

行政院國家科學委員會專題研究計畫 期末報告

從非正式學習探索台灣學生英文臉書學習社群之使用

計畫類別：個別型
計畫編號：NSC 101-2410-H-004-173-
執行期間：101年08月01日至102年07月31日
執行單位：國立政治大學外文中心

計畫主持人：劉怡君

計畫參與人員：此計畫無其他參與人員

報告附件：出席國際會議研究心得報告及發表論文

公開資訊：本計畫涉及專利或其他智慧財產權，2年後可公開查詢

中華民國 102年10月29日

中文摘要：網路使用者彼此間可以互動合作的 Web 2.0 技術已經被廣泛運用，並且已經無法抗拒的改變了社交與學習的互動模式。臉書是該技術的運用之一，也是最受歡迎的社群網站。目前全球使用者已經超過了七十億人口，在台灣也已經有超過一億個臉書帳戶註冊使用。臉書這樣無遠弗屆的影響力直接或間接地讓教育學者們躍躍欲試。許多學者或教師將臉書應用到課室中，輔助課室教學，因此，也陸陸續續有許多研究報告相繼而生。有許多研究指出，臉書的多元社交功能、互動回饋、以及友善的介面設計，對學校學習具有良好的輔助潛力。然而卻又有學者的研究指出，臉書在學生學習上的輔助效益不佳，大多數的學生將之視為社交工具而非學習工具。臉書的教學應用上目前為止研究數量有限，研究成果不一，但是一致的看法是它在學生們彼此社交互動上提供方便有趣的網路空間。學者們願意相信臉書可以協助學生學習到課室以外的學習項目，但是對於詳細的課室外學習研究，卻又鳳毛麟角，付之闕如。本研究嘗試要探索學生在臉書上的非正式學習。

研究問題如下：

1. 學生對臉書學習英文的感知
2. 學生透過臉書使用的非正式學習可以學習到甚麼？

筆者與四十名大一新生在臉書上互動一年收集多元資料以分析學生的臉書非正式學習動態。資料包含：學生臉書的文字檔案、反思日記、問卷、面談，以及期中期末考卷。本研究根據 Eraut (2004) 的八項非正式學習分析量表來分析這些收集來的資料。透過資料深度分析與交叉比對，歸納出學生的非正式學習三種型態。

中文關鍵詞： 臉書、非正式學習、線上學習社群

英文摘要： ABSTRACT

Web 2.0 technologies, which involve interactive information sharing and collaboration, have offered compelling changes in social communication and created diversified possibilities for learning and teaching. Facebook (FB), as one of the most popular online CMC tools, has increasing global users over 700 million, and more than 10 million FB accounts have been registered in Taiwan (CRM2 Customer-centered co. 2011, 07, 20). Proliferating studies have illustrated the significance of FB in terms of its multifunction social network and suggested its potential for effective academic practice due to its

reflective qualities, mechanisms of peer feedback and collaborative models (Mason, 2006). Therefore, FB is believed to be able to serve as a virtual learning community offering students the learning that can not be acquired through formal learning settings.

However, insufficient research has investigated effects of FB serving as a learning community, and little research has studied students' informal learning through community practices of FB. This study attempts to explore students' informal learning through participating in a FB English learning community. The research questions are:

1. What is students' perception of FB communities on English learning?
2. What can students learn informally through community practices of FB?

The researcher interacted with 40 freshmen at a FB virtual community of College English over a year. Multiple data were collected including students' FB exchanging texts, reflections, one survey, one interview and students' exam papers. Through adapting Eraut's (2004) 8 indicators of informal learning, the researcher assessed these 40 participants' FB informal learning. Three types of students' FB informal learning were inductively emerged through data triangulation and exhaustive data analysis: academic knowledge and skills, social interaction, and motivation. Further analysis about how the FB virtual context interplays with students' informal learning and teaching implications of using FB as learning communities will be discussed.

REFERENCE

- Mason, R. (2006). Learning technologies for adult continuing education. *Studies in Continuing Education*, 28, 2, 121-133.
- Eraut, M. (2004). Informal learning in the workplace. *Studies in Continuing Education*, 26, 2, 247-273

英文關鍵詞： Facebook, Informal Learning, Online Learning
Community

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

從非正式學習探索台灣學生英文臉書學習社群之使用

計畫類別：個別型計畫 整合型計畫

計畫編號：NSC 101-2410-H-004-173

執行期間：2012年8月1日至2013年7月31日

執行機構及系所：國立政治大學 外文中心

計畫主持人：劉怡君

本計畫除繳交成果報告外，另含下列出國報告，共 1 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 10 月 17 日

中文摘要：

網路使用者彼此間可以互動合作的 Web 2.0 技術已經被廣泛運用，並且已經無法抗拒的改變了社交與學習的互動模式。臉書是該技術的運用之一，也是最受歡迎的社群網站。目前全球使用者已經超過了七十億人口，在台灣也已經有超過一億個臉書帳戶註冊使用。臉書這樣無遠弗屆的影響力直接或間接地讓教育學者們躍躍欲試。許多學者或教師將臉書應用到課室中，輔助課室教學，因此，也陸陸續續有許多研究報告相繼而生。有許多研究指出，臉書的多元社交功能、互動回饋、以及友善的介面設計，對學校學習具有良好的輔助潛力。然而卻又有學者的研究指出，臉書在學生學習上的輔助效益不佳，大多數的學生將之視為社交工具而非學習工具。臉書的教學應用上目前為止研究數量有限，研究成果不一，但是一致的看法是它在學生們彼此社交互動上提供方便有趣的網路空間。學者們願意相信臉書可以協助學生學習到課室以外的學習項目，但是對於詳細的課室外學習研究，卻又鳳毛麟角，付之闕如。本研究嘗試要探索學生在臉書上的非正式學習。研究問題如下：

1. 學生對臉書學習英文的感知
2. 學生透過臉書使用的非正式學習可以學習到甚麼？

筆者與四十名大一新生在臉書上互動一年收集多元資料以分析學生的臉書非正式學習動態。資料包含：學生臉書的文字檔案、反思日記、問卷、面談，以及期中期末考卷。本研究根據 Eraut (2004) 的八項非正式學習分析量表來分析這些收集來的資料。透過資料深度分析與交叉比對，歸納出學生的非正式學習三種型態。

關鍵字： 臉書、非正式學習、網路學習社群

Abstract

Web 2.0 technologies, which involve interactive information sharing and collaboration, have offered compelling changes in social communication and created diversified possibilities for learning and teaching. Facebook (FB), as one of the most popular online CMC tools, has increasing global users over 700 million, and more than 10 million FB accounts have been registered in Taiwan (CRM2 Customer-centered co. 2011, 07, 20). Proliferating studies have illustrated the significance of FB in terms of its multifunction social network and suggested its potential for effective academic practice due to its reflective qualities, mechanisms of peer feedback and collaborative models (Mason, 2006). Therefore, FB is believed to be able to serve as a virtual learning community offering students the learning that can not be acquired through formal learning settings. However, insufficient research has investigated effects of FB serving as a learning community, and little research has studied students' informal learning through community practices of FB. This study attempts to explore students' informal learning through participating in a FB English learning community. The research questions are:

1. What is students' perception of FB communities on English learning?
2. What can students learn informally through community practices of FB?

The researcher interacted with 40 freshmen at a FB virtual community of College English over a year. Multiple data were collected including students' FB exchanging texts, reflections, one survey, one interview and students' exam papers. Through adapting Eraut's (2004) 8 indicators of informal learning, the researcher assessed these 40 participants' FB informal learning. Three types of students' FB informal learning were inductively emerged through data triangulation and exhaustive data analysis: academic knowledge and skills, social interaction, and motivation. Further analysis about how the FB virtual context interplays with students' informal learning and teaching implications of using FB as learning communities will be discussed.

