

行政院國家科學委員會專題研究計畫 成果報告

成為自主英語學習者：英語學習之中介敘事反思 研究成果報告(精簡版)

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 期中進度報告

成為自主英語學習者：英語學習之中介敘事反思

Becoming Autonomous English Learners: Mediated Narrative

Reflections on English Learning

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中華民國 100 年 3 月 31 日

行政院國家科學委員會專題研究計畫成果報告

成為自主英語學習者：英語學習之中介敘事反思

Becoming Autonomous English Learners: Mediated Narrative Reflections on English Learning

計畫編號：NSC 99-2410-H-263-001

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計畫主持人：陳錦珊

中文摘要

隨著社會科學研究派典的轉移，自主外語學習已經演化出更複雜而多元的概念與研究取向。本計畫從社會文化與情境觀點出發，整合民族誌與敘事探究之研究方法，以學習者主體性出發，探究自主英語學習在特定情境中之顯現。本研究以致理技術學院應用英語系三年級的一群學生為研究對象，進行為期兩年之研究，旨在：(1) 觀察並分析台灣技職校院學生如何透過中介敘事反思，逐步成為自主英語學習者，(2) 深入了解台灣技職校院學生如何在特定情境中，發展自我對於英語學習的知覺、理解、想像與探究。本研究設定兩個基本前提：(1) 外語學習者透過對自我生活經驗的省思與回饋，可以促進自我在外語學習上更深刻的體悟與自主階級之創化。(2) 外語學習者之所以能進行深刻的敘事反思，需要其所處環境給予鷹架的支持，如可供深度敘事反思之概念及語言、敘事反思行動，和合作敘事反思活動，始得成就。本研究資料來源眾多，主要分析資料為研究對象的各類型敘事文本，並有相關之參照資料，如田野工作日志等。資料分析採用紮根理論與全面內容分析法，注重歸納推理與敘事文本間之常態性比較。本研究之預期貢獻，涵蓋英語教學理論的形成、英語教學研究方法的創新、英語教學實務的建議等三方面。

關鍵字：自主英語學習、敘事探究、敘事反思。

Abstract

With the shift of research paradigm in social science, emerging alternatives to mainstream autonomy have gained more and more attentions worldwide. From sociocultural and situative perspective, this project aims at investigating how vocational college students in Taiwan develop themselves as autonomous English learners through participating in mediated narrative reflection system, and how they realize and make sense of themselves and English learning during the processes of becoming autonomous English learners. This project integrates Ethnography and Narrative Inquiry, emphasizing the agency point of view of the researched participants. After reviewing a thorough literature review, the researcher forms two premises for the project. First, foreign language learners could develop and transform themselves into more active learners through continuously reflecting and articulating their lived experiences. Second, foreign language learners' in-depth narrative reflections require scaffolding provided from the environment, especially the mediators for thinking, such as mediated tools – the basic concept and literacy for thinking, the mediated actions – narration, and the mediated activities – collaborative narrative reflection. A great

amount of narrative data will be gathered throughout the project, including primary data – the researched participants’ reflective journals, and collaborative inquiry group discussions of the participants, and the secondary data – the researcher’s memo, the fieldwork notes, etc. The data analysis of the project incorporates various types of approaches for different types of narrative texts to serve different purposes, including Grounded Theory and Holistic-Content Approach. In general, the process of data analysis is inductive, iterative, generative, and progressive, searching for the salient themes, patterns, and story lines in the narrative data. The anticipated contributions of this project are threefold. First, the results of the project would fill the gap of contemporary studies into autonomous foreign language learning by presenting an alternative explanation on, or a grounded theory about, the process of becoming autonomous English learners in Asian EFL context. Second, this project provides an example of establish a mediated narrative reflection system for students to develop themselves as autonomous English learners. Third, this project shows the value and significance of giving space, opportunity and time for students to empower themselves and reflect on their own English learning.

Keywords: Autonomous English Learning, Narrative Inquiry, Narrative Reflection

背景說明

自主語言學習 (autonomous language learning) 並不是個新名詞，其原始的概念由Holec 於 1981 年正式提出，定義自主學習為管理自我學習的能力 (the ability to take charge of one's own learning)。經過了將近三十年的研究發展，在理論建構與實務操作上，皆有重要論述 (Schalkwijk, Esch, Elsen, Setz, 2004)。許多顯著的研究成果與論證，在各個重量級國際學術研討會與學術性期刊，引發熱烈討論。其中對於自主學習應用在學校教育的重要性與可能限制，尤其著墨甚多 (Fonseka, 2003; Harmer, 2002; Hedge, 2000; Kumaravadivelu, 2003; Littlewood, 1999; Smith, 2003a; Smith, 2003b; Vieira, 2003)。儘管自主學習的定義說法眾多，自主學習在學習發展上有一定的助益。學者們觀察自主英語學習者的思考與行為模式，提出自主學習者的相關特性、自主性之等級 (levels of autonomy) (Benson, 2006)，以及促進自主學習的內在條件、外在因素 (Benson, Chick, & Lim, 2003; Dickinson, 1995)。一般而言，自主英語學習者具有學習動機、知道自己的長處與不足之處、積極尋找自我超越的方式、規劃自我學習目標、啟動學習過程並持續發展、決定學習的最佳方式、並能評量自我學習成效等特質 (Schalkwijk, Esch, Elsen, & Setz, 2004)。而為了提升自主外語學習 Nunan (1997) 更提出外語學習行為的五個等級，包括知覺 (awareness)、參與 (involvement)、介入 (intervention)、創造 (creation) 和超越 (transcendence)，勾勒學習者在發展外語時所經歷的過程，以作為教師及教材開發者在規劃語言學習教材時，安排促進學習者發展之活動順序。

