的文獻基礎之上，了解學習社群如何發生、發展、永續經營，並且以 the Viewfinder Project 為中心，回頭探索植栽學習社群所遭遇的挑戰與契機。研究問題主要有三個：(1) 學習者自我概念 (即 Identity) 問題：個人之所以能夠與學習社群充分結合，學習者自己對自己的哪些看法、哪些條件是重要的? (2) EFL 環境中之想像社群概念(Imagined community)與 TESOL 研究所教育的互動關係問題：在 EFL 環境中英語教學學術社群的成員如何看待自己與國內外學者互動的重要性？想像社群的概念在逐步參與國際社群的過程中扮演甚麼樣的角色? (3) 在 EFL 大學校園中植栽英語教學學習社群的挑戰與契機問題: 根據 the Viewfinder Project 之前與之後的經驗, 在 EFL 大學校園中植栽非正式 TESOL 學習社群的挑戰與契機為何? 學習社群的概念如何能夠進一步創新大學語言教師、研究生學術專業?

　　本報告書呈現的是本書的目錄以及第一章概述。第一章之後是第二章文獻探討、第三章討論本研究所遵行的研究方法派典，包括質性研究、敘事研究法等。第四章討論 the Viewfinder Project 之前的種種努力、第五章討論 the Viewfinder 持續三年的豐富經驗如何提供研究問題的解析、第六章深入剖析議題，最後第七章是結論。筆者希望這些研究經驗與討論能夠對學習社群概念帶動語言教師專業發展與英語教學研究所研究生教育方面的研究作出理論與實務兩方面的具體貢獻。

關鍵詞

學習社群、語言教師專業發展、英語教學研究所教育

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CHAPTER 1. LET THE STORY BEGIN

Over the past two decades, learning communities have been proposed as a useful framework to structure language education. In addition to reflect a convergence of socioclutural theoretical perspective to language teaching and learning, the learning community emphasis is also consistent with the essence of the currently on-going digital revolution. Many so-called *communities* are now fostered by the modern communication technology or are taken advantage of by businesses, using the combined functions of the Internet, mobile devices, and all kinds of social network applications. With such widespread application of the term, the meaning of community is often taken to mean only what its surface implies, i.e., the warm and nice feelings of being together or simply interaction, losing what makes a learning community a learning community (LC).