REFERENCE

- Mason, R. (2006). Learning technologies for adult continuing education. *Studies in Continuing Education*, 28, 2, 121-133.
- Eraut, M. (2004). Informal learning in the workplace. *Studies in Continuing Education*, 26, 2, 247-273

Keywords: Facebook, informal learning, online learning community

Exploring Facebook Learning Communities through EFL Students' Informal Learning

INTRODUCTION (前言)

Web 2.0 technologies, which involve interactive information sharing and collaboration, have offered compelling changes in social communication and created diversified possibilities for learning and teaching. Facebook (FB), as one of the most popular online CMC tools, has increasing global users over 700 million cross nationally, and more than 10 million FB accounts have been registered in Taiwan (CRM2 Customer-centered co. 2011, 07, 20).

Proliferating studies have illustrated the significance of FB in terms of its multifunction social network and suggested its potential for effective academic practice due to its reflective qualities, mechanisms of peer feedback and collaborative models (Mason, 2006). Therefore, FB is believed to be able to serve as a virtual learning community offering students the learning that can not be acquired through formal learning settings. However, insufficient research has investigated effects of FB serving as a learning community, and little research has studied students' informal learning through community practices of FB.

PURPOSE (研究目的)

This study attempts to explore students' informal learning through participating in a FB English learning community.

LITERATURE REVIEW (文獻探討)

Facebook as an informal learning community

Facebook has become one of the most popular social media website for college students, and research shows that 85-99% of college students use Facebook globally (Hargittai, 2008; Jones and Fox, 2009; Junco, 2011; Matney and Borland, 2009; Smith and Caruso, 2010). The use of Facebook is growing, and social networking sites (SNSs) has been regarded as powerful channels for informal and unstructured learning because their social networking offers the opportunity to engage participants, to promote critical thinking (Bugeja, 2006), to resist asymmetrical power relationships (Selwyn, 2009), and to motivate students' learning (Ziegler, 2007). Thus, there is a great deal of academic interest in the impact these technologies may have on student informal learning (Abramson, 2011; Kamenetz, 2011).

Informal learning

As Allen Tough (1978) has observed, beneath this visible educational pyramid, informal learning constitutes the huge submerged part of the iceberg of adult learning activities.

Informal learning, usually is ignored, unrecognized or taken for granted as simply day-to-day getting by, represents our most important learning for coping with our changing environment.

In his study of 4000 middle school students in the USA, Spires et al (2008) suggested that more creative, interactive and media-oriented uses of technology in school would lead to students' increased engagement.

As Marsick and Watkins (2001) indicated, informal and incidental learning process

always occurs with or without our conscious awareness. Eraut (2004) defined informal learning as “learning that comes closer to the informal end than the formal end of a continuum.” The end of the continuum of formal learning or deliberative learning refers to the learning where there is a definite learning goal and preset curriculum for interacting participants to acquire new knowledge. Characteristics of the informal end of the learning continuum include implicit, unintended, opportunistic and unstructured learning. Likewise, Greenhow and Robelia (2009) defined informal learning as “spontaneous, experiential, and unplanned” (p. 122). Despite informal learning is not highly structured learning, it may occur in formal institutions (Marsick and Watkins, 2001) and take place en passant explicit learning (Eraut, 2004).

When individuals learn incidentally, their learning may be taken for granted, tacit or unconscious (Marsick and Watkins, 2001). Eraut (2004) indicated concerns of informal learning:

- (1) Informal learning is largely invisible, because much of it is either taken for granted or not recognized as learning; thus, respondents lack awareness of their own learning
- (2) The resultant knowledge is either tacit or regarded as part of a person’s general capability, rather than something that has been learned;
- (3) Discourse about learning is dominated by codified, propositional knowledge, so respondents often find it difficult to describe more complex aspects of their work and

the nature of their expertise (p.249).

METHOD (研究方法)

Participants and contexts

A qualitative study was conducted at a top-tier national university in Taiwan to explore students' informal learning at a FB English learning community. Convenience sampling method was used. Forty Taiwanese freshmen taking the course of "College English" taught by the teacher-researcher participated in this research. The participants' English proficiency fell into the range between intermediate to high-intermediate level. The English class, which was compulsive for a school year, focused on general academic English skills in respect of listening, reading, writing and speaking. However, the teacher-researcher only collected the data in the second semester because students might need time to become acquainted with one another, and acquaintance affected their motivation of using FB. The themes that had been covered in the second semester included popular topics, such as relationships, clothes and shopping, science and technology, superstitions, media, arts, and animal rights. Students were tested twice (midterm/final) in a semester. The tests consisted of listening (dictating the sentences played through the computer), speaking (answering the questions relating to the themes that had been taught and discussed in class), and writing (writing an argumentative short essay to argue an issue). Besides the traditional formal English education taught in the classroom, the teacher registered a FB account as the virtual learning community of College

English to encourage students' extra English practices. This FB informal learning community was a semipublic context in which all profiles were set to be viewed by "friends" only.

Students could either create a new account or use their old ones to join this FB community of College English. Their FB participation counted for 5% within the grading distribution.

Though the teacher-researcher encouraged students to use English to post up their daily life jottings, to interact with their peers, to do some course related exercises or discussions, and read or watch the posted articles or films at the FB, no specific homework or required time students need to fulfill. To encouraging students' interaction, the teacher-researcher posted course related information and theme related articles, films, music, pictures and questions or comments at the FB in English regularly. She also responded to students' posts and provided comments or suggestions to students' writing exercises. Students were free to interact the way that they felt comfortable with to share their writings, feedbacks and feelings, or they could simply press the "like" button or do nothing. Setting up this FB English learning community was based on the belief that FB would provide an alternative channel for students to practice English after school. It was also hoped that, according to **learning community theory**, the Taiwanese students would be motivated to write in English and enhance their English literacy through community practice.

Data Collection

Multiple data were collected in the second semester to understand how the students

perceived the FB English learning community including students' midterm exam papers, two reflection papers, one survey, one interview, and students' FB texts. I investigated students' perception about the FB learning community by the reflection journal and the survey; however, I intentionally avoided asking students questions about Facebook community but only focusing on their learning attitudes and habits during their individual interview in order to minimize the possibility that might mislead students' answers. I later cross compared their reflection, survey and interview data with the students' FB texts and their midterm exam papers to investigate what FB facilitated their learning implicitly.

During the second semester, the students were asked to turn in 1 reflection paper, which was designed to elicit students' deep reflection about their FB interaction experiences, including what they had encountered and learned through the FB community participation (see Appendix 1). One survey and one semi-structured interview were conducted at the mid of the semester. Students were surveyed about the effects of FB on their English learning and their participation in and attitude toward the FB learning community. Adapting Eraut's (2004) eight indicators of informal learning, I designed the survey questionnaire (see Appendix 2) in terms of : (1) task performance (e.g. speed and fluency), (2) role performance (e.g. supporting other people's learning), (3) awareness and understanding (e.g. contexts and situations, problems and strategies), (4) personal development (e.g. self-evaluation, disposition to consult, disposition to attend to other perspectives, disposition to learn and improve one's practice,

ability to learn from experience), (5) teamwork (e.g. facilitating social relations, collaborative work), (6) academic knowledge and skills (e.g. accessing formal knowledge, knowing what you might need to know), (7) decision making and problem solving (e.g. when to seek expert help, generating, formulating and evaluating options), (8) judgment (e.g. quality of performance, output and outcomes, value issues) (p.268).

Moreover, a semi-structured interview (see Appendix 3) was conducted in order to understand students' learning behind their academic performances. With the concerns that students might not be sensitive enough to perceive their informal learning, and most of the informal learning is tacit, therefore, instead of interviewing students directly about what they had learned through FB, I adopted Eraut's (2004) suggestion by asking circular questions. For example, I asked students to start by delineating their learning habits and attitudes in general. Then, they recalled what the differences were in their learning habits and attitudes in this school year. Students were also interviewed about what types of knowledge, skills, or competence were needed to do their school work, how they prepared their midterm exam, how they solved their learning problems, how they came up with their learning strategies, and what and how they would like to change their learning strategies for their final exam (p.249). Through students' interview replies, whether FB learning community supports one's learning can be elicited.

Last but not least, students' FB texts and their midterm test papers were collected and

analyzed to examine how their FB participation affected their test performance.

Data analysis

To enhance the reliability of data analysis, two trained assistants examined the collected data. First, we triangulated the interview data and students' reflection journals to identify the students' perceptions of FB effects on their informal learning. The two assistants scrutinized the collected qualitative data and marked each meaningful chunk with summary words.