事實上，自主學習在理論與實踐的討論，並不只限定於課室中的學習，Littlewood (1997) 主張自主學習的三階段發展模組，包括語言習得 (language acquisition)、學習方法 (learning approach)、個人發展 (personal development)。語言習得自主意指學習者能夠在真實、不可預期的情境中，獨立操控使用語言的能力，換言之，語言習得自主的概念勾勒了自主即溝通者 (autonomy as a communicator) 的輪廓。在課室情境下，這個概念連結自主即學習者 (autonomy as a learner) 的意涵。而在較為廣泛的情境下，較高層次的思維表徵則轉為自主即個人 (autonomy as a person) 的主張 (Littlewood, 1996)。Macaro (1997) 也提出類似的三階段模組，包含語言能力的自主 (autonomy of language competence)、語言學習能力的自主 (autonomy of language learning competence)，以及選擇和行動的自主 (autonomy of choice and action)。另外，也有所謂的主動性自主 (proactive autonomy) 和反動性自主 (reactive autonomy) 的區別，用來討論在學習目標制定、學習內容選擇、學習方法運用、學習過程管理、學習結果評量等方面，學習者所擁有或被賦予的自由度與主導權 (Littlewood, 1999)。然而，如何能完成這些自主學習的理想目標，而學習者在發展自主學習時的經歷，在過程中所發生的動機、參與、選擇、矛盾、衝突、和解和自我認定等議題，仍需要更多的探究與討論。

自主學習的學說與研究的特性，包括緊扣著理論、實務、研究，在這三者間反覆探索檢視，同時關注學習過程與學習結果，並且從學習者所處的學習情境，由內而外、由外而內地思索促進學習的因素與條件。這些統合性的思維兼顧理想與實際、個人與社群及環境的關係，透視個人的內在世界 (internal world) 與所處外在世界 (external world) 因持續性互動而產生的依存關係 (interdependence)。也因此，研究學者與教學實踐者 (teaching practitioners) 對於自主學習的理論建構、現象觀察與實務操作，都希望能有更多的了解與探究。而觀察自主學習研究的發展，不難發現，當代對於自主學習的辯證基礎、焦點和方法，在歷經了社會科學研究派典的移轉後，已經演化出更複雜而多元的觀點，國際間知名學者立基於多重研究派典，對於自主學習的相關議題從不同觀點與理論架構，進行相關的評述與檢驗，已經將自主學習的原始概念與研究模式，推向更複雜而全面性的觀察與辯論取向 (Benson, 2006; Palfreyman, 2003)。

研究目的

本研究計畫目的主要有二。第一個研究目的在觀察、紀錄，並分析學習者如何透過中介敘事反思 (mediated narrative reflections)，對於自我的英語學習進行反思學習 (reflective

learning)，而逐步成為自主英語學習者。第二個研究目的在深入了解英語學習者在特定的文化、社會、機構、群體下，對於自我英語學習的知覺、理解、想像與探究過程與結果。本研究的立論基礎，依循自主外語學習研究派典的演化，並非著重在技術性層面的因果（cause-effect）概念。本研究觀察與討論的重點，因此不在於證明中介敘事反思與自主學習行為之間的直接因果關係，而是當學習者透過中介敘事反思，經歷自我覺知、自我建構的過程時，所透露出來其在所屬特定社會、文化、機構場域，看待自我在社群中，有關英語學習的重要關鍵性因素。

文獻探討

外語學習的敘事研究從社會文化理論的觀點出發，所探討的議題偏向外語學習過程中，學習者與所處外語學習情境的互動關係，包括在外語學習發展過程中學習者的主體性（learners' agency）、身分認定的形成（identity formation）、文化適應的過程（enculturation process）、語言學習策略的改變（changes of learning strategies）等。這些有關外語學習的敘事研究，許多以學習者的自傳敘事（autobiographic narratives）、生活故事（life stories）、日記（journals）為分析資料，其中除了由學習者提供書寫敘事外，也常會透過深度訪談進行探究。近年來，有愈來愈多學者進行外語學習者的敘事，希望以較全面性的取向，瞭解外語學習發展。但是，如同自主學習的概念來自西方世界一樣，敘事研究也是由西方國家的學者率先提出，也因此敘事研究也出現和自主外語學習研究同樣的瓶頸，亦即相關外語學習者敘事研究，仍偏重某些文化、場域、族群等。以下章節將分別提出一些研究案例，進行討論。

Pavlenko 和 Lantolf（2000）從社會文化觀點出發，以參與（participation）作為學習的隱喻（metaphor），對於第二語言習得進行詮釋。他們認為第二語言習得是一種進入第二語言族群，並繼而成為該族群成員的過程，其中包含了能使用該族群的語言進行溝通、能依該族群的特殊規範（norms）行事等。在這過程中，自我身分認定的轉移，尤其是重要特徵，而個人敘事（personal narratives）在第二語言學習者開始形成自我認定時，則扮演著關鍵性的角色。以這樣的詮釋觀點，Pavlenko 和 Lantolf 研究美國與法國作家的自傳。特別選定來自歐洲，並以第二語言為創作語言的知名作家，作為研究對象，希望能一探究竟，這些優秀的第二語言學習者，如何能夠達到高階層的第二語言能力。研究結果發現，第二語言學習與身分認定的形成（identity formation）有緊密關係。這些作家的自傳中透露，透過第二語言進行書寫，可以形成雙重置換（double replacement），也就是身分認定的重構（identities reconstruction）、生活故事的重述（life stories retelling）的雙重效果，從而讓自我產生安全感。這些連續性的置換過程，大都起因於作家們所面臨的內在衝突（internal conflicts）。這些內在衝突存在於強勢而龐大的語言學習的意識形態，與作家們瑣碎的日常參與經驗之間。在處理這些連續性的衝突時，作家們經歷了失去（loss）及獲得與重構（gain and reconstruction）的兩個時期。在一開始在失去的時期，他們先經歷失去語言認定（linguistic identity）、失去所有的自我主觀（subjectivities）、失去參照標準 frame of reference）、失去內在聲音（inner voice）、第一語言的磨損（first language attrition）等五個階段。接著在獲得與重構的時期，他們又經歷借用他人的聲音（appropriation of others' voices）、自己新的聲音的出現（emergence of one's own new voice）、翻譯療法（translation therapy）等階段，在此同時也重構自我的過去、持續成長進入新的位置（positions）與主觀（subjectivities）。

