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**INNOVATION AND IDENTITY IN WEB 2.0
ENVIRONMENTS:
PERSPECTIVES AND EXPERIENCES OF VIETNAMESE
UNIVERSITY TEACHERS AND LEARNERS OF
ENGLISH**

Pham Hong Anh

2014

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**A thesis presented in fulfilment of the requirements for the degree of
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Palmerston North, New Zealand**

Pham Hong Anh

2014

ABSTRACT

This study explores perspectives and experiences of four Vietnamese university teachers of English and their students as they participated in innovation projects in Web 2.0 environments. Specifically, it investigated the relationship between the participants' creation and implementation of the projects and how that induced on-going negotiation and construction of roles and identities as university teachers, learners, and users of English across three phases. Phase One concerned an initial experience of innovation in which three focal participants online collaboratively wrote and published entries on Wikipedia; Phase Two extended the initial experience of innovation by following the participants' own trajectories in switched roles using wikis and blogging; Phase Three was a classroom-based innovation in wiki writing in three tertiary academic English writing classes. The research questions focused on participants' identity negotiations in both initial and extended phases of innovation and in classroom-based settings for innovation. The main instruments for data gathering included observation of Web 2.0 and classroom environments, interviews, pre- and post-task online group discussions, participant reflective writings, questionnaires, and journals completed by the participants and the researcher. The Web 2.0 spaces themselves were important sites for data gathering as introduced and developed by the participants in the course of the enquiry.

Results across the three phases reveal the participants' construction and negotiation of roles and identities as they evolved in the innovation projects in different contexts, and in different roles, as learners, teachers/mentors, and users of English. Evident points of conflict in identity negotiations emerged as the participants switched from the role of peer learner to that of teacher or mentor, and as the participant teachers entered new environments while also being required to fulfil fixed teacher responsibilities within an institutionally-constrained context of classroom-based innovation. Key conclusions relate to the mutually constitutive relationship between innovation and identity prior to and during processes of innovation, the role of small-scale open-ended contexts in the initiation of innovations, and the importance of critically adaptive learning and ongoing mentoring in extending innovation.

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CHAPTER ONE

INTRODUCTION

1.1 A Personal Perspective

The creation of an encyclopaedic entry on Wikipedia with the involvement of Wikipedia editors was the first task as part of the Phase One innovation in this three-phase study. The extract on Name-giving, as shown in Figure 1.1, is part of the original version of the entry about Hue People, produced by three key participants in the study, Emily, Faith, and Katie, in early May 2011. This was their very first attempt at publishing on this online encyclopedia. While the entry on Hue People remains as a page on Wikipedia, it is now not the same, as it has been edited and re-edited by the public audience. However, it marks a key event and serves as something of an introduction in the whole trajectory of innovation in this study.

Name-giving [edit]

Historically, the qualities valued by the royal family were reflected in its name-giving customs, which came to be adopted by society at large. ^[*citation needed*] As a rule, royal family members were named after a poem written by Minh Mang, the second king of Nguyễn Dynasty. The poem, *Đề hệ thi*,^[9] has been set as a standard frame to name every generation of the royal family, through which people can know the family order as well as the relationship between royal members. More importantly, the names reflect the essential personality traits that the royal regime would like their offspring to uphold. This name-giving tradition is proudly kept alive and nowadays people from Hue royal family branches (normally considered 'pure' Hue) still have their names taken from the words in the poem. ^[*citation needed*]

“ Miên, Hồng, Ưng, Bửu, Vĩnh
Bảo, Quý, Định, Long Trường
Hiên, Năng, Kham, Kế, Thuật
Thế, Thoại, Quốc, Gia, Xương ”

—Minh Mang, *Đề hệ thi*^[9]

The meaning of each name is roughly given as follows:^[9]

1. Miên : respecting above all the rules of life, such as meeting and parting, life and death (<i>trường cửu phúc duyên trên hết</i>)	<i>dũng bình sanh</i>	13. Kham : being hard-working and versatile (<i>đảm đương mọi cơ cấu giỏi</i>)
2. Hồng : building a harmonious family (<i>oai hùng đức kết thế gia</i>)	7. Quý : being elegant (<i>cao sang vinh hạnh công thành</i>)	14. Kế : being well-organized (<i>hoạch sách mây khói cân phân</i>)
3. Ưng : establishing a prosperous country (<i>nên danh xây dựng sơn hà</i>)	8. Định : being decisive (<i>tiền quyết thi hành oanh liệt</i>)	15. Thuật : being truthful in speech (<i>biên chép lời đúng ý dân</i>)
4. Bửu : being helpful and caring toward the common people (<i>bồi bầu lợi tha quần chúng</i>)	9. Long : having a typically royal appearance (<i>vương tướng rồng tiên nổi nghiệp</i>)	16. Thế : being faithful to the family (<i>mãi thọ cận thân gia tộc</i>)
5. Vĩnh : having a good reputation (<i>bên khi hùng ca anh tung</i>)	10. Trường : being long-lasting (<i>Vĩnh cửu nổi nghiệp nổi dòng</i>)	17. Thoại : being wealthy (<i>ngọc quý tha hồ phúc tộc</i>)
6. Bảo : being courageous (<i>ôm lòng khí</i>	11. Hiên : being humane (<i>tài đức phúc âm soi sáng</i>)	18. Gia : being well-established (<i>muôn nhà Nguyễn vẫn huy hoàng</i>)
	12. Năng : being talented (<i>guang soi khuôn phép bờ cõi</i>)	19. Xương : bringing prosperity to the world (<i>Phồn thịnh bình an thiên hạ</i>)

Clothing [edit]

Figure 1.1: Wikipedia entry about Hue People (original version)

It is noteworthy too because the trajectory of the Hue People entry was complex, as is often the case in innovation. Figure 1.2, showing messages from the Wikipedia editors about our posts, reveals complexities that emerged during the course of the innovation, particularly in terms of the genre of academic writing. This message posed the participants with challenges of not only what was apparently familiar to them, namely academic writing and the content of Hue People, but more importantly their identities in this new space.

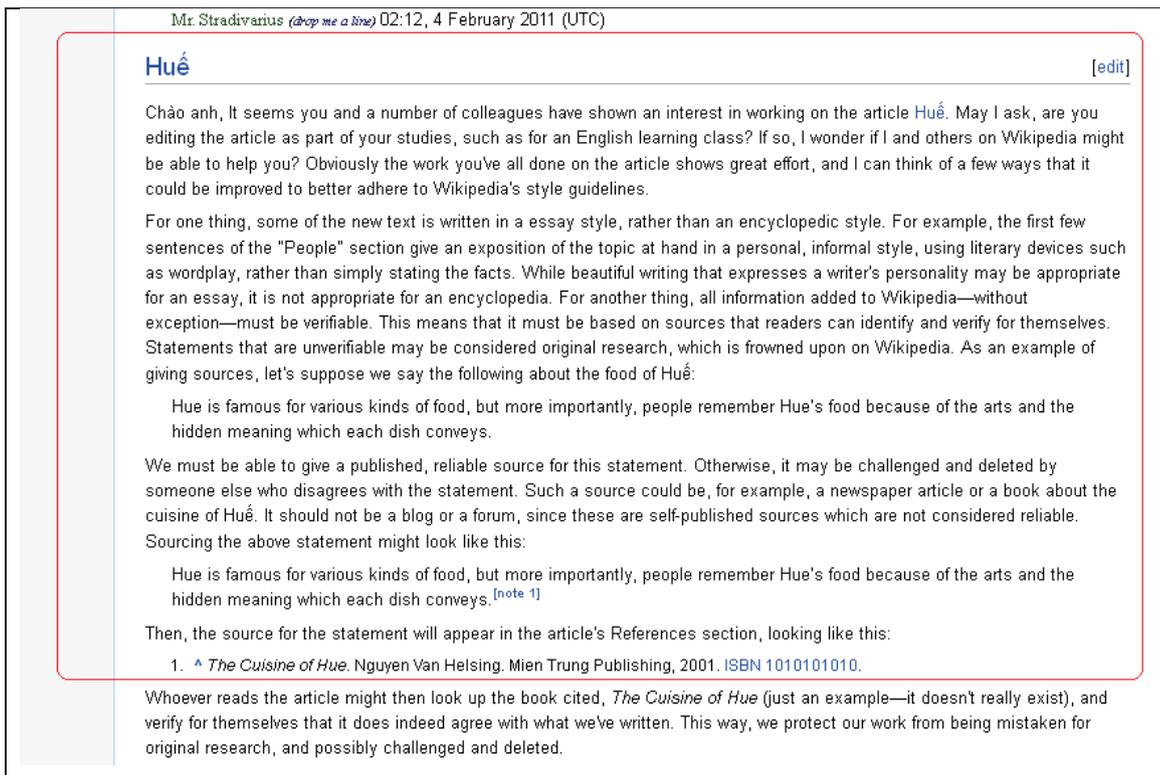


Figure 1.2: A Wikipedia editor's message

But to begin at the beginning, I am a teacher of English at university in a city in Vietnam. I have been part of the teaching profession since 1999, and during this time, I have taken part in many innovation projects adopted by my university as well as from my own initiative and endeavour. At those times, I felt very much as if I were a tourist visiting a new country with new experiences, shortly returning home bringing along some new things as souvenirs, things that would be looked at for a few first days and then displayed to gather dust on the shelf. An ongoing concern of mine was how to construct new experiences that people, including myself, underwent in individually meaningful ways that would also nourish and nurture them.

One of the things I often did in my teaching at university out of this interest in innovation was that I created an email account as an optional alternative for all students in my writing classes to exchange their writing papers and to make comments on them. This enabled me to observe their interactions outside our official class contact hours. Yes, just observe. Although I did my best to introduce, encourage, and support the students to take part, it is not clear that any evident outcome was achieved in any class. I felt that the students did the task as if it was for the sake of someone else: they did not engage much in the task and did not exercise much of their agency and autonomy. I was highly aware that a *change* involved many things operating at a complex level to attain a desirable outcome, but I also believed that it was people's personal perspectives toward new things and changes that were the most critical in determining an outcome of any kind. That belief has driven me to pursue this enquiry. Thus, this study was initiated as part of my ongoing endeavour for innovation in teaching and learning English involving the internet.

1.2 An Overview of Innovation at the Tertiary Level in Vietnam

Innovation of tertiary education and of the tertiary education sector has been a significant area of concern and investment in Vietnam. It covers a range of domains, the major ones of which are management, research, teacher training, and teaching and learning approaches. In terms of teaching and learning approaches and methods, which are most pertinent to this study, much attention and endeavour has focused on the application of information and communication technology (ICT) to enhance not only ways of teaching and learning but also learning outcomes (Vo & Doan, 2013), as part of Decree 64 of Vietnamese Government (Vietnamese Government, 2008). This is an ongoing innovation endeavour.

The focus of innovation in English language teaching and learning in universities in Vietnam has for the most part been on curricular and methodological innovation. Communicative language teaching (CLT) approaches which aim at building and developing students' communicative competence are currently held as the touchstone for English language university classes and are largely influential to much of the endeavour for innovation. Thus what has taken place in terms of innovation has been the introduction of new methodologies to build and develop students' language and communication skills drawing on CLT principles which align with Vietnamese culture (e.g. Nguyen, 2010; Phan, 2004). Following national and international conferences held

in recent years in Vietnam about applications of ICT in education, and against the backdrop of the application of ICT in language education in general, attention in research in English language teaching and learning at tertiary level in Vietnam has been paid to how ICT can support CLT (e.g. Nguyen, 2010, 2011). What this means in practice, in terms of my own university is that many teachers have started to attempt to integrate ICT by making use of PowerPoint and video clips in their classes, and by encouraging students to use the internet as search engines for home assignments and electronic mail for communication outside of the class. Other teachers have attempted to build websites, to use platforms which are free of charge, and to set up blogs for their classes to use as an optional space for communication outside of the class. Again, based on my own observations, these changes do not take place equally across classes at my university.

Although there are not any specific indications of outcomes of different kinds of innovation in the Vietnamese tertiary context, some research studies show that limitations in terms of implementation of innovation include lack of technological expertise (Nguyen, 2011), lack of congruence between learners' expectations and teacher's methodology (Tomlinson & Bao, 2004), or contextual problems such as large class sizes and rigorous test-oriented systems (Dang, 2010). Positive outcomes which have been identified include an increase of learners' computer skills and an increased range of opportunities for peer interactions online (Nguyen, 2011).

1.3 The Research Problem

While much endeavour has been dedicated to studying and practising innovation in terms of making use of new teaching and learning methods, tools, and spaces, less attention has been paid to studying what is in the minds of participants when they embark on the innovation. To my belief, how new teaching and learning methods, tools, and spaces are used and engaged with, and to what extent, depends on how teachers and learners respond to and make sense of the new. At the same time, participants are required to make some aligned changes in terms of their knowledge, skills, beliefs, and identities to adapt to the new. Noticeably, as online technologies are exerting ongoing influence on language teaching and learning, an enduring focus for both research and practice has been on how to develop new teaching and learning environments in virtual spaces (e.g. Barker, 2002; Hampel, 2009; Hampel & Stickler, 2005; Levy, Wang, & Chen, 2009). However, when teachers enter those new virtual environments, it really

matters how they cope with challenges, tensions, and conflicts which emerge not only from new features of the environment in terms of technology, but importantly from new demands of them as teachers during the course of their learning about new processes involving new technologies. In particular, new demands are placed on them in terms of reconfiguring their roles and identities as teachers while the teaching and learning spaces are also being transformed. Learners also undergo similar kinds of challenges, tensions, and conflicts. The nature and extent of these changes in identity during the course of innovation have as yet been given little attention.

In the context of English language teaching and learning at the tertiary level in Vietnam, more and more Vietnamese teachers and learners are embracing new online technologies both inside and outside their classrooms. Efforts in both research and practice have been dedicated to identifying and developing skills and methods that are believed to be necessary for teaching and learning with new online technologies both internationally and in Vietnam. However, for Vietnamese teachers in particular, when they move from teaching in traditional classrooms in a traditional role to teaching online, they face a number of challenges, tensions, and conflicts in terms of role and identity, as broadly identified by Nguyen (2010). While Vietnamese tertiary learners of English now use online technologies outside their classrooms for both their study and their non-academic life, research to date has not focused on how they configure, engage with, and make sense of new learning opportunities provided by the internet including Web 2.0. In addition, we as yet know little about what Vietnamese learners of English in those virtual learning spaces expect to achieve for themselves as learners and users of English as a foreign language in this era of globalization.

The investigation undertaken for this thesis into Vietnamese university teachers and learners of English when they create and implement innovation in Web 2.0 environments across three phases of this study will provide a useful perspective from which to understand the various ways that innovation relates to identity for the Vietnamese participants. As Phase One concerned an initial experience of innovation for a small group of three novice teacher learners and me as a participatory mentor in a non-institutional and new context of public Wikipedia, the focus was on examining the three participants' identities as they started out and how they viewed themselves while they implemented the innovation. Phase Two extended the initial experience as the participants moved on to their own real-life contexts switching their roles to teacher and

mentor from that of learner participant in Phase One to create and implement their own innovation projects applying what they had recently learned with my less direct on-going mentoring. Thus the focus of this phase was on challenges relating to role switching in terms of how they induced the participants' negotiation and construction of roles and identities in the new contexts. This phase also examined how the participants adapted themselves to fit the new working environments in the switched roles. Phase Three looked at a classroom-based innovation in wiki writing, an innovation that was initiated by me, in an institutionally constrained context with a teacher and his three classes. The investigation was of challenges, tensions, and conflicts in terms of not only new technical features of wikis but importantly new configurations of classroom roles and identities faced by the teacher and his students in aligning the traditional classroom and wiki settings. In addition, the study examined how the teacher negotiated and constructed teacher roles in the new environments and under particular institutional constraints relating to his prevailing teacher responsibilities. The students' perceptions and negotiations of their identities as users of English in the new wiki spaces were also examined. The three phases of the study will provide insights into the relationship between innovation and identity in a range of Web 2.0 environments and settings for Vietnamese participants.

1.4 Significance of the Study

With the aims of the three phases described in section 1.3, the significance of the study can be identified in the following areas. Firstly, the study contributes to our understanding of innovation, of challenges, tensions, and conflicts that may take place in the processes of creating and implementing an innovation; it also provides new perspectives on the teachers and learners, and on ways they respond across different contexts of the study, with on-going reference to the less well researched Vietnamese tertiary context. Specifically, three key aspects of innovation in the three distinct phases of the study will be of significance to the literature of innovation.

The first key aspect is the initiation of innovation in a small-scale non-institutional context, as in Phase One, and how the participants construct their new identities as they participate in and experience the different aspects of the innovation. Research into how teachers construct their professional teacher identities as innovators while implementing innovation has been carried out in school contexts with specific institutional constraints, for example in Trent's (2012) work. However, the question of how novice teachers are

motivated to construct their teacher identity as they participate in innovation in a less-constrained non-institutional context, a kind of context that is open, innovative, peer supportive, and provided with mentoring, has been under-researched. This study will contribute to filling this gap.

The second key aspect is the continuation of innovation, moving the teacher learners from an open non-institutional context to an institutionally constrained one through a switch of roles, with less direct on-going mentoring, as in Phase Two. This study will focus on this kind of transition, examining challenges, tensions, and conflicts posed to the participants, how they negotiate themselves drawing on how they perceive the extent of innovation and demands that new contexts place on them, and how adaptive they become as they switch roles from learners to teachers or mentors. Given that little attention in the literature has been paid to the relationship between innovation and identity as the innovation implementer switches the role from that of a learner to a teacher, especially from an open context to a constrained one, the contribution of this study regarding this issue will be considerable.

The third aspect of innovation is the context of a classroom-based innovation in a clash between the traditional classroom and a more innovative online classroom, as in Phase Three. As the innovation involves new teaching and learning spaces which are nevertheless under the constraints of institutional contexts including institutional requirements and fixed teacher responsibilities, it is important to examine how this kind of context induces the negotiation of classroom roles and identities of teachers and learners. The contribution of this study to the literature will be an empirical account of a classroom-based innovation in a traditional classroom setting with attention to attendant challenges in terms of classroom roles and identities.

