

# 第十一屆海峽兩岸外語教學研討會論文集

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## 外語人才培育的創意策略

主編：賴振南



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Electronic Village Online :  
Professional Development for Teachers in TESOL

電子村在線：教師專業發展 TESOL

Aiden Yeh\*

Abstract

Professional development for teachers, regardless of ethnicity, highly depends on one's motivation and determination to learn. For many teachers, professional development does not come cheap. The price for paid courses sometimes exceeds the amount of salary received; hence, it becomes a detrimental factor in pursuing professional growth. This is where the TESOL's Computer-Assisted Language Learning Interest Section's (CALL-IS) project, Electronic Village Online or EVO, provides teachers from all over the globe access to professional development sessions that are totally FREE of charge. The EVO coordination team and moderators work as volunteers and offer their time and efforts also at no cost. This paper reports the outcomes of the Non-native English-Speaking Teachers in TESOL (NNEST)-EVO 2014 - a 5-week discussion-based (asynchronous and synchronous) session where participants had the opportunity to explore the issues facing schools and universities where non-native and native speakers of English work together to create instructional excellence. The weekly activities were outlined in a way that would introduce what the NNEST Interest Section is about and how it can help English as Foreign Language/English as a Second Language (EFL/ESL) teachers in understanding the issues that concern them, from personal perspectives to academic achievements and goals. Some of the issues were personal, and therefore, sensitive in nature. However, the participants looked

beyond ethnic backgrounds and comfort zones, and started becoming aware of the realities that exist in the industry that they were all involved in. Each week experts and renowned researchers in the field shared new insights, knowledge, and practical professional development strategies that teachers can use to help them achieve professional growth. This EVO session also addressed the roles and responsibilities of NNESTs in our changing global society, and why it is important to take on leadership roles in professional and scholarly associations. Thus, it is needless to say that NNESTs should continually strive for professionalism via trainings, publications, and conference presentations. By the end of the session, participants reflected on key issues that have been discussed and how they can use what they have learned to support not only their own careers but also help navigate future directions for the TESOL NNEST Interest Section and its members.

Keyword: *teacher professional development, non-native English speakers in TESOL, Electronic Village Online*

## INTRODUCTION

With the advancement of Internet technology, accessibility to engage in professional development to expand knowledge and enhance skills has never been easier. For teachers, one of the traditional ways of participating in professional development is by attending local and/or international conferences, for example TESOL or IATEFL. However, attending such conferences does not come cheap; airfare and lodging, plus conference fees can be very expensive. For some teachers, the cost is more than their monthly salary, and may not have access to other sources of funding, thus finding it impossible to travel and participate in traditional forms of professional development (Yeh, 2011). Recognizing these constraints, the TESOL Computer-assisted Language Learning Interest Section (CALL-IS) took advantage of the availability of technology and the advancements of online distance learning courses and came up with an idea of bringing a similar-high caliber TESOL colloquia, forums, discussions, and workshops to teachers all over the world thru the Electronic Village Online (EVO) (Hanson-Smith & Bauer-Ramazani, 2004). The EVO is a 5-week session (from January- February) offered entirely online to language teachers worldwide every year. Usually there are about 10-12 sessions offered, and some of these sessions are also presented at the TESOL annual convention<sup>1</sup>.

This paper reports the outcomes of the Non-native English Speakers in TESOL Interest Section (NNEST-EVO), one of the EVO sessions offered in 2014. The participants of the NNEST-EVO 2014 had the opportunity to explore the issues facing educational institutions where non-native and native speakers of English work together to create instructional excellence.

## LITERATURE REVIEW

Professional development can include “formal or informal learning experiences throughout one’s career” (Fullan, 1991, p. 326). Marsick & Watkins (1990) state that formal learning is “institutionally-sponsored, classroom-based, and highly-structured, while informal learning is a category which includes incidental learning, may occur in institutions, but is not typically

<sup>1</sup> For more information about EVO please visit this website

classroom-based... and control of learning rests primarily in the hands of the learner" (p. 12). Traditional forms of professional development may include annual local, national, or international conferences, workshops, lectures, and seminars (Little, 1993), while the most recent forms of professional development activities include joining communities of practice (Lave & Wenger, 1991), co-teaching, mentoring, coaching, reflecting on class lessons (Schifter & Fosnot, 1993), self-directed learning, and action research (Guskey, 2000). In-service teachers frequently take part in professional development to gain certifications and because it is required by their school administrators. For some teachers, however, participating in professional development programs is a career decision to stimulate job growth (Fullan, 1993), to increase professional competence, gain job satisfaction (Huberman, 1985), and to enhance students' learning (Fullan & Hargreaves, 1996). Teacher development is something that teachers can do on their own and for their own sake (Edge & Richards, 1998). According to Deci & Ryan (2004), the proponents of Self-Determination Theory (SDT) of motivational development, intrinsic motivation emanates from the self; it is self-determined and therefore, autonomous. It is also about having the "ability to make choices regarding one's actions" (Wehmeyer, 1992, p. 305).