而將研究的對象聚焦為亞洲的英語學習者時，Benson 邀集 Chik 和 Lim（2003），透過回顧敘事（retrospective narrative），以 Chik（香港人）和 Lim（韓國人）自己的英語學習經驗，從英語學習者主體性觀點，討論在英語學習過程中自主學習的脈絡與功能。這個研究挑戰傳統對於亞洲學習者依賴、被動的刻板印象，並指出社會文化情境在自主英語學習扮演重要的角色，Chik 和 Lim 都表示，到英語為母語的國家留學，對她們發展流利的英語溝通能力，具重要意義。這一系列的回顧敘事顯現出幾個英語學習的發展階段：學習者所處之文化背景

對於英語學習初期的影響、創造新的英語學習機會與情境、訂定新的英語學習目標、突破既有文化情境的框架與限制、擴展文化視野等。多重因素交雜纏繞在這外語學習發展過程中，其中發展個人自主性 (individual autonomy) 的渴望與能力，及參與英語文化情境，被視為發展文化認定 (cultural identity) 與雙語身份 (bilingual identity) 認定的重要關鍵。

另外也有學者以到美國、加拿大等國家進修的東亞留學生為研究對象，透過日記、訪談等方式收集敘事文本，再依研究議題，對於留學生的英語學習，進行系統化分析 (Hee & Woodrow, 2008; Li, 2004)。在上述的這些研究中，語言文化棲息地的轉移，例如從非英語系國家到英語系國家學習英語，無論是留學或移民，似乎是成功的英語學習的首要條件。因為語言文化棲息地的轉移，直接影響到語言環境、學習環境，文化環境、社群環境的改變。這些多面向的環境改變，雖然為英語學習者帶來生活與學習上諸多的困難與挑戰，卻也同時成為成功的英語學習的轉機。當學習者可以突破這些難題，重新建構自我認定、學習策略、學習目標時，就將自我的英語學習晉升到更高的層次。但是，當外語學習者的學習環境為非目標語國家，例如以台灣的英語學習而言，整個狀況，好像更為複雜了。陳錦珊 (2007) 同樣以情境觀的合法周邊參與的詮釋角度，以教師為研究者 (teacher research) 的身分，透過敘事探究提出若干問題，呼籲研究學者進行更進一步的探究。首先，英語對台灣的學習者而言，是一種知識嗎？如果知識是變動的，知識的取得是透過溝通協調而來，一成不變的教科書，或是將網路當作教科書的做法，適合當作英語知識的主要來源嗎？或者，英語是一種工具？是一種思考與溝通的工具？思考什麼？又和誰溝通？對台灣的學生與老師們而言，英語學習對應的文化適應過程是什麼？在英語學習上，何種社會參與是適合我們學生、適合我們自己的呢？有什麼樣的實踐社群可以讓學生們參加呢？而在此當中，台灣的學生對於在英語學習過程中，自我的身分認定與轉移又會是什麼？這些問題都仍待繼續探究。

研究方法

本計畫之研究方法結合民族誌 (Ethnography) 與敘事探究 (Narrative Inquiry)，希望能從較多元、貼近實境，以局內人的詮釋角度，反覆觀察、紀錄、評析，探究英語學習者在特定的文化、社會、機構、社群、情境中學習英語的模式。本研究除了採用民族誌研究法，希望對於研究場景能有更深入而多面向的觀察外，更希望透過敘事探究的歷程，與研究對象共同探討外語學習的樣貌。敘事探究強調對於自我經驗的剖析與詮釋、自我的再建構與再呈現、對於在探究過程中的改變與創化、研究者與研究對象互為主體的觀點等，都是本研究採用敘事探究為研究法的原因。

本研究為期兩年，參與對象為致理技術學院應用英語系三年級學生，共 12 名。第一年的計畫重點在於觀察研究對象對於內在 (inward) 與外在關聯的敘事模式 (Clandinin & Connelly, 2000)。為了提升敘事文本在質與量的雙重提升，同時協助研究對象熟悉對自我英語學習敘事反思所需要之概念及語言、習慣敘事反思的行為、合作敘事探究的活動，本研究計畫特別在第一年計畫執行期建置中介敘事反思系統 (mediated narrative reflection system)。中介敘事反思系統之建置，旨在提供研究對象進行敘事反思的時間、機會與能力的培養，大致包含三個層次內涵：協助研究對象熟悉中介工具 (英語學習深度反思所需要之語彙與概念)、提供制約式中介行動 (mediated actions as social norms) (多層次英語學習反思之機會與機制)、安排互動對話式中介活動 (合作敘事探究小組討論) 等。