Furthermore, this study will contribute insights to the development of innovation drawing on new learning environments and new learning configurations that can be enabled through what is referred to in the literature as open content social software (Wheeler, 2010). As Brocke, White, Walker, and Brocke (2010, p. 149) argue, Web 2.0 offers great potential for the design of innovative learning and teaching scenarios centred on user/learner-generated content. In order to develop and encourage the active involvement of learners to share their knowledge, research has shown that the role of the teacher as a designer of the new learning environment and a facilitator and

scaffolder for learners throughout all processes is critical, as for example in Lund and Smordal (2006). In addition, approaches to promoting best practices in a manner that encourages a progression of engagement are needed, as for example in Wheeler (2010). However, at the same time, researchers accept a number of limitations in encouraging shared knowledge construction, which not only arise from technical issues that can induce learners' disengagement but more importantly relate to learners' perception and culture of sharing (Wheeler, 2010). In this study, the initial experience of innovation in Phase One will shed light on various ways of encouraging and developing shared knowledge construction in wiki environments. Although the context is non-institutional, which is less typical as a teaching and learning scenario, it will provide insights into how shared knowledge construction can be made possible and developed in one particular setting. The study will also shed light on the development of new learning configurations created by Vietnamese learner participants and will point to some of the enabling factors.

Although on a limited scale, this study can contribute insights into one Vietnamese tertiary context of innovation, particularly its teachers and learners of English in terms of their responses to innovation. Using a socio-cultural lens, the research focuses on evident aspects of Vietnamese university teachers and learners' traditional classroom roles and identities in terms of beliefs, expectations and selves in relation to themselves as teachers, learners, and student peers. Drawing on White (2007b) the lens also helps illuminate how conflictual new demands of classroom roles and identities are to traditional ones. This will contribute to our academic understandings of implementation of innovation in a Vietnamese tertiary context in particular and in different contexts in general. The study will thus be informative particularly for teacher implementers, adopters, and evaluators of innovation: the socio-culturally traditional is critically influential in terms of the extent and manner of the implementation of innovation.

1.5 Purpose and Research Questions

This study investigates the relationship between the creation and implementation of innovation and how that induces negotiation and construction of identities among participants. The investigation took place with four Vietnamese university teachers of English and their university students through three phases in the study. In particular, the research seeks to address the following research questions, each of which aligns with a phase of the study:

1. How does an initial experience of innovation in Web 2.0 relate to the participants' identities and their identity negotiations as Vietnamese university teachers and learners of English?
2. From a longitudinal perspective, how does an extended experience of innovation in Web 2.0 in a range of settings relate to the participants' identities and their identity negotiations as Vietnamese university teachers/users of English?
3. How does a classroom-based experience of innovation in wiki writing relate to the negotiation of classroom roles and identities across a semester in a Vietnamese tertiary context?

1.6 Overview of Chapters

This thesis comprises seven chapters. This first chapter has provided an introduction to the thesis, including a personal perspective, an overview of innovation at the tertiary level in Vietnam, the research problem, and significance of the study, the research questions, and an overview of chapters. Chapter Two reviews the literature on three topics relevant to this study, namely innovation, innovation and identity, and Web 2.0. The first section provides an overview of research and theorizing concerning key aspects of innovation discussed in relation to the study. The second section provides a critical review of the literature on innovation and the teacher, particularly the relationship between implementation of innovation and teacher identity. The third section reviews the literature on networked language pedagogy and Web 2.0 in language teaching and learning. The chapter concludes with an indication of the need to expand research into relationships between innovation and identity in other contexts apart from more typical classroom ones. Chapter Three introduces the methodology of the study. It begins with a description of the three phases of the study. It is followed by a description of research settings and participants in each phase, and then a brief description of the research design. After that, a detailed presentation of research procedures and instruments used for data gathering in each phase is provided. The chapter ends by addressing ethical dimensions of the research. Chapters Four, Five, and Six are dedicated to findings related to Phase One, Phase Two, and Phase Three respectively. In each of these chapters, the first section is a presentation of the innovation, concerning how it was created and developed. This is followed by findings related to identity, concerning aspects of the participants' identity as they emerged and/or became evident during the course of their implementation of the innovation. The

final section of the chapter is dedicated to discussion in detail of key points in the results. Chapter Seven is the final chapter of the study. This chapter begins by briefly revisiting the three research questions and drawing conclusions from the study. It then presents implications, followed by a consideration of strengths and limitations. The chapter ends with a final word from the researcher as a conclusion.

CHAPTER TWO

LITERATURE REVIEW

2.1 Innovation

This first section provides an overview of research concerning key aspects of innovation such as definitions, characteristics, and theoretical frameworks, and discusses them in relation to this study. The section ends by briefly mentioning major innovations in English language education and the current trends of innovation in Web 2.0.

2.1.1 Definitions, characteristics, and theoretical frameworks of innovation

2.1.1.1 Definitions

One of the earliest definitions of innovation comes from Nicholls (1983), who identifies innovation as an idea, object or practice perceived as new by individuals, which is intended to bring about improvement in relation to desired objectives, fundamental in nature, and is planned and deliberate. Nicholls focuses on the planned nature of innovation and its relationship to ongoing improvements. More recently, a simpler and widely used definition by Rogers (2003, p. 12) is that innovation is an idea, practice, or object that is perceived as new by an individual or other unit of adoption. Rogers's definition on the one hand can cover the whole range of fields in social sciences but on the other hand lacks specificity needed for a particular field, for example, for education or English language education.

Specific definitions have been advanced in relation to innovation in education. For example, Markee (2001, p. 120) suggests innovation be defined as “proposals for qualitative change in pedagogical materials, approaches, and values that are perceived as new by individuals who comprise a formal (language) education system.” Markee adopts a perspective of ‘diffusion-of-innovations’, recognising that it is a social process by which information about a new idea is communicated (Rogers, 2003). He argues that the relationship between individuals and systems must be considered in a definition, and that “qualitative change”, not “fundamental change”, is the term which “conveniently covers all three levels of innovative behaviour (materials, approaches, and values)” (p. 121). Karavas-Doukas (1998, p. 28) focuses on classroom practice in relation to student achievement in his definition of educational innovation, which states “educational innovations are planned to bring about improvement in classroom practice with the

ultimate aim of enhancing student achievement”. Arguing for the ultimate aim, that is student achievement, Karavas-Doukas points out three levels of change that a fundamental innovation, whatever its focus, must involve if it is to bring about an effect in the classroom and on students. The three levels of change are teaching materials, teacher behaviour, and beliefs and principles underlying new materials and approaches. In the context of a classroom and with the aim of enhancing student achievement, Karavas-Doukas’s definition and the construct of the three levels of change are limited to the relationship between teachers and their teaching materials, approaches and student achievements.

In a synthesizing and more comprehensive view of educational innovation, Lano, Riley, and Crookes (1994, pp. 488-489) discuss four key terms needed to define innovation, namely change, development, novelty, and improvement. Among the four key terms, ‘development’ touches upon three areas of development in ESL contexts, namely curriculum development, focusing on students, professional development, focusing on teachers, and programme development, focusing on administration, all three of which contribute to a strong construct of innovation, as shown in this definition: “An innovation in a second language teaching program is an informed change in an underlying philosophy of language teaching/learning, brought about by direct experience, research findings, or other means, resulting in an adaptation of pedagogic practices such that instruction is better able to promote language learning as it has come to be understood”.

A very recent view of innovation in higher education based on the development of new technologies, Web 2.0 technologies in particular, and their effects on teaching and learning in universities focuses on ‘learning innovation’ (Ehlers & Schneckenberg, 2010; Salmon, 2010). With a view to the future for learning in the twenty-first century, Salmon (2010, p. 28) recognises innovation as “the process that translates knowledge into economic growth and social well-being”. While innovation in that view encompasses a wide range of stakeholders, for learning particularly, Salmon believes that “both radical and incremental innovations are necessary” (p. 29). This particular view for learning is useful to view innovation for this study.

2.1.1.2 Characteristics

Characteristics of innovation have been described and discussed in the literature from different perspectives in general social sciences (e.g. Rogers, 2003), education (e.g. Fullan, 2007), or English language education (e.g. Waters, 2009). Two common characteristics have been recognised in relation to innovation in this study, namely ‘compatibility’ (Rogers, 2003, p. 15) or ‘acceptability’ (Waters, 2009, p. 427), and ‘complexity’ (Fullan, 2007, p. 87; Rogers, 2003, p. 16). The former refers to the degree to which an innovation is perceived to be consistent or compatible with existing values, beliefs, and approaches. The latter refers to the degree to which an innovation is perceived to be difficult to understand and use. These two characteristics reveal inherent problems in innovation: on the one hand, an innovation should be compatible with current beliefs; on the other hand, an innovation is difficult and should exert a change in beliefs.

Characterising innovation in terms of its processes and in relation to the teacher, Lano, Riley, and Crookes (1994, p. 495) put forth three main points that innovation involves: change on various levels, a cyclical process of revision, and aim for improvement.

When it comes to levels of change, Sergeant (2001, p. 243) discusses first order and second order innovation concerning effects of innovations. He describes that first order effects are obvious differences an innovation makes, and second order effects are deeper results of the innovation. Regarding innovations involving technology for writing classes for example, Sergeant wrote that while first order effects are immediate advantages that students have, such as that they can communicate with friends overseas, deeper, second order effects involve “a restructuring of the cognitive skills underlying the writing process” (p. 243). The notion of first order and second order innovation will be used in my study to help examine effects of innovation.

2.1.1.3 Theoretical frameworks

Theoretical frameworks of innovation presented here include frameworks of phases in the innovation process, contexts of innovation, and psychological processes of the innovation implementer.

2.1.1.3.1 The three broad phases of the change process

Literature on innovation theory often uses Fullan’s well-established conceptualisation of three broad phases of the change process (Fullan, 2007; Fullan & Stiegelbauer, 1991) as the theoretical framework for educational innovation management and evaluation.

The three broad phases of the change process move from Phase 1 - variously labelled initiation, mobilization, or adoption, to Phase 2 – implementation or initial use, and to Phase 3 – called continuation, incorporation, routinization, or institutionalization (Fullan, 2007, p. 65; Fullan & Stiegelbauer, 1991, pp. 47-48). Although the description of the phases is the same in the two editions, the model in the early edition (Fullan & Stiegelbauer, 1991) is a linear process, with Outcome after Continuation, while the model in the later edition (Fullan, 2007) recognises Outcomes in the centre of a circular process of Initiation, Implementation, and Institutionalization (see Figure 2.1 and Figure 2.2). This change in the model acknowledges that the change process is not always linear and outcomes do not necessarily come in the final stage.

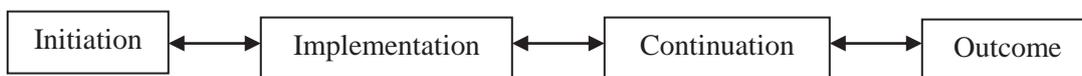


Figure 2.1: A simplified overview of the change process (Fullan & Stiegelbauer, 1991, p. 48)

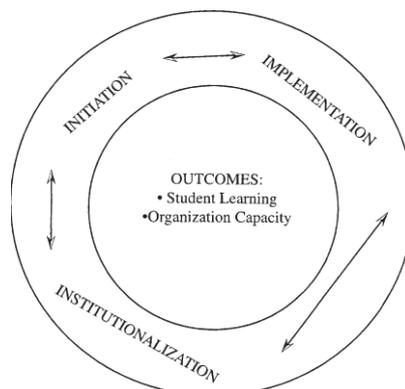


Figure 2.2: A simplified overview of the change process (Fullan, 2007, p. 66)

This model is useful for understanding the process of innovations in the study in terms of their natural change process and how we should plan and/or support the process.

2.1.1.3.2 Initiating an innovation: innovation contexts

A theoretical framework of innovation contexts in English language education mentioned by Waters (2009, p. 428) as “probably the best-known and most influential” is to be found in Kennedy’s (1988) work. The framework represents the whole context of a classroom innovation containing interrelating sub-systems of contexts in a hierarchical relationship (see Figure 2.3).

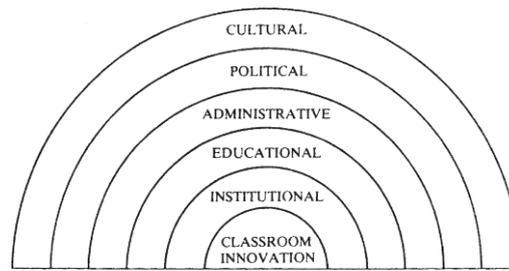


Figure 2.3: The hierarchy of interrelating subsystems in which an innovation has to operate (Kennedy, 1988)

As can be seen from the framework, sub-systems of contexts external to the classroom, hierarchically ranging from institutional to cultural, influence and determine the classroom innovation. In other words, as Waters (2009, p. 429) remarked, possibilities for classroom innovation are seen to be determined to a great extent by the whole context. Another message from the framework concerning possibilities for a classroom innovation to be adopted is that the classroom innovation should fit in the whole system containing sub-systems of contexts. As discussed in Waters (2009), however, the potential for an innovation to be adopted also lies in “subjective factors relating to individual perceptions of self-agency” (p. 42). In relation to classroom-initiated innovation, the discussion resonates with Wedell’s discussion about initiating educational change (2009, p. 22) that it should be started from where people are, in other words, from their contexts. It is imperative, as Wheeler’s argument goes (2010, p. 104), that “changes that are required are not only needed at an institutional level, but must also occur within the “hearts and minds” of all actors in the process – the tutors and the students”.

2.1.1.3.3 Implementing innovation: roles and responsibilities

Theories of implementing innovation are reviewed in terms of people participating in the implementation, for the innovation “depends on what a whole range of people who are more or less directly involved actually do” (Wedell, 2009, p. 29). Two sections are covered: roles and responsibilities of participants and psychological processes of the implementer.

A classification of roles for participants in ELT innovation in Murray (2008, p. 6) encompasses *adopters* (e.g. government officials), *implementers* (e.g. teachers), *clients* (e.g. students), *suppliers* (e.g. material writers), and *entrepreneurs* (e.g. expatriate curriculum expert). While the classification seems to cover a wide range of

stakeholders, it may be vulnerable for criticism in some ways. Firstly, the distinction of roles may not be always clear-cut but can be overlapping, for example, a teacher can be an adopter and a beneficiary (client) of an innovation, let alone a supplier, who can create his/her own resources for implementing the innovation (Waters, 2009, p. 437). Secondly, the classification may induce the feeling that while the teacher is the very person directly responsible for implementing the innovation, the outcome of the innovation is to a large extent determined by other people, those who approve the innovation, provide the resources, manage the implementation, for example. Another critique that this study could attribute is that because teachers do not normally in the first place embrace a change or an innovative practice, and tend not to be ready for it until they are at least provided with training, the role of a mentor, which is absent in the classification, is significant in an innovation.

In a more rational way which places the teacher in the central position of the implementation, Wedell's (2009, pp. 29-30) classification of roles is based on those who have influence upon the teacher's experiences, comprising: local educational leaders, institutional leaders, teacher educators, colleagues, learners, and parents and the wider community.

2.1.1.3.4 Psychological processes of the innovation implementer – the teacher

Wedell (2009, p. 41) argues that the implementation process at all levels is generally unpredictable because people have feelings and do not respond purely rationally to a change. For that reason and also for the purpose of my study, the literature review in this section focuses on the psychology of the innovation implementer, chiefly the teacher.

In Waters (2009, p. 441), the psychology of the teacher is pictured as similar to the structure of an iceberg and the way it interacts with its environment, as shown in Figure 2.4. As can be seen from the Figure, the portion of the psyche below the surface of the iceberg comprises the 'ideas' level and the 'attitudes' level, both of which interact with the 'behaviours' (Waters, 2009, p. 441). According to Waters, this conceptualisation resonates with the three levels of change discussed in Karavas-Doukas (1998, p. 28), change in teaching materials, behaviours, and beliefs. However, as in Karavas-Doukas (1998, p. 29), implementation of innovation can involve a degree of change occurring in all three levels, the extent of which may cover more than the change of teacher attitudes,

which are “everyday perceptions and beliefs about the world at large” (Waters, 2009, p. 441), for example, the change of teacher selves.

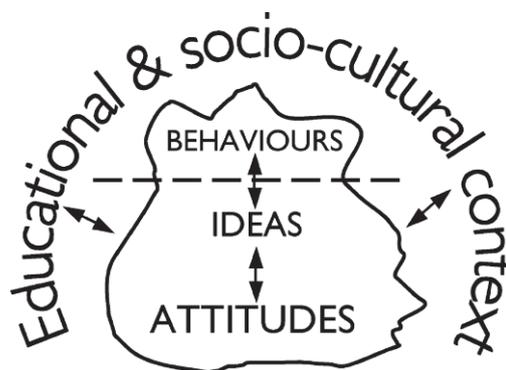


Figure 2.4: The Teacher Iceberg (Waters, 2005)

Two companion frameworks discussed in Waters (2009, p. 443), which “throw further light on the psychological nuances of innovation implementation by teachers” are ‘Levels of Use’ and ‘Stages of Concern’. The former involves different levels of implementation behaviour the teacher may exhibit at a given point in the process, for example, “mechanical use”, “renewal”. The latter involves affective reactions that the teacher may have towards an innovation at any given stage in the implementation process, ranging from, for example, “early management concerns” to “later refocusing ones” (Waters, 2009, p. 443). The use of these companion frameworks helps enhance our understanding about both the complex nature of an innovation from the standpoint of the implementer, the teacher, and the extent of innovation implementation (Karavas-Doukas, 1998; Waters, 2009).

2.1.2 Major innovations in English language education and the current trends of innovation in Web 2.0

A number of innovations mentioned in the literature as developments in English language teaching (ELT) include the notional/functional syllabus, the process syllabus, the Natural Approach, the procedural syllabus, and task-based language teaching (Markee, 2001, p. 118). In the current age, a major innovation pervasive in ELT contexts worldwide is CALL. However, in relation to curriculum innovation, Sergeant (2001, p. 240) claims that the full potential of integrating computers into the ELT curriculum has not been reached and CALL is treated as a separate entity and bolted on to the existing curriculum.

The twenty-first century witnesses a prevalent stream of innovation or causes for innovation in education derived from what is called Web 2.0. As wikis, weblogs, Youtube, RSS feeds, social networks, for example, Web 2.0 has inspired intense and increasing endeavours for innovation in higher education (e.g. Alexander, 2006; Allen, 2004; Bryant, 2006; Downes, 2004, 2005; Hilton, 2006; Klamma, Cao, & Spaniol, 2007; Lamb, 2004; Lee, Chan, & McLoughlin, 2006; Lorenzo & Dziuban, 2006; McLoughlin, Lee, & Chan, 2006; Oblinger & Oblinger, 2005; Redecker, Ala-Mutka, Bacigalupo, Ferrari, & Punie, 2009). The notion of e-learning (Downes, 2005; Ehlers & Schneckenberg, 2010) or learning innovation (Salmon, 2010) is a major representative of what is currently taking place or anticipated in higher education as innovation. As discussed in Garrison and Anderson (2003, p. 1) a decade ago, we still have much to learn of the inherent capabilities of e-learning: e-learning remains a relatively new phenomenon and continues to pose innovative challenges as it involves re-conceptualising teaching and learning, particularly in higher education.