Killeen, Monk, & Plecki (2002) have argued that traditional professional development is costly and hierarchical in nature. And as Garet et al (2001) posit they are "widely criticized as being ineffective in providing teachers with sufficient time, activities, and content necessary for increasing teachers' knowledge and fostering meaningful changes" (p. 920). However, the advent of new technologies and the massive popularity of the Internet provide endless possibilities for innovative approaches in delivering and/or facilitating continuous online teacher professional development (oTPD) (Lock, 2006). In addition, the dynamic nature of oTPD using interactive web tools bridges the gap in providing teachers access to professional development.

In comparison to f2f or traditional learning, learners in computer-mediated communication (CMC) environments need not travel or be physically present in a classroom to be with the instructor and/or other learners (Salmon, 2000). For learning at a distance, the implications of CMC provide them a certain

and Harasim's (1994) study found that the pedagogical and technological innovations that have surfaced in recent years have shown increased potential for social interaction and collaborative work. This development is based on the underlying principle that learning is a social process where discourse is a key factor (Brufee, 1999).

### Computer-Mediated Communications (CMC)

Romiszowski & Ravitz (1997) define computer-mediated communication (CMC) as "communication between different parties separated in space and/or time, mediated by interconnected computers" (p. 745). There are two types of CMC: Asynchronous and synchronous. In asynchronous environments, postings or information shared are staggered. The participants have more time to think about the discussion topics, refine their responses, and post them whenever they want (Ioannou-Georgiou, 1999). Examples of asynchronous communications are: email, discussion list (group list, e-list or list-serv), bulletin boards, forum, etc. Synchronous communications, on the other hand, are commonly referred to as online chat or real time chat where the participants are online at the same time. The messages are posted and received instantaneously usually by typing text messages and/or by using a microphone to speak thus allowing voice communications as well. With synchronous chats the flow of communication is simultaneous and can be compared to f2f discussions. Examples of synchronous communications are: video conferencing, audio conferencing, and text and/or voice chat. LaPointe (2007) claims that "synchronous virtual voice settings are appealing as learners gain the advantage of voice plus the contextual information of tone, enthusiasm, inflection, speed, as well as hesitation and silence to provide richer information" (p. 94).

### Electronic Discourse

Electronic discourse (also known as electronic communication, net speak, and CMC) has a great impact on the way people communicate online (Herring, 1996). Examples of electronic discourse present in CMC environments are listed in Figure 1.

Figure 1: CMC Discourse Types

CMC Discourse Types	
Asynchronous	e-mail, blog entries and posted comments, forum-based discussion, list-serv or online group discussion, wiki entries and posted comments, podcast entries and posted comments, etc.
Synchronous	Voice and/or text chats including instant messaging using various online chat tools i.e. Yahoo! Messenger, MSN, Skype, etc., Audio and/or Video Web conference with or without text and white board applications, web-tour, etc.

Harasim (1990) has written extensively on the potential use of electronic discourse in enhancing peer interaction and collaborative professional development activities that were previously provided in traditional or face-to-face forms of teacher education or learning. She describes five characteristics of electronic discourse that set a potential niche for a social learning environment, which she refers to as the learning approaches in a "collaborative learning horizon": (1) many-to-many communication; (2) place independence; (3) time independence; (4) text-based format; and (5) computer-mediated interaction (1990, p. 42-43). These characteristics, which are relatively similar to Rapaport's (1991) discussion of CMC and information retrieval, often denote the various communication paradigms used in CMC, and how information is distributed, published, retrieved, and accessed via CMC tools i.e. email, bulletin boards, forum, discussion list, computer conferencing (webcast or chats), and the like.

### Background

#### Electronic Village Online Professional Development Sessions

Compared with other professional development providers, one of the differences is that EVO sessions are free and are offered by

experts in using Web tools as part of their language instructions and/or knowledgeable enough on topic/s of their EVO session. These EVO moderators are volunteers, so are the EVO coordinators and participants. There are no course fees and participants are not graded. Although there is no money involved, the process of vetting EVO proposals, training of EVO moderators, publication of Call for Participation, and the way the actual sessions are conducted adhere to the same professional quality TESOL colloquia, discussions, and workshops are known for. The EVO sessions are not formally sponsored by an institution, nonetheless the structural and core features of EVO follow a highly structured outline of events from proposal vetting, moderator training, and the detailed line-up of the weekly activities. Most of the discussions and hands-on workshops are geared towards providing the teachers with the knowledge and skills that they could personally apply in their own teaching contexts. EVO participants (also teachers and professionals in their own right) who voluntarily signed in the free sessions are advised early on to participate in a few sessions to maximize their involvement and benefit from their experience (Yeh, Rogers, Philp, Chattopadhyay, Arena, & Stevens, 2011).

#### Training and E-mentoring in EVO

The EVO coordinators send out a Call for Proposals (CfP) in July. Submitted proposals are then vetted, and moderators are notified whether their proposals are accepted or not by the end of September. Accepted proposals are immediately notified about the EVO coordinators' comments and suggestions for improvements on their syllabus (session description and weekly outline of activities), which they could refine during the EVO training period, and they are made aware who their EVO mentor/s will be. During the training, the EVO coordinators also serve as mentors for the moderators, and past EVO moderators are also invited to mentor new/incoming moderators. The mentors will be the contact person if they needed help with the technology that they plan to use in their respective session i.e. setting up their session platform (a wiki, Yahoo! Group, Google+, etc., where main communications and distribution of learning

training on synchronous webconference (i.e. how to use Elluminate, WizIQ as a virtual conference room), EVO Moderators undergo a 5-week training where they get to hone their skills needed for effective online moderation. They also have the opportunity to try out new tools that they could use in their own respective session such as webinar or video/audio conference platform for synchronous meetings or presentation; it is also a chance to familiarize themselves with the use of Yahoo! Group or Google+ communities as the main platform for asynchronous discussions or learning/course management system (LMS/CMS).