本研究的資料來源眾多，主要分析資料 (primary data) 為研究對象的敘事文本，包含個人反思週記、合作敘事探究小組之討論文本、個人生活故事訪談文本。參照資料 (reference data) 則有本人用來提供研究對象反思基礎框架的文獻資料、研究團隊之課堂觀察紀錄、田野觀察與紀錄、研究備忘錄、討論與訪談錄影資料、與其他相關人員之訪談文本等。本研究採用歸納推理 (inductive reasoning) 之模式，進行資料統合，以常態性比較 (constant comparison) 之技巧，交叉比對各類型資料，尋找各項訊息間之相同或相異處 (Glaser & Strauss, 1969)。文本分析並不以研究者預設的編碼定義與系統為起點，而是從研究對象的敘事資料中，尋找

顯著的主題 (salient themes) 與模式 (patterns)，進而從各事件的 連結關係尋找可能的故事脈絡 (story lines) (Polkinghorne, 1988)，資料分析的過程是建構的 (constructive)、衍生的 (generative)、反覆的 (iterative) 而持續的 (continual) (Lincoln & Guba, 1985)。

結果與討論

研究結果發現，中介敘事反思對於學習者反思的深化與延續，有其相當程度的助益，尤其是英語教學相關專業素養的概念養成，以及小組內的合作敘事反思，對於參與對象的反思成熟度，有積極的影響。本節的討論重心因此有二。第一個重點在於檢視技職院校學生，如何透過中介敘事反思的複和機制，深入探究自我的英語學習，尤其英語學習的專業識讀 (literacy)、個人的反思行動、群體的合作反思活動，對於參與對象的反思認定與表現，有何影響。第二個重點在於討論技職院校學生透過這樣的反思機制，對於英語學習的情感、觀點與認知為何。

首先，學習者對於中介敘事反思，包括專業素養的認識、個人反思日誌的撰寫，以及小組反思討論等機制的回應，都直接或間接的從敘事文本中透露出來。在此，特別提出三個面向作為討論：(一)英語學習專業識讀的培養有助於反思。參與對象時而提出原來如此的說法，用以表達對特定英語學習現象的即刻瞭解。例如，學習者特性的分析、學習策略的運用、語言學觀點的學習傾向、心理學觀點的學習傾向、社會文化觀點的學習傾向等。參與對象透過進一步瞭解這些專業的概念，來檢視分析自己的英語學習情形，並做更深入的內在溝通。(二)敘事反思的能力需要刻意培養與訓練。部分參與對象對於反思議題的討論，剛開始抱持消極、不解的態度，有些同學甚至直接明白表示自己並不擅長思考，或是自己屬於懶的思考的人。每次要回應特定議題，都很困難。但是，隨著反思活動的持續進行，這些同學也開始培養出對於反思的自信心成就感，發現自己從中也能夠得到相當的自我與同儕回饋。(三)小組合作敘事反思的活動更能激化更深沈的思考。大部分的參與對象都表示，小組內的合作敘事反思對他們的幫助很大，尤其是同儕輔導員會針對個別的回應，提出進一步思考的方向，或是更待釐清的問題，引導學員進行更深入而廣泛的討論。再者，在遇到問題的當下，從別人的回應也能夠立即激發自己的想像空間與強度。

其次，學習者在許多的反思議題中，特別著墨的重點包含教師的角色、回饋、學習風格、學習者角色、學習目標、學習評量等。這些的反思討論內容，反應出一群技職院校學生在所處環境中，從過去、現在到未來，對於自身的英語學習，乃至於所處之機構、社會、文化中之大眾對於英語學習與教學的期待與想像，所抱持的觀點與理解。以下分別做討論：(一)教師的角色。總體而言，參與對象對於教師的角色，抱持相當大的期待，他們普遍認定教師的權威性，也相當程度依賴教師的強勢領導，認為英語教師的責任同時包括專業教導及關懷輔導。如果學生的學習成效不彰，教師必須想盡各種辦法鼓勵、變通，助其進步並幫助學生建立自信。(二)對於學習回饋，大多數的人偏好來自教師的回饋或指導，他們希望得到老師關愛的眼神，也希望能有更多的機會，可以得到教師的個別指導。(三)參與對象普遍對於英語學習的目標並不明確，尤其是中長期的目標，更是不清楚。許多人反應學習英語是因為有興趣，或者促其努力學習英語的因素在於學業成果，如考到好成績、得到老師的讚賞、在同儕中得到肯定、父母的鼓勵等。因此許多人對於英語學習與未來生涯規劃的關係，仍表現出茫然不安的反應。(四)在學習風格上，參與對象對於規律性的學習是不習慣的，相對來說，英語學習的方法顯的較為鬆散，想要念就念，並不特地訂定讀書計畫或目標，也因此常常處於悔不當初的循環中。參與對象普遍對於自我的約束能力，是比較弱的或是屬於比較隨性的學習風格。(五)對於學習評量的部分，大多數的參與對象都叫偏好非正式性的評量，尤其正式性評量的結果，似乎與自信心直接相關。而學習風格的閒散，往往無法應付正式的標準化測驗，因此會出現學習挫敗感，因而對自我能力產生懷疑。