2.2 Innovation and Identity

This section reviews research into areas of change in terms of the teacher, the person directly responsible for implementing an innovation (Salim & Nor, 2005; Waters, 2009, p. 437), such as behaviour, which majorly comprises skills and practices, beliefs, which is one of the three areas of change characterising innovation (Karavas-Doukas, 1998) and the key change area in an innovation process (Fullan, 1998), and identity.

2.2.1 Teacher behaviour

Teacher skills and practices, two major areas comprising teacher behaviour, particularly in the online teaching environment as a new teaching space for teachers, are considered in this section.

Much of the literature has been dedicated to the importance of skills required of teachers to teach online, what skills are needed, and how to provide training for those skills. It has been recognised that teachers' shortage of and/or lack of confidence with technical skills impedes them in accessing and making use of opportunities offered online. Thus, training teachers to deal with technical skills is necessary (e.g. Sergeant, 2001; Sharma & Barrett, 2007). However, that is not enough, according to Hampel and Stickler (2005), who argue that skills for good teaching online should go beyond the technical level to reach the pedagogical level, "the skill of creating online communities or social entities for language learning" (p. 316).

A widely recognised model of skills for language teachers to teach online is built in the form of a pyramid proposed by Hampel and Stickler (2005) (see Figure 2.5); it comprises skills that are built on one another and relate to both technical expertise and pedagogical expertise. Addressing the levels of both technical and pedagogical skills necessary for language teachers to successfully teach online, the model raises awareness of the individual skills and provides insights into their importance in the whole system of skills. A consideration of using the model could be that the order of skills needed to be acquired or possessed by the teacher can vary widely. Moreover, although the three levels of technical skills form the base of the pyramid and the four levels of pedagogical skills form the top, it should not be taken for granted that technical skills provide the basis for pedagogical ones.



Figure 2.5: The skills pyramid (Hampel & Stickler, 2005)

In the recognition of the importance of skills for online language teaching, Levy, Wang, and Chen (2009), however, discuss in their study that it is the process of training for skills, which allows the teacher to gain confidence in using teaching tools online, that sows the seeds of online pedagogy. The training process in their study is not only an external process of actions for the study teachers but more importantly an internal process that “might best be described as an internal dialogue” (p. 32). Above all, they found that the study teachers needed a process in which existing skills, for which they provided training at the outset of the study, needed to be revisited and reconceptualised. Their study revealed the importance of building on skills and continuing a cycle of revisiting and reconceptualising them.

What these studies are communicating are not only frameworks of skills for language teaching online but more importantly insights into what teacher skills involve, both technologically and pedagogically, to lead to changes in teacher behaviour.

2.2.2 Teacher belief

It is claimed in the literature that among the three levels of change in fundamental innovation, change in belief is the most difficult to achieve (Karavas-Doukas, 1998; Kennedy, 1987). For one thing, teachers when adopting an innovative teaching resource tend to transform it to suit their existing teaching styles and to conform to their existing beliefs (Karavas-Doukas, 1998). Moreover, when the introduction of new teaching materials or a new set of activities implies changes of roles of the teacher and learners, of how the teacher and learners interact, and of classroom organisation, the teacher tends to incorporate the new to align with his/her existing beliefs, as many case studies reveal (Karavas-Doukas, 1998). In line with psychological theory, as discussed in Waters (2009, pp. 443-444), significant change tends to be experienced as a potential threat to what is called *key meaning*, “the schemata developed on the basis of various everyday life experiences and which provide the predictability, security and self-worth necessary for coping successfully with daily existence”. Therefore, in order to change deep-rooted preconceptions, there needs to be a degree of what is called ‘reculturing’, the process of adjusting many established behaviours and eventually beliefs (Wedell, 2009, p. 17).

2.2.3 Teacher identity

While considerable attention in the literature has been paid to how the implementation of innovation, particularly in technology-mediated environments, implies changes to teacher behaviour and teacher belief, not much attention has been paid to issues of teacher identity in terms of how it is challenged, negotiated and constructed in response to changes induced by innovation. Even less has been dedicated to examining the relationship between implementation of innovation and teacher identity when the teacher has to act as a teacher but is in the course of learning in the innovation. This section will review two studies that are most relevant to my study in terms of teacher identity in innovation in a school context and in an online context. After the review, this section will discuss theoretical frameworks used in the studies that will be taken as the ground for this study.

In the context of three secondary schools in Hong Kong, Trent's (2012) study investigates implementation of innovation in relation to construction of teacher identity. The study draws on an analytical framework of teacher identity, basically recognising that teacher identity is constructed, maintained, and negotiated primarily through discourse. The major finding is that when implementing what were perceived as innovations in English teaching in the contexts of the individual schools the teachers constructed their preferred professional identities of innovative teachers (pp. 10-11). Not only did the teachers position themselves as "innovative", "modern", or "up-to-date" teachers but they were also positioned by their school authorities with appreciation and impression for their effortful practices. However, the study shows that although the school authorities showed appreciation and positive endorsement of the teachers' competency, they implied a caution, which was shown in their responses to the teachers, saying that "we, as a team, are considering how we can move forward with this together" and that "we need some feedback from students and parents to consider if there are really benefits to students in terms of language learning" (p. 15). Positioning by authorities, in the cases of the teachers, did contribute to the teachers' negotiation of innovation and identity (p. 15). Trent's study also points to the mutually constitutive relationship between innovation and identity; on the one hand, implementing innovation underpins the teachers' capacity to position themselves and to be positioned by others as innovative teachers; on the other hand, the teachers being afforded scope to explore their preferred professional identities is essential to implementation of innovation (Trent, 2012, p. 1).

In the context of distance language teaching, White's (2007b, p. 97) article explores the process of innovation from the point of view of teachers in terms of their internal change. When distance language teaching was mediated through new technologies, the teachers in the study, with first time experiences in the new environment, found they were faced with new issues and challenges that the new environment imposed on them. Drawing on the theory of teacher identity, the article analyses the teachers' internal struggles, conflicts, and negotiation and finds that distance language teaching disrupted many expectations and practices established in face-to-face classrooms and "entailed a different process of identity enhancement which, initially at least, they found demanding and in conflict with their personal and professional needs" (p. 104). The article suggests that the framework of identity can provide insights into a deeper

understanding of innovation and of the teachers' responses (p. 102). Equally, White also argues that the way the teachers responded to, altered and re-created the innovative teaching environment that was initially unpredicted confirms the view that innovation is loaded with unknowns (pp. 107-108).

As the ground for this study, these articles imply, through their use of, a theoretical framework of language teacher identity as an instrument for analysing identity in the implementation of innovation. The framework, which is theorised by Varghese, Morgan, Johnston, and Johnson (2005, p. 35), identifies three themes as central to understandings of language teacher identity: identity is multiple, dynamic, and conflictual; it is related to social, cultural, and political context; and it is constructed, maintained, and negotiated primarily through discourse. This framework of teacher identity aligns with the sociocultural perspective of identity (Bucholtz & Hall, 2005), viewing that "identity is the social positioning of self and other" (p. 586). Particularly with "the relationality principle" (p. 598) of analysing identity, this perspective enhances our understanding of the process of teacher identity construction, which takes place as teachers position themselves and are positioned by others, for example, by school authorities (Trent, 2012), or by learners (Reeves, 2009). The framework of teacher identity with the sociocultural perspective of identity will provide an analytical ground to my study.

Key to understanding the relationship between innovation and identity, as both articles imply, is the role of context. If in Trent's (2012) article the context of Hong Kong and the individual secondary schools can contribute to the teachers' negotiation of implementing innovation and preferred professional identity, in White's (2007b) article the context of the familiar face-to-face language teaching and the new environment of distance language teaching helps explain the teachers' internal struggles and conflicts and hence their shift of identity. Under-researched in the literature is a longitudinal perspective, which is clearly important in the study of innovation. This study also adds a small-scale non-institutional open-ended context and an institutionally-constrained closed context, in which participants move on from the roles of learner to switched roles of teacher or mentor, and will look at the issue of how this kind of context relates to participants' identity in terms of its construction and negotiation.

From another perspective, the implementation of innovation, which, in a synonymous way, is doing something new that may change habits and norms, in many cases involves the teacher as both a teacher and a learner at the same time. Two studies looking closely into teachers' internal worlds when they participate in innovation as both teachers and learners, the situation that is most relevant to this study, will be reviewed here.

The first study is about Will, an experienced teacher taking part in a collaborative teacher learning project (White, 2012). In this study, White looks at how the issue of teacher identity emerged as central to Will's experience of blended teaching (p. 15). The study indicates that Will envisioned and re-envisioned himself in the new domain of online language teaching, not only through his classes but also through his learning in a distance Portuguese course (p. 16). It was the experiential learning in the distance course that became the key motivation and provided him with knowledge of features of the online learning environment. The study also shows how teacher identity in a new learning experience is both dynamic and conflictual. Sometimes Will felt comfortable as a teacher and at other times he did not: Will felt at the same time both inspired and threatened about innovation (p. 16). The study also suggests an instrument for better understanding Will's motivation for learning to teach in the new space, and hence his teacher identity in relation to innovation, that is the framework of L2 self and identity, which will be described below.

The second study looks more closely into teachers' internal worlds, namely teacher self and identity, for an investigation of subjective experiences of teachers new to e-language teaching participating in a collaborative teacher learning project (White & Ding, 2009). In the investigation, White and Ding noticed how the teachers negotiated their identities as part of the learning experiences (p. 333). The lens of self and identity is used to examine how the teachers envisioned and re-envisioned themselves as teachers in the new teaching domain. Lena, an experienced university lecturer in English for Academic Purposes and a researcher of language maintenance among German immigrants to New Zealand, featured in an individual case study. Lena's ideal self as a teacher was to become someone who could bring students authentic learning opportunities that were engaging and interesting, and she saw technology would offer possibilities to realise this ideal self (p. 341). In this individual case study, the researchers argue that it was the ideal teacher self that acted as a catalyst for the nature and extent of teacher involvement in the project, which formed the course and the

nature of teacher learning (p. 347). The highlight of the study is that teacher self and teacher identity makes the core of teacher learning (p. 347).

The studies into both Will and Lena provide vivid pictures of the internal world of the teachers as learners new to an e-learning environment. They suggest that it is the perspective of teacher self and teacher identity that can serve as a useful tool for a good capture of what is happening and a good understanding of why that is so. In terms of teacher identity, it is multiple, dynamic, and conflictual, closely related to social, cultural, and political contexts, and constructed, maintained, and negotiated primarily through discourse (Varghese et al., 2005, p. 35). This model of teacher identity draws on three different theoretical frameworks, as presented by Varghese et al., including social identity theory, theory of situated learning, and concept of the image-text: social identity theory supports the concept of identity based on social categories created by society, for example, nationality, race, class, etc. (p. 25); the theory of situated learning assumes that the process of becoming part of a community of practice is fundamental to learning (p. 28); and an image-text is perceptions learners have on the teachers, the perceptions which are produced through the everyday practices of schooling and reflects the affective relationships between teachers and students (p. 32). Varghese et al. suggest that an openness to multiple theoretical approaches would allow a more useful understanding of the concept of teacher identity in its inherent complexity. Moreover, in terms of an open perspective for understanding teacher identity and in the awareness of complexity of identity, this model leaves implicit insights into the issue of teacher identity of those teachers in switched roles, switching from being learners to being teachers in a longitudinal experience of innovation. Drawing on Varghese et al.'s model, this study will look more closely into teacher identity of teachers in switched roles, acknowledging what White (2007b) indicates that the notion of teacher identity has a far greater reach than that of teacher role.

Both studies also use the lens of self as a useful instrument for understanding the teachers' motivation in the learning projects. From a sociological perspective, self is defined as "meanings we hold for ourselves when we look at ourselves" (Stets & Burke, 2003, p. 130). In the two studies in particular, the notion of possible selves (Markus & Nurius, 1986) provided an analytical framework. Possible selves represent "individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming" (p. 954). In the study about Will, the ideal self (would-like-to-

become) acted as a motivator for him to engage in the new learning spaces, but he was also motivated by his fear of becoming out of date. In the study about Lena, she viewed technology as offering possibilities to realise what she would like to become as an experienced teacher, thus she was driven to engage in the learning project by her ideal self. Drawing on the self framework, Dornyei's (2009) construct of the L2 Motivational Self System composing the ideal L2 self, the ought-to self, and the L2 learning experience, also serves as a tool for our understanding teachers' motivation of learning in a new learning environment. This perspective of self and identity will provide a ground for the analysis and discussion of this study.

A review of the literature in innovation and innovation and identity reveals that while much attention has been paid to educational innovation in classroom-based contexts from various perspectives, considerably less attention has been paid to innovation in contexts which are less typical of classroom settings. The particularly innovative context in my study, in which participants switch roles from that of a learner in one context to that of a teacher in another context, has not been the subject of previous research. This study will look at the latter area and expand research into this field.

2.3 Web 2.0 in Learning and Teaching

This section begins with an overview of networked language pedagogy. It is then followed by a definition of Web 2.0 and Web 2.0 applications. The section ends with a presentation of Web 2.0 in learning and teaching.

2.3.1 An overview of networked language pedagogy

Literature on the use of computers in language classrooms traces back to as early as the 1950s, when computer programmes were first used for grammar drills and testing (Fotos & Browne, 2004). It is reported that language learners at that time worked noninteractively in laboratories with mainframe computers. Pedagogical challenges were to create learner interfaces that presented the computer as an interactive tutor providing students with immediate feedback and subsequent activities based on their results (Fotos & Browne, 2004; Kern & Warschauer, 2000). The focus of classroom instruction was on discrete grammatical structures and accuracy (Kern & Warschauer, 2000; Warschauer, 2004).

The rise of the internet and the development of desktop computers in the 1990s, in the context of shifts in views of language and language teaching paradigms, expansion of

English use, and major changes in language textbooks, were observed to bring about dramatic changes to language classrooms (Fotos & Browne, 2004; Kern & Warschauer, 2000; Warschauer, 2004). Research into network-based language pedagogy around this time recognises the role of the internet and its effects on the language classroom, which majorly shifted away from teacher-centredness to learner-centredness (Fotos & Browne, 2004). For example, reading comprehension programmes allowed students to do reading assignments with multimedia and linked resources, which supported the reading process at the student's own pace, and conditioned the development of learner autonomy; email exchanges enabled students to communicate with not only their teachers and classmates but also other language learners and native speakers anywhere and anytime, which multiplied opportunities for communication practice (Fotos & Browne, 2004; Kern & Warschauer, 2000).

While literature on early stages of networked language pedagogy recognises the role of computers and their effects on some major changes in language classrooms, it implies that computers were viewed as tools existing outside the language classroom and, like any other technological tools in teaching, did not suggest a causal effect on learning improvements until the teacher had particular practices of use for particular contexts (Kern & Warschauer, 2000).

Against the backdrop of technological developments since the introduction of computers into early networked language classrooms, research into networked language pedagogy has been proliferating around various types of learning and learning environments. A common remark in the literature is that the evolution of technology has created new social contexts and forms of discourse, which shape how learning can take place (e.g. Blake, 2007; Kern, 2006; Meskill & Anthony, 2004; Warschauer, 2004). Many types of learning interaction brought about by the internet that did not occur previously are beyond the scope of single classrooms and require/arise from long distance collaboration.

This review of the literature in the recent phase of networked language pedagogy is mostly based on the grounds of Kern, Ware, and Warschauer's article (2004), focusing on online long distance exchanges. In terms of pedagogical focus, the notion of learning in terms of the gain of knowledge is expanded beyond language learning to culture. Kern et al. through reviews of important studies in the recent phase of online language

pedagogy research put forth issues of linguistic interactions and intercultural learning for a discussion of the notion of learning. It is suggested that linguistic interactions online provide an ideal medium for students to learn language through opportunities of attending and reflecting on the form and content of communication enabled by the written nature of discussion (p. 244). The role of negotiation of meaning in language development, a key factor in online linguistic interactions, is emphasised particularly when negotiation takes place in the complex communication dynamics shaped by the online medium. Intercultural learning is looked at by Kern et al. through intercultural projects in literature whose goal is not only to enhance learners' language development but also to enrich their cultural and intercultural competence (p. 248). It is important, according to the researchers, that learners can view their own culture(s) in dynamic relation to another group's perspective (p. 248).

Another prominent issue in recent research into online language pedagogy reviewed in Kern et al.'s (2004) article is that of literacy development and its relationship to identity. It is reported that the flexible, interactive and multimodal nature of online communication is ideal for exploration and expression of identity (p. 253). For those learners who were unsuccessful and lacked motivation at school, the online environment helps them gain the status of English users and explore "their own pluralistic identities based on affiliation with like-minded individuals and groups" (p. 254). The online environment also empowers learners to author texts, which creates opportunities for the development of agency, "the power to take meaningful action and see the results of one's decisions and choices" (p. 254).

The shift in focus to networked language learning has important implications for pedagogy, according to Kern et al. (2004). Firstly, there is an argument for a shift in pedagogy focusing on learners' ability to use their linguistic, cognitive, and social resources to negotiate linguistic, interactional, and cultural demands of online discourses. The argument is based on the premise that "learners do not just speak a language but speak from particular social positions" (p. 254). Secondly, language and literacy development should arguably not simply be about the ability to read and write but more importantly the ability to negotiate new roles and identities. The two arguments imply the significant role the teacher needs to take on in designing activities and encouraging learners to participate "as creative producers of new media and as agents of purposeful communication and action" (p. 254).

The role of the teacher in the environment of online distance learning implied by Kern et al. (2004) directly calls for the teacher's expertise, which should include more than pedagogical skills, to enhance online interaction and collaboration. A well known model of teacher skills that can respond to this call is that of the pyramid of skills formed by Hampel and Stickler (2005), which has been mentioned in the section concerning teacher behaviour (section 2.2.1). While the literature has been dedicated to indicating skills and training for skills, little discussion is directly about the teacher's mindset that is likely to be needed to underpin a change in expertise when teaching online.

2.3.2 Definition of Web 2.0 and Web 2.0 applications

Web 2.0 is widely defined as the second generation of World Wide Web that emphasises active participation, connectivity, collaboration and sharing of knowledge and ideas among users (McLoughlin & Lee, 2007; O'Reilly, 2007). Wheeler (2010, p. 107) adds that if Web 1.0 is referred to as "read only" web, Web 2.0 is not only "read-write" but also "listening-speaking" and "doing" web.