Exhaustive data analysis was used for categorization. I created categories to group similar comments together. Data were sorted and resorted in order to be categorized. If the existed category did not fit the data, a new category would be created accordingly. After sorting out the categories, the two assistants compared their categories and discussed the inconsistent ones with the researcher to reach consensus. The inner rater reliability is 89.5%. Second, through triangulating students' perceptions, their survey results and their test performance, students' perception of the learning community were discussed, and three types of students' FB informal learning were inductively emerged: academic knowledge and skills, social collaboration, and motivation.

RESULTS AND ANALYSIS (結果與討論)

RQ 1. What is the students' perception of the FB communities on English learning?

While asking questions regarding "role performance," 88% of the students said their purpose of participating in this FB English community was to learn English, and 93% (mean=

3.3) frankly pointed out their participation in the College English FB was for the sake of their grade. These results suggest that the participants positioned themselves as learners or students at the FB learning community. Though they concerned the 5% grade of FB participation, only 5% of the students would like to leave trace to notify the teacher by posting their comments. Moreover, half of the participants (50%, mean= 2.6) considered their English was not good enough to share their thoughts or feelings. Participants' learner/student identity mixed with identity of diffidence in English might make them feel embarrassed or uncomfortable to share or to comment in English, therefore, contribute to their lurking around in the virtual community and resulted in their perception of their participation in the FB learning community as course work, as disinclination, and as power negotiation. Although Slater (2002) argued that new media provide spaces for participants to perform or create whatever identity they choose, the participants' identity at this FB learning community seemed to disagree with Slater's suggestion.

FB participation as course work

In the first semester, students' participation of this FB community was counted for extra points. Due to the fact that very few students had participated in the community, I made the FB participation as 5% of the total grade in the second semester. I considered the 5% would not make the FB community a high-stakes that imposed all the students to participate in but might be incentive for motivating those students who were interested in virtual community

learning. In other words, I expected that the FB community of College English could be inviting but still a freewill choice of the participants. Though the FB was intentionally designed to be a community for students to freely practice English and exchange or share their thoughts in English, 93% of the participants visited the learning community for sake of their English grade. Most of the participants perceived this FB learning community as a virtual classroom of their College English where they could exercise test related writings and expected the teacher's comments or corrections. According to the survey, 85% of the participants considered the FB community beneficial for their midterm and final examinations. Additionally, participants identified themselves as learners/students at the FB learning community. As a result, they visited the FB community or posted their test related writings only when the midterm or final examinations were approaching, and they took my encouragement, which suggested them share their writing exercises or comment peers' posts at the FB, as "homework assignment." Oftentimes, students clicked the "like" button on my posts or tagged me with a note for help such as, *"please help me correct places where i put question marks. i'm not that sure about what the author meant while writing. and please do me a favor to make the traslation more smooth and accurate. thanks"* (Kun-Ru, FB texts retrieved from 5/14/2012). The following excerpts illustrate students' perception toward the FB learning community.

"To be frank, only if the teacher asks us to write, I will go to the Facebook for the

English course or I hardly enter it.”

“On Facebook, I could both practice writing and reading. Because I just tag teacher, a simple movement, my teacher can read my writing and tell what’s wrong in few minutes...it helped me to prepare my final exam very much.”

“In fact, I seldom go to facebook. If this week we have a topic to write an essay, I’ll go on facebook maybe twice a week to put my essay on it. And after few days, I will go on facebook to look other classmates or teacher’s comments.”

“I go to FB about once a week, mainly hand in my homework or get some information about the class.”

FB participation as disinclination

According to the survey, over half of the participants (63%) reported that they usually spent 2 and more hours on their personal FB every day, but 98% claimed that they only spent less than one hour on the FB of college English per day. Most of the students explained their infrequent participation as a result from inconvenience and indisposition in their survey. For example:

“I don’t login in to the FB for College English because I have already had my own original FB. It’s troublesome to log out my FB account in order to log in the College English account.”

“Most of my friends are at my personal Facebook. If I want to social, I go to my

Facebook. Occasionally, I go to the College English FB, but not many people there and not so many updates there. The English FB is boring to me.”

“I am very busy and lazy. Usually after I log off from my personal Facebook account, I don’t feel like to go to the College English Facebook. It’s inconvenient.”

“It makes me feel annoyed to use Facebook on English. If I have to use Facebook in English, I would rather choose not to post anything at all because I can’t use English to express what I want to say.”

“For me, logging on the College English FB is just like a homework. Because the friends there are ‘classmates,’ it can’t make me enjoy it.”

FB participation as power negotiation

Most of the students lurked around in the FB community and seldom left trace.

According to the survey, when asked about their general behavior on the FB of college English, only one and four participants respectively reported to be explicit learners who “actively posted articles as well as read and responded to the others” and “actively posted articles, but occasionally read and responded to the others.” The majority of the participants (88%) acted more like implicit learners who “inactively posted articles, but often read the other’s article” (10 participants, 25%), “inactively posted articles, but often read the others’ articles and responded with ‘like’” (15 participants, 38%) or “inactively posted and read articles” (10 participants, 25%).

All the participants in the same class of College English came from different disciplines. They knew one another but might not be well acquainted. Since all the students were required to use English to interact in the FB learning community and registered with their real names, many students felt embarrassed to share in English due to concern of their English proficiency. Based on the survey, over half (56%, mean=2.7) of the participants considered their English was not good enough to make comments on the others' posts. The other students' did not like to respond at the FB community because they did not feel comfortable to offer comments (18%), and it was time consuming to reply in English (17%). In other words, most of the students seemed to have low confidence in their English ability. The following survey responses illustrate the typical phenomenon:

“I never provide comments on other's writings because I think I don't have the ability, and I'm afraid of leaving something wrong and absurd.”

“Some classmates' posts were written excellently. My English is not as good as them, so I usually feel pressure to reply in English.”

“Honestly speaking, I seldom go to Facebook. During my little time to use it, I usually just read the writings that my classmates wrote, but I'll never give them any words or 'Like.' That so strange, but maybe someday I have the ability that can entirely know what they want to express I will push the bottom for myself.”

“When I reply, usually I say nice words or only click 'Like.' I don't like to give

comments even if I am in my personal FB because I don't like to offend people if we have different opinions.”

“Though I like to read the others' posts, I am afraid of making comments because I think I am not qualified to do so. I am not an expert, and I don't want to provide wrong opinions that would mislead my friends, and it is embarrassing.”

“My English is not good so usually it takes me a lot of time to write responses in English. Since not so many people log in the College English FB, my response may not be seen and replied. So, why bother to write and post it?”

Most of the participants preferred reading the posted messages quietly rather than posting, responding or commenting. Their sparing interaction online involves negotiation of power relations. French and Raven (1959) suggested that the extent of power depends on the relationship between or perceptions of the involved parties. They proposed a typology of social power including, reward, coerciveness, expertise, legitimacy, and referent. Power of expertise refers to knowledge in a specific domain which leads someone to be perceived as more powerful than the others. Referent power refers to desire for maintaining relationships that makes ones be willing to defer to the others to be accepted. Liu (2011), Zuengler's (1989) and Woken and Swales' (1989) found that students who possess domain-related knowledge can be more discourse dominant than those who have less knowledge. That is, those who considered themselves as “unqualified,” “unprofessional” or “pressured” had positioned

themselves as inferior to those who have better English proficiency. They negotiated their less powered position by lurking around or quietly observing and learning. For example, one student reflected in her journal, *“I go to Facebook about once a week. The main purpose is to see others’ writings, especially Lee’s. His posts really deserve to be read and learned by us.”*

Lee, the student who was active at the FB learning community, surprisingly indicated that he liked to share his thoughts but did not feel comfortable to make critiques or critical comments to the others’ posts because he did not want to be labeled as priggish. This reveals that Lee, on the one hand, had expert power to actively participate in this FB learning community, but on the other hand, he perceived referent power from his peers. To be accepted as one of the members of the class community, he restrained his expert power by not making critiques.

RQ2. What can students learn informally through community practices of FB?