依據上述研究發現，針對私立技職院校學生的英語學習，本文提供幾點建議：(一)除了制式課程規劃，英語學習者訓練需要特別強化。作法可結合部分課程進行單元性螺旋式整合

訓練，或是透過課外英語學習輔助系統，如語言中心或是英語學習諮詢輔導中心，主動規劃進行英語學習策略之診斷，建立個人化英語學習進程表，安排各種英語學習策略工作坊等。

(二) 英語學習者之反思能力是可以也需要訓練的，作法除了搭配部份課程，進行相關議題之學習者經驗分享，也可配合同儕輔導方案，以小組課餘時段，集體分享並進行回饋。(三) 在學習評量上，英語教師可多加利用多元評量方案，除了以紙筆測驗之外，安排不同形式的學習觀察與檢驗，以增強學習者的自信心與自我認定。(四) 因應個人化學習回饋與指導的需求，但是英語教師卻面臨班級人數過多的情況，建議可嘗試在課程活動中，加入小組學習模式，進行小組為單位的回饋機制，若在小組中出現特定個人問題，另外於課後再進行溝通。另外也可以建立個人學習檔案，供英語教師參考並主動回應學習者需求。(五) 除了制式的課程提供，私立技職院校的學生，需要更多的鷹架(scaffolding)來支撐他們的英語學習，因此校方應該審慎思考成立專門的英語學習諮詢中心，從旁協助英語教師與學生，能夠進行更為全面而具穿透力的英語學習輔助活動。

本計畫之成果與貢獻，可從三個層面來說：(一) 英語教學理論：本研究回應自主外語學習研究之不足，提供由英語學習者的觀點出發，從多元敘事取向，對台灣學生的自主英語學習，進行深度剖析與詮釋。(二) 英語教學研究方法：本研究的主要貢獻在於：(1) 為提升參與對象在敘事文本上質與量的共同提升，本研究提供一個中介敘事反思的系統建置模式，以協助發展參與對象所需要之反思語言與機制；(2) 為追求更多元而全面的敘事分析與詮釋，本研究除了長時期收集不同類型之資料文本，並因應階段性的資料分析目的，採用不同的資料分析方式，而在最後的資料分析階段，將前兩個階段的資料分析，進行統合性的持續比對與檢驗。(三) 英語教學實務應用：本研究將提供自主英語學習之實務應用一個另類觀點，也就是從英語學習者的角度，理解自我英語學習與所處環境之間的發展關係。這樣的另類觀點，透過質性研究法從所觀察的特定現象、所收集的資料中產生，因為所進入研究場情境的獨特性，雖不強調研究發現的普遍類化，卻仍可以協助英語教師及英語教學單位，在組織、分配學習資源與學習機會時，思考可能存在於教師與學生之間的觀點落差，並能更了解學生的英語學習真實情況與實際需求。

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- 其他：(以 100 字為限)

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）

本計畫之成果與貢獻包含：(一) 英語教學 理論：提供由英語學習者的觀點出發，從多元敘事取向，對台灣學生的自主英語學習，進行深度剖析與詮釋。(二) 英語教學研究方法：(1) 為提升參與對象在敘事文本上質與量的共同提升，本研究提供一個中介敘事反思的系統建置模式，以協助發展參與對象所需要之反思語言與機制；(2) 為追求更多元而全面的敘事分析與詮釋，本研究除了長時期收集不同類型之資料文本，並因應階段性的資料分析目的，採用不同的資料分析方式，而在最後的資料分析階段，將前兩個階段的資料分析，進行統合性的持續比對與檢驗。(三) 英語教學實務應用：本研究將提供自主英語學習之實務應用一個另類觀點，也就是從英語學習者的角度，理解自我英語學習與所處環境之間的發展關係。這樣的另類觀點，透過質性研究法從所觀察的特定現象、所收集的資料中產生，因為所進入研究場情境的獨特性，雖不強調研究發現的普遍類化，卻仍可以協助英語教師及英語教學單位，在組織、分配學習資源與學習機會時，思考可能存在於教師與學生之間的觀點落差，並能更了解學生的英語學習真實情況與實際需求。

國科會補助專題研究計畫項下出席國際學術會議心得報告

日期：100年3月31日

計畫編號	NSC99-2410-H-263-001		
計畫名稱	成為自主英語學習者：英語學習之中介敘事反思		
出國人員姓名	陳錦珊	服務機構及職稱	致理技術學院/助理教授
會議時間	99年12月2日至 99年12月5日	會議地點	日本大阪
會議名稱	(中文) 2010 亞洲教育研討會 (英文) 2010 Asian Conference on Education		
發表論文題目	(中文) 批判省思科技整合英語教學：一位英文老師的探究 (英文) A Critical Reflection on the Integration of Informational Technology into EFL Curriculum: An EFL Teacher's Inquiry		

一、參加會議經過

一年一度的亞洲教育研討會屬於國際性跨領域的大型學術性活動，雖然議題的焦點趨向亞洲區域性與全球化的關連性，與會的學者來自世界各地。本次研討會以「全球化世界中的學習與教學 (Learning and Teaching in a Globalized World)」為主題，這個議題也是台灣英語教學學術圈多年來關心的核心，因此引發本人參與此盛會的動機。研討會舉辦的前一週，議程表出爐，赫然發現台灣許多學者也都參與了這個學術研討會，其中更不乏有許多知名大學組團參加，另外英語教學相關論文的數量也比原先預計的多。

二、與會心得

研討會當天，許多的討論著重在於實務上的應用，尤其是課外輔助英語學習機制的建立與運作模式。意識型態層面的討論，則側重全球話與國際化的區別、全球化對於英語教學與學習的衝擊、全球化與在地化的競合問題等。參與此次的研討會，讓我所獲甚多，特別是得知亞洲區域特性之於全球化世界的互動關係，以及此互動關係之於英語教學與學習的關係等。

三、考察參觀活動(無是項活動者略)

四、建議

一直以來，區域性的研究主題似乎在西方的學術刊物中，較不受到重視，在本次的研討會中，區域性的議題卻廣泛地被反覆提出討論，不僅受到相當程度的重視，也對於區域性(如日本)實務應用與學術研究題材、方法，都提供了豐富的資訊與

案例分享。經過了這次的觀察與學習，本人重新思考，國內英語教學學術圈，對於區域性議題的觀點，以及與國際學術接軌之間的討論，似乎仍有很大的發揮空間。

五、攜回資料名稱及內容

、研討會手冊、研討會論文集光碟片。

六、其他

**A Critical Reflection on the Integration of Informational Technology into EFL Curriculum:
An EFL Teacher's Inquiry¹**

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¹ Paper presented at 210 Asian Conference on Education, December 2-5, 2010, Osaka, Japan.

