論文名稱：透過社會文化理論檢視 EFL 學生在網路即時寫作諮詢中的社會互動及語言發展

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中文摘要

近年來社會及文化因素在學習過程中受到越來越多的重視，奠基於 Vygotsky (1978)的社會文化理論(sociocultural theory)已經成爲研究第二語言習得的新興理論基礎。相關文獻大多探討傳統教室中的第二語言習得。然而，卻少有研究致力於發生在網路溝通中的第二語言學習。

此研究透過社會文化理論檢視一學期大學英語寫作課當中的四次網路即時寫作諮詢活動。研究目的在於探索網路溝通對於寫作諮詢的影響、溝通過程中所出現的互動特色、以及參與者在語言認知調節階段上所呈現的變化。二十四位大學生參與此寫作諮詢，其中九位爲本研究的參與者。研究資料收集自關於寫作諮詢的溝通紀錄，參與者的文章草稿以及面談內容。依據 De Guerrero 及 Villamil (1994)所提出的認知調節階段分類，研究者分析參與者的英語認知調節階段(cognitive stages of regulation)。

研究結果顯示網路即時溝通爲寫作諮詢活動同時帶來了正面及負面影響。參與者指出此諮詢活動適用於解決文法問題而非寫作觀念的問題 (如：主旨句及篇章結構)。此外，我們自寫作諮詢溝通中發現五個互動特色：簡略的招呼及道別語、被諮詢者及諮詢者的角色調換、相互主觀性的建立、不平等的權力分配、以及網路即時溝通的 E 化語言。關於參與者的英語調節階段發展，我們發現有些參與者呈現調節階段上的進步從外在調節 (object-regulation) 或他人調節

(other-regulation) 至自我調節 (self-regulation)。然而，我們也發現有時候他們停滯於某一階段或甚至退步至之前的認知階段。認知調節階段的發展與諮詢者所提供的協助有相當的關連。也就是說，調節階段的進步奠基於應架式協助(scaffolded assistance)。最後，依據研究結果，我們提出針對英語教學之建議。

Abstract

In the growing recognition of the importance of social and cultural factors in learning, sociocultural theory initiated from Vygotsky (1978) has become a new trend in understanding second language acquisition (SLA). Previous studies have attempted to examine SLA in traditional language learning contexts. However, little literature is available about such examinations in CMC contexts.

The study adopted a sociocultural approach to examine synchronous CMC practices in four rounds of tutoring sessions throughout an 18-week college-level EFL writing course. It aimed to explore the effects of the electronic mode on the processing of the tutoring sessions, interactive features emerging from the tutoring communication, and the learners' regulatory movements over the tutoring. Twenty-four students participated in the tutoring, and nine of them were selected as the study participants. Data were collected from online protocols of the tutoring sessions, the participants' essay drafts, and interviews. The data were analyzed through the sociocultural construct of cognitive stages of regulation adapted from De Guerrero and Villamil (1994).

The results showed that the synchronous CMC context affected the tutoring processing considerably in both facilitative and debilitative ways. In particular, the tutoring was found to be more useful to solve problems of linguistic forms than to deal with those of larger writing concepts (e.g., thesis statement and composition structure).Additionally, there appeared five interactive features from the tutoring communication: short greetings and leave-takings, role shifting, intersubjectivity, asymmetrical power relation, and electronic variety of language. As for the participants' regulatory movements, we found that they moved from object- or other-regulation toward self-regulation over particular linguistic forms throughout the

tutoring while sometimes they lingered around the same stage or even moved backward to earlier stages of regulation. The movements crucially depended on the mediation provided by the tutor. Furthermore, scaffolded assistance proved to be essential to the regulatory progression. Finally, pedagogical suggestions deriving from the study findings were provided.

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