According to the participants’ reflection papers, over half of the participants (57%) agreed that the FB English community motivated their English learning; while almost half of the participants (43%) disagreed.

Among the participants who did not consider the FB English community motivating, eleven participants (65%) considered FB was beneficial to their self-evaluation. Eight participants (47%) perceived that FB facilitated their autonomous learning, 5 participants (30%) agreed that FB helped their team work, 4 participants (24%) reported that FB helped them solve problems, and only 2 (12%) respectively reported that FB was beneficial to their

social relationship and transformation from High schoolers to universities students.

Among the participants who agreed that the FB English community was motivating, 14 participants (60%) perceived that the FB community helped their self-evaluation, 18 participants (78%) believed that it enhanced their autonomous learning, 5 (22%) took the FB community as a good channel for team collaboration, 4 participants (17%) reported that it was good for maintaining social relations, and only two and one student respectively reported that the FB community was beneficial for their transferring and problem solving.

In other words, regardless of whether the FB community was perceived effective or not, 63 % and 65% of the total students respectively perceived the FB community as a platform beneficial for self-evaluation and autonomous learning. These results suggest that the majority of the lurking participants still perceive themselves learning at the FB English community.

Although only 22% of the participants would like to use the FB of college English for collaborative team work, most of the students considered this FB as an effective channel to communicate with the teacher (mean= 3.58) and their peers (mean= 2.89).

To explore students' implicit learning that can hardly be perceived by themselves, I cross compared these results of reflection and survey with their interview, FB texts and their midterm exam papers. Three types of learning impact emerged inductively: Academic knowledge and skills, social and collaboration, and motivation.

Academic knowledge and skills

Based on the survey results, in regard to their “task performance,” 63% of the participants claimed that their reading ability has been improved due to FB community participation. And 78% believed that FB learning community contributed to their writing improvement. Moreover, the survey results also showed that 98% of the participants (mean= 3.45) reported that reading the other students’ posts at the FB of College English helped them understand different perspectives, and 83% (mean= 3.08) reported that reading the other students’ posts enhanced the development of their own opinions. Although most of the participants, including those who had claimed that the FB community is ineffective on their learning, agreed that this FB learning community helped their autonomous learning, reading and writing ability, understanding different perspectives, idea generation, and problem solving.

For example one of the participants, Ming considered the FB learning community barren in his reflection, *“I really don’t think that Fb is that important of a tool when it comes to facilitating my learning. Take critical thinking for example, how on earth can FB aid critical thinking? Pressing like cannot do that. Neither can pressing like solve world hunger btw, true FB increases community participation, but it doesn’t solve anything. Moving on to organizing & synthesizing information, these skills are definitely not facilitated by FB, of course with the exception of an intelligent friend helping you via FB. Overall FB not helpful when it comes to this”* (Ming, Reflection, 2012). Ming’s perception was coherent to Yancey’s (2009) finding

that writing at the FB has little to do with students' learning. However, comparing his FB texts and his midterm paper, I found that Ming posted a few writing exercises at the FB of College English after I had announced that I would test them writing an argumentative essay on issues relating to media. He was not clear about how to compose an appropriate topic sentence, and I provided my feedbacks on this problem. Like most of the traditional students, Ming accepted my advice and replied "i see" to my feedback. In his midterm writing test, Ming successfully structured topic sentences in his argumentative discussions. Ming's case suggests that his FB interaction with the teacher helped him better access the formal knowledge that had high stakes. His posting writing exercises also reveals that he was looking for helps or confirmation from the teacher or peers. Posting writing exercise, therefore, can be seen as his problem solving strategy.

Ling automatically mentioned the FB learning community while being interviewed about her test preparation method: *"I write the essay that teacher wanted us to practice and put it at the Facebook. I read the criticisms and suggestions provided by the teacher and classmates. I think it helped a lot...The new way that I will try to practice my final is I will read more other students' writings, especially the writing samples that are shared by the teacher."* (Ling, Interview, 2012). I followed up Ling by asking her what exactly the help she gained from the FB. Ling could not identify "the help" explicitly but said after pondering, "I think I had better ideas about how to write my own paper, and through reading the others' writing posts, I can

learn their writing advantage.” When learning involves abstract concept or higher-order thinking skills, and when this kind of learning is still evolving and not yet ready for explicit production, most of the learners either can not specify their learning or can not be aware of their learning. In Ling’s case, her intuitive knowledge about writing could be employed in tests, but she could not articulate the benefits that she gained from the FB community. This example echoes Eraut’s (2004) suggestion that tacit knowledge can be used but can not be articulated (p.253).

Jeng was a student who was quiet in classroom and only lurked but had rarely made himself be visible at the FB community. Without reading his reflection paper and interviewing him individually, I would simply regard him as a passive learner. However, apparently he was not. In the interview, he mentioned how FB helped his learning, *“the FB of College English helped me solve problems though I have never asked any question. Other people’s problems sometimes were the problems that I had also come across. Through reading their writing posts and the teacher’s comments, I could solve my own problems”* (Jeng, Interview, 2012). In his reflection, Jeng said, *“if I encountered any questions, I would usually surf on the Internet to find solutions. Unlike others, I think I’m less creative. Thus, I sometimes can’t come up with the content to write my own article. At this moment, I would go online to watch how other people comment on the same topic, and then figure out my own opinion.”* (Jeng, Reflection, 2012).

Though Jeng's English proficiency was only about average, through the interview and his reflection journal, I realized that Jeng was an active autonomous learner. Based on these data, it is worthy to notice that students may not aware what they have learned, and students' performance or productions may mislead what the teacher would like to believe.

Social interaction

According to the survey, although 70% of the participants agreed or strongly agreed that the FB learning community offered an alternative channel for social interaction, it was surprising that only 22% of the participants reported that they would like to use the FB of college English for collaboration, and only 27% of the participants would like to go to the FB community looking for helps on their English. Yu indicated in her reflection, "the FB of College English seems unnecessary and useless because most of us usually socially interact or contact each other via our own FB" (Yu, Reflection, 2012).

However, during the interview, while asked how students prepared their midterm exam, without any leading hints, twenty students (50%) mentioned that they used the FB of College English either to post their writings to get comments or to read the other classmates' writing posts to gain their writing ideas. Based on my wall of the FB of College English, from March to end of April of 2012 before I conducted the survey, I received forty four messages and 135 "Like" from students. There should be more messages exchanged through this FB platform if the social interactions among students could be all counted. Besides, 78% (mean= 3.0) of the

participants agreed or strongly agreed that peers' comments were helpful, which suggests that at least 78% of the participants had social interactions in the FB community. These results reveal a contradiction that most students perceived the FB as a social alternative but did not perceive themselves to use it for social interaction and problem solving. However, they visited the FB community to share their thoughts, inquire course related information and post their writing exercises for comments or confirmation. The big gap between what students perceived they would do, in terms of social interaction and looking for helps, and what they actually have done may result from different understanding of "social" and "help." Most of the students may consider their one-way posting messages, quiet reading messages without responses, sharing photos or jokes, or pressing the "Like" button has little to do with social interaction or gaining helps. For example, Chang reflected in her journal, *"As for social function, my original FB does play the role, but the FB for English class not... I only go to the College English FB once a week. I usually write the exercises, check the replies others give to me, go through the articles other students write and sometimes I give some feedbacks"* (Chang, Reflection, 2012). Many Taiwanese students associate the concept of social with communication on casual life events rather than on learning. Wong reflected her disfavor of the FB community, *"...for me, FB should be a tool to hang out and have fun with friends. But I don't regard the College English FB helped me maintain friendship because I go there to study English, and usually I don't meet many friends there to hang out"* (Wong, Reflection,

2012). However, any action that participants have done in social contexts, including one-way or mutual interaction, is social; their actions, discourses, and interpretations of events may influence what is noticed and remembered (Eraut, 2004). The impact caused by the social act on the counterparts, including ones who are directly (e.g. correspondents) or indirectly (e.g. silent viewers) involved can be seen as social interaction. Individuals' episodic memories are influenced by this kind of semi-conscious or under conscious socialization process. However, much tacit learning from informal learning communities has been overlooked because usually both the teachers and students only focus on direct helps, explicit performance or countable outcomes.