Web 2.0 applications include wikis, blogs, and other social networking sites. A wiki is a website that promotes the collaborative creation by allowing any visitor to contribute or edit the content (O'Neill, 2005). A blog, or weblog, at its simplest, is an online journal that is updated frequently by an author or multiple authors, allows readers to participate by responding to, commenting on, and contributing to blog posts (Gurak, Antonijevic, Johnson, Ratliff, & Reyman, 2004). It has been widely recognised in a huge body of research that these applications have potential to enhance learners' experience through customisation, personalisation, and rich opportunities for networking and collaboration (e.g. Alexander, 2006; Barsky & Purdon, 2006; Boulos, Maramba, & Wheeler, 2006; Klamma, Chatti, et al., 2007; McLoughlin & Lee, 2007; Williams & Jacobs, 2004).

2.3.3 Web 2.0 in learning and teaching

A huge body of literature is dedicated to the use of Web 2.0 in learning and teaching. Characteristics of Web 2.0 in regard to its educational use and potential are widely recognised, especially the hallmark of its openness and sociability, which is suggested to have great potential for enhancing learning (e.g. Lai & Ng, 2011; McLoughlin & Lee, 2007; Wheeler, 2010). Based on this hallmark, many studies have investigated and discussed affordances that Web 2.0 (potentially) offers learning and teaching, majorly

focusing on those for collaborative learning (e.g. Guth, 2007; McLoughlin & Lee, 2007; Wheeler, 2010).

As wikis and blogs and other open content social software enable students to generate content, share resources, and connect with each other, they are commonly believed to support and enhance collaborative learning. Guth (2007, p. 61) claims that “the notion behind many of the tools that characterise Web 2.0 is that of ‘community gains’, i.e. users benefit from each other in the spirit of ‘the whole is greater than the sum of its parts’”. McLoughlin and Lee (2007, pp. 666-667) refer to this notion as the concept of collective intelligence, which means “when working cooperatively and sharing ideas, communities can be significantly more productive than individuals working in isolation”.

Regarding meanings behind collaborative learning, the notion of communities of practice (Wenger, 1998) is viewed as a useful paradigm for investigating and understanding learning processes afforded by open content social software (Ruth & Houghton, 2009). The concept of communities of practice concerns a theory of learning which is underpinned by the assumption that “engagement in social practice is the fundamental process by which we learn and so become who we are” (Wenger, 1998, cover page). Core to this notion is that learners work within a community of practice, and initial inexperienced practices by newcomers (i.e. novices/students) are seen as normal, and the development of greater expertise is supported often in informal ways by those with existing knowledge. Acquiring practices occurs through a process of participation, which is characterised by “mutual recognition”; “in this experience of mutuality, participation is a source of identity” (p. 56). When it comes to the virtual learning environment afforded by Web 2.0, in their study conducted in a classroom environment in which wikis were used, Ruth and Houghton (2009) observe that the students actively created a community and the course developed into a community of practice (p. 144). However, a critical argument that the authors make is that:

Wikis blur the definition of both novice and expert as expertise is developed and constructed as part of the process. While an individual may be a novice in one area, they are able to develop expertise, to varying degrees, in others. [...] Wikis, by their very nature, are a ‘socially constituted practice’, blending novice levels of knowledge with expertise (p. 144).

Apart from its meaning characterising the hallmark of collaborative learning that can thrive in a wiki environment, the argument leaves implicit the aspect that wikis can provide a fertile terrain for participants to construct and negotiate identities particularly when the boundary between a novice and an expert can be blurred in the wiki community. This aspect will be discussed in my study.

From another perspective, collaboration poses as much of a challenge as a benefit, as shown in many studies. As the traditional epistemology of most Western educational systems involves promoting individual ownership, it is challenging to promote collective ownership, as revealed in a brief review of literature in Guth (2007, p. 62). It was found that students tended to edit their own content when writing on wikis and felt individual ownership of their content even when their peers had given feedback on or edited their content (Guth, 2007) and students are resistant to having their work altered or deleted by other group member (Wheeler, Yeomans, & Wheeler, 2008). Lund and Smordal (2006, p. 41) also observes through their wiki study that “learners did not immediately embrace any notion of collective ownership or epistemology”, and many students were “reluctant to interfere with somebody else’s material [...] and when they did it, it was more on a language level than a content level”. Similarly, wikis as a collaborative tool in Wheeler’s study (2010) were not directly successful because most students were reluctant to edit the work of others (p. 114).

In order to promote what is called by Wheeler (2010) a culture of collaboration and sharing, and cultivate and support a shift to collective epistemology, researchers call for an expansion of the role of the teacher, a more pronounced teacher’s presence with a teaching design that aligns with affordances of Web 2.0 and sustains students’ learning in Web 2.0 spaces. Of significance is, therefore, how to support and encourage students’ engagement and interaction in online spaces involving the use of open content software (wikis and blogs). In direct response to the problem of the lack of students’ engagement, Wheeler (2010) devises a five-stage wiki activities model for use in designing wiki tasks for students (see Figure 2.6). According to the author, the model “encourages a progression of engagement from solo inquiry to group collaboration through increasingly complex skills acquisition and application” (p. 112). The model also illustrates a trajectory starting from surface technical and social acquisition to more complex levels of collaborative skills and knowledge construction. The entire process also allows sufficient room for participants’ reflection and thus enables possibilities of

contextualisation of each activity. This model will be useful for this study particularly in designing collaborative wiki writing projects in both small-scale context and classroom-based context and understanding and thus supporting the process of progression of student engagement.

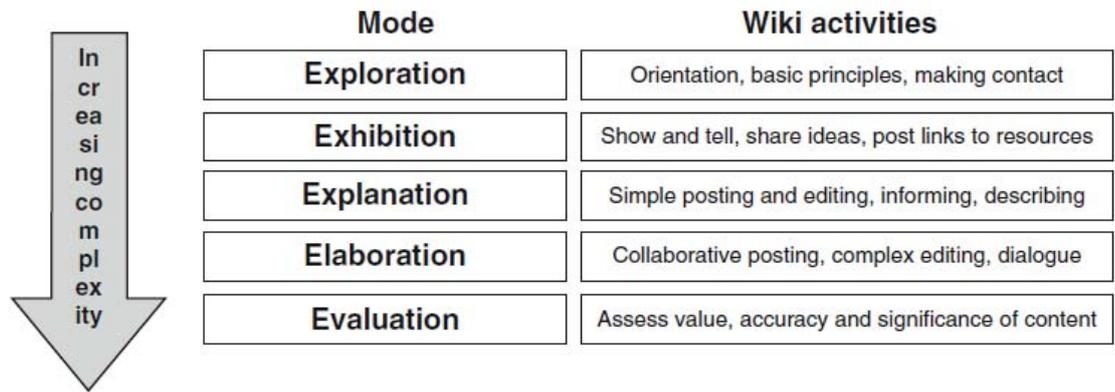


Figure 2.6: Five-stage wiki activities model (Wheeler, 2010, p. 113)

Apart from collaborative learning, the dimension of customised and personalised learning afforded by Web 2.0 has been attracting growing attention of research and practice (e.g. McLoughlin & Lee, 2007; McLoughlin & Lee, 2010; Sclater, 2008). In the study into the use of two learning Web 2.0 tools referred to as Virtual Resources for Online Research Training (a website) and Virtual Interactive Platform (a platform) for Masters and Doctoral students in educational studies, Joyes (2008) explores ways learner identity developed in the online learning environment and thus suggests the need to redefine and reconceptualise personalisation in relation to learning. In particular, this study shows that the website has sophisticated navigation features and suggested learning pathways that allowed the learners to use it to meet their personal needs. Importantly, the virtual resources provided the learners with opportunities to identify themselves as part of the research community including researchers and distance research students (p. 467). Personalised learning afforded through the website was not only reflected through its inbuilt pedagogic flexibility but also the authentic learning context (p. 470). The interactive platform was originally designed to support the website, combining best Web 2.0 concepts of Facebook and Youtube, which allowed the learners to create, upload, share materials, and add commentary, and to engage in interactive discussions. Like the website, the platform also personalised learning, but

more importantly, it helped the learner co-construct meaning and new knowledge, and thus develop an identity as learners in a learning community (p. 472).

While Joyes' study may align with and support my study with its findings in terms of the construction of learner identity in a virtual learning environment, it leaves implicit an insight into who the learners were. There is inevitably a marked difference between learners being researcher Master's or Doctoral students and learners being undergraduates, in terms of learner identity, which could possibly induce a marked difference of construction of learner identity. The dimension of customised and personalised learning afforded by Web 2.0 and in relation to learner identity construction should be complexified at the primary level: who is the learner. My study will look at this issue for undergraduate classroom-based learners.

2.4 Summary of the Chapter

This chapter has reviewed the literature in three key areas pertinent to this study, namely innovation, innovation and identity, and Web 2.0, which made up three main sections 2.1, 2.2, and 2.3 respectively. In the first section, theories of innovation in education in general and in English language teaching in particular were reviewed and discussed in relation to this study. Key points of innovation particularly in a typical classroom-based context were acknowledged in this review and viewed as offering theoretical grounds for this study. However, the review also implied issues that were much less well researched in the literature but which are worthy of attention, particularly those issues relating to less typical innovation contexts.

In the second section, key research into the relationship between innovation and identity, particularly teacher identity in contexts of innovations in schools and distance language education, was reviewed and discussed. On the one hand, the review made explicit a focus on the use of teacher self and teacher identity in the existing studies as analytical frameworks that would be useful for this study. On the other hand, the review pointed to some kind of gap that could problematise the literature in the area of teacher identity and how it would be presented in innovation contexts that were less typical of classroom ones.

The third section was dedicated to a brief overview of networked language pedagogy and then Web 2.0, its definition and applications in language teaching and learning. It particularly reviewed and discussed existing research studies into the use of Web 2.0 in

learning and teaching, focusing on key dimensions of affordances of Web 2.0 in relation to my study: how they provide useful grounds and how they reveal other ways of focus or expansion that my study can contribute.

CHAPTER THREE

METHODOLOGY

3.1 The Three Phases

This study consisted of three phases, as summarised in Figure 3.1. Phase One concerned an initial experience of innovation in which three key participants collaborated online in the presence of the researcher mentor to write two articles on a wiki space, and published them on Wikipedia. These articles are referred to as Task One and Task Two. Phase Two extended the initial experience of innovation by following the participants' own trajectories as they switched their role from that of learner in Phase One to that of teacher and mentor, applying what they had recently learned to their own real-life contexts of teaching and mentoring using wikis and blogs, with less direct on-going mentoring provided by the researcher. Phase Three was a classroom-based experience of innovation in wiki writing across a semester in three university classes of English academic writing with a teacher who had no prior experience in using Pbworks. That innovation was initiated by the researcher and carried out in some degree of collaboration with one of the participants from Phase One.

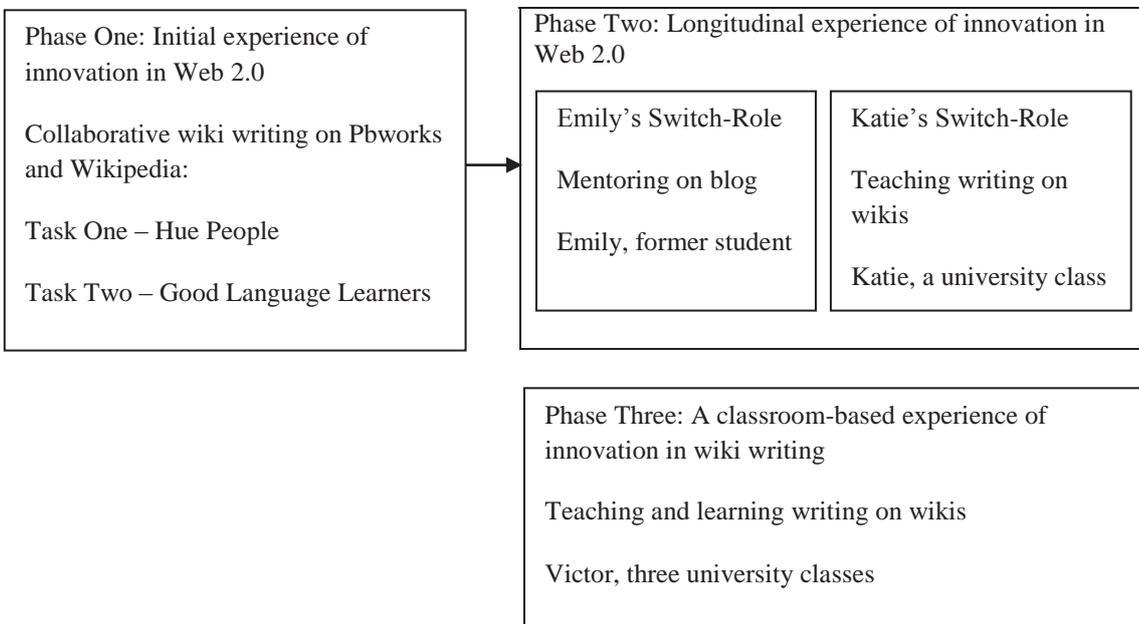


Figure 3.1: The three phases of the study

3.2 Research Settings and Participants

This section begins with a description of the broad physical setting of the study, a university in Vietnam. It then describes in detail specific settings and participants of each phase of the study. It also presents main reasons why the focal participants were chosen and the researcher's roles in the three phases of the study.

3.2.1 The university and the department of English

A university in the central Vietnam was the broad setting of the research. Founded in 1957, the university is a major educational institution in the region, providing institutional training for degrees of Bachelor, Master's, and Doctorate in various disciplines (e.g. science, medicine, agriculture, education, economics, arts, foreign language studies) and training in other universities in the country as well as distance training nationwide. The university enrolls national and international students; most of undergraduates are normally from the central region of Vietnam, a few postgraduates from Asian countries such as Cambodia, Laos, Thailand, China and a few others from Western countries, for example, Australia, Germany, USA. Most academic staff are Vietnamese and some contracted teachers are American, Australian, and New Zealander. Vietnamese staff have PhD or Master's degrees, and a few novices without Master's degrees are required to attain them to meet the requirement of staff upskilling.

The mission statement of the university clearly indicates the quality of human resource training, the quality of research, and effective technology transfer as the key targets. Among the targets, technology transfer poses the biggest challenge to all academic staff due to the continuously rising and ever-changing advancement of new technologies.

The English Department in the university was the place all the research participants were associated with. For the university, the department provides training for Bachelor degrees in English Language Teaching and in Translation and Interpretation, and Master's degrees in Theories and Methods of English Language Teaching. In addition, for another mission assigned by the Ministry of Education and Training, the department also provides training to in-service teachers of English in the whole central region in annual teacher upgrading programmes. Every school year, the number of undergraduate students enrolled in the English Department is generally very large, which makes the class size a challenge for teachers. For example, in the school year 2012, there were 530-plus first-year students enrolled in the department, making 12 classes of Listening

1, 12 classes of Speaking 1, 12 classes of Reading 1, and 12 classes of Writing 1, and each class had between 40 and 45 students. It is common that a teacher in the department has to teach three or four classes of English practical skills (e.g. Listening, Speaking) and each class has up to 45 students. The total number of Master's students in the department is normally between 90 and 100 in two classes, first-year and second-year. One class is enrolled each year.

Curriculum design and student examination for the undergraduate courses are implemented at the departmental level. All equivalent classes in the same course, for example, Writing 5, have to follow the same unit description basing on the curriculum pre-determined by the department. All students in the same course have to take the same test which takes place on one day of intensive examination administered by the department. Test results in all classes account for 60% and continuous assessment 40% of the final mark.

3.2.2 Settings and participants of Phase One

3.2.2.1 Settings

Against the backdrop of the increasing and dynamic use of technology in English language teaching and learning in the university, wikis were chosen as the main setting of the first phase of the research for their novelty and potential. Among many wiki websites available on the internet, I decided on one named Pbworks (pbworks.com), a real-time collaborative editing system operating in the wiki technology, a host of hundreds of thousands of workspaces in education provided free of charge. For this phase of the research, I set up a workspace on Pbworks, named Wikistudyproject. The workspace was the place where participants' writing activities in this phase took place. Although it is on cyberspace, access to the workspace is limited to user account holders.

The public-access website of English Wikipedia was another setting of this phase. After the writings that formed the focus of this phase had been collaboratively edited and completed on Pbworks, they were posted on Wikipedia as encyclopedia entries, which, like all other entries on the website, could be accessed, read, and edited by anyone. The novelty of Wikipedia to the participants was the aspect of publishing, and therefore providing a wide new audience for the participants' writing, and the effect this would have on the writing process, accounted for why Wikipedia was brought into the research.

3.2.2.2 Participants

Emily, Faith, and Katie (all are pseudonyms) are focal participants in Phase One of the research. All three of them are Vietnamese females in their early twenties, who graduated from the English Department of the university in 2009, and when participating in the first phase of the study in February 2011 were simultaneously full-time teachers of English and full-time Master's students in the programme of Theories and Methods of English Language Teaching in the department. Since they were the top three students in the cohort of graduates of the university in their year, they were recruited as teaching staff in the department right after their university graduation and at the same time directly transitioned to the master programme to meet the requirement of staff upskilling to postgraduate qualifications.

In this phase, Emily, Faith, and Katie were participant learners in a new wiki learning environment, and the researcher was the mentor of the three learners.

3.2.3 Settings and participants of Phase Two

After the three young women completed Phase One, their personal lives underwent considerable changes. Emily went to Australia to pursue a Master's course with a scholarship. Faith went to the UK for the same purpose. Katie continued to be a teacher of English in the English Department at the university. This phase of the study therefore followed the young women's own trajectories, and comprised two parts: Emily's and Katie's Switch-Roles. Faith did not feature in this phase in terms of innovation.

3.2.3.1 Longitudinal settings and participant 1, Emily

Leaving Vietnam for Australia for her Master's studies, which lasted from June 2011 to December 2012, Emily participated in Phase Two of the research against the broad context of the transition from her home country to Australia. In order to take up her scholarship to study a Master of Applied Linguistics in an Australian university, Emily had had to terminate the Master's programme in the university in Vietnam, which she had started in September 2009 and was supposed to finish in September 2011. The scholarship for a Master's degree in a Western country like Australia was what Emily had striven for, even while she had been taking the equivalent programme in Vietnam. The new full-time student life in Australia removed Emily from classroom teaching for one and a half years, unlike her situation in Vietnam, where she was simultaneously a full-time teacher and a full-time Master's student. Blogging was the most direct setting of Emily in Phase Two, when she was in Australia: she chose Wordpress, a free-of-

charge, publicly accessible, and open source blog tool, as her own workspace. In this space, Emily acted as a mentor mentoring a former college student of hers to practise writing on the blog. In this space, Emily was also a researcher of her own practices.