A Critical Reflection on the Integration of Informational Technology into EFL Curriculum: An EFL Teacher's Inquiry

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Abstract

This paper examines the reflective practices of integrating informational technology into English curriculum of an EFL teacher in Taiwan over a decade. The teaching experiences have been reconstructed and represented through first person narrative inquiry, highlighting the conflicts the teacher encountered, the resolutions she came up with, and the ways she repositioned herself and her teaching practices. The transformational processes of her teaching are roughly divided up into three developmental stages. She calls the first stage as The Transplanting Operation Stag. During this period, the computer technology served as visual aids and information resources for both learning and teaching in her English curriculum and she evaluated her teaching via pedagogical reflections mainly on technical and practical level. The second stage, the Reflective Practicing Stage, appears to be the transitional period, during which the teacher experienced tremendous changes in academic lives. In addition to regular course instruction, from year to year she was assigned to develop a series of campus-wide projects for extra-curricular learning enhancement, including the establishment of an online English forum and the construction of a college blog for the promotion of autonomous learning communities. Moving into the third stage, The Expansive Learning Stage, she is learning to re-examine English learning and teaching from a different perspective with multiple levels, with particular emphasis on the uniqueness of EFL context and its inevitable influences on the English learning and teaching activities, and the necessity of crossing the regional, ethical, cultural, and language boundaries of EFL learning through informational technology. This paper represents an EFL teacher's inquiry into the insights of computer- and/or web-enhanced language learning and teaching in EFL context. Examples and critical evaluation of the productions and works the teacher are provided.

Keyword: Narrative Inquiry, Teacher's Inquiry, Computer-Assisted Language Learning, Integration of Informational Technology into Curriculum

Narrative Inquiry in Education

Narrative inquiry has emerged in qualitative research across disciplines in social science as a research approach to describe and understand human actions or social phenomena through telling and studying stories and narratives over the past two decades (Crossley, 2000; Hatch & Wisniewski, 1995; Lieblich, Tuval-Mashiach & Zilber, 1998; Polkinghorne, 1995; Riessman, 1993). Following this "narrative turn" (Pinnegar & Daynes, 2007), a substantial body of second

and foreign language teacher research has used narrative inquiry in exploring a wide range of themes, such as teacher training (Dallmer, 2004; Dufficy, 1993), teacher professional development (Chen, 2007; Conle, 2001; Gimbert, 2001; Tsui, 1996), teacher identity (Moran, 1996; Ritchie & Wilson, 2000; Tsui, 2007), teachers' knowledge (Almarza, 1996; Elbaz-Luwisch, 2007; Nespor & Baylske, 1991; Zhao & Poulson, 2006), learning to teach (Knezevic & Scholl, 1996; Rust, 1999), teacher education (Bailey, 1996; Freidus, 2002), and others. Specifically, two significant books, *Teachers' Narrative Inquiry as Professional Development* edited by Johnson and Golombek (2002) and *Narrative Inquiry in Practice: Advancing the Knowledge of Teaching* edited by Lyons and LaBoskey (2002), collected highly personal, contextualized stories of teachers inquiring into their own experiences advocating teachers' narratives as a valuable resource for language teachers and teacher educators to understand teaching and learning (Beattie, 2000).

Although the term narrative has been defined in various ways in the literature with different focuses in social science, in general, narrative refers to “a discourse form in which events and happenings are configured into a temporal unity by means of plot” (Polkinghorne, 1995, p. 5). As a research approach, narrative inquiry provides valuable insights into the personal experiences and meaning, namely how active agents have constructed events (Reissman, 1993), how people have configured their lived experiences through story telling (Polkinghorne, 1995), and how human beings make sense of themselves in narrative ways of thinking (Bell, 2002; Crossley, 2000). In short, narrative inquiry is “a way of understanding experience, a collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus” (Clandinin & Connelly, 2000, p. 20). Narrative inquiry as a mode of knowing and meaning construction in teaching bears several distinguishing characteristics. First, it contains intentional reflective human actions. Second, it is socially and contextually situated. Third, it engages participants in interrogating aspects of teaching and learning by storying the experience. Fourth, it implicates the identities of those involved. Fifth, it is toward constructing meaning and knowledge (Lyons & LaBoskey, 2002).

Being an EFL (English as a foreign language) teacher over a decade, I have been launching into critical inquiry into my practices of integrating informational technology into curriculum. In this paper, my teaching experiences with informational technology in EFL curriculum have been reconstructed and represented through first person narratives, highlighting the conflicts I encountered, the resolutions I came up with, and the ways I repositioned myself and my teaching practices. This paper represents an EFL teacher's inquiry into the insights of computer- and/or web-enhanced language learning and teaching in EFL context. Examples and critical evaluation of the productions and works the teacher are provided.