During the first week of the EVO Moderators' training, discussions are based on the required readings about e-moderation, papers on EVO and what makes it unique, articles and practical applications of online presentation skills, and tips and tricks in engaging online participants. Moderators are reminded that the participants are also busy teachers who probably may not have enough time to go through the planned activities for the session, and would be active in the first couple of weeks and then lurk towards the end. Lurkers have their own personal reasons why they no longer participate as they used to, but it does not mean that they do not read the discussion messages or follow through the events. Having all the materials i.e. syllabus, required readings, and links archived in the Yahoo! Group allows them to peruse these files whenever they have got the chance. From Week 1 to Week 5 of the EVO training gives them the chance to experience how it is to be participants in a course/session, and in a way provides them with the chance to reflect on what they expect from a good moderator. The EVO coordinators work hard to exemplify what effective online moderators/facilitators should be and the training itself becomes a stage for showing how to conduct dynamic asynchronous and synchronous discussions, how to facilitate online conversations, and how to attend to participants' questions. Weekly benchmarks are given to guide EVO moderators with the weekly tasks and they also serve as reminders for deadlines. They are also encouraged to visit other EVO sessions' Yahoo! Groups or session platform and look at how they were set up, how creative the sessions' logos are, and how

are performing in their own session preparation. By the end of the training, sessions which have incomplete syllabus, materials or readings to be used for their session that are not readily available on their session's discussion platform, wikis to be used as course/session webpage, and other required information, will not be offered. Announcements of the Call for Participation are made in early December and registration for the sessions is in early January. Participants are advised to enroll in not more than 2-3 sessions so they could devote their time and energy, and truly benefit from these sessions.

For EVO session participants, their learning as an outcome of their participation in an EVO session could be measured using 1) their performance in the completion of the weekly tasks provided by the moderators, 2) their level of participation in online discussions, 3) quality of responses given, and 4) quality of the produced-work, for example blog, wiki, lesson plan, and e-brochure. During the 5-week session, EVO participants get to learn and acquire new skills and knowledge (which vary based on the purpose and objectives of each session). Although EVO coordinators and moderators could only see the session-learning outcomes of the active participants, the materials used in the session and links to the recordings of live discussions are made available to participants, which they could peruse whenever their time permits.

#### NNEST-EVO

In this discussion-based session, participants had the opportunity to explore the issues facing schools and universities where non-native and native speakers of English work together to create instructional excellence. The key issues were generally outlined by the session moderators, which were then expounded and developed by guest speakers, who are experts and renowned researchers in the field. Each week they shared new insights, knowledge, and practical professional development strategies aimed at achieving professional growth. By the end of the session, participants reflected on key issues that have been discussed and looked at future directions for TESOL NNEST-IS. The weekly outline of activities and the issues covered will be discussed in the Results section.



The use of qualitative methods is usually underpinned by a constructivist paradigm, in which reality is viewed as subjective and socially constructed by people active in the research process. Unlike positivist paradigm, which aims to be objective in reporting and analyzing research findings, the constructivist researcher's goal according to Mertens (2010) is to "understand the multiple social constructions of meaning and knowledge" (p. 18). Constructivists prefer modes of data collection that are more personal and interactive; thus, interviews, observations, case study designs, and document reviews are the primary methods used. In constructivist paradigm, objectivity in the data, interpretations, and results is substituted by confirmability (Lincoln & Guba, 2000). Mertens (*ibid*) posits that data can be tracked to their sources, and the logic uses to assemble interpretations can be made explicit in contexts, which also emphasize understanding and analysis of qualitative data. The interpretive approach is appropriate for analyzing the results from the research methods used in this study, i.e. analysis of the electronic discourse that took place in webinars and asynchronous discussions.

### Online Conference Transcripts

Synchronous voice discussions provide a valuable source of data that voice application brings. Data analysis of synchronous voice discussion using conference transcript is valuable in identifying discourse patterns and cognitive and interactive activities that took place during the online discussion. In this study, synchronous voice conferences were conducted to bring the invited guest speakers and the participants together. Conference transcripts were analyzed following the methodology of discourse analysis developed by Harasim & Bakardjeva (2002). They posit that participant utterances in online discussions can be classified as cognitive speech acts (clarifying, summarizing, analyzing information, supporting the learning process) and/or interactive speech acts (acknowledging, giving personal information to establish harmonious relationship between participants). According to Hewson, Yule, Laurent, & Vogel (2003), electronic discussion groups are composed of people with the interest on a particular subject. Online discussions are email based, which

announcements, questions, and replies sent to the online group are automatically distributed to all its members. Messages are sorted by topic (also known as thread) and they can also be archived and accessed online by going to the group site (Maier, Barnett, Warren, & Bruner, 1998).

The following research questions helped construct the data analysis, which is discussed in the following section.