3.2.3.2 Longitudinal settings and participant 2, Katie

In September 2011, when Katie started Phase Two, she had been teaching in the Department of English for two years. By this stage, Katie was finishing her Master's programme in the department, having just submitted her Master's thesis and she was waiting for the oral defence.

Katie took part in Phase Two against that backdrop. The main setting was a writing class at the university, which she was assigned by the department to teach in Semester One, School Year 2011, apart from other classes (not participating in this study) that she also taught in the semester. The class was on English argumentative essay writing for third-year students majoring in English Language Teaching. There were 42 students in this class, all were Vietnamese with females outnumbering males, and within the age group of 20-21. Most of them had studied English from Year 6 and a few from Year 10. Katie was in charge of the class for the whole semester of fifteen weeks, starting in early September, two hours per week, in the morning.

The implementation of the project in this class had to be aligned with other equivalent cohorts doing the same writing course taught by other teachers in the department in terms of curriculum and student official evaluation. In particular, in terms of the research project, this class aligned with the three classes doing the same course taught by Victor that featured in Phase Three. Not only in terms of curriculum and students' official evaluation, these four classes shared the same wiki workspace and similar writing tasks. The difference was the situation of the teacher: Katie took on a switched role, while Victor was a novice user of wiki, without any prior learning experience.

3.2.3.3 Longitudinal settings and participant 3, Faith

Faith did not feature in Phase Two in terms of innovation. During her participation in Phase One of the study, also the period of time she had been taking the Master's programme in the Department of English, she had been applying for scholarships to do Master's in Australia and England, and her application to England was approved. She terminated the study in the department and left for England in September 2011. She lived in England for a year to do the Master's without teaching any classes in the

department over the period and her situation did not allow her to stay on with the research.

3.2.4 Settings and participants of Phase Three

The settings and participants of Phase Three were those of the English Department in the university where Emily, Faith, and Katie had all been teaching in Phase One. It was also the settings for Phase Two, in which Katie and her students were participants. In this regard, the classes in Phase Three and Katie's class in Phase Two were related, and the two phases occurred simultaneously.

3.2.4.1 Settings

Three classes of writing in Semester One School Year 2011 in the Department of English were the setting of Phase Three. The classes focused on English argumentative essay writing for third year students of English, as for Katie's students in Phase Two. Each class took place two hours per week over the semester of fifteen weeks. Class A had 32 students, Class B 38 students, and Class C 35 students. Although they were three separate classes, they were taught by the same teacher assigned by the department, had the same class implementation, and especially aligned with the class taught by Katie in Phase Two, as described in section 3.2.3.2.

The overall context of the classes was similar to other classes in the department, except for the introductory use of a wiki website as a new teaching and learning space. It was a workspace on Pbworks named Argumentativeessaywriting that was created by Victor and Katie for this study. The workspace was shared by Victor's students and Katie's students, totalling over 200 students, allowing all to read and edit papers that were written by either their classmates or others. All the students had user accounts in the workspace and the accounts were still accessible after the research.

3.2.4.2 Participants

The focal participant of Phase Three of the research was Victor (pseudonym), a male Vietnamese teacher of English in the Department of English. Victor was in his early thirties when he took part in Phase Three, had a Bachelor of Arts in TESOL from a teachers' training college in 2001 and started the profession of teaching English in his current department from 2001. In 2005 he attained a Master of Arts in English Language Teaching in the Philippines, which he was granted a scholarship to pursue, after which he returned to the department to continue teaching. In 2007, he was

appointed vice head of the Department of Vietnamese Studies and Vietnamese for Foreigners and then the head of that department in 2009. During that time Victor was still teaching in the Department of English.

In Semester One of School Year 2011, Victor was assigned by the Department of English to teach writing in the three classes mentioned above. Although the main focus of the research was on the teacher, the students and his classes were inevitably important participants in the research process, too.

3.2.5 The selection of the focal participants

Emily, Faith, Katie, and Victor were chosen for this study for the following main reasons. Firstly, they were outstanding students in the Department of English. This was to support my belief that innovation should be given to more able people. Actually, my belief resonates with one of the elements of successful change put forth by Fullan (2007): “ensure that the best people are working on the problem” (p. 51). The second reason was that, to my observation as their erstwhile colleague, Emily, Faith, Katie, and Victor, all are innovative and/or aspiring for becoming innovative teachers. As novice teachers and outstanding students, these people are seen to always strive for innovation in their teaching, and their endeavours are considerable and, one way or another, influential to their colleagues. I had worked with them, as colleague, in some small-scale projects of innovation involving technologies at the university, thus I believed that this study could bring them another opportunity to experience something innovative in learning and teaching. Another reason for my selection of them was their willingness to participate in my study. As I initially approached them to talk about the project and my intention of inviting them, they offered me support and help as research participants. For a researcher, having participants happily willing to participate in the study was likely to be of value.

However, I was highly aware of our personal pre-existing relationships, which were different from the ‘traditional’ objective relationship between research participants and the researcher. As discussed in Duff (2008), this kind of relationship did challenge me in keeping a balance between being close and being distant in data collection and analysis. Ethically, this kind of relationship required careful considerations, and my deliberations around this are presented in the final section of this chapter.

3.2.6 My roles in the three phases

My roles were clearly identified in the three phases of the study, and they were made clear to the focal participants. However, aspects of the roles emerged as need arose, especially in the more open context. In Phase One, I was a participatory mentor for Emily, Faith, and Katie. I initiated the innovation, was directly involved in creating new environments on wikis, suggesting writing tasks, conducting online group discussions, and giving tutorials for Wikipedia publishing. During the implementation of innovation, I was a facilitator and motivator of the participants and also a participatory member of the group when it came to Wikipedia publishing. A new aspect of the role of mentor emerged as Wikipedia editors got involved in our task: that required of me to be a mediator between the editors and the participants. Since this phase concerned an initial experience of innovation for the three participants as learners, an important part of the research task was in observing how the role of mentor itself evolved in the context of the innovation.

In Phase Two, as the focus was role switching for the three participants, I was a more distant mentor. I was not as participatory in their innovation projects as in Phase One, but remained an initiator of innovation in the sense that I initiated the concept of switch role, and made my expertise available for them when they needed throughout their implementation of innovation. Particularly for Katie's class, I was a commenter for the students on Pbworks and also one of the administrators of the workspace: I, together with Katie, set up the workspace and technically settled the students in the first place. For Emily, I worked with her on the work plan and guidelines for her own innovation project, frequently asked about her work progress, and provided timely feedback and/or instruction when she needed. I also acted as a commenter for her student on the blog. In Phase Three, as the focus was Victor being a novice teacher using wiki, without prior experience on wikis like the three other people, I was not a direct mentor for him as I was for Emily, Faith, and Katie in Phase One, although the innovation for his class was initiated by me. However, I made my expertise of wiki available for him and fully provided him with my encouragement and support for whatever he did. For his students, I was a commenter on Pbworks and an administrator, as for Katie in Phase Two.

I was aware that the role of a researcher, particularly in a qualitative research study, was "typically involved in a sustained and intensive experience with participants", which inevitably introduced a range of issues into the whole process of enquiry (Creswell,

2009, p. 177). With these concerns in mind, I always did my best to clarify my role as researcher in situations relating to ethics and in data interpretation. However, in interviews in particular, an occasional switch away from being a researcher to being a group member or peer of the participants' allowed me to create a relaxed environment, which, as claimed by Dornyei (2007), helped the interviewee feel comfortable to express herself. Role switching in these situations was a flexible strategy that allowed me to meet multiple tasks as a researcher, maintaining concern for the atmosphere of the interview at the same time as eliciting the information sought. This flexible role was in accordance with the emergent nature of the research design.

3.3 Research Design

An essential feature of the design of the three phases in this research was emergence. Although Phase One started with a pre-determined plan for two collaborative writing tasks on wikis (including Task One concerning the production of an entry on Hue People and Task Two an entry on Good Language Learners), as Task One evolved, the emergent involvement of Wikipedia editors inevitably took the task in a different direction, which was greatly influential and informative to the operation of Task Two. When one of the participants decided to post a precursor of the article for Task Two on Wikipedia, some of the Wikipedia editors sent messages regarding the likely content of the post. This partially contributed to how the participants decided the content of the Task Two article and what change they should make for implementation of Task Two. It can be said that the operation and the outcome of Phase One, in terms of two encyclopaedic entries on Wikipedia, emerged in response to the involvement of Wikipedia editors.

After Phase One, as the personal lives of the three key participants were considerably changed, which was beyond the control of the research, the design of Phase Two, comprising Emily's Switch-Role and Katie's Switch-Role, emerged from their availability for and interest in participation in this study and their new working contexts in the manner of extending their initial experience in Phase One. Also, the design of Katie's Switch-Role, which was a classroom-based project taking place in her real-life teaching context at her university, helped give rise to Phase Three. In this sense, Katie's Switch-Role in Phase Two and the classroom-based innovation project in Phase Three, carried out by Victor, who did not participate in Phases One and Two, were related. In general, three major components in this study, namely participants, settings, and

longitudinal experience of innovation, basically formed the ground of its emergent design.

This study was also characterised by the emergence of processes of data collection and analysis. For data collection, cycles of interviews, writings, and group discussions were used through the three phases of innovation. A description of instruments is provided in section 3.5. The instruments used for investigating on-going expectations and motivations were not pre-determined but were chosen, developed, and adapted through the research cycle according to what kind of information was emerging. Prompts for interviews and reflective writings were open and not directly focused on questions of identity and innovation. Similarly, interview questions were open, wide-ranging, and not specific in terms of identity and its relationship with innovation, thus avoiding leading the discussion in a pre-determined direction. Data was analysed intuitively right after each cycle to provide the basis for subsequent cycles of data collection. The process of formal data analysis in particular took place with a series of coding and recoding for key themes which emerged after further reading and interpretations that were linked to theories, until no new themes emerged.

3.4 Data Collection Procedures

Data collection procedures are described in line with the three phases of the research.

3.4.1 Phase One procedure

Phase One was composed of three stages, namely Initial Stage, Task One, and Task Two. In the Initial Stage, I set up a workspace on the wiki website of Pbworks and then the participants activated their user accounts following the invitation from the workspace. After that, I conducted Individual Interview Round One with Emily, Faith and Katie respectively on Skype. The interviews set the scene of the first task of the research.

Task One started after the Initial Stage, related to the three focal participants, Emily, Faith, and Katie, and the researcher as a mentor, working on the first online collaborative writing article titled *Hue People*. I invited the participants to decide how to work in a collaborative writing task and what to write in the article. They started by individually writing drafts and then posting on Pbworks in their own folders I had created. During that time, a written tutorial of Pbworks introduction and first use instruction combining texts and screenshots provided by me was made available on the

workspace and also sent via emails to each participant. When three separate individual writing drafts had been posted by each participant on Pbworks, an online group discussion between the three of them and the researcher took place to discuss an outline for a unified article titled *Hue People* built up from the drafts. After the online group discussion, each participant did her share of writing based on the outline. Another online group discussion after that took place to finalise the article on Pbworks and post it on Wikipedia, and to discuss a work plan for the next task. In that group discussion, alongside the discussion and posting activities, I provided technical tutorials on Wikipedia to the participants with some real modelling.

At this point, Katie wrote and posted some headings for the article of Task Two onto Wikipedia under the page of English as a Second or Foreign Language during the tutorial as a way of her technical practice on Wikipedia. Meantime, at the end of the group discussion, an article was entered onto Wikipedia as an encyclopaedic entry titled *People* under the page of Hue, and all the participants after that kept logging in to the website to add and edit details, especially as suggested in a message from a Wikipedia editor drawing on the writing style of the early version of the article.

Task One was finished with the entry on Wikipedia. However, other activities on Pbworks were still going on around some personal stories, photos, and video clips we had posted on the website during the time not for Task One but as ways to share our personal worlds, keep us connected, and familiarise more in the new space.

Individual Interview Round Two was conducted with each participant to close Task One and open Task Two, the online collaborative writing article titled *Good Language Learners*. After the interviews, an online group discussion took place to build up an outline for the article, as suggested by the participants drawing on their experience in Task One, and also to discuss a suitable page on Wikipedia for the article because the previous page with headings posted by Katie had been removed by a Wikipedia editor and left with an explanatory message. After the group discussion, each participant started off the task by individually writing her part in the outline. During this time, I posted on Pbworks some book sections and articles as reading materials to share and support their writings. When all the participants had finished their writing part, they themselves posted the complete article on Wikipedia under the page of “Good Language Learner Studies”, each person doing the posting of her own part. Task Two was finished

with the article on Wikipedia although the article was soon removed by a Wikipedia editor because it was not aligned with the encyclopaedic genre.

As Phase One had provided Emily, Faith, and Katie as learners with an initial experience of innovation in Web 2.0, I thought an expansion of that initial experience would be valuable for them: it would be worthwhile seeing how they could apply what they had learnt to their own teaching contexts. The expansion of that initial learning experience would also be meaningful for this study of innovation in terms of the nature of a longitudinal experience of innovation. Phase Two therefore was aimed to provide the participants with opportunities to switch their roles from being learners as in Phase One to teachers or mentors to transfer their learning experiences to their students.

3.4.2 Phase Two procedure

This phase included two participants, Emily and Katie: Emily was a mentor responding to a request for help from her own former student by providing online mentoring to her in the sphere of blog for the student's practice of writing, and Katie was a teacher of a class of writing using wiki. Before Emily and Katie took up the task, I conducted individual interviews with them to close Phase One with evaluation and bridge Phase Two with expectations, suggestions, and preparations.

After Emily's interview, she and I had an online discussion about a tentative work plan for her project before she really started. A guideline co-constructed by Emily and me resulted at the end of the discussion. I decided to give Emily a great deal of freedom to make decisions in this phase, that she would implement procedures of choosing and setting the blog, recruiting the student and informing about the project, and planning and conducting writing tasks for the student. The project took place around focal activities of writing on the blog of Wordpress done by the student and commenting on the writings from Emily and at times me as a blog visitor. During the blogging time, Emily decided to have two interviews with the student, via Skype, one in the middle and the other at the end of the project. She also kept a researcher journal of her own throughout the time. At times, I emailed or chatted online with her to follow her progress and offer help if necessary. When the project was half way through, an opportunity came for me to have a face-to-face interview with her, and to discuss some issues that had emerged in implementation. After seven blog entries and two interviews with her student, Emily decided to end the project, although the blog was still going on

its natural course. I asked Emily to fill in a questionnaire after that to get general information about her as a teacher learner, particularly after she had taken part in two phases of the research. The questionnaire was followed with an interview on Skype.

As for Katie in Phase Two, after the individual interview closing Phase One and bridging Phase Two, she started her project with a brief introduction about wikis that she included in the unit description for her writing class at the beginning of the school semester. For Katie in this phase, I travelled to the university for gathering data. A face-to-face group discussion including Katie, her colleague, Victor, and me allowed us to talk about Phase One to share our experience with Victor. Then together, Katie and Victor co-created a workspace on Pbworks. This officially opened both Katie's project and Victor's project (the latter which featured in Phase Three).

I first came to Katie's class on the following day to greet her students and introduce myself and my research to them. After seeing the students, I met Katie in the staff room to discuss a work plan for her class. I had some classroom observations after that when Katie provided tutorials on wikis in front of the class. I noticed the students had started to log in to Pbworks during this time, and were chatting, asking questions, and posted class papers as part of the class requirement. On Pbworks, I observed Katie not only as a class teacher giving comments to the students' papers but also as an administrator, together with Victor and me, giving general instruction to the students, specific technical instruction to those in need, and placing misplaced papers in proper folders during the semester. I myself also played the role of a commenter, together with two of my friends in New Zealand who commented on some of the students' papers. At the end of the semester, I had a face-to-face interview with Katie to close her project in this phase. I also had a few individual student interviews then. The questionnaire for Emily was also used for Katie to gather data on her as a teacher learner. The questionnaire was followed with an interview on Skype.

3.4.3 Phase Three procedure

Phase Three took place at the same time as Katie's project in Phase Two. It was about a teacher, Victor, teaching on wikis and his writing classes learning on wikis. Victor had not participated in the research before. To start off Phase Three, I had an interview with him on Skype focusing on his general thoughts about being a language teacher in the traditional teaching context and in an online context. In the face-to-face group

discussion with Katie and me, Victor shared more of his thoughts about teacher learning. After the group discussion, I came to Victor's classes, as for Katie's class, talked with some students outside the class, and worked with Victor after the class to develop a possible work plan. We all decided Katie's and Victor's classes should use the same work plan for the students on Pbworks. I undertook classroom observations of Victor's classes when he had technical tutorials on wikis in front of the class. I also observed Victor on Pbworks, when he, like Katie, was both a teacher giving comments to his students' papers and an administrator giving instruction to the students and helping with technical issues on the website during the semester. For the students, I and my two New Zealander friends did the same job of commenting on their papers as we did in Katie's class. At the end of the semester, I had a face-to-face interview with Victor focusing on his experience in this phase. I also asked Victor to do some reflective writing after that to supplement some points in the interview. After that, Victor did the same questionnaire that Emily and Katie had done to gather general information about his teacher learning. The questionnaire was followed with an individual interview on Skype. As regards the students, I conducted some face-to-face individual interviews with some volunteers at the end of the semester. For those who did not take part in interviews, I emailed them to ask for a reflective writing basing on my prompt questions, and a few of them responded to my email with their writings.

3.5 Instruments

Instruments for data collection used in the three phases were categorised into two types, main instruments and secondary instruments. Main instruments were those planned and developed by the researcher, secondary instruments were introduced by the participants during the course of the project.

This section will present instruments in line with three specific phases, making up three sub-sections. Each sub-section includes a table summarising main instruments and secondary instruments for the phase, and descriptions in detail of how each instrument was developed and used.

3.5.1 Instruments for Phase One

3.5.1.1 Phase One, Task One

Task One concerned a collaborative production of an encyclopaedic entry about Hue People carried out by Emily, Faith, and Katie on Pbworks and Wikipedia, mentored by me as researcher.

Main instruments used in Task One included interviews, online group discussions, and researcher journal. The development and implementation of those instruments involved the following issues:

- Design of prompts and work plan
- Consultation with my supervisors over the prompts and schedules
- Participants' responses to written prompts
- Researcher's elaboration on responses
- Arrangement of interviews or group discussions at times chosen by the participants and suitable to their physical locations
- Practice of audio recording at the beginning of an interview/group discussion by the researcher and the participants
- Invitation to participants to choose language of responses
- Saving of audio files of the interview/group discussion by the researcher and the participants
- Journaling of researcher reflections in research journal, including development of initial intuitive analysis
- Email to thank the participants

3.5.1.1.1 Initial Individual Interviews

Design

Initial individual interviews were conducted prior to Task One. The purpose of these interviews was to gather information from the participants regarding their expectation about the project, motivation for participation, and preparation for themselves before they took part in Task One.