Attending to the Scenario: The College

As an EFL country, Taiwan has been influenced by the waves of globalization and the transformation in international communications. In recent years, the Ministry of Education in Taiwan has made a series of policies to encourage and require universities and colleges to enhance students' foreign language learning, especially English, through diverse campus-wide language learning programs and remedial education (Chao, 2005).

The educational institute where this research was carried out is a vocational college located in a metropolis where Taipei County Government resides. One of the most influential factors in its geographic advantages is the availability of all types of public transport including numerous bus lines, a Mass Rapid Transit station, and the joint station of Taiwan Railway and Taiwan High Speed Rail. For years such ease in transportation and the reputation of the college amongst industries have helped to lessen the pressure of student recruitment which most private vocational colleges or universities have to encounter. Because public transport infrastructure has made the college accessible to students who live far away, a certain number of students commute for an hour or two to the college by train every day. These students join another group of students, who live in the metropolitan areas, and they form a quite heterogeneous student community, within which the lived experiences and financial support from families of the students vary in a great deal.

While the "quantity" of students has never been a critical issue for discussion among faculties and staff, what most teachers are concerned is about the "quality" of the students. The denotation of so-called "quality" implies various types of worries of English teachers, concerning students' learning attitude, motivation, and their level of proficiency in English. There are always some teachers complaining about the poor performance of new students, and a lack of positive attitude and motivation on the campus. Some teachers even claim that things are getting worse year by year. Nevertheless, the real challenge that the teachers encounter is, in fact, the great diversity among students. As mentioned earlier, the students come to the college bearing quite different lived experiences, value systems and expectations about college life. Some of them are from well-to-do backgrounds, some of them need to apply for tuition loans, and some of them have to apply for part-time jobs to make money for paying their own living expenses and even share family expenses. In addition, the differences in the students' educational backgrounds also increase the degree of the diversity of the students. The correlation of students' previous academic experiences and their performance in the college may be roughly depicted in the shape of a pyramid.

On the top of the pyramid system stand the superior groups of English learners, who usually graduated from high schools and who had better training in academic skills and usually have

higher motivation and positive attitude toward school life. In the middle of the pyramid structure are the groups of students who graduated from higher ranking vocational high schools, and whose previous major subjects were either about English or business. And at the bottom of the pyramid are the other groups of learners who graduated from lower-ranking private vocational high school, and whose previous major subjects were in science and technology. The groups of students' affective and cognitive capabilities of the lowest group in dealing with academic English learning seem relatively insufficient comparing to the other upper levels of students.

As a matter of fact, due to certain complex internal and external factors with which the college has been confronted, the population of the students at the bottom of the pyramid has been growing rapidly. This also leads to conflict and tension between teachers and students. As most English teachers believe in more traditional ways of thinking and instructional approaches, how to deal with the increasing diversity of students, and especially how to ensure effective learning and teaching in English curriculum appear to be big challenges.

Telling the Stories: Computers in My Teaching

I have been teaching in a vocational college in northern Taiwan over a decade. Throughout this period of time, I have been witnessing and participating in the complex organizational changes of an educational institute, moving from a vocational junior college to a college of technology, and now approaching to transforming itself into a university of technology. The teaching experiences I have gained at the college are fruitful, precious and unique. In particular, working with students from various divisions, including five-year, and two-year junior college, four-year and two-year college, has led me to notice the multiplicities of learner characteristics, which, in turn, have constantly reminded myself about the necessity of 'delay judgment' of students' performance and learning, as well as the importance of learner training. Depicting my teaching practices of all the years, I can roughly divide them up into three developmental stages – the transplanting operation stage, the reflective practice stage, and the expanding learning stage.

The Transplanting Operation Stage

The first stage started in 1997, when I just returned to Taiwan from the United States with a Master's degree in TESOL. I would like to call this stage "The Transplanting Operation Stage". During this period, I was eagerly applying or transplanting whatever I had been taught in the USA in my teaching and to share my lived experiences abroad with students. The course assigned to me at that time were mainly about sub-skill training, including *Basics of English Listening and Speaking*, *English Conversation*, *Vocabulary and Reading*, *English Writing* and *Junior College English*. My curriculum designs and lesson activities were mostly developed under the big umbrella term of Communicative Language Teaching (CLT), covering the notions of functional/notional syllabus, process-oriented instruction, cooperative learning, task-based and participatory approach, with particular emphasis on key concepts such as meaningful learning,

learners' motivation, student-centeredness, and strategy training. Classroom observations and some pedagogical research (as listed under Publication In my Curriculum Vitae) indicated overall positive results of my teaching: students were willing to come to the classes; they enjoyed the in-class activities, felt more confident in English learning, and made some progress as well. My teaching skills progressed in multiple ways with a sufficient amount of opportunities to teach various types of classes and to fully engage in curriculum/syllabus/lesson development, activity design, assessment/evaluation, and classroom management.

During this stage, the informational technology, with the power of accessibility, availability, and diversities, served as a resource in my curriculum to enhance students' self-regulated learning. I have developed a variety of WebQuests projects (March, 2003) since then. The advantages and strengths the Internet could offer to EFL learning and teaching are apparent. The characteristics of the cyberspace, such as sufficient amount of information, language inputs from a great range of variation, cross-disciplinary and content-based orientation, the sense of authenticity, are contributable to EFL learning and teaching. However, I encountered difficulties while I tried to monitor students' learning processes.