1. What were the key issues explored during the 5-week NNEST-EVO session?
2. What new insights were gained by the participants as a result of their participation in this session?
3. What kind of support and practical strategies were shared for NNESTs who participated in this session?

### RESULTS AND ANALYSIS

Ninety eight professionals joined the Google+ community (G+), while there were an estimated 978 visitors to the NNEST-EVO wiki. The participants were from various countries and ethnic background. The average number of people who joined the synchronous live presentations was 15-20, while for asynchronous discussions at G+ the average number of active participants was 6-8 (out of the 15 who posted their self-introductions); these active participants posted insightful comments which were very helpful in carrying out meaningful exchange of ideas.

### Synthesis of Points

The key points of discussions during the five-week session, the insights that participants gained, and the actions taken are summarized in Table 1 before being discussed in more detail in the following section. Their understanding of the topics helped changed their perceptions and withheld misconceptions, thus giving them a sense of empowerment knowing that they can be as competent as their native English-speaking-teachers counterpart. The insights gained are related to the key points as they involve awareness of the situation, their role in it, and the actions they have taken and the actions they need to make in order for change to happen, and that change inevitably has to first come from them.

Table 1: Synthesis of Key Issues, Insights Gained, and Actions

Session Key Issues	Participants' Needs	Participants' Actions
Myths and misconceptions about NNEST movement	<ul style="list-style-type: none"> <li>- Identifying the advantages &amp; disadvantages that both NNEST and NEST bring</li> <li>- Need to change psyche and misconceptions</li> </ul>	<ul style="list-style-type: none"> <li>- posting comments</li> <li>- reacting to readings, presentations, and others' comments</li> <li>- joining professional networks and groups</li> <li>- making effort to change</li> </ul>
Taking leadership roles	Need to take action in TPD	<ul style="list-style-type: none"> <li>- sharing personal experiences</li> <li>- reflecting</li> </ul>
Effective collaboration between NNESTs and NESTs	<ul style="list-style-type: none"> <li>- Need to take steps in self-empowerment</li> <li>- Need to practice inclusivity</li> </ul>	<ul style="list-style-type: none"> <li>- continuous learning and engagement</li> <li>- providing and practicing resolutions</li> </ul>
Mentoring practices	Need to take part in both roles: being a mentor and a mentee	<ul style="list-style-type: none"> <li>- making the change to achieve proper qualifications</li> </ul>
Professional Development support	Need to avail and provide support	
Native speakerism in ELT- as constructed globally	Need to learn, reflect, and apply theory in real world practices	

### Key Issues from the Weekly Discussions

During the first week of the session, participants joined the group online meeting place, exchanged introductions and became familiar with the group environment (Google+), read selected articles on the assigned topic, participated in a synchronous and asynchronous online discussion on NNEST TESOL

Interest Section and NNEST movement (i.e. contextual opportunities and challenges in NNEST issues). The guest speaker was Ali Fuad Selvi, Ph.D., who talked about the myths and misconceptions about the NNEST Movement and the NNEST/NS dichotomy (Selvi, 2014).

The second week of discussion gave the participants the chance to learn more about the possibility of taking leadership roles in regional and international professional organizations, and the effective collaboration between NESTs and NNESTs. The guest speaker was Yilin Sun, Ph.D. (2014-2015 TESOL President), and she talked about how to get involved in leading in regional and international professional organizations, where she looked at this issue from a non-native English speaker's perspective. In her session, she discussed the challenges, strategies, advantages, and successes of assuming leadership roles in professional and scholarly associations such as TESOL. Based on her background as a non-native English Speaking educator and her cross-cultural teaching, research and professional development experience in China, Canada and the United States, she also addressed the roles and responsibilities of non-native English speaking ELT professionals in the changing global society.

The third week of discussions focused on mentoring practices, which was entitled "Mentoring and Being Mentored as Teachers of English: NNEST's Effective Roles and Practices". In this session, the speaker, Dr. Valerie Jakar, a specialist in professional development for teachers of ESOL, presented some basic tenets of what it means to be a mentor in the English teaching field. With the assistance of participants' contributions, she discussed the problems and the merits of NNEST's roles in the mentoring process – as mentors and as mentees.

For the fourth week, Kyung-Hee Bae gave suggestions for graduate students on taking the first steps toward a professional life and learn how to write grants, funding and how to provide support NESTs/NNESTs professionally (training, publications, conference presentations).

The final week, Dr. Nathanael Rudolph covered the issue of native speakerism in ELT, where he presented the idea that native speakerism is constructed globally, in the interplay of localized and globalized discourses

English might be or become in a given context. In turn, the discourses of native speakerism attempt to define the roles teachers (whether "native" or "non-native") can and/or should play in a given context, effectively creating and eliminating space for different individuals. With such in mind, Dr. Rudolph led an open discussion on how native speakerism might be addressed in the workplace and via professional activities.

### Insights Gained

Due to page and length limitations, only selected data are shared in this paper to provide examples of participants' insights that were shared and expounded during the online discussions.