Written interview prompts were provided to the participants prior to the interview to provide an initial framing for it. The prompts contained open-ended questions about expectation and motivation, and gap-fill statements about self preparation. The

questions and statements were worded based on “*The city of New Youful*” (fictional city), which metaphorised the project, and the new life in the city metaphorising participation in the project. (See Appendix A for the full version of the prompt.) The image of *New Youful* was used to help visualise the project and to facilitate the participants’ responses to the prompt. They were asked to write answers for the questions and finish the gap-fill statements and return them promptly to me with a day and time they chose for their interview.

When each participant returned the prompt, I read and highlighted items for which I sought explanation, elaboration, or extension. I made marginal notes next to each item with additional questions I wanted to ask in the interview.

The implementation of the interviews

I conducted individual interviews with Emily, Faith and Katie respectively on Yahoo Messenger on three different days. I was in my university office in New Zealand, and each interviewee was in her house in Vietnam. All three interviews took place in the morning time in Vietnam. I started with a warm-up, and explained what the interview was about and what I was going to ask her. I emphasised that I was going to ask basically the same questions as in the prompt, and ask for explanation, elaboration or extension of those points I found I needed to. I had the prompt in front of me during the interview and suggested the interviewee look at or refer to her own copy. The warm-up was in Vietnamese. Before I started the interview questioning, I invited the interviewee to use either English or Vietnamese and switch the language whenever she wanted. In fact, they chose to use English throughout the interview. At some points in all the three interviews, according to the interviewee’s response, I provided a brief explanation about what wikis were, what they were going to do in particular on wikis, and their importance as participants in the case study research. Before I finished the interview, I asked if the interviewee had any questions, requests, or comments, and all three interviewees said they liked this kind of interview online, particularly with the help of the prompt.

The interviews lasted over one hour on average.

Task One			
RESEARCHER'S JOURNAL	<p>Main instruments</p> <ol style="list-style-type: none"> 1. Individual Interview Round 1, Yahoo, February 2011 (longitudinal semi-structured interview) 2. Online group discussion, Yahoo, 12 April 2011: <ul style="list-style-type: none"> - Researcher, Emily, and Faith - Pbworks and Wikipedia simultaneously - Finalising writing draft on Pbworks, and for technical tutorial on Pbworks given by the researcher 3. Online group discussion, Skype, 2 May 2011: <ul style="list-style-type: none"> - Researcher, Emily, Faith, and Katie - Pbworks and Wikipedia simultaneously - Posting on Wikipedia - Discussing work plan for Task Two 4. Individual Interview Round 2, Skype, May 2011 (longitudinal semi-structured interview) 	<p>↔</p> <p>↔</p> <p>↔</p>	<p>Secondary instruments</p> <ol style="list-style-type: none"> 1. Researcher's and participants' comments on the writing during the process of writing (Pbworks) 2. Personal photos and comments (Pbworks) 3. Video clips by the researcher and comments (Pbworks) 4. Wikipedia editors' feedback on the writing (Wikipedia) 5. Skype chat, Faith, 3 May 2011 on Wikipedia editors' feedback 6. Emails 7. Facebook
Task Two			
RESEARCHER'S JOURNAL	<p>Main instruments</p> <ol style="list-style-type: none"> 1. Individual Interview Round 2, May 2011 (longitudinal semi-structured interview) 2. Online group discussion, Skype, 1 June 2011 <ul style="list-style-type: none"> - Researcher, Emily, Faith, Katie - Pbworks and Wikipedia simultaneously - Making outline for the writing 3. Individual Interview 3, Emily, Skype, 12 August 2011 (longitudinal semi-structured interview) 4. Individual Interview 4, Emily, Skype, 29 Sept 2011 (longitudinal semi-structured interview) 5. Individual Interview 3, Katie, Skype, 3 Nov 2011 (longitudinal semi-structured interview) 	<p>↔</p> <p>↔</p> <p>↔</p>	<p>Secondary instruments</p> <ol style="list-style-type: none"> 1. Researcher's and Participants' comments on the writing during the process of writing (Pbworks) 2. Personal photos and comments (Pbworks) 3. Reading materials (Pbworks) 4. Wikipedia editors' feedback on the writing (Wikipedia) 5. Yahoo Messenger chat, Emily, 28 July 2011 6. Emails 7. Facebook

Table 3.1: Summary of instruments for Phase One

After the interviews

Since they were the very first interviews in the research, I wrote about them in my researcher journal straightaway, mostly about my feelings about the interview experience. After I listened to the sound files and transcribed the whole interview, keeping both the English and Vietnamese languages in the transcripts, I wrote more about the interviews in my research journal, and this time the writing included some intuitive analysis of the transcripts alongside what I thought were my shortcomings and lessons from each interview.

Task One started after the three initial individual interviews were finished. Two online group discussions took place during the course of Task One.

3.5.1.1.2 Online Group Discussion One, 12 April 2011

The purpose

During the first part of Task One, the participants did initial writings about Hue People on Pbworks without collaboration. In this situation, I thought it was necessary to have an online group discussion to unify the writings for a complete article. The discussion was meant to be an opportunity in which the three of them as team members gathered and collaboratively constructed an academic article of *Hue People* based on their initial writing drafts. The opportunity allowed me to observe the collaboration as a participant observer, and also to provide them with real time tutorials on Pbworks during the discussion with on-the-spot modelling and practice.

The implementation of the group discussion

Emily, Faith and I took part in the group discussion on Yahoo but Katie could not make it. It was morning time in Vietnam, Emily and Faith were in their houses, separately, and me in my university office. We could not make a voice-chat conference on Yahoo Messenger and hence we chat typed with each other.

I began the group discussion with a warm-up, including a brief explanation of its purpose. I chat typed in Vietnamese language throughout the discussion and so did the participants. I wanted the participants to become aware of the genre issues in their writing drafts and decided where to start the discussion by asking them what they thought about their writing drafts in relation to the aim of the task and what they as Wikipedia readers would expect to read in an entry about *Hue People* on Wikipedia. We

spent a little time looking at some articles on Wikipedia and talking about them regarding genre. I wanted to establish and maintain a low-anxiety environment by engaging in the discussion as their peer, not as a researcher questioning them. They both highlighted the need for an outline for an academic article of *Hue People*. The construction of the outline took place in an easygoing manner and was informed by the huge resource of reading materials on the internet.

The group discussion lasted more than an hour.

3.5.1.1.3 Online Group Discussion Two, 2 May 2011

The purpose

Having established an outline, the group then divided responsibility for its sections and the participants did their writings based on the division. When the participants had finished their writing sections, I thought it was necessary to have the second online group discussion as an opportunity for them to individually engage in posting their section of the article on Wikipedia in line with my real-time technical instructions on Wikipedia.

The implementation of the group discussion

Emily, Faith, Katie, and I took part in the group discussion. It took place on Skype, after we all had created our Skype accounts and thought that a voice chat conference on Skype would be effective. Emily, Faith, and Katie were in their houses in Vietnam, and me in my university office. We all spoke in the Vietnamese language throughout the discussion.

After the warm-up, I explained the purpose of the group discussion. This was the first time the participants had published their writing on Wikipedia. Under my instructions, they created their user accounts on Wikipedia and individually and simultaneously posted their section of the article on Wikipedia. In order to facilitate their work, I used Google and Wikipedia to search for answers for any inquiries or issues they had during the posting process, for example, how to insert a photo in a text, how to make a hyperlink in a text, and so on. That also helped to maintain a low-anxiety environment of the experience of Wikipedia posting. The process of posting alongside the instructions lasted nearly an hour.

The discussion finished when the whole article had been posted on Wikipedia.

3.5.1.1.4 Follow-up Individual Interviews

Follow-up individual interviews were conducted with each participant to close Task One and prepare for Task Two.

Design

This round of interviews was aimed at each participant's reflections on Task One and suggestions for Task Two. Written prompts provided prior to interview repeated *the City of New Youful* for a sense of continuity desirable in longitudinal interviews, and asked about the participant's "lived life" in the city. (See Appendix A for the full version of the prompt.)

The implementation of the interviews

Although the implementation of the interviews in this round was basically the same as in the previous round, there were significant differences in the way I handled the interview, hugely benefiting from the first round. I tried to talk less and let each interviewee talk more: I gave time for participants to think and respond. I realised at some points of the interview I did not have to ask more and accepted some kind of temporary ambiguity. However, at some points, I found I was co-constructing some additional information with the interviewee, and at some other points I was talking about additional things outside the interview questions. To some extent, those additional things helped create a more relaxing atmosphere in the interview and reduced the tension the interview could possibly create for the interviewee, which could in turn have impeded the process of thinking and reflecting.

The interviews were in English as our choice, and lasted on average over an hour.

After the interviews

I recorded my reflections after the interviews in the research journal, and did the same process as after previous interviews.

3.5.1.1.5 The researcher journal

During the phases of data collection, the researcher journal contained my thinking before I gathered data, and my feelings, reflections, and some kind of intuitive data analysis after I gathered data. I also wrote about challenges, tentative plans, and questions for a new task in the researcher journal.

3.5.1.1.6 Secondary instruments

During the course of Task One, some instruments for data collection emerged and/or were introduced by the participants. They were personal photos and stories posted by the participants and myself as a participant in separate additional pages and in the form of comments on written drafts on Pbworks when we felt that we were connected with the writings and we wanted to share more with each other. There were also messages to the participants from the Wikipedia editors after we posted the article, discussing the article regarding its writing and genre. Some of my emails and the participants' emails during this time, especially in relation to the Wikipedia editors' message, also counted as instruments for data or potential data. In particular, the Skype chat between Faith and me about the Wikipedia editors' message when I met her by chance on Skype also provided data for the research.

3.5.1.2 Phase One, Task Two

Being intended to bring participants another opportunity for collaborative writing on wiki and particularly publishing on Wikipedia, Task Two concerned a collaborative production of an encyclopaedic entry about *Good Language Learners* carried out by Emily, Faith, and Katie on Pbworks and Wikipedia.

Main instruments for Task Two also included interviews and online group discussions, which were developed and implemented along the lines described in section 3.5.1.1.

The follow-up individual interviews at the end of Task One had included, in the later stage, suggestions for Task Two. The interviews therefore provided data for Task Two as well.

After these follow-up interviews, an online group discussion took place before the participants began the writing task.

3.5.1.2.1 Online Group Discussion Three

The purpose

All the participants requested and felt it was necessary to have an online group discussion before they started writing the article of Task Two. The online group discussion, according to their interview responses, was for them to discuss with me an outline for an academic article like *Good Language Learners* so that their writing could

be based on the outline. The participants also suggested the online group discussion be in the same style as the ones before.

The implementation of the online group discussion

Emily, Faith, Katie, and I took part in the online group discussion. The three participants were in their houses in Vietnam and I was in my university office. It was morning in Vietnam. Since we were used to this kind of group discussion and the online space, it did not take long for us to get into a Skype conference and be ready with Pbworks and Wikipedia on simultaneously for the discussion. The warm-up thus went very quickly.

I started the discussion mentioning some book sections and articles I had posted on Pbworks as reading materials for their writing *Good Language Learners*, and a tutorial on Pbworks was mentioned. A little look at the book sections and articles helped provide some input for the discussion from each participant. I then elicited information for the discussion and construction of the outline by asking the participants to reflect on what had made them good language learners. That stream of input formed the discussion and the construction of the outline, and was monitored and sustained by the group's collective activity and by me as a facilitator.

The online group discussion lasted approximately one and a half hours. Vietnamese language was used throughout the discussion.

After this discussion, the participants wrote their sections based on the division of the outline. An interview with Emily took place when the task had gone half way.

3.5.1.2.2 Mid-Task Two Interview with Emily

Purpose and design

By this point, Emily had gone to Australia for her Master's study. This did not preclude continued involvement in Task Two, but an interview provided an opportunity to trace her motivation for the research and emerging as well as potential signs of change in her selves, particularly with the influence of the new living and learning environment.

As usual, an interview prompt was used for Emily. Some questions in the prompt quoted some of her responses in previous interviews and thus their answers provided written data for the research.

An example of a question in the prompt and Emily's response:

Question: *During the first writing task, Hue People article, you said sometimes you felt “stressful” and sometimes “a little bit bored” (interview 2), and it’s great that you have managed to keep going. How could you do that? Do you have any comment on that time?*

Response: *I tried to get myself to go about doing the writing and once I got started, it became easier. From there the article just kept going. I have to admit that at that time my motivation was on and off.*

The topic was well-picked and to me interacting with Wikipedia was an interesting experience.

The implementation of the interview

In the interview, I did not repeat questions which quoted her previous responses because what she had responded in the prompt was clear enough. I spent time on and interest in exploring her new life in regard to its possible influence on her selves, expectations, and motivation. Although many questions appeared outside the research tasks, they helped create an environment in which Emily had the opportunity to verbalise her reflections, mostly with pride, on the recent past, and underlying expected changes brought about from her current life. In this manner, my questions were often short and Emily's turns were much longer, which made the interview responses very revealing and reflective.

The interview lasted approximately 40 minutes, and was in English as our choice.

3.5.1.2.3 End-of-Task Two interviews

After the article of *Good Language Learners* was posted on Wikipedia, an individual interview round took place to close Task Two and in preparation for Phase Two. The interviews were conducted with Emily and Katie, respectively, but Faith was unavailable.

Design

Interview prompts were used to assist the participant's reflections on Task Two, thinking of Phase Two as an extension of Phase One. The prompts therefore contained

two sections, which provided a frame for the interview. (See Appendix A for the full version of the prompt.)

The implementation of the interviews

I had the interview with Emily and Katie respectively on two different days. Although the same written interview prompts were sent to the two participants in advance and informed the framing of their interviews, I had very different questions in the two interviews, mostly due to quite different responses given to their written interview prompts. The way I handled the two interviews was also very different. For example, in the interview with Emily, when she mentioned the Wikipedia editors' feedback as a feature in the task, I found I was co-constructing some of her responses and even sharing my own feelings because I had truly experienced them as a participant like her.

Each interview lasted over an hour and was in English as our choice.

3.5.1.2.4 The researcher journal

Writings in my researcher journal during the period of Task Two were mainly about two issues. The first issue was that at this time I was finding it difficult to motivate the young women to work for the tasks, because changes in their lives (e.g. the studies abroad) were somewhat influential to their participation in the study. The second issue was about the Wikipedia editors' messages to our posts. I wrote about my reflections, thinking, and feelings. Some of these entries were not direct data but helped inform and guide next steps of data collection.

Excerpts from the researcher journal

Excerpt 1: 27 July 2011

“Bored and rushed” is the feeling of Emily and possibly of the other two. How can I integrate the project into their everyday work so that they don't feel they have a burden or additional work waiting for them after they finish their everyday work? How to make online collaboration happen?

Excerpt 2: 19 September 2011

I have responded to the Wikipedia editor, that's the necessary thing to be done first and foremost. Cynthia has opened a new role in me, a mediator between the students and the Wikipedia editors. To the Wikipedia editor feedback, it actually opened a new thing

to me, the issue of genre, voice, and identity. I feel I learnt a lot behind this experience [...] Eventually their negative feedback and the action of removing the article is not negative at all. The most important thing for me now is how to make the students interpret reasonably the Wikipedia experience.

3.5.1.2.5 Secondary instruments

Task Two had similar secondary instruments for data collection to Task One, such as personal photos, stories, and some additional reading materials supporting the writing. The Wikipedia editors' messages also provided a rich source of data. Apart from those, a chat with Emily on Yahoo Messenger was critical for the research at that stage and helped inform the next steps.

3.5.2 Instruments for Phase Two

The issues concerning the development and implementation of instruments that were described in section 3.5.1.1 were largely also applied for instruments of the same types in this phase, except where a difference is indicated.

3.5.2.1 Emily's Switch-Role

In the second half of the end-of-Task-Two interview with Emily in Phase One that was described in section 3.5.1.2 we discussed preparation for Phase Two. The interview therefore provided data for Phase Two as well.

After the interview, Emily did her Switch-Role project based on our discussion for this particular project and a guideline for the project that we came up with at the end of the discussion. (See Appendix B for the guideline of Emily's Switch-Role Project.) An interview took place when the project had gone half way.

3.5.2.1.1 Mid-project face-to-face interview

Design

This interview's aim was to discover how Emily had seen herself and wanted to present herself in the project. It was supported with a prompt sent in advance (see Appendix B for the full version of the prompt.)

Emily			
RESEARCHER'S JOURNAL	<p>Main instruments</p> <ol style="list-style-type: none"> 1. Individual interview 4, Skype, 29 Sept 2011 (longitudinal semi-structured interview) 2. Face-to-face individual interview 5, 30 January 2012 (semi-structured interview) 3. Teacher questionnaire 4. Individual interview, Skype, 27 September 2012 following the questionnaire (semi-structured interview) 	<p>↔</p> <p>↔</p> <p>↔</p>	<p>Secondary instruments</p> <ol style="list-style-type: none"> 1. Skype chats 2. Emails 3. Emily's two interviews with her own student 4. Researcher's comments and student's responses, Wordpress
	<p>EMILY'S RESEARCHER JOURNAL</p> <p>5. Emily's own work:</p> <ul style="list-style-type: none"> -Set up blog on Wordpress, September 2011 -Recruiting participant, September-October 2011 -Introducing blog and writing topics, November 2011 -Commenting on blog entries, December 2011- March 2012 -Student interview 1, Skype, February 2012 -Student interview 2, Skype, April 2012 -End-of-project report 		↔
Katie			
RESEARCHER'S JOURNAL	<p>Main instruments</p> <ol style="list-style-type: none"> 1. Individual interview 3, Skype, 3 Nov 2011 (longitudinal semi-structured interview) 2. Face-to-face group discussion with the researcher and Victor, 13 November 2011 3. Classroom observations 4. Face-to-face individual interview 4, 20 January 2012 (semi-structured interview) 5. Teacher questionnaire 6. Individual interview 5 following the questionnaire, Skype, 10 March 2012 (semi-structured interview) 	<p>↔</p> <p>↔</p> <p>↔</p>	<p>Secondary instruments</p> <ol style="list-style-type: none"> 1. Face-to-face discussions about Pbworks with the researcher 2. Katie-as-teacher comments on students' papers (Pbworks) 3. Katie-as-an-administrator's responses to students' questions and/or instruction (Pbworks) 4. Katie-as-an-administrator's work (Pbworks) 5. Individual students' reflective writings 6. Face-to-face individual student interviews (semi-structured interviews) 7. Class's email account

Table 3.2: Summary of instruments for Phase Two

The implementation of the interview

By this point, I had returned to Vietnam to collect data for Phase Three. The interview took place in a café as our choice. It was late morning time. We had a friendly chat with coffee and soft music in the background before we did the interview. Emily chose to speak Vietnamese in the interview and so did I.