Whether or not modern digital media are used, human interaction and relationships have to be the most important catalyst of LC experiences. There have been many definitions to LCs, but a simple way to look at it is a way to encourage learning through intense social networking and positive inter-dependence among members (Luppicini, 2003). As one of the most widely discussed and applied concepts in LC, community of practice is defined as, "… groups of people who share a concern, a set of problems, or a passion for a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (from the book, "Cultivating Communities of Practice, p. 4). The sharing of concerns and on-going emphasis in the relationship among members are particularly important. In Barab and Duffy's definition (2000, p. 37), common cultural and historical heritage, interdependent system, and reproduction cycle set the foundation for sharing and the on-going nature of the community. For the community to be a learning community, having a culture of learning as a part of its sense of community is particularly important. Without proper consensus that is conducive to learning, it could easily lead to "cult of the Amateur" (Keen, 2008), "new digital disorder" (Weinberger, 2007), "networked individualism" (Comunello, 2011) or being in a state of sharing of ignorance, rather than bringing productive learning to all of the members. It is clear that a deeper understanding of how learning is encouraged with learning communities and, for our purpose, how it is possible to structure and encourage language teachers' professional development is important.
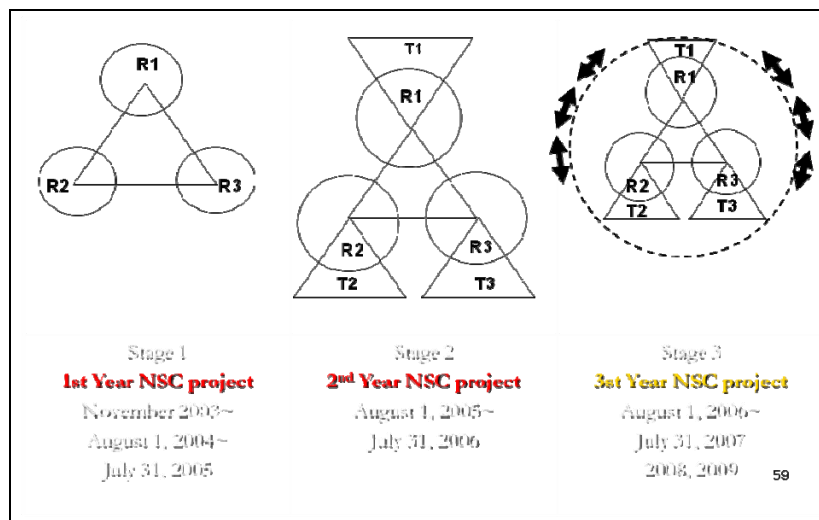
The studies reported in this monograph came from many years of collaborative work. As an EFL (English as a foreign language) teacher educator, I have been fascinated by the concept of learning community since my Ph.D. dissertation study, which aimed to understand an online graduate course community (Chao, 2001). The study suggested that if a learning community runs well it could lead to fulfilling learning experiences that are not possible with conventional methods, such as workshops or lectures. However, learning in a community was also found to require the individual members meeting certain conditions. Table 1 below is the complete list of conditions found in the study, which highlight the interaction and relationship between individual identity and a sense of community. For example, members have to feel just as capable and interested as others in the LC; otherwise, the individual would not stay or gain benefits from the community. From the community's point of view, it would also have its limitations depending on what expertise is available among the members. The list of conditions for individual and community-level engagement suggests that much as the ideal of a learning community has often been taken as given, there are in fact many challenges which need to be properly managed in order to gain the best benefits of the concept of learning community.

Table 1. Conditions for individual to develop a sense of community
(Chao, 2001, p. 341)

1.	The individual identifies him/herself with the community and perceives meaningfulness in participation.
2.	The individual considered learning, not socializing, as the priority of the community.
3.	The individual has as much control over the tasks as other members in the community.
4.	The individual manages to tap into the shared concerns and received supportive and helpful responses from the community.
5.	The individual is ready for and open to the learning opportunity or new messages provided by the community, and the community is ready to support the individual.
6.	The individual is willing and able to articulate his/her needs openly.

My dissertation study has led to many years of experiencing, thinking, and researching LCs, particularly in terms of the relationship between the individual and the interconnected and multiple levels of academic communities of TESOL. In 2001 I returned from eight years of graduate study in the U.S and started my career as an academia in Taiwan. I landed in a research university in Taiwan which was keen to earn a position in the world-wide academic community. This is one of the earliest universities in Taiwan that require new faculty members to promote themselves into tenure in six years' time, and as the first cohort of faculty members who were abided by this contract, I felt a lot of pressure albeit the other faculty members were sympathetic and supportive. In 2004 my graduate-school friends G and V returned as well. Realizing our common research interest in learning communities and our needs for support as junior faculty members in the unfamiliar context of Taiwanese higher education at the time, we decided to work on joint research projects. Calling ourselves the GVC group, our goal was to understand learning communities as a means for language teacher professional development through actually experiencing and constructing them.

We outlined a three-stage framework (Figure 1 below, taken from Chao, Lo, and Yeh, 2005): The first stages involved us three language teacher educators and researchers working together in support of our own professional development. The second stages required that each of us developed and examined one learning community for teacher professional development in each of our contexts. The third stages involved a more ambitious plan in which all three communities at the second stages were supposed to interact as a larger learning community. Experiencing these three stages of learning community development in each of our three contexts was expected to achieve a better understanding of learning communities as a model for language teachers' professional development and language education in general.