The Reflective Practicing Stage

The second stage, which can be called, "The Reflective Practicing Stage," began in the early 2000 around the time when the college transformed itself into an institute of technology. It was also about the same time, I started my doctoral study in TESOL at a national university in Taiwan. Influenced by the continuous waves of changes within the CIT, I was led to teach professional courses, such as *Theories of Language Acquisition*, *Methods and Materials in TESOL*, *Computer-Assisted Language Learning*, as well as the usual language courses like *English Public Speaking* and *English Reading and Writing*. As I was receiving substantial academic training in the PhD program, it became necessary to examine my teaching with more reflective and critical lenses from various perspectives – structural linguistics, cognitive psychology, and social cultural factors. In addition to regular course instruction, from year to year, I was assigned by the CIT to develop a series of campus-wide projects for extra-curricular learning enhancement, including the establishment of an online English forum (E-Dimension), the implementation of remedial English programs, and the construction of a campus blog platform (HeartVJ) for the promotion of General Education (as listed under MOE Grant Project and College Grant Project In my Curriculum Vitae).

The concepts of language learning communities and the integration of innovative information technology, which I learned from the graduate programs in the United States and Taiwan respectively, governed my teaching practices and project implementations across disciplines, especially in English education and General Education. The rewards to my hard work for these years were substantial and precious: newer and richer understandings of learning and teaching,

deeper insights of how human functions and interacts within and across social groups. The iterative critical reflections which I have been engaged in as a habit now have given me insights into the uniqueness of our educational context and its inevitable influences on the learning and teaching activities as well as the necessity of integrating web technology into curriculum to cross the regional, ethical, cultural, and language boundaries of learning and development.

The Expanding Learning Stage

Bearing these new understandings, I moved into the current stage which I call, “The Expanding Learning Stage.” Theoretically, I am learning to re-examine learning and teaching from a different perspective with a macro-level analysis, concerning social cultural influences on learning and development. In practice, I am searching for opportunities for students to directly participate in the social activities of international knowledge/professional communities via the Internet as well as ways to facilitate autonomous learning across disciplines and professional domains. Informational technology functions as a means for EFL learners and teachers to link to worldwide communities of practice, where English is used. I further explore the concept of Web 2.0 and its possible implications in EFL educational context. In particular, how to help students empower themselves through the Internet as a platform to generate knowledge in a collaborative way has been the focus of my inquiry during this stage. Though there remains much to be done, I am confident that, in so doing, students and I will soon be experiencing another stage of transformation, turning myself and my students into really autonomous learners through the collaborative construction of various types of learning communities.

Reflections

Narrative allows researchers to understand experience, let researchers get the information that people do not consciously know. In education research, narrative inquiry empowers teachers by giving voice to what they know, enabling them to articulate how they know, and to recognize the connections among their lived experience, practical knowledge, and beliefs about teaching (Freeman, 1996). Reviewing my teaching experiences over the years helps me to get a deeper insight of my own beliefs and practices and possible hidden gaps between these two in EFL learning and teaching. After launching into this personal narrative reflection, I found an emerging theme throughout my teaching inquiry – transformation. I moved from teacher-centered to student-centered, instruction-oriented to learning-oriented, top-down to bottom-up, implications of theories to generation of theories in my teaching practices and classroom research. More importantly, as a teacher researcher, I have transformed my research perspectives from technical reflection to critical reflection and from descriptive to interpretive discussions.

According to Johnson and Golombeck (2002), “teachers’ stories of inquiry are not only *about* professional development; they *are* professional development.” Along with the journey of my

own teaching reflection, I found myself experiencing the process of ‘thinking and learning with doing inquiry.’ With this experience, I believe that narrative practices would help teachers to construct and reconstruct their personal practical knowledge (Clandinin & Connelly, 1996), and generate new theories to fit in specific social contexts.

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國科會補助計畫衍生研發成果推廣資料表

日期:2011/01/01

國科會補助計畫	計畫名稱: 成為自主英語學習者: 英語學習之中介敘事反思
	計畫主持人: 陳錦珊
	計畫編號: 99-2410-H-263-001- 學門領域: 英語教學研究
無研發成果推廣資料	

99 年度專題研究計畫研究成果彙整表

計畫主持人：陳錦珊		計畫編號：99-2410-H-263-001-					
計畫名稱：成為自主英語學習者：英語學習之中介敘事反思							
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	完成國科會成果報告。
		研究報告/技術報告	1	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	1	100%	篇	將於今年投稿國際知名期刊。
		研究報告/技術報告	0	0	100%		
		研討會論文	0	1	100%		將於今年度發表於國際學術研討會。
		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（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>	無。
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	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）

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）

本計畫之成果與貢獻包含：（一）英語教學理論：提供由英語學習者的觀點出發，從多元敘事取向，對台灣學生的自主英語學習，進行深度剖析與詮釋。（二）英語教學研究方法：（1）為提升參與對象在敘事文本上質與量的共同提升，本研究提供一個中介敘事反思的系統建置模式，以協助發展參與對象所需要之反思語言與機制；（2）為追求更多元而全面的敘事分析與詮釋，本研究除了長時期收集不同類型之資料文本，並因應階段性的資料分析目的，採用不同的資料分析方式，而在最後的資料分析階段，將前兩個階段的資料分析，進行統合性的持續比對與檢驗。（三）英語教學實務應用：本研究將提供自主英語學習之實務應用一個另類觀點，也就是從英語學習者的角度，理解自我英語學習與所處環境之間的發展關係。這樣的另類觀點，透過質性研究法從所觀察的特定現象、所收集的資料中產生，因為所進入研究場情境的獨特性，雖不強調研究發現的普遍類化，卻仍可以協助英語教師及英語教學單位，在組織、分配學習資源與學習機會時，思考可能存在於教師與學生之間的觀點落差，並能更了解學生的英語學習真實情況與實際需求。