Motivation

One of the most congruent perceptions of the participants toward the FB learning community is its helps on self-evaluation. The survey shows significant result on self-evaluation; 83% (mean= 3.85) of the participants agreed or strongly agreed that reading the other classmates' posts allowed them to self-evaluate their English rank in the class through self-contrast. The following are the excerpts from the students' reflection journals:

“I can see others ' writings and compare them with mine. By this way, I can know my learning situation. Even though I didn't post my writings on FB (I was too lazy to type) ,I could know where should be noticed from teacher's comments on others ' writings . Then, I will check if there is the same mistake in my writings.”

“As I read others’ articles on the Facebook, I can compare how I will write with others. And I can know whether the words or the grammar they use I can use when facing the same questions. Furthermore, there are many classmates posting videos or some articles ...I can test myself whether I can realize the meaning in the articles or videos without looking up in dictionary...”

“When reading some good works, some people really shocked me by their level of English. That motivated me to study hard to catch up.

Most of the students considered the FB learning community offered a platform for them to exchange their writing exercises or share their thoughts, which motivated them to read the shared writings and comments, to discern the problems or errors from the readings, to model good grammar and vocabulary usage, to avoid making the same mistake, or to catch up with what they had lagged.

Interestingly, according to the students’ reflection papers, self-evaluation is the only feature of the FB learning community that was significantly considered effective (65%) by those who disfavor the FB community. In other words, though the FB community motivated most of the participants to self-evaluate their English literacy, it did not contribute to some students’ perception about their English learning.

Lai, a student from law school, claimed that the FB community did not help his English learning because “it only provides another way to get feedback” (Lai, survey, 2012).

Regarding the reflection question, “what are the aspects that the FB community helped you?”

He replied with similar answer, “*The same, in fact, I think it just provides me a way to post my writings and get feedback. It didn't help me do other things*” (Lai, Reflection, 2012). I

scrutinized his FB data and noticed that he had interacted with the peers and me quite a few times. One of his most compelling interactions at the FB community was about a heated discussion on the controversial issue of media’s speech freedom and privacy. He took the position on privacy side, and defended why speech freedom should not violate personal privacy. The following was Lai’s post:

“TW's Constitution No.22 involves privacy protection:

http://www.judicial.gov.tw/constitutionalcourt/p03_01.asp?expno=603

And the "Fourth Estate", so-called mass media's freedom of speech, does not exist. The word "Estate" means social classes: noble, clergy and civilian. It has nothing to do with "power," and it is just a right as Privacy which is protected in Constitution. Even the western countries don't have a concrete Constitution or law to protect this "Fourth rihgt".

Where is the "Fourth Right"? It's just a power that does not really exist, not being protected. The only thing being protected is the freedom of speech. But as the freedom of speech and Privacy are both "Rights" in the Constitution class, these two rights' use should be confined by each other. (Lai, FB texts, 2012).

From his post, first of all, it was clear that he was autonomously following the discussion in the FB community; second, various the other participants' voices had prompted him to come up with or to take his position. Being motivated, he researched the issue to obtain law related information to share/argue his points with the community members. As a law school student, he demonstrated his knowledge speaking with authorial voice. In his midterm writing test, he successfully adopted the other students' opinions discussed in the FB community as the opinions of the pros and cons in order to develop his own arguments. He also borrowed some exact wordings from some students' posts which he considered professional or academically appropriate. Moreover, his shared information of the URL link and personal opinion were adapted by a few other students for their writings. That is, the discussion at the FB community motivated Lai to do research, to read and analyze the information, to share and comment and to make judgment for taking a position. Other students' discussions also motivated Lai to learn different perspectives, to formulate his own argument, and to adopt writing skills from the peers.

The Facebook community motivated most of the participants who were both aware and unaware of their learning.

DISCUSSION

Being an engaging and powerful social networking site (SNS), however, establishment of Facebook as an informal learning community for language learning is ambivalent.

Advantages of the informal FB learning community

This virtual platform allowed the participants to share and exercise their English without time constraint. In the FB informal learning community where interaction time becomes flexible and available to individuals, participants' implicit learning processes can be complex and expanded beyond self-awareness including framing of problems, searching for relevant knowledge, transferring prior knowledge and resituating their knowledge in a form that fitted the current context.

It also afforded diverse learning sources which could compensate the course limitation conducted in the physical classroom. According to the results and analysis, the informal FB learning community has positive impact on students learning in aspects of academic knowledge and skills, social and collaboration, and motivation.

Moreover, from the teacher's perspective, it's also an interesting channel for the teacher communicating with the students. Reading students' writing exercises helped me to learn what the problems students often encountered. If the problem was quite common, I would spend course hour to provide more detailed instruction. Sometimes, students' shared source information such as, videos, cartoons, music and online website, was worthwhile. For example, when discussing the theme of shopping and bargain, I suggested students share good bargains that they knew at the FB with one another. While talking about animal ethical issues, some students uploaded related films, which were informative and broadened my horizons.

Through the FB channel, students' work and shares can become valuable resource for teaching and learning.

Disadvantages of the informal FB learning community

A few disadvantages of using Facebook as an informal learning community are worth of notice: technical problem, teacher-centered community, tacit learning and low participation.

Some of the participants reported technical problems; for example, their Facebook accounts were canceled without knowing the reasons. Some complained that the Facebook organization rejected their application for the second account. The most common complaint was that it was inconvenient for them to log out their own FB account to visit the FB for College English.

Teacher-centered community: Some studies reported that the computer mediated communication which employed Web. 2.0 technology can have the teacher's power decentralized (.....). Although the FB learning community was intentionally designed to be a decentralized community, the participants expected the teacher's feedbacks and often tagged me and requested for comments or corrections. Apparently, students extended their learners' identity in their physical classroom to the virtual community, which made the learning community still teacher-centered.

One of the major disadvantages of using Facebook as an informal learning community is that learning usually is taken place in a tacit manner, which may frustrate some participants.

Most of the students reported in their interviews that their prior learning experience in high schools was test-driven and goal oriented. They did a lot of drill in memorizing grammar, vocabulary, writing rules, as well as taking many tests to examine their learning outcomes. For example, during Lai's interview, he described himself as a "working machine"—"I memorized words, vocabulary, grammar, and phrases. I practiced doing Cloze, Reading exams...etc. I tried to adopt reading English learning magazines a routine and try hard to memorize vocabulary..." (Lai, Interview, 2012).

Not surprisingly, many of the students reported that they still follow the traditional method to prepare their tests and deal with their university course work. It is highly likely that students still expect to receive quantifiable outcomes and explicit learning instruction, which unfortunately are not afforded by the informal FB learning community.

For example, in his reflection, Lai explained his disappointment about the FB community:

Honestly speaking, I do not think it is useful at all...I appreciate that I can post my writings on it and some people will correct or give some advice or even create a discussion. But in fact, most of the time I can only get a "LIKE"... Only a "LIKE" but nothing or only a few "LIKE"s and maybe a professor's comment. Maybe it is my fault that I do not be active on it, so I won't get the reward. Only few people are into it, and the

stimulation is so weak. I really do not be attracted by it, even it seems awesome and useful (Lai, Reflection, 2012).

According to his reflection, the reason why Lai was disappointed about the FB community was because of the weak reward that he could receive. It is understandable that he was frustrated about the FB learning community and perceived not learning anything from it because he was used to receive formulated instruction, form-based training and quantitative criteria to measure his learning.

Besides tacit learning, another disadvantage of the informal learning community is low participation rate. Most of the students are busy at their academic and extra-curriculum activities. Participating in an informal learning community which was not high stakes would pragmatically be placed as low priority. Besides, this virtual platform, though was an informal learning community, was regarded as the course extension. The students sporadically visited to post their test-related exercises rather than playful banter or chit-chat. Students mainly used the text-based feature of FB which made one's English proficiency discernible and made their participation face threatening.

CONCLUSION

Facebook affords various influences of environmental stimuli on students' perception and learning. Students' learning perception can be automatically mediated by these situational features consciously or unconsciously. Their mental representations were activated by

discussion, reading the posted articles, and browsing around. Interaction at facebook, including lurking, may result in the effects of conscious and unconscious priming for informal learning. Informal learning, an implicit cognitive activity, has been largely ignored but affect one's learning. FB stimuli can trigger student users' automatic evaluation, and this occurs even when the subject has not been aware of making evaluation of the stimulus.