Stage 1	Stage 2	Stage 3
1st Year NSC project	**2nd Year NSC project**	**3st Year NSC project**
November 2003~	August 1, 2005~	August 1, 2006~
August 1, 2004~	July 31, 2006	July 31, 2007
July 31, 2005		2008, 2009

As this project marched into tenth year of existence, much realization that is both consistent with and different from our original expectations has been achieved. One of the most important insights is perhaps that the original three linear stages of conception of LC implementation turned out be interactive and intertwined. One clear example is the Viewfinder Project in the author's context.

The Viewfinder Project was one of my many attempts to meet the second stage of assignment for the GVC plan in my context. Its importance is not just the project itself but also the experiences before and afterwards in providing new and in-depth understanding of how learning happens in a learning community. Indeed, the Viewfinder Project can be said to be successful because it happened at right time when the particular group of people were at the right stage of development, leading to Barab and Duffy's definition of community, i.e., "common cultural and historical heritage, interdependent system, and reproduction cycle set the foundation for sharing and the on-going nature of the community" (2000, p. 37). It also turned out to be more like a combination of the second and third stages of the GVC graph and an interesting manifestation of the original plan. It was at first a graduate course on *Self, Agency, and Identity*, offered by the author with the support from the late Professor Leo van Lier, whom the GVC group first met and took a course from at the Summer Institute of Applied Linguistics in Penn State University in 2009. The Viewfinder team was established to study and explore the concept of self, agency, and identity as it is applied to examining the students' own development as English language learners. In the two-semester course, all the members of the Viewfinder team as a learning community were given many exciting learning opportunities, including interacting with local and international scholars at important conferences such as AAAL, AILA, and SLW. For all these wonderful learning opportunities, I am forever grateful to late Professor van Lier, all the members of the Viewfinder team, and, last but not least, my buddies, G and V, in the GVC group.

The work presented in this monograph is the complete experiences before and during the first generation of the Viewfinder team as well as lessons learned. With my research background and interest in CALL teacher education in the context of emerging digital media, my purpose for this monograph also includes taking into account the recent theoretical and technological revolutions as well as basing on a contextualized understanding of Taiwanese researchers, practitioners, and graduate students in TESOL.

Drawing on the literature about how a learning community is designed, emerged, established, and sustained as well as how it can be a useful concept for EFL language teacher education and adopting qualitative case study, narrative and self study traditions, this monograph looks back on the efforts and tensions that the author has experienced in growing and experiencing learning communities. Following my dissertation study, this monograph is a further investigation into learning communities as they are situated in

the unique Taiwanese academic context:

  1. <u>Identity</u>: In addition to the six conditions that were identified in Chao (2000), what other conditions might be critical for the individual to be fully engaged in learning activities with other members in the LC?

  2. <u>Imagined community and TESOL graduate education in an EFL context</u> : To what extent do members in the local TESOL LC's see it important to build connections with other language educators and scholars from other countries? What roles does the perception of imagined community play in fulfilling learning experiences and participation in the larger international community?

  3. <u>Growing a learning community on the university campus</u>: Based on the experiences before and during the Viewfinder project, what insights can be derived for the growing and nurturing a learning community for language teacher educators, language teachers, and TESOL graduate students in the Taiwanese context?

After this introduction chapter, Chapter Two is an overview of related literature. Chapter Three is a discussion of research methodology traditions, i.e., qualitative case study, narrative inquiry and self-study approaches. Chapter Four are precursor experiences to the Viewfinder project, including graduate student group and colleague groups, while Chapter Five are the Viewfinder Experiences before and after Leo van Lier's visit. All these experiences afford the opportunity to <u>examine the three interconnected issues: identity construction, imagined community, and growing learning communities</u>:

1. <u>The Precursor Experiences</u>: Chapter Four describes and discusses what had happened before the Viewfinder team was formed. This is a series of activities that I intentionally engaged in with fellow language educators and graduate student groups. The latter includes two graduate student groups at different stages of their study, and the former are activities with interested colleagues at my university. This chapter thus reports multiple case studies on the experiences of building a community for teacher professional development and issues related to identity in relation to becoming a part of the learning community.