Since the interview was aimed at both Emily's reflections on what had happened so far in the project and expectations of what would happen in the remaining time, some of my questions were taken by her as guiding the remaining work. At some points, I did not put forth questions but ideas and suggestions for her work, for example, ideas for questions she might ask in her interview with her student. At some other points, my questions allowed Emily to discover some new ideas or thoughts for the project in particular and her teaching in general. The interview therefore not only covered questions pre-planned in the interview protocol but also revealed additional information about Emily through her responses.

The interview lasted about an hour and was audio recorded with a portable sound recorder.

3.5.2.1.2 Teacher-as-learner questionnaire

I used a questionnaire to collect background information about Emily as a learner of English in the past. The questionnaire was adapted from the version used by Taguchi, Magid, and Papi (2009) in their study, which is a comparative study of motivation of learners of English in three different Asian countries. Apart from the statements with options of Yes, No, Not Sure taken from the researchers' version, I added two open-ended questions for detailed responses about learning motivation and a section of background. (See Appendix B for the full version of the questionnaire.) In order to do this questionnaire, I asked Emily to think back and respond to the statements as she would have in the early time of her learning English.

The questionnaire was sent to Emily via email, with the advice that there would be an interview following up the questionnaire.

Part I: Motivation

Direction: Please put your answer simply by circling Yes No or Not Sure

1. I study English because my friends study English and they think it is important.	Yes	No	Not Sure
2. I study English because if I do not study I think my parents will be disappointed with me.	Yes	No	Not Sure
3. Learning English is necessary because people surrounding me expect me to do so.	Yes	No	Not Sure

...

Apart from those sentences, what is the most important to you in relation to your English learning motivation, and why?

Table 3.3: Example of questionnaire items

3.5.2.1.3 End-of-project and questionnaire-follow-up interview

This interview covered two areas: end-of-project, and questionnaire-follow-up. I had advised Emily about the purpose of the interview in advance, and that interview questions would be based on the end-of-project report she had sent me and her teacher-as-learner questionnaire responses. I did not prepare a prompt to send her because I thought it was not necessary for Emily to spend time in advance on interview questions, which were mostly for elaboration of issues scattered in her report and questionnaire.

The interview date and time was decided by Emily. It was morning time in Australia, where Emily was at that time. I had Emily's end-of-project report and teacher-as-learner questionnaire in front of me, and I suggested Emily look at her own copies of the documents during the interview because the interview questions were derived from them.

The interview lasted over an hour, was conducted via Skype, in English as our choice, and audio recorded.

3.5.2.1.4 Emily's own instruments

Apart from instruments planned and developed by me to gather data from Emily, a series of instruments that were planned and developed by Emily for the project provided

a huge source of data for the research. They were the researcher journal Emily had kept for herself, two interviews she had done with her student, plans she had had for the student's blog writing (including preparation for blogging, designing writing tasks, and commenting on the blog writing) and the end-of-project report. All of them were taken as main instruments because they had been discussed and planned by Emily and me to make them happen.

Excerpts from Emily's researcher journal

Excerpt 1: November 2011

[The student] eagerly started writing right after I gave her a general introduction of what she needed to do for the project and explained the basics of Wordpress. I found her first entry about her English learning journey quite informative. A lot of what she wrote confirmed my predictions about the type of language learner she is: keen, determined, and very independent.

Excerpt 2: December 2011

There was quite a lot going on for me and I wasn't quick enough to respond to [the student]'s entries. She emailed me a couple a times asking me if I had read her blog. I have to admit at some point it was her great enthusiasm that motivated me to keep moving on with the project.

3.5.2.1.5 Secondary instruments

During the time of the project, I sometimes emailed Emily to ask about the progress or any issues she needed discussion. I also had some short chats online with her. The emails and chats provided me with some information about her project and for the research. My observation and comments as a visitor on the student's writings on the blog also helped inform some aspects of the project. In particular, the transcripts of two interviews Emily had done with the student were a rich source of information for the research.

3.5.2.2 *Katie's Switch-Role*

The end-of-task-two interview with Katie in Phase One that was described in section 3.5.1.2 included in the late stage preparation for Phase Two. The interview therefore provided data for Phase Two as well.

3.5.2.2.1 Face-to-face group interview between Katie, Victor, and me

This group interview was focused on Katie's transferring her experience in Phase One to her colleague, Victor, who was going to use wikis in his classes as a new teaching experience in Phase Three. However, the role of Katie as a mentor to Victor was not made explicit in the group interview, which was indeed meant to be an informal conversation among three of us, because I thought that would create a low-pressure environment for peer teacher learning and mentoring. The interview inevitably prompted responses from both Katie and Victor and so contributed to the data collection for both Phase Two and Phase Three.

I thought it was not necessary for Katie to spend time on a prompt in advance. Katie and Victor were told about the purpose of the group interview in advance and chose the time and the venue for the interview. It was a café, in the late afternoon.

Although the group interview started with Katie talking about her learning experience in Phase One, during the course of the interview, I engaged Victor with each of my interview questions. The interview became a casual conversation just after a few turns of questions and answers, particularly when Katie and I shared with Victor our "stories" about our publishing on Wikipedia. I sometimes switched to being a member of the group with Katie (I had also participated in Phase One as a group member) and some other times to Katie's and Victor's colleague, and that helped make the conversation more friendly and open.

The group interview lasted approximately one and a half hours, was in Vietnamese, and was recorded with a portable sound recorder.

3.5.2.2.2 Classroom observation

Once the project was underway, classroom observations provided data not available through other instruments. The data included the physical setting of the classroom, the teacher's behaviour, and the environment and dynamic of the class.

I had asked Katie for an opportunity to observe her class. I had also asked the head of the department and been given written permission for the work. (See Appendix B for the written permission.) On the day of the observations, I also asked the students for permission for my presence in the class and they were willing.

I was always advised by Katie in advance what she was going to do in the class sessions. I came to two class sessions in which Katie provided tutorials of Pbworks in front of the class. I did not video record the whole class but sound recorded the teacher with a recorder placed on the teacher desk, where the teacher often stood to control the computer.

During the observation, I sat at the back of the class, observed, listened, and wrote down in a notebook as many details as I could. The notes also included my comments and reflections on some activities. (See Figure 3.2)

Each class session lasted approximately 30 minutes.

3.5.2.2.3 End-of-experience face-to-face interview

Design

A prompt was used for Katie before the interview. It stated the purpose and contained main questions for the interview. All the questions were open-ended, encouraging Katie to respond as much as she liked, and some of her responses hence could provide written data. (See Appendix B for the full version of the prompt.)

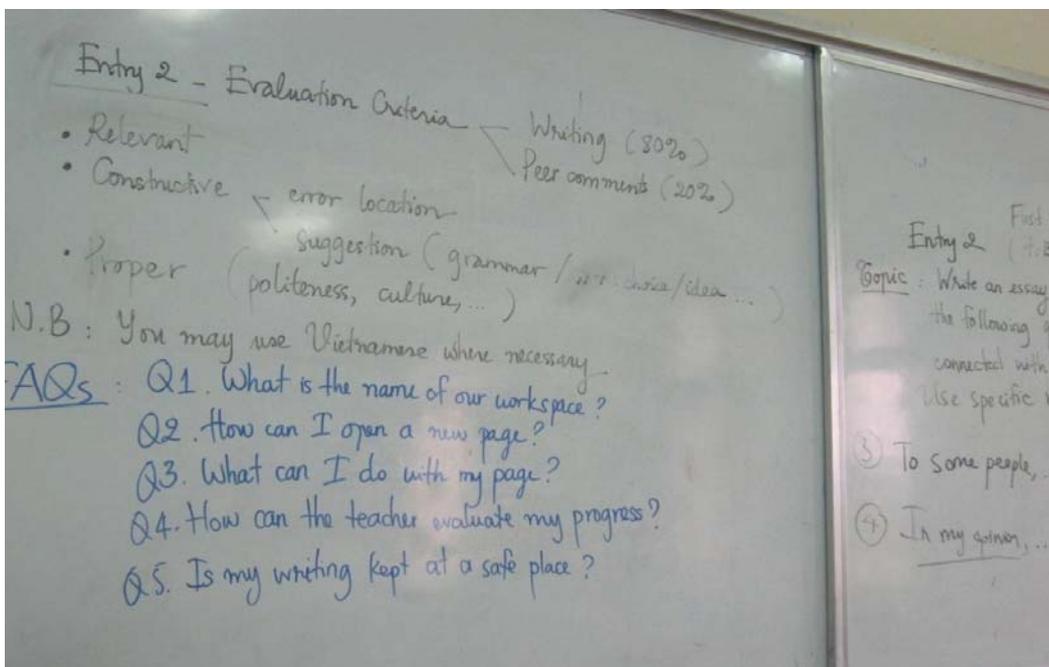


Figure 3.2: A photograph from a classroom observation

An excerpt from the interview prompt and Katie's responses

Question 1: *What kind of relationship do you think there was between you and your students in PBworks as a new space of teaching and learning?*

Response: *Far from the traditional T-Ss relationship, I feel that we were like sisters or friends who recommend a new tool and environment to learn to each other, like "Hey, guess what, I found this new place which is fun and very useful for us to discover. Let's check it out!"*

Question 2: *How would you ideally like to present yourself to students in PBworks as a new space of teaching and learning?*

Response: *To the writing students in PBworks, I would like to present myself as a recommender and facilitator. I invited them to the place, gave them instructions on how to create an account, and offered a brief overview of what would be going on in the website. It is somewhat similar to the role of an Info Desk receptionist who provided the map, introduced general guidelines, and then let the guests explore the entire house themselves until they feel at home.*

The implementation of the interview

The interview took place in a café in late one afternoon as Katie had decided. We had a friendly chat before the interview, with coffee and soft music in the background. Katie chose to speak English in the interview and so did I.

Although Katie had worked on the prompt in advance and provided responses to all given questions, she had different responses to many questions in the interview, particularly when I asked for her elaboration of some issues and when I clarified some issues for her. Some of her responses were mutually constructed, as exemplified in the following excerpt.

An excerpt from Katie's end-of-experience face-to-face interview

Anh (A): *What kind of learning scenarios would you like to occur to your students in a new learning environment?*

Katie (K): *I would like my students to be learners who are flexible and open to new things.*

A: They will not withdraw their heads before a new thing?

K: They just learn in a fresh way and are not afraid of making errors.

A: That's the important thing. In teaching and learning new technologies keep coming up and students need a skill to adapt to the newness.

K: Adopt and adapt.

The interview lasted over an hour and was recorded with a portable sound recorder.

3.5.2.2.4 Teacher-as-learner questionnaire

Katie had the same questionnaire as the one used for Emily and described in section 3.5.2.1. It was sent via email to Katie at the end of her switch-role project, with a request for an interview to follow it up.

3.5.2.2.5 Questionnaire follow-up interview

This interview was to elaborate and extend some responses in the questionnaire, particularly those from the open-ended questions and the section of background information. Based on the questionnaire, the interview was framed in three sections: Katie's early English learning motivation, her teacher learning in the present, and her dreams and hopes in relation to English. Katie was especially excited when she had an opportunity to verbalise her dreams and hopes and made them known to someone. The interview therefore went on in a relaxing manner.

The interview was in English as our choice, lasted about 45 minutes, and was audio recorded from Skype, as I had by then returned to New Zealand.

3.5.2.2.6 The researcher journal

The highlight in my researcher journal during this time was about my discussion with Katie about her classes. Some of the journal recorded how an instrument had been developed, and some recorded workplace learning talk between Katie and me.

Excerpts from the researcher journal

Excerpt 1: 16/11/2011

I talked to Katie about my intention of a possible evaluation scheme for her student engagement on Pbworks. Katie was very quick to come up with a scheme. Interestingly

enough, the scheme was also recognised by Victor for his students. Eventually the two teachers' classes had the same scheme, which was good for the students because they often "compare and contrast" this class to that.

Excerpt 2: 23/11/2011

While waiting for the class, Katie came to ask me about how to manage the grading job with a big number of student papers. I suggested my way and she seemed to learn new things from that. This is partially related to how to manage the evaluation on Pbworks as well.[...] Katie was happy for the suggestion.

3.5.2.2.7 Secondary instruments

Since I travelled to the university to collect data from her, I had many opportunities to talk with her about her class and herself in this phase. The talks provided me with useful information for the research. My "observation" of Katie on Pbworks, when she was a class teacher as well as an administrator of the site offering help to the students in different ways, also earned me useful information. In particular, some students' reflective writings at the end of the semester required by Katie for course evaluation provided further good information about Katie as their teacher.

3.5.3 Instruments for Phase Three

3.5.3.1 Instruments used for the teacher, Victor

3.5.3.1.1 Initial interview with Victor

Design

An initial interview with Victor was to gather information about his definitions of a language teacher in general and a language teacher in a new context incorporating online technologies in particular. The interview aimed to attain a general image of a language teacher Victor was holding in his mind and his thoughts about how that image changed in a new context.

An interview written prompt was used to assist Victor's thinking and responding. The prompt set the scene of an interview-like talk, where he had been "interviewed" by a student of his, who was studying to become a teacher and wanted to ask him questions that were similar to those he was going to be asked by me. (See Appendix C the full version of the prompt.)

Victor			
RESEARCHER'S JOURNAL	Main instruments		Secondary instruments
	1. Individual interview 1, Skype, 17 October 2011 (semi-structured interview)	↔	1. Face-to-face casual talks, researcher and Victor
	2. Face-to-face group interview with Katie and the researcher, 13 November 2011	↔	2. Emails
	3. Classroom observations		3. Victor-as-teacher's comments on students' papers (Pbworks)
	4. Face-to-face individual interview 2, 18 January 2012 (semi-structured interview)	↔	4. Victor-as-administrator's responses to students' general comments and/or giving instruction (Pbworks)
	5. Reflective writing, Victor	↔	5. Victor's curriculum vitae
	6. Teacher questionnaire		
	7. Individual interview 3 following the questionnaire, Skype, 23 March 2012 (semi-structured interview)		
The classes			
RESEARCHER'S JOURNAL	Main instruments		Secondary instruments
	1. Classroom observations	↔	1. Students' comments on peers' papers and responses to comments (Pbworks)
	2. Face-to-face student individual interviews, late November - early December 2011 (semi-structured interview)	↔	2. Teachers' comments on students' papers (Pbworks)
	3. Reflective writings, students	↔	4. English language speakers' comments and students' responses to the comments
			5. Researcher's comments on students' papers (Pbworks)
			6. Pbworks page history
			7. Students use of the Frontpage of Pbworks
			8. Casual talks, the researcher and student(s)
			9. Emails

Table 3.4: Summary of instruments for Phase Three

An excerpt from the initial interview prompt:

Imagine a graduate came to see you and asked you about the profession of a language teacher, which she intended to pursue. Some of the interesting questions she posed you are as follows:

What does it mean to be a language teacher?

Who is a language teacher?

What does a language teacher do?

How does he do so?

Why does he do so?

From what you have experienced in your language teaching career, with your thinking, reflections, and even hopes and wishes, could you give your answers to those questions?

Please enter your answers here:

The implementation of the interview

The interview took place at morning time in Vietnam. Victor was in his house in Vietnam, and I was in my university office, prior to my departure for Vietnam. We used Skype, and spoke in English as our choice.

In the interview, I repeated the main questions in the prompt, asking for explanation, elaboration and extension. In his responses, aspects of a general image of a language teacher were becoming those of *Victor's* image, particularly when he was trying to elaborate his ideas with his real-life instances, and when I asked for his particular situations for examples. Responses about a new teaching context incorporating online technologies were also limited to the contexts he had experienced. In this manner, the interview was very revealing.

The interview lasted approximately an hour, was audio recorded from Skype.

After the interview

I wrote my researcher journal right after the interview about my feelings and reflections, for this was the first time I had interviewed Victor. Much of the writing was about the way I had handled the interview, bringing me to the realisation that interviewing Victor was so different from interviewing Emily, Faith, and Katie, in terms of the type of interview: longitudinal type for the latter but not for the former.

After the initial interview with Victor, I travelled to the university in Vietnam where I collected data about him as a teacher and his classes at the university.

3.5.3.1.2 Face-to-face group interview between Katie, Victor, and me

This group interview was described in section 3.5.2.2, in Katie's Switch-Role.

3.5.3.1.3 Classroom observations

Classroom observations had the same purpose and procedures that were described in section 3.5.2.2, Katie's Switch-Role. However, the content of the class sessions observed was different.

I came to three class sessions, which had the same content for three different cohorts of students in Victor's charge on three different days. The sessions were tutorials of Pbworks Victor gave in front of the class through examining one or two student papers on Pbworks. The sessions turned out to be focused more on writing skills than on Pbworks techniques.

Each class session lasted approximately 30 minutes.

3.5.3.1.4 End-of-experience face-to-face interview

Design

An interview prompt was used for Victor before the interview. (See Appendix C for the full version of the prompt.)

The implementation of the interview

We chose a quiet corner in a café for the interview. It was late afternoon. We had a friendly chat before the interview, with coffee and soft background music. Victor chose to speak Vietnamese in the interview and so did I.

The first interview with Victor had benefits for this interview in regard to my handling the questioning and the interview flow. I worded more specific questions, gave more time for Victor to think and respond, and noted during the interview emerging and/or important details that needed attention. Although main questions in the prompt were repeated, many detailed questions for explanation, elaboration, and extension elicited rich responses from Victor.

The interview lasted over an hour and was audio recorded.

3.5.3.1.5 Reflective writing

After the interview, although I had achieved what I needed for the research through the specific interview questions planned by me, I had not given Victor an opportunity to say what he wanted to say outside things covered in the interview. I thought reflective writing could be effective in this case. I emailed Victor asking him to write about his

reflections after his wiki experience. The email included the following prompt questions with my emphasis that they were not to guide his responses if he did not like:

- 1. Did you enjoy or like or dislike the teaching experience with wiki?*
- 2. Did you feel stimulated by wiki?*
- 3. Was there something you feel connected with wiki, as a new teaching medium?*
- 4. What did you think you had done for your students through the wiki experience?*
- 5. Was wiki a dramatic change in your teaching?*
- 6. What did you value about wiki?*

Victor replied to the email with an approximately 300-word paragraph of reflective writing.