REFERENCE

Abramson, L. (2011). Can social networking keep students in school? NPR: Morning Edition,

Retrieved May, 25, 2012 from:

<http://www.npr.org/2011/02/09/133598049/can-social-networking-keep-students-in-school>

1

Bugeja, M. (2006). Facing the Facebook. *Chronicle of Higher Education*, 52, 21, C1-C4.

Eraut, M. (2004). Informal learning in the workplace. *Studies in Continuing Education*, 26, 2, 247-273.

Greenhow, C. & Robelia, B. (2009). Informal learning and identity formation in online social networks. *Learning, Media and Technology*, 34, 2, 119-140.

Hargittai, E. (2008). Whose space? Differences among users and non-users of social network sites. *Journal of Computer-Mediated Communication*, 13, 1, 276-297.

Jones, S., & Fox, S. (2009). Generations online in 2009. Data memo. Washington, DC: Pew Internet and American Life Project.

Marsick, V. J. & Watkins, K. E. (2001). *Informal and incidental learning. New Directions for Adult and Continuing Education*, 89, 25-34.

Mason, R. (2006). Learning technologies for adult continuing education. *Studies in Continuing Education*, 28, 2, 121-133.

Matney, M., & Borland, K. (2009). Facebook, bolgs, tweets: how staff and units can use

social networking to enhance student learning. Presentation at the annual meeting of the National Association for Student Personnel Administrators, Seattle, WA.

Selwyn, N. (2009). Faceworking: exploring students' education-related use of Facebook.

Learning, Media and Technology, 34, 2, 157-174.

Slater, D. (2002). Social relationships and identity online and offline. In Handbook of new media, (eds.) L. Lievrouw and S. Livingstone, 533-546. London: Sage.

Smith, S. D., & Caruson, J. B. (2010). Research Study. *ECAR study of undergraduate students and information technology*. 6. Boulder, CO: EDUCAUSE Center for Applied Research,

Retrieved May, 25, 2012, from:

<http://net.educause.edu/ir/library/pdf/ers1006/rs/ers1006w.pdf>

Tough, A. (1978). "Major Learning Efforts: Recent Research and Future Directions,"

Adult Education, 28, 250-263.

Yancey (2009)

Ziegler, S. (2007). The (mis)education of Generation M. *Learning, Media and Technology*, 32,

1, 69-81.

APPENDIX 1 Journal Reflection Leading Questions

1. Usually how often do you go to Facebook? Usually what do you do there?
2. Do you think Facebook motivates your English learning? If yes, in what way? and Why?

If no, why not?
3. What do you think Facebook help you in English? (reading, writing or others?) Why?

please explain in details.
4. Do you think Facebook help you the followings or something else? Please identify in details. (self evaluation 知道自已的程度與學習狀況, 、 autonomous learning 自學、 maintaining relationships 維繫友誼、 collaborative work 合作、 problem solving、 transfer from high schoolers to university students, be familiar with university learning context 熟悉大學學習環境, and others 其他…)
5. How are you preparing your writing for your English classes and your final?
6. Are you interested in using Facebook again in the next semester? Why or why not?

Why do you like/dislike to use the FB of College English?
7. What about your team work on presentation preparation? What were your responsibilities in this team? What were the jobs you had done? Please honestly reflect your collaboration in terms of the problems, benefits and issues.
8. In what aspects can FB facilitate your learning at NCCU (e.g. autonomous learning 自學, critical thinking 批判思考, team work 團隊合作, community participation 社群參與,

extensive reading 大量閱讀, organizing & synthesizing information (歸納分析資料),

problem solving 解決問題的能力, accessing information 查考資料, creativity 創意…

etc.?) Please explain with details or examples (臉書的使用在哪些方面對你的學習有益?

請詳細說明或舉例)

APPENDIX 2

College English—Survey of FB usage

本調查純為教師研究教學使用，絕對不會影響學期成績，請放心誠實作答。

姓名_____

1. _____ 我平時上自己的 FB 時間: A. 0-1 hr. B. 1-2 hr. C. 2-3 hr. D. 3 小時以上
 2. _____ 上大學英文的 FB 時間: A. 0-1 hr. B. 1-2 hr. C. 2-3 hr. D. 3 小時以上
 3. _____ 在大學英文 FB 上分享的文章我最希望誰給評語? a. 老師 b. 好朋友
c. 任何同學都可
 4. _____ 我生活中花最多時間在社交網路上是在: A. MSN B. 自己的 FB
C. 大學英文 FB D. NCCU- BBS E. blog F. skype G. email
H. 其他_____ (請說明)
 5. 在大學英文 FB 上我的行為大致上是: A. 貼文積極，也樂於閱讀並回應他人文章 B. 貼文積極，但是不太閱讀他人文章 C 貼文不積極，但常閱讀他人文章 D 貼文不積極，但常閱讀並回應他人文章 E 貼文不積極，但是經常閱讀他人文章並起按讚 F 偶而貼文，偶而閱讀他人文章 F 其他 (請說明)
-

6. 大學英文的臉書學習社群對你的大學學習能力上有何助益? (1) autonomous learning 自學, (2) critical thinking 批判思考, (3) team work 團隊合作, (4) community participation

社群參與, (5) extensive reading 大量閱讀, (6) organizing & synthesizing information (歸納分析資料), (7) problem solving 解決問題的能力, (8) accessing information 查考資料, (9) creativity 創意 (10) 其他_____請說明

***以下問題請以下列選項作答: A.非常不同意 B.不同意 C.同意 D.非常**

同意

7. _____ 和上學期比起來, 我覺得大學英文的 FB 對英文在日常生活的使用上有幫助
8. _____ 和上學期比起來, 我覺得我在大學英文的 FB 上的閱讀速度有進步
9. _____ 我覺得大學英文的 FB 有助於我的寫作訓練
10. _____ 我覺得大學英文的 FB 有助於我的聽力訓練
11. _____ 我覺得大學英文的 FB 有助於我的期中、期末考試
12. _____ 和上學期比起來, 我覺得我比較可以克服上學期無法經常使用大學英文 FB 的困難
13. _____ 大學英文 FB 使我可以看到其他同學的表現, 進而知道自己在班上英文的程度
14. _____ 大學英文 FB 使我可以看到其他同學的表現, 使我產生較強的學習動機
15. _____ 大學英文 FB 使我可以看到其他同學的意見, 使我瞭解不同的看法
16. _____ 大學英文 FB 使我可以看到其他同學的貼文, 使我產生自己的觀點

17. _____ 我上大學英文 FB 的目的是為了練/學英文
18. _____ 我上大學英文 FB 的目的是為了維繫友誼
19. _____ 我上大學英文 FB 的目的是為了英文分數
20. _____ 我上大學英文 FB 的目的是為了了解課堂上發生的事
21. _____ 我覺得自己的英文不好，用英文分享不好意思
22. _____ 我覺得自己生活中沒甚麼好分享的
23. _____ 我覺得去評論別人寫的文章會讓人覺得我自以為是
24. _____ 我英文不夠好，沒有資格評論別人寫的文章
25. _____ 我會去閱讀別人寫的文章，但不會評論
26. _____ 我喜歡閱讀並評論別人的文章
27. _____ 對於我作品上的評語，我不太相信同儕的評語，我比較喜歡老師給評語
28. _____ 同儕給我的作品評語讓我有收穫
29. _____ 大學英文的 FB 提供另一管道可與老師溝通
30. _____ 大學英文的 FB 提供另一管道可與其他學生互動
31. _____ 大學英文的 FB 提供管道使我可以練習課堂相關的英文
32. _____ 我英文有問題時會上大學英文 FB 發問
33. _____ 我需要 team work 時會上大學英文 FB 聯繫溝通
34. _____ 我覺得大學英文 FB 對我的英文學習有幫助

35. _____ 我覺得大學英文 FB 對我的英文自主學習有幫助

36. 我不喜歡貼文或評論別人文章的原因是:

37. 我覺得大學英文 FB 目前最大的缺點和優點是:

38. 我覺得大學英文 FB 目前對我英文學習上的影響

是: _____

39. 我不喜歡上(喜歡上)大學英文 FB 主要的原因是:

40. 我覺得這學期大學英文 FB 使用上與上學期的差別是:

APPENDIX 3

Interview Leading Questions:

1. Please delineate your high school learning habits, methods and attitudes in general. (請詳細描述在高中時的學習態度、方法與習慣)
2. Please delineate your learning habits, methods and attitudes at NCCU (請詳細描述目前在政大的學習態度方法與習慣). What are the differences?? (高中、大學兩階段的學習上有何差異性?)
3. What are the types of skills or competence needed to do your university school work? (e.g. autonomous learning 自學, critical thinking 批判思考, team work 團隊合作, community participation 社群參與, extensive reading 大量閱讀, organizing & synthesizing information (歸納分析資料), problem solving 解決問題的能力, accessing information 查考資料, creativity 創意...etc.) Why? (何種知識技能是你在大學學習需要具備的? 請說明為什麼)
4. What are the impacts of this English course on your learning? (請詳細描述本堂英文課程在你的學習上產生何種影響)
5. What English difficulties you encountered? And how do you come up with your solutions when you encountered problems or difficulties in English? (在學習英文有問題或困難時, 你如何解決問題?)
6. How did you prepare your writing test and final test? Please provide details.

國科會補助專題研究計畫出席國際學術會議心得報告

日期：2013 年 10 月 17 日

計畫編號	NSC -101-2410-H-004-173-		
計畫名稱	從非正式學習探索台灣學生英文臉書學習社群之使用		
出國人員姓名	劉怡君	服務機構及職稱	國立政治大學 外文中心
會議時間 (兩場)	(1) 2013 年 4 月 25-28 日;	會議地點	Osaka, Japan;
	(2) 2013 年 4 月 17-20 日		Penang, Malaysia
會議名稱	Osaka, Japan (中文)亞洲語言學習國際會議 (英文) The Asian Conference on Language Learning (ACLL) 2013, Penang, Malaysia		
	Penang, Malaysia (中文) 第六屆檳城英語教學協會國際英語教學研討會 (英文) 6 th International English Language Teaching Conference by PELLTA (iELT)		
發表題目	Osaka, Japan (中文) 非正式學習在正式學習上的影響: 透過臉書學英文寫作 (英文) The impact of informal learning on formal learning: Learning English writing through Facebook.		
	Penang, Malaysia (中文) EFL 學生對臉書學習英文寫作的認知:網路學習教學應用 (英文) EFL students' perceptions of using FB to learn English writing: Implications for online teaching and learning.		

一、參加會議經過

今年四月 17-20 日，我去了馬來西亞參加國際英語教學研討會，此後在同月的 25-28 日，我去了日本，參加 ACLL 大會。與會經過將分述如下：

[I-ELT-Con 2013, Penang, Malaysia]

選擇去馬來西亞的英語教學國際學術研討會，一方面是因為在學期中，若去了美國或更遠的國家參加會議，回國後很難調整時差，可能會影響補課以及教學品質，一方面因為馬來西亞的英語教學研討會一向是以實用教學頗負盛名。本計畫在當時已頗具雛型，但是筆者希望在教學的應用上可以更具體，因此報名參加此次會議，希企透過國際專家學者的互動討論，可以在計劃的教學應用上獲得更多的確據與靈感。本次大會邀請的主要講者有 Tony Wright, Roger Jenkins, Anthony Newman, Jonathon Newton, 和 Mogana Dharmotharan.

筆者入住在大會舉辦旅館，第一天 (April, 17) 筆者聽了 Tony Wright 的主場演講，Wright 重新詮釋 Professionalism 並且提出語言教師專業成長上碰到的問題，並以當代文獻與研究為基礎，就教師專業提升提出具體建議。第一天還聽了 Gaele Macfalane/Hale Unverir How do our technological digital native students tick?; Moses Samuel, Texts in contact: Exploring intertextuality in English lessons; Jasmine Emmanuel, becoming a culturally competent teacher; Zanurin bin Mohamad Safar, Enhancing the development of supporting ideas and details in essays through task-based language teaching. 第二天 (April, 18)，不能錯過的是 Jonathan Newton 的大會演講，Running away with words: Teaching to meet fluency goals。接下

來聽了，Michael Hill, Avoiding loss in translation—strategies to foster intercultural skills in ELT; Moses Samuel, Texts in contact: activities in the English classroom; Yeoh Hee-Hee, Exploring student teachers' attitudes towards reflections through their reflective journals; Anthony Newman, Twelve features of highly effective teachers; Jonathan Newton, How to improve vocabulary learning in classroom communication tasks; Nopporn Sarobol, Enhancing student collaboration in the English language classroom; Anthony Newman, Discover your voice as a writer. 我的報告時間是在 11:30am-12:15pm. 參加會議的人數超過我的預估。報告完畢後，引起現場熱烈回響，許多也應用電腦輔助教學於課室中的老師們感同身受，紛紛發表看法與提出建議，透過討論，筆者也對本研究的教學實踐部分產生了許多的亮光。預期與會的效果與目的算是圓滿達成。

[ACLL-2013, Osaka, Japan]

選擇去參加日本 ACLL 是因為地緣方便的關係，此外，與前面馬來西亞的會議 i-ELT-Con 不同的是，ACLL 本屆與 ACTC 一起合辦，大會主題是電腦輔助教學，“The Impact of Innovation: Technology and You.” 參加這個會議，可以從 CALL 的角度檢視本研究成果。第一天因為有太多好聽的場次選擇，我參加的場次如下：Emilia Zarco, Integrating interactive whiteboard

technology on pre-service teacher preparation: Process and outcomes; Duane Kindt, Employing POV video to develop interactional competence in oral communication courses; Ming-I Lydia Tseng, A case study of EFL writing teachers' teaching and learning: Discursive identity construction and mediated learning; Chin-chi Chao, Beyond Transfer: rethinking how practicing language teachers construct their understanding from CALL teacher education; Stephen Dalton, More than just volunteering; Wan-lun Lee, The practice and effects of using weblogs to motivate EFL non-English majors to read and write in English online. 第二天我去了下面的場次: Ya-fan Lo, Exploring the role of task representation in an integrated writing task: A case study; Hui-Chuan Liao, Student perception on differentiated speaking assessment tasks; Yaoko Matsuoka, Using member only wiki space for collaborative writing and peer interaction in the undergraduate EAP course; Julia Mika Kawamoto, Students' preferences on teacher's grammatical feedback; Jing Fu, Language transfer in cross-cultural groups. 我的會議報告是安排在早上 10:00-10:30am, 與會人數不算太多, 但是會後大家對於臉書在課堂上的應用有了很有趣的討論, 甚至許多老師紛紛與我交換名片, 希望可以聯絡或取得我的 ppt 和大會論文。

二、與會心得

Jonathon Newton 的演講讓我很有收穫。Newton 定義口語流暢是包含下列要素 automaticity, cohesion & coherence, absence of fragmentation, control of hesitation, routinisation, confidence. 協助 EFL 學習者促進口語流暢度可以從 routinisation of knowledge 以及 restructuring of knowledge 著手。Routinisation 則可以透過模擬真實情境，在限定範圍的少量語言反覆演練而達到自動反應。

Restructuring of knowledge 是透過單字為基礎架構擴大成為可應用的片語，並透過有意義的溝通(meaningful communication)過程深化成為 lexicalized chunk. 越多與越熟練 chunk 的使用，越可以促進口語流暢度。令人印象深刻的是 Tony Newman 直接明瞭的十二條教學策略。

Physical arrangement, curative action, visible objectives, summarize to reinforce, formative assessment, clear learning goals, marvelous modeling, essential equality, effective feedback, paused presentation, outside engagement, meaningful music.