2. <u>The Viewfinder Team Experiences</u>, including expecting and then interacting with Professor Leo van Lier, are discussed in Chapter Five. Before the Viewfinder met with Professor van Lier, there were months of preparations. These activities set the stage for what was to happen next. These activities highlight the significance of imagined learning community in graduate education context of TESOL in Taiwan. As the Viewfinder team interacting with Professor Leo van Lier, the Viewfinder team and I actually engaged in with fellow language educators and researchers, both domestically and internationally. When we actually have the opportunity to work with a worldwide renowned researcher and is given the opportunity to meet with the world, how does this experience impact the individuals in seeing who we are?

After all these, in addressing the research questions, Chapter Six provides a discussion that goes across all the studies focusing on an in-depth discussion of identity and community, imagined community in TESOL graduate education, and growing learning communities on the university campus. Chapter Seven is the conclusion. The author wishes that the studies and discussion presented here will further promote a better understanding of LCs as a context for TESOL professional development and graduate education.

國科會補助計畫衍生研發成果推廣資料表

國科會補助計畫	計畫名稱: 外語教育中自學社群之關鍵
	計畫主持人: 招靜琪
	計畫編號: 100-2410-H-004-176-　　　　　學門領域: 英語教學研究

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無研發成果推廣資料

</div>

100 年度專題研究計畫研究成果彙整表

計畫主持人：招靜琪　　　　　計畫編號：100-2410-H-004-176-

計畫名稱：外語教育中自學社群之關鍵

成果項目			量化			單位	備註（質化說明：如數個計畫共同成果、成果列為該期刊之封面故事...等）
			實際已達成數（被接受或已發表）	預期總達成數(含實際已達成數)	本計畫實際貢獻百分比		
國內	論文著作	期刊論文	0	0	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	0	0	100%		
		專書	0	0	100%		
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（本國籍）	碩士生	0	0	100%	人次	
		博士生	0	0	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		
國外	論文著作	期刊論文	0	0	100%	篇	
		研究報告/技術報告	0	0	100%		
		研討會論文	0	0	100%		
		專書	0	0	100%	章/本	
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（外國籍）	碩士生	0	0	100%	人次	
		博士生	0	0	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		

	其他成果 (無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體效益事項等,請以文字敘述填列。)	無		

	成果項目	量化	名稱或內容性質簡述
科教處計畫加填項目	測驗工具(含質性與量性)	0	
	課程/模組	0	
	電腦及網路系統或工具	0	
	教材	0	
	舉辦之活動/競賽	0	
	研討會/工作坊	0	
	電子報、網站	0	
	計畫成果推廣之參與（閱聽）人數	0	

國科會補助專題研究計畫成果報告自評表

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

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1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估

   ■達成目標

   □未達成目標（請說明，以 100 字為限）

   　　□實驗失敗

   　　□因故實驗中斷

   　　□其他原因

   　說明：

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2. 研究成果在學術期刊發表或申請專利等情形：

   論文：□已發表 □未發表之文稿 ■撰寫中 □無

   專利：□已獲得 □申請中 ■無

   技轉：□已技轉 □洽談中 ■無

   其他：（以 100 字為限）

   　　本專書寫作原來的計畫是不只一年的，但核准僅只一年，一年之內的目標已經達成， 但全書仍需持續寫作。經過長時間的深入思索、閱讀、與寫作，原來的架構經過很大的修訂，根據計畫就學習社群的主題，重新訂定整個架構目錄，並將目標由語言自學轉為四個與 TESOL 研究所教育與在職教師發展相關的研究的探討，這與原計畫不同，但是更具體，也更能與國際學術社群對話。因為是專書，不能在全書完成前先做部分發表，目前仍在寫作中。

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

   　　本書之目標在加入國際學術社群對 TESOL 研究所教育與大學語言師資發展的討論，除了討論如何培植學習社群增進學習品質之外，也討論學習者之自我概念如何對社群融合產生影響，這些主題是目前學術寫作學界最關心的主題之一，也可以在創新研究所教育方面提出貢獻，希望對國內外 TESOL 研究所教育與師資發展有實務上的啟發。