In week 1, the guest speaker Ali Fuad Selvi, Ph.D. talked about the myths and misconceptions about the NNEST Movement (Selvi, 2014). The live session was held on January 14, 2 pm GMT. Instructions on how to join the live session were posted on the wiki and were distributed to various professional networks such as the TESOL lists, and so on. The session was recorded and the link to the recording was shared to the same networks to give those who could not participate synchronously the chance to listen and watch, and avail of the learning opportunity. The reading materials were uploaded to the wiki weeks prior to the live session; this gave the participants to read them so they could contribute to the discussions which were guided by a list of relevant points (Figure 2).

Figure 2: Reading Guide to Material

<b>Readings:</b>
1. Blog post by TESOL President Deena Boraie - <a href="http://blog.tesol.org/native-english-speaking-teachers-and-trainers-still-idealized/">http://blog.tesol.org/native-english-speaking-teachers-and-trainers-still-idealized/</a>
2. Selvi (in press) - Myths and Misconceptions about the NNEST Movement.pdf
<b>ORGANIZATION OF THE ARTICLE FOR EASIER NAVIGATION</b>
• Introduction (p. 1-3)
• Problematization of the native speaker (NS) construct in ELT/Applied Linguistics - (p. 3-5)
• Reconceptualization of the native speaker-nonnative speaker dichotomy - (p. 5-6)
• The TESOL profession under the influence of NS model - (p. 6-8)
• The NNEST movement - (p. 8-10)
• COMMON MYTHS AND MISCONCEPTIONS
◦ Myth 1 - NNEST movement is for NNESTs ('I am a NS, and I do not belong here!') - (p. 10-12)
◦ Myth 2 - Native speakers are from Venus, non-native speakers from Mars. ('We are two different species') - (p. 12-15)
◦ Myth 3 - NESTs are better teachers than NNESTs (or NNESTs are better teachers than NESTs) - (p. 15-17)
◦ Myth 4 - Learners prefer NESTs over NNESTs (Supply-demand debate) - (p. 17-19)
◦ Myth 5 - Why NNEST movement? The field of TESOL is discrimination-free - (p. 19-21)
◦ Myth 6 - Nevertheless we need 'NS' as a benchmark to define our goals in TESOL - (p. 21-24)
◦ Myth/Reality 7 - As long as NNESTs call themselves 'NNESTs,' they will perpetuate their marginalization (The nomenclature debate - What's in a name?) - (p. 24-26)
• Conclusion (p. 27-29)

The discussion on the live synchronous session was followed through on the Google+ community, where Dr. Selvi posted follow-up questions:

- (1) Are there any other myths/misconceptions you would like to add?
- (2) Do you believe that NNESTs will perpetuate their self-marginalization by their title? What is your alternative to "NNEST"?
- (3) What are some ways WE should consider pursuing to establish equity, professionalism and non-discrimination in ELT profession?

There were 23 comments posted. The earlier studies on the NNEST issues focused heavily on identifying the advantages and disadvantages that NESTs and NNESTs bring to the teaching situation. Despite the fact that the question of "Who's worth more, the native or the non-native?" is pointless (Medgyes, 1992), there has been a perennial asymmetrical power relations between NESTs and NNESTs. The discriminatory workplace and hiring practices are often bitter manifestations of the unspoken premise indicate that NESTs are better teachers than NNESTs. However, using a causal relationship between these titles and the associated teacher skills and competencies would be relevant to the NEST and NNEST constructs, and thereby compound the existing dichotomy between NESTs and NNESTs.

The comments posted by participants were personal and in some cases, sensitive, as they come from real experiences- good and bad. As shown in Figure 3, where two participants comment 1. NNEST...

and that it takes effort in changing a teacher's psyche in realizing that one's ethnic background should not be a ground for inferiority. Belonging to support groups would empower teachers (NESTs and NNESTs) to aim towards achieving professionalism and credibility.

**Figure 3: Participants' Comments**

<p><b>Burcu</b> Jan 15, 2014 I think that NNEST's will not perpetuate their self-marginalization as long as they are informed about the activities like NNEST movement. They should notice that they are also good language teachers with their strengths and weaknesses in their teaching skills. These weaknesses should not make them see themselves incompetent in language teaching because both NESTs and NNESTs have advantages and disadvantages of being native/non-native speakers in language teaching. As for my alternative to "NNEST", "English Teachers Community/Movement" could be an alternative because it can be understood from the title that this movement is for both natives and non-natives. Thus, we can prevent Myth 1 (NNEST Movement is for NNESTs (I'm a NS, I do not belong here!!) in our case.</p>	<p><b>Marek</b> Jan 18, 2014 +Ali Fuad Selvi Very true. And many NNESTs do feel inferior to native speakers. I remember a discussion I had with another Polish teacher in IH San Sebastian who was very highly qualified (DELTA). My job application had just been turned down because I wasn't a native speaker, and I loudly vented my anger and spleen in the staff room. I was dumbstruck when she said: Surely, you can't compare yourself to a native-speaker. There are many other NNESTs who feel exactly like she did. Inferior. Because of years of hearing everywhere that native speakers are better teachers. Show less</p>
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In the live session, one participant shared her own teaching context where the NEST construct is very much practiced, thus, the psychological affect it has on local teachers perpetuates the notion that they will never be good enough to equal NESTs. For example, a participant from Turkey revealed in her post that teacher trainings in universities in her country lack awareness on this matter; she posits:

We are educated to take the native speakers as a model throughout our education and we are one step behind them whatever we do since English is their mother tongue. This feels so bad. I had this I-am-not-a-native -speaker syndrome until last year. Unfortunately, I do not know what we can do about it because I am young and inexperienced. I hope this kind of eye-opening sessions will spread the idea.

