



考試科目：英文文章摘要和評析

系所名稱：應用英語研究所碩士班不分組

1.答案以橫式由左至右書寫。2.請依題號順序作答。

Please write a brief summary and a critical commentary on the article below. (100%)

Teacher-Researcher Collaboration in TESOL

Defining the Process of Teacher-Researcher Collaboration

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■ The potential for collaboration between teachers and researchers to transform practices and policies is exciting, but putting it in motion is not so easy. We are two teacher/researcher novices, in the-early stages of what we hope will become an ongoing and fruitful collaboration. Writing this piece together has forced us to take time to reflect on the process, evaluate where we are, articulate concerns, and suggest future directions.

Arlene was a bit hesitant about our writing this piece because she feels that "we haven't done enough yet." It is tempting to borrow the words of poet Antonio Machado: "Caminante, no hay camino, se hace camino al andar." "Traveler, there is no path. One makes the path by walking." But this learning-by-going does not capture the whole process. We began our journey understanding that successful professional development involves sustained, field-based inquiry that fosters collaborative communities, integrates theory and practice, and supports the school's initiatives and activities (Gonzalez & Darling-Hammond, 1997; Parsad, Lewis, & Farris, 2001). However, we did not adequately anticipate the extent to which contextual factors that we could not control would affect our work. We did not make the path by walking but by navigating a shifting and sometimes rocky landscape.

THE TRAVELERS AND THEIR STORIES

Arlene is a third-grade ESOL teacher at Riverside, a diverse, urban elementary school in the northeastern United States. (Pseudonyms are used for places and persons other than the authors.) Thirty-seven percent of Riverside students are English language learners (ELLs), and 89% are eligible for free or reduced-price lunch. Arlene has been teaching for 9 years—6 at Riverside. Since fall 2001, Judy has been an assistant professor of education at the University of New Hampshire, and she supervises graduate interns at Riverside School. Before becoming a teacher educator, she spent 10 years teaching ESOL in Asia, Latin America, and the Middle East.

We bring to our endeavor a shared understanding of collaboration: working with another person or group toward a shared goal—in this instance, improved instruction and opportunities for ELLs in U.S. public schools. We value the different perspectives, knowledge, and resources that each of us brings when we collaborate. Arlene has a rich, integrated knowledge of the students, the classroom, the school, and the community. This complex, situated knowledge brings invaluable insight to classroom research. Judy brings knowledge of the broader context, language and literacy research, curricular trends and reforms. In short, we have much to learn from and to teach each other. We see ourselves, albeit with slightly different emphases, as both teachers and researchers (Sharkey & Johnson, 2003).

Where did our collaborative path begin? During the 2001–2002 and 2002–2003 school years, Judy supervised two interns who were working with Riverside ESOL teachers Amanda and Georgia. In spring 2003, Judy asked the ESOL team at Riverside if they wanted to participate in a university outreach program and solicited their ideas for a project. After some discussion, Judy and the ESOL team proposed that the school and the university collaborate to help bridge the gap between mainstream literacy initiatives and the literacy needs and challenges of the Riverside ELLs. This topic grew out of the increased pressure created for ESOL teachers by the No Child Left Behind (NCLB) legislation (U.S. Department of Education, 2002) and the district's lack of an ESOL curriculum.

THE PATH

The project was approved for the 2003–2004 school year, with the six ESOL teachers at Riverside and Judy participating. We designed the guiding framework to encourage inquiries based on individual interests and needs but with the common goal of improving literacy instruction for ELLs. From the beginning, we had to balance structure, autonomy, and flexibility, which was particularly challenging at Riverside, a high-

profile school with a diverse population from mostly low-income families. One month the newspaper criticizes it for its low test scores; the next month a politician wanting to “embrace diversity” uses it as a photo op. In any one year, the administration at Riverside might initiate three or four schoolwide reforms. Given this reality, we needed a structure that would nurture sustained and systematic inquiry and that would accommodate the teachers’ demanding schedules.

Judy provides weekly observations and conferences to support the teachers’ individual inquiries and facilitates monthly group meetings where we discuss our progress. As of February 2004, we had met some of the objectives, but we were struggling to meet others. The group has compiled a database listing the guided reading material for mainstream classes by topic and reading level. The 42-page document helps teachers find topic-related texts at the appropriate reading levels for their students. In this way, teachers can help even the students with initial levels of literacy to find reading material with topics and themes appropriate to their grade levels. Several individual inquiries are also under way. Amanda is investigating successful ESOL programs and curricula in other states and districts to help the team recommend appropriate program changes for the 2003–2004 school year. Samantha is investigating whether a pen pal program is encouraging her second-graders’ to write, and Georgia and Judy are planning a conference presentation about how sheltered instruction has enabled Georgia’s fifth-grade students to develop academic literacy.

THE SHIFTING, ROCKY LANDSCAPE

From the outside, the collaborative seems to be going well; from the inside, however, it lacks a shared sense of progress toward our goal. We have met only three times as a group, so we have not had time to share what we are doing and learning. Before writing this article, the authors’ collaboration had not made much progress. It lacked focus, and we had difficulty getting it moving. Why? We were committed to collaboration. What was blocking the path?

Writing this article motivated us to sit down and face this question. In our discussions, several interconnected issues emerged, and we have since addressed them. We clarified our roles and expectations, established a shared definition of teacher research (Patterson, Minnick Santa, Smith, & Short, 1993; Shagoury Hubbard, & Miller Power, 1999), and decided on a topic to explore in Arlene’s classroom: the interplay between oral language development and literacy in a language-experience approach to writing.

Upon further reflection, we realized that we needed to improve how we managed our time so that we could build enough momentum to keep

the collaboration going. We could not adequately clarify and articulate the important issues that arose without substantive, time-consuming discussions, but we might have addressed them earlier had we had more control of our time. Although we anticipated that sick days, snow days, school holidays, and parent-teacher conferences would crowd our schedules, we did not and perhaps could not have foreseen the series of well-meaning events that disrupted our process and project. These events, often called within a week or even a day's notice, included politicians' visits, schoolwide meetings, district ESOL meetings, guest speakers, and professional development workshops that teachers were encouraged to attend. As a result, we canceled or preempted numerous collaborative meetings and classroom observations, and this lack of time together disrupted the momentum we were trying to build.

Reviewing our process has enabled us to connect our initial feeling of "we haven't done enough yet" to larger issues and obstacles in teacher-researcher collaborations. The biggest obstacle concerns the often heavy demands on teachers' time and the status of teacher research as legitimate professional development (Cochran-Smith & Lytle, 1993; Freeman, 1998). As a result of this insight, we have reclaimed our time and recommitted ourselves to our collaboration. Now that we have cleared some of the obstacles from our path, we look forward to rich discussions about the learning and teaching happening in Arlene's classroom.