Gaele Macfarlane, Hale Unverir, Hatice Celebi 的研究調查也很有趣。他們調查了現在年輕人對電腦科技與語言學習的應用看法。雖然有 60%的學生習慣透過閱讀 forums/blogs 來增進閱讀能力，大多數的

學生表明每日花超過三小時在網路上。但是對比於電腦高科技的應用，卻有74%的學生喜歡以紙筆寫文章，71%的學生喜歡透過教科書練習文法，78%的學生喜歡將單字記在筆記本上。學生這樣傳統的學習習慣與老師的認知似乎有些差距。這也提醒老師們多思考如何恰當的應用電腦科技與課室中。Thomas Robb 的報告也指出科技與教學的結合似乎理所當然，日益普及，然而，科技在教學的運用上並非無往不利。許多因素可能會影響科技在教學上的應用，如，equal access to technology, effectiveness of available software, ability to track usage, interpersonal dynamics in school, availability of tech support. 這些論點與我的計畫研究結果不謀而合。學生即便喜歡使用臉書，但是當臉書應用在英語教學上，未必受到學生的歡迎，也未必有正面的影響力。在應用科技到教學上，實應該考慮各種的變因與教室或教學情境。

二、 發表論文全文或摘要

摘要

As one of the most popular online social networking sites (SNS), Facebook (FB) has over 700 million global users, and the number continues to rise. More than 10 million FB accounts have already been registered in Taiwan. This prominence of surging users has aroused enthusiasm among educators to explore the application

of FB in teaching and in engaging learners. Proliferating studies have illustrated the significance of FB and suggested its potential for effective academic practice due to its reflective qualities, mechanisms of peer feedback and collaborative models. However, incongruent findings are also emerging. Many researchers reported that FB is beneficial for students' social lives and informal academic learning rather than formal educational purposes. Due to the short but intense development of FB, relatively insufficient research about FB has been done in the field of TESOL. Since learning can be pervasively enriched and shaped by technologies, it is imperative to explore the impacts of FB on teaching and learning. This study attempts to explore the following questions:

1. What are students' perceptions of using FB to learn English writing?

2. What are the advantages and disadvantages of using FB as a learning platform to assist students' learning of writing?

A year-long qualitative study was conducted, and forty

Taiwanese university freshmen participated in this research.

Besides teaching English writing in the traditional classroom, the teacher researcher registered a FB account to encourage students' extra practices of English writing. Multiple data were collected including students' FB text exchanges, reflections, surveys, interview responses and students' exam papers. Three types of students' learning perceptions inductively emerged through data triangulation and exhaustive data analysis. Further analysis about the interplay of FB and students' learning as well as the implications for teaching will also be discussed.

三、 建議

科技運用時須配合真正需求。教師本身需要具備 computer literacy, 以有足夠知識判斷電腦科技運用是否合宜。當學生無法被教學應用的媒介帶起學習動機時，當學生自認無法透過這些媒介學習時，也並不一定說明學生沒有學習。課室內的正規學習與課室內或外所產生的非正式學習都是學習中重要的一環，且環環相扣。老師該如何與學生在教學媒介的使用上尋求最大效益，讓學生可以提升自覺學習(aware learning)，使提升其學習果效。

四、 攜回資料名稱及內容

這兩次的會議，筆者攜回大會手冊兩本，也拿到一些會議報告者的講義。除此之外，馬來西亞的大會籌備處將大會主講者的 ppt 全部放在網路上供參會者下載。這些實用的 ppt，筆者已經部分採用在這學期的寫作教學課程中，效果不錯，非常感謝馬來西亞大會的周到安排。

國科會補助計畫衍生研發成果推廣資料表

日期:2013/10/28

國科會補助計畫	計畫名稱: 從非正式學習探索台灣學生英文臉書學習社群之使用
	計畫主持人: 劉怡君
	計畫編號: 101-2410-H-004-173- 學門領域: 英語教學研究
無研發成果推廣資料	

101 年度專題研究計畫研究成果彙整表

計畫主持人：劉怡君		計畫編號：101-2410-H-004-173-				
計畫名稱：從非正式學習探索台灣學生英文臉書學習社群之使用						
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	2	2	100%	1. Liu, Y. C. (May, 18-19, 2013). Using Facebook for Learning Writing: EFL Students' Perceptions and Challenges. The 30th International Conference on English Teaching and Learning in the R. O. C. (ETRA) National Cheng Kung University (NCKU), Tainan, Taiwan (Paper presented) 2. Liu, Y. C. (5, 26, 2012).	

							Difference. National Chengchi University. (Paper presented)
		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	1	100%	篇	The first draft of the ms. has been completed. It's under review and revision and will soon submit for publication.
		研究報告/技術報告	0	0	100%		
		研討會論文	3	3	100%		1. Liu, Y. C. (Aug. 10-15., 2014). Exploration of EFL Writing through Facebook: Impact of Informal Learning. 17th World Congress of the International Association of Applied Linguistics

							learning on formal learning: Learning English writing through Facebook. ACLL 2013- Osaka, Japan. (Paper presented) 3. Liu, Y. C. (April, 17-20, 2013). EFL students' perceptions of using FB to learn English writing: Implications for online teaching and learning. I-ELT-Con 2013, Penang, Malaysia. Penang English Language Learning & Teaching Association (Paper presented)
		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%		

<p>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。)</p>	<p>無</p>
--	----------

	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。

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估

達成目標

未達成目標（請說明，以 100 字為限）

實驗失敗

因故實驗中斷

其他原因

說明：

2. 研究成果在學術期刊發表或申請專利等情形：

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）

1. 本計畫已經順利完成，在計畫執行期間筆者在計劃不同階段，參加了兩個國內研討會，三個國際研討會。與會期間獲得許多專家學者回饋與寶貴意見，也說明該研究的價值與重要性。

2. 本計畫已完成期刊初稿撰寫，正在潤飾修稿中。預計年底可以投國際期刊發表。

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

學術成就意義：主流英語教學研究大多著重於正式的學校與教室內的學習問題。非正式學習(informal learning)一直未受到它本身重要性相對稱的重視。對成人學習者而言，百分之八十的學習是來自於非正式的學習。非正式學習卻又直接並深遠的影響了學校的正式學習。因此非正式學習本身就是一個極具研究價值的議題。然而因為非正式學習通常發生在學習者不在覺得情況，因此研究方法上極具難度。要能突破這些技術上的困難，檢視學習者的非正式學習，這必然對英語教學領域具有極重大的意義。本計畫就是企圖探討學生在使用臉書時，能非正式的學到甚麼？這些非正式學習的成效如何影響他們課堂上的英文寫作學習。筆者經過深度資料分析與多重資料交叉比對，已經成功地分析出學生們在使用臉書時不自覺學習到的學習項目，這些發現對有興趣使用臉書於英語教學的老師可以作為有用的參考資料。

學術價值：如前所述，本計畫極具研究價值，因為學習者的非正式學習與正式學習息息相關，然而因為研究方法的困難與複雜，使得非正式學習的研究一直處於嚴重不足的狀態。學者與教師們對非正式學習所知有限，也常常忽略了這及重大的學習環節。本計畫分析學生臉書使用，並分析學生對臉書對英文學習的觀感，以及學生使用臉書時所獲得的非正式學習。雖然半數學生不認為臉書對其英文學習有助益，但是卻不自覺地在非正式學習狀態

獲得與課堂正式英語學習相關的知識技能。這個研究結果非常具有價值。大多數的電腦輔助教學(CALL)相關研究，通常著眼於有學習表現的學生能學習甚麼，或無學習表現的學生為何對該教學應用不感興趣（如，電腦操作技術問題、沒有學習動機、同步或非同步溝通所產生的衍生效應問題，等等）。本文與其他大多數的英語教學研究不同處是在研究自認沒有學習表現或沒有學習效應的學生，在臉書的使用上能無形中學到甚麼。這樣的研究，擴大了研究者與教師的視野，使研究學生的學習除了觀察得到的層面外，還擴及觀察不到的層面。也使得教學，除了要顧及考試考得出來的層面外，還要顧及學生表現不出來的層面。

學術影響：本研究擴大了英語教學領域，也讓教師在教學與評量上可以產生不同的視野。這個研究成果可以深遠的影響未來研究發展方向，教學設計、以及成效檢測。個人對這個研究非常雀躍興奮。期望穩紮穩打，跟著研究進度，可以有更深的洞見、有更多的發展可能性。