The value of the online discussion gave this participant the chance to reflect on the ramifications of this issue on her own teaching environment.

Another participant in the live session commented on his experience

speakers, and Korean teachers are not expected to teach students because of the premise that they are local teachers and that their English proficiency is not good enough.

The participants also learned some theoretical underpinnings of NNESTs, world Englishes, and language & identity. For instance, in Figure 4, there was a discussion about Kachru's (2006) inner and outer circles. And one participant, who has had his share of the positive and negative experiences as a language teacher asked for more information about Kachru's theory. A separate discussion thread was created where it was discussed at length.

**Figure 4: Participant's Query re. Kachru's Theory**

<p><b>Aiden Yeh</b> OWNER Jan 18, 2014 I like the name you suggested Marek. And many thanks for sharing your insights on this issue. I agree, there are many NNESTs who feel inferior and insecure about their non-nativeness. This kind of self-defeating attitude is quite common in Asian countries- mostly countries from Kachru's expanding circle. Show less</p>	<p><b>Marek</b> Jan 18, 2014 +Aiden Yeh And it's a vicious circle. The more you think your inferior, the more inferior you'll actually get, by losing job and professional development opportunities. Excuse my ignorance, but what is Kachru circle? Show less</p>
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During the live discussion, the participants gave a few insights regarding possible resolutions to the issues raised in the session. Table 2 below provides a few of these suggestions, which include the need to practice inclusivity in our profession, achieving qualifications and benefits of being NNESTs and NESTs and what they bring into the classrooms.

**Table 2: Participants' Suggested Resolutions**

Leslie [Gloucester, VA]
It will be up to us in the TESOL field to live the inclusivity as an example to our students and colleagues.
For the second question, I think that NNEST is important and necessary for the reasons Ali already stated. Now it is up to us in our hiring practices and how we include both all qualified teachers in our practice and appreciate the gifts they bring to our programs and profession.
But you made a good point, Ali, about English as a lingua franca. It completely changes the playing field. Now we not only SHOULD include all qualified teachers, but MUST to be competitive.

On the suggestions to change the title NNESTs (see Table 3), other alternatives were given, such as adding the word 'proud' to the name, or entirely new terms such as language marginalized teachers/students, monolingual speakers and bilingual/multilingual speakers to avoid further supporting the NS/NNEST dichotomy. In the end, one participant claimed that choosing a preferable term is difficult since theory often does not relate to what is happening in real contexts.

**Table 3: Resolutions on the Name**

Soonhyang [New York] 1	I am wondering if calling ourselves as NNESTs can be problematic if we are confident in being NNESTs and know how to utilize our NNESTness in our working situation. We can call ourselves as a proud NNEST as Paul Matsuda wrote once in his article long time ago.
Flora [Surabaya]	Some terms have been proposed to substitute the terms NS and NNS, for example, monolingual speakers and bilingual/multilingual speakers. Why not using & promoting the new terms? If people keep labeling themselves as NS and/or NNS, it seems that they try to keep 'living in 2 different worlds'; thus problems such as discrimination in working places and NS/NNS myths may always occur.
Leslie [Gloucester, VA]	I guess Flora would put them in the "multilingual" category and skip the NS/NNEST dichotomy.
Flora [Surabaya]	Yes, that's my point, Leslie. I wish to skip the NS/NNEST dichotomy. But hm... yes, I agree with Ali. The theory and reality are sometimes (often) not going together -- they are not in line.

Geeta [Philadelphia, USA]	Continuing that question, I've been interviewing MA TESOL students' reactions to NNEST literature, and many of them have said that they didn't think of themselves as NNESTs until it was pointed out by the literature. What do you think about a term like "language marginalized teachers" (analogous to "language marginalized students" being used rather than English Language Learners in public schools)
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One participant provided suggestions that were focused on accents and language preference since he posits that students communicate more with NNESTs who possess different accents. He states:

With our interaction with our students, we should also focus on the fact that most communication takes place among NNESTs, who have different accents. As long as this is made clear to the students, i.e., they don't need to have an American or Brit. accent; they will still efficiently communicate with other NNESTs who use English as the lingua franca.

In other words, in his opinion, comprehensibility and intelligibility are deemed more important in communication.

Another participant, from Indonesia, suggested involving school administrators in the discussion since they are the ones who do the hiring. Parents should be included as well because they are the ones who choose the learning environment for their children, and that their choice affects the school's hiring practices. She asserts:

Somebody mentioned about involving 'administrators' in this kind of discussion. And I agree because they are the ones who hire the teachers. Parents are also important. They are the ones who send their kids to take English courses (and who pay for the course fee) And often they choose a language school / course simply because there are some (or many) NS teachers teaching there. So that is one of the reasons why the administrators of language courses try to hire as many as NS teachers as they can. That happens -- at least in my country.

**Changed Perceptions**

For those participants with different inclinations before their participation...

implications of teaching students English and which English accent and culture is being taught. Another participant from Turkey writes that pursuing to be like NSs makes NNES students feel inferior and incompetent because they will never ever be native speakers. This session gave her to consider changing her perspective in viewing the role of identity in the NNEST/NS construct:

First of all, I want to thank you for this very interesting and informative presentation. As Merve stated above, we are being lead to be like native speakers and sometimes this makes us, as students, feel like incompetent individuals. However, after participating in this presentation, I could approach this issue from another perspective because I have never thought about it in that way.

### Participants as Contributors

The online discourse (synchronous or asynchronous), given in this paper, show how participants could contribute to the success of an online session. The level of participation determines the flow of communication, which generates the ideas being thrown into the discussion. Participants in this session were not passive learners but on the contrary were active and engaged. They did not only receive information but they also shared not only their thoughts and experiences but valuable resources and references that all participants could access, thus adding to the amount of materials made available for everyone to peruse. For instance, in Figure 5, one participant posted a comment sharing his own blog post on his review and perspective on the comparisons between NNEST and NNES on the G+ community while listening/participating in the live session. His blog post is a professionally written article that is full of insights that adds and expands the online discussion. Another participant contributed valuable information, which unbeknownst to many participants existed was the European Union (EU) law on discriminatory practices in hiring. The EU charter clearly states that it prohibits any type of discrimination based on nationality and/or ethnicity. This was a wonderful revelation because it validates the need to create one particularly in countries where blatant racial discrimination exists.

Figure 5: Participants' Sharing of Resources

The screenshot shows a Google+ discussion thread. At the top, there are three main contributors: Hilary, Marek, and Michael. Hilary's post (Jan 19, 2014) discusses EU rules on advertising for native speakers. Marek's post (Jan 19, 2014) shares a paragraph from an article about EU laws prohibiting discrimination based on nationality and ethnicity. Michael's post (Jan 14, 2014) shares a blog post titled 'Fighting generalizations with generalizations?' and includes a link. Below these are comments from Aiden Yeh (OWNER, Jan 19, 2014) and Michael (Jan 14, 2014). Aiden Yeh's comment discusses the EU policy on hiring teachers. Michael's comment expresses happiness about the article. At the bottom, there is a comment from Aiden Yeh (OWNER, Jan 14, 2014) mentioning a recording of the session.

Many participants have found the live session 'enjoyable and informative' (Table 4). For those who could not attend the live session, they made avail of the recording, with some commenting that it was a 'brilliant presentation', and that it gave them the opportunity to "understand the different stances of defining and redefining NNESTs and NESTs."

Table 4: Participants' End of Session Comments

Soonhyang [New York]	I enjoyed the first EVO session I attended. Thank you.
Session Leader	I guess it's a never ending debate
Elena [Tyumen, Russia]	Thank you for giving us "food" for thought!"
Sunny [Seoul, South Korea]	Thank you!!!! I have such a good chance to understand the different stances of defining and redefining NNESTs and NESTs.

The end of the session did not mean that professional development support for NNESTs stopped as well. Before the final wrap up, the moderators brainstormed ideas regarding possible support activities that teachers could avail. One moderator suggested continuing the discussion on inequity in a separate forum. This was supported by another moderator who suggested the idea of creating a 'glocalized' NNEST movement to eliminate the borders that divide local and global issues for marginalized teachers (Rudolph, 2014). The glocalized NNEST group in Google+ communities could overcome organizational factions. The suggested name was 'Forum for Equity and Professionalism in TESOL'. The group has not yet been formed at the time this paper was submitted for publication (Figure 6).

Figure 6: Post-session Support for NNESTs

**Nathanael Rudolph** MODERATOR  
Week 5 ▾ - Feb 14, 2014

Hi everyone! Many of us expressed an interest in continuing discussion related to how privilege and marginalization manifest in our particular contexts, and how we might address inequity. If you would like to continue such dialogue, I invite you to send me a message at: \_\_\_\_\_ I am planning to set up a Google community/circle page in the near future. Take care!

+1

Hide comments ^

**Ali Fuad Selvi** MODERATOR  
Feb 14, 2014

What about establishing a Google+ community for the NNEST Community? That way, we'll eliminate the borders and boundaries between the "local" and the "global" can create a dialogue towards a glocalized NNEST movement. What do you all think?

**Nathanael Rudolph** MODERATOR  
Feb 15, 2014

A.F., that sounds like a lovely idea. Let's do it! Why don't we give it a name that transcends categories and organizational

Read more

**Ali Fuad Selvi** MODERATOR  
Feb 15, 2014

Both the forum and soliciting suggestions are great ideas. My suggestion: Forum for Equity and Professionalism in TESOL.

**Nathanael Rudolph** MODERATOR  
Feb 16, 2014

Wow, I love that name... That communicates exactly what we are about!

Another type of support is the sharing of blog posts, reading materials, and

were raised in this session (Figure 7). One posting shared was a blog post on the race-based hiring practice in Korea, which suggests that change in way of thinking was needed and that teachers need to do something to alleviate the situation. And the moderators believe that EVO is a key-player in supporting the NNEST movement.

Figure 7: Participants' End of Session Support

**Michael**  
Week 5 ▾ - Feb 12, 2014

I just wrote this yesterday:  
"Tentative thoughts (and more) on race-based hiring practices in Korea" and while it is mostly about race I think native speakerism is connected.  
<http://eltrantsreviewsreflections.wordpress.com/2014/02/11/tentative-thoughts-and-more-on-race-in-hiring-practices-in-korea/>

Tentative thoughts (and more) on race-based hiring practices in Korea  
eltrantsreviewsreflections.word...

**Aiden Yeh** OWNER  
Feb 12, 2014

Thanks for sharing Michael. Some things are quite difficult to change. Mindset is one of them :-)

**Lizabeth** MODERATOR  
Feb 12, 2014 +7

"Change" is never fast nor easy. But it can come. I feel like I cannot complain about the state of things unless I try to do something to try to make things better. I am grateful to be a part of EVO, where we are doing just that!

### Engaging in Professional Development

Although self-determination emanates from the self (Deci & Ryan, 2004), friends, family, and colleagues and social interaction with people also serve as catalysts in affecting the motivation to take part in teacher learning and development activities. Social persuasion may occur during informal chats or feedback from colleagues or mentors and experts/guest speakers who could inspire a teacher to take action and try to engage in teacher professional development (Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998). Indeed, learning is a socially constructed process (Candy, 1991) where collaborative efforts and

people, an online community of practice.

Engaging in online teacher professional development is much more about investing time and effort in professional development. It is about expanding the teachers' ability to share their experiences and what they know, receive knowledge from others, their capacity for collaborating with other teachers, networking with like-minded people, and their passion for learning itself. It brings with it a new sense of awareness about things they may have never heard before, new beliefs about teaching practices and work-related issues, and a whole new way of being effective, competent, and empowered teachers.

The key concepts of teacher professional development discussed in this paper show how they were applied by EVO (as the provider) and the participants. The type of professional development that EVO provided was informal in nature as it was not financially supported by an academic institution and teachers participated in their own free will. The time they allocated depended on their availability. Participants did not receive a score or grade to show their performance ability, but rather participated autonomously by constantly sharing their thoughts, opinions, reflections, and suggestions. Their attendance and active participation were testaments of engagement to their own professional development, which also showed an increase in knowledge and awareness of the NNEST-related issues.

The organized and theme-structured EVO sessions and the range of participants, from moderators to attendees, show their international coverage. The open access to readings, recordings of synchronous sessions, and archive of shared materials and electronic discourse in chat areas allow teachers to engage in their own continuous teacher professional development.

## CONCLUSION

The TESOL NNEST Interest Section's Electronic Village Online (EVO) Session, organized in collaboration with the CALL Interest Section, brought together nearly 100 participants from several continents around the world. The aim was to create a virtual discussion platform designed to utilize multilingual, multicultural, and multinational perspectives to re-examine some of the

movement). During the 5-week session, the participants, moderators, and guest speakers suggested practical ways to raise awareness about NNESTs/NNESs issues, brainstormed ideas about members' roles during and beyond TESOL convention(s), and offered suggestions on building and implementing sustainable practices against unprofessional, discriminatory treatments of NNESTs/NNESs in the process of hiring/at the workplace.

The EVO coordinators, moderators, guest speakers helped organized this event and contributed their time and devotion to make this free professional development possible and available to teachers worldwide. The teachers, both NNESTs and NESTs, were intrinsically motivated and self-determined professionals who contributed largely to the success of the session. Those who did not have the chance to follow the discussions and online sessions, primarily due to other commitments and scheduling issues, could still peruse the materials online and access the recordings to the live sessions; the weblinks were posted to the Google+ and wiki pages.

The NNEST issues brought up in this paper revealed the dilemma in categorizing professionalism. And as Rudolph (2014) revealed during his live session, how the industry looks and behaves toward ensuring professionalism encompasses "linguistic, cultural, national, ethnic and gender-related privilege, and yet limiting and/or eliminating those deemed unfit to "receive" such privilege (such is embedded in the discourses of "native speakerism)". He believes that the NNEST movement is challenging "professionalism" that creates factions (NNEST/NEST) wherein the teachers' personal and professional knowledge and experiences have little or no value at all. NNEST-EVO supports the NNEST movement in eradicating false assumptions about native speakerism and helps promote awareness to all language teachers to aim for qualifications, expertise and proficiency in language and content.

In conclusion, the EVO, without a doubt, provides educators with opportunities for professional development that go beyond institutional and national boundaries. It has proven to be an efficient way to connect professionals in the educational field and to weave those connections year-long in a more powerful network of like-minded



a learning hub for the ones who seek sustainable, ongoing professional development (Yeh, et al, 2011).

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## 展演對提升學習西班牙語文動機之研究

劉碧交\*、林遠航\*\*

### 摘要

筆者在 102 學年度第二學期，對文藻外語大學西班牙語文系二年級 A 班(US2A)「西班牙文閱讀與寫作」施教過程中，以個別學習及合作學習模式，敦促學生運用課堂所學進行西班牙語故事創作及戲劇團體演出，以多元學習呈現教學效果，藉以刺激學生學習動機，進而提升其西班牙語聽、說、讀、寫之能力。因此，本論文旨在以該班於學期間，在閱讀課程學習過程中，學生之西班牙語文能力與其故事創作及展演成效所呈現之學習動機進行研究。

關鍵字：西班牙語、西班牙文閱讀、展演