3.5.3.1.6 Teacher-as-learner questionnaire

Victor had the same questionnaire as the one used for Emily and Katie and described in section 3.5.2.2. It was sent via email to Victor, with the request for an interview following up the questionnaire.

3.5.3.1.7 Questionnaire follow-up interview

This interview was to elaborate and extend some responses in the questionnaire, particularly those from the open-ended questions and the section of background information. Based on the questionnaire, the interview was framed in three sections: Victor's early English learning motivation, his teacher learning in the present, and his dreams and hopes in relation to English.

The interview was in English as our choice, lasted about 45 minutes, and was audio recorded from Skype.

3.5.3.1.8 Secondary instruments

During the period of Victor's wiki experience at university, I had many opportunities to see face to face and chat with Victor about wikis, about what we had done prior to his participation in the research, and about his wiki experience. The chats provided a source of information that could be used for the research. My "observation" of Victor on Pbworks when he was a class teacher and also an administrator of the website also provide some useful information. The curriculum vitae Victor sent me when I asked for

some additional background information can also be seen as a secondary instrument for data gathering.

3.5.3.2 Instruments used for the classes

3.5.3.2.1 Classroom observations

In the class sessions described in 3.5.3.1, I also noted the students' behaviour and activities during the tutorial. I also observed the students on Pbworks, noticing their postings of papers, peer comments and responses to comments, and student interactions were a highlight (see Figure 3.3).

3.5.3.2.2 Face-to-face student individual interviews

Selected students were invited to participate in the interviews on the basis of student's availability and the teacher's recommendation. Selection criteria were that they had papers and a few comments on papers on Pbworks, responses to the questionnaire that revealed something of good relevance to the study, offered willingness to participate in interview and a time for the interview, and were recommended by the teacher. I explained the purpose and the content of the interviews to all students, in front of the class, before I invited these students.

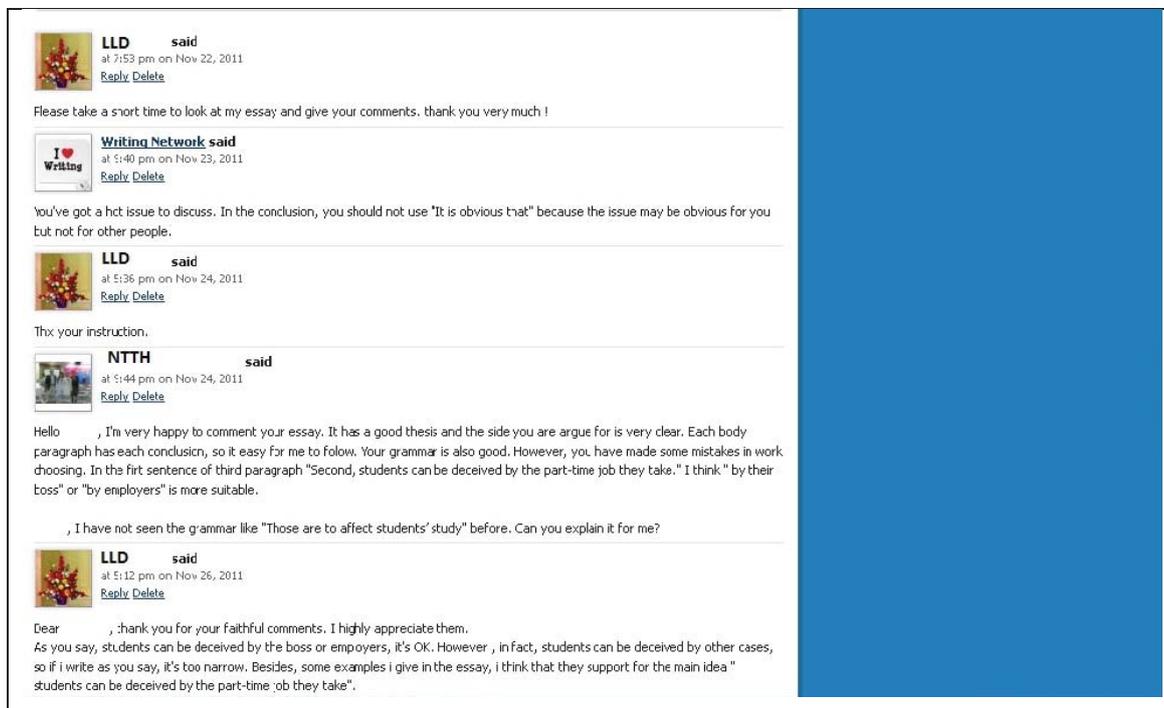


Figure 3.3: A screenshot of student interactions on Pbworks

I had twenty face-to-face individual interviews with students from the three classes taught by Victor. I had prepared a student interview protocol in advance, drafting research questions I had for this particular group of subjects, major interview questions, and the implementation of the interview. (See Appendix C for the full version of the student interview protocol.)

All the interviews took place on campus, some were after the class time and some others were arranged by the students. At the beginning of the interview, the protocol was shown to the student. I repeated the purpose I had explained before in front of the class, stated major questions, and the implementation of the interview. A consent form was signed by the student before the interview took place.

During the interview, I had the protocol in front of me as a reminder of questions for the student and me. I also took notes of important details during the time. We spoke in Vietnamese except two students who wanted to speak in English. Each interview lasted about 20 minutes and was recorded with a portable sound recorder.

An excerpt from the interview protocol:

Sample interview questions:

- *What would you expect from the Pbworks learning experience?*
- *How would you interpret the Pbworks learning experience?*
- *How would you position yourself on Pbworks?*

3.5.3.2.3 Students' reflective writing

Students' reflective writings were aimed at gathering information from those students who were not able or did not want to participate in an interview. A prompt for writing was sent via email to all students after Phase Three was finished but there was a very low return rate, as most of them failed to access the internet while the task was live. Some information from the returned writings could be used as data for the research.

An excerpt from a student's reflective writing

I was really excited with the new way of learning writing last semester. In my opinion, Pbworks learning experience is supporting me in the future orientation.

First, it makes me active. Students in general usually learn passively. This means we just write and hand in our papers to the teacher but we don't learn much from friends. From that, we consider writing as a hard and stressful task. However, in Pbworks, we have time to receive comments, to edit even to defend our opinion. That feeling is very wonderful. We must use the internet, read a lot, try to fulfil our papers and surf the web everyday to see if anyone comments our paper. My future job will need me to be active. Second, I assume that I've learned to receive negative comments from my friends. I think we must learn many things even receiving negative comments. At first, I found uncomfortable and sometimes angry. But then I considered what others commented. It was possibly right. I started to change my mind. I'm ready to correct my paper if necessary. The pressure from making my paper public is substantial. I spend much time choosing the topic, writing it with all my concentration in order to be sure that my paper will receive many positive comments. I become more professional than before. Third, I can exchange my experience with my friends as well as benefit from their experience. Some of them are strange to me although we are in the same department. Pbworks may be a forum to connect students. Nowadays, the youth tend to take part in online forum to discuss something or make friends. Therefore, the ways of learning which have similarities really attract students.

3.5.3.2.4 Secondary instruments

Other sources of information that emerged during the task brought about by the students were useful for the research: they were the students' papers on Pbworks, their comments and responses to comments, their posts as questions, chatting, and general comments outside the papers, and revisions of papers shown in the history of the page on Pbworks. Informal talks after the class time and emails after Phase Three between a few students and me were also taken into account.

3.6 Ethical Considerations

This study did not pose great risk of harm to the participants when strict confidentiality was guaranteed. Pseudonyms were used for all real names. Sharing of personal information for the study among the participants, posts of personal information on wikis and blogs, and publishing information outside the topics of the tasks were always informed, consented, either in written or in spoken form, and double confirmed by the

participants beforehand. This study was subject to scrutiny by the Massey University Human Ethics Committee (MUHEC). Three MUHEC approval documents were obtained for the three phases of the study. (See Appendices A, B, C for the documents.)

The pre-existing relationships between the participants and me, those of former teacher and students and of colleagues, were critical in terms of ethics. I was fully aware of these relationships in every decision I made and considered them so in a way that was most ethically appropriate to the participants. On reflection, I was hugely challenged in the first place as an initiator of innovation: how to initiate the work with the least of or without the influence of our pre-existing relationships. However, the way the innovation unfolded assured me that innovation would not have been started and created if the participants had not been motivated genuinely and naturally to be engaged; in other words, our pre-existing relationships were unlikely to influence the creation and implementation of the innovation in this study.

However, as a longitudinal study, particularly during the period of Phase One and Phase Two, this study placed considerable demands both mentally and practically on the participants. Reflecting on the time of Phase One, I had sometimes found it hard to 'remind' the three young women to do the tasks, especially when I knew they were undergoing critical time of their lives, for example, preparing to go abroad for the Master's studies, or finalising the Master's thesis, or through illnesses. Considering their participation in Phase Two, when Emily went to Australia, Faith to the UK, and Katie stayed on in Vietnam, was tough for me, in terms of ethics. For Faith, for example, it was not easy for her and me to decide that she would not participate in Phase Two. The ethical concerns included not simply the right to continue or withdraw that she obviously kept as a participant in the study but consideration of what she had contributed in Phase One, which also brought her some kind of benefit, and the relationship and good feelings we had developed during this time. I always respected and accepted the final decision made by the participants. Although I offered a gift to each person at the end of Phase One and Phase Two to thank them, I hoped the credit they had in this study, something that could be seen as their scientific contribution, could somehow offset those discomforts they may have had during their participation.

For the students in Katie's class and Victor's classes, my ethical considerations were not only expressed through formal procedures such as written consent forms, and verbal

explanations of all relevant purposes, contents, and procedures of tasks in front of the whole class. I also consulted the teachers and discussed alternatives for tasks and implementation of tasks considering the students' willingness and availability to participate in the study. The teachers had the right to decide whether or not wikis would be made compulsory to the students to participate in. The selection of students for interview was based on feedback from three parties: the students themselves, the teacher, and myself, in which feedback from the students was given priority.

3.7 Summary of the Chapter

This chapter has described the emerging process involved in this research design by tracing decisions made as I developed the projects, collaborated with the participants in setting the initial environment on wikis, and engaged in data collection events. It demonstrates a process of responding to the natural process of change and innovation, and also to the availability of the participants and their commitment to the projects. The next chapter will present in detail the first phase of the study.

CHAPTER FOUR

PHASE ONE: AN INITIAL EXPERIENCE OF INNOVATION IN WEB 2.0

This chapter begins with “The Story” as a brief overview of the lived experience of this phase. It will be followed by more detailed accounts of innovation and of innovation and identity, making up a section of results of the phase. After that, a brief summary of Phase One results will be given, followed by the discussion of Phase One. The chapter ends with a brief summary of the whole chapter.

4.1 The Story

It was February 2011. I had been in New Zealand for a year as a PhD candidate, away from teaching at my home college in Vietnam and was in the process of preparing for this project. Being a student at this time was enjoyable to me, even when I was a beginner learner on wikis. At that time I occupied myself browsing Wikipedia, reading, thinking, and attempting to make some simple edits to some pages under the user account newly created by me. I also employed myself as an administrator on another wiki website, Pbworks, to do early tasks setting up the site including creating workspaces, inviting users, making folders, writing an introduction and instructions and the like, despite being a novice with no prior wiki knowledge of any types.

Over the distance, in Vietnam, the three participants were both teaching and studying, switching frequently between teaching their undergraduate classes and studying in their Master’s classes in a typical weekday at the university. Occasionally, our little chats found them happily cocooning themselves on Facebook very late after a hectic day. I hardly mentioned anything about the research at that time. We chatted as colleagues and friends.

In the second half of February 2011, after several email exchanges relating to the research, the first interview round took place as planned, and Task One commenced right after that with individual writing about Hue People. While Emily, Faith and Katie were working on their initial drafts, I continued my work on Pbworks and Wikipedia, making guidelines for each person out of what I had just learnt on the sites. I also created another workspace on Pbworks for our additional exchanges of personal and everyday stories, and of course wrote and shared my stories in the first place. Facebook

was still our favourite place for occasional little chats, and thanks to that, I once was able to capture in time a post of Emily's photo of her blue nails, which was a hot topic, and re-posted it on Pbworks while the topic was still hot. My discussion about Emily's blue nails served as a catalyst to attract the three girls to the newly constructed workspace. Pbworks kicked into life at around this time, as they posted and commented on initial writings about Hue People and we listened to and shared our personal everyday stories.

While the three writing pieces of Hue People had appeal to the four of us for their true heart-touching stories, we realised that writing about Hue People for a Wikipedia entry was something different. We decided to meet together, on YahooChat, to discuss a frame for an essay which could blend both personal and scholarly information about the topic, and to divide writing responsibilities among the three participants. When an essay had taken full shape from individual writing sections each person had provided, we met together again to work on transferring the essay to Wikipedia. The experience was fraught with special 'firsts': first collaborative writing product, first writing on Wikipedia, and first publishing. We had gone through such a long journey, from creating our very first Wikipedia user accounts to publishing the whole complete article in that public encyclopaedia. Katie was even so excited by the experience that she did some posts on Wikipedia of some headings for the next writing task, just to reserve a place on the site for the next article.

Lesson learnt! A series of messages the Wikipedia editors promptly sent to each person's inbox after we posted the article opened our eyes. The major feedback was on the genre of the article. "This issue has outgrown my control and the aim of the research", I told the girls. However, each of us felt a responsibility, or at least some attachment to Wikipedia, for improving the article. Our first entry on the encyclopaedia had begun to live its life, independent from the research, and subject to public scrutiny and change. It was hugely influential in our second task; in fact, Emily, Faith, and Katie alike overtly mentioned lessons from Task One in the second interview round, stressing a need for significant changes for Task Two.

In June 2011, Task Two began with an online group meeting, in which we discussed a frame for the writing about good language learners before the actual individual writing took place. From the day of that group meeting online, over seven weeks elapsed before

the first section of the essay was entered onto Pbworks. During this time, the additional page for personal and everyday exchanges had hardly been touched, and my stories there had been left unheard. Our occasional little chats on Facebook had become sparser and then nonexistent, and emails as well as SMS exchanges had had longer intervals. Between late July and early August, eventually, an essay about good language learners had taken its full form on Pbworks.

Of special notice to us all was a message a Wikipedia editor sent to me early after Katie posted the ‘reservation’ for our second writing. The editor had removed the post and suggested another place on Wikipedia for our writing, which implied a considerable change to the writing. We decided to go on with our pre-planned writing and chose another page on Wikipedia. However, our post of the article was removed overnight. Emily recalled this experience in an interview:

Actually I was a bit worried after we finished. That was why I kept going back to the site to see what would happen. It was sad. [...] It was our effort and it did not fit there. It is nowhere now. So yes it’s sad.

Task Two came to its end with the essay on Pbworks, and the Wikipedia entry did not live over night.

4.2 Phase One Innovation

The innovation in this phase was initiated by me and implemented by all the participants under my mentoring. It went through three major stages: the initial stage involving the set up carried out by me as the mentor, Task One involving the participants’ collaboratively writing *Hue People*, and Task Two *Good Language Learners*.

4.2.1 Initial stage

This section describes initial work done by the mentor before the two study tasks took place. This stage covers a range of work from adoption of new technologies to initial transference of new knowledge to the three learner participants.

4.2.1.1 Adoption of wikis

I was introduced to Pbworks by a PhD peer. Within a morning, he gave me a short tutorial on Pbworks and helped me create my own workspace. His successful practice

with Pbworks helped drive me to the decision for this technology. The initial small tutorial was really a big force for me.

Reading for input information was the first and foremost task I did for self training. With a little self confidence after a considerable amount of reading, I then created my own user account on Wikipedia and made very simple edits in the encyclopaedia, firstly with word edits. Then, I moved on by making a new page as shown in Figure 4.1, including a page entitled Hue College of Foreign Languages, one sentence in the content that reads “the Hue College of Foreign Languages is a college established in 2004 in Hue, Vietnam” and hyperlinks of the words “college”, “Hue”, “Vietnam”. The page was for my own practice and had no relevance to the study tasks in terms of its content.



Figure 4.1: The mentor’s initial attempt on Wikipedia

4.2.1.2 Technical set up

Technical set up work on Pbworks was done in parallel with my self-training on Wikipedia. The work included creating workspaces, inviting users, making folders, and writing the front page in the workspaces. The work also made sure all the three participants successfully activated their user accounts, logged in to the site, and got in to the proper workspace.

4.2.1.3 Initial transference

Texts and screenshots were two forms of initial transference I made for the learner participants. I wrote the texts in instructional syntax, carrying basic information of most

common and for- first-users functions on Pbworks. Screenshots were alternative or supplementary, made for the case someone was apt to visual step-by-step instructions, or simply did not do the whole reading of the texts. A file of guidelines including both texts and screenshots was sent to each person's email and posted on Pbworks.

4.2.2 Task One: Initial attempt, *Hue People*

4.2.2.1 *The departure point*

I believed that whether the learner participants started off the writing task and how in large part depended on the topic of the writing. I chose “Hue People” as the topic majorly based on two reasons: it reflected the writers' proud identity, and it required collective activities. Regarding the former, it happened as Faith recalled in an interview:

It sounds funny, but at the beginning I thought that the topic was so familiar and it was ourselves we are Hue people so I felt it would be very easy for us to write and we did not need to spend a lot of time on this task so initially I found that it would be too easy and a little boring (Faith, Interview Round Two).

Regarding the latter, Katie described in an interview:

When I heard the topic I didn't begin right away but just thought about the topic and that took a lot of time, and then I decided to conduct the interview (Katie, Interview Round Two).

I also believed that the right I gave the learner participants to decide the format of the writing would help them find it easier to start off. For their reference and also as a prompt, I put onto Pbworks three articles, namely Hue People, Chinese People, and Spanish People, all of which I had randomly chosen from the Internet without imposing them as models. They were in three different formats, Hue People was a free-styled piece of writing in Vietnamese, taken from a personal blog, Chinese People was in fact a collection of links to other pages on Wikipedia, and Spanish People was a long and detailed historical article on Wikipedia. The three articles were posted on Pbworks as early as the beginning of Task One.

4.2.2.2 *Building the environment*

No sooner had any writing of any form been posted on Pbworks than I began to realise that a collaborative writing task did not necessarily ensure real collaboration would happen. To my belief, an environment that made the learner participants want to come

in and share knowledge and/or stories was the prerequisite for collaboration. I decided to create a page of Language Learning History, and wrote my own stories in the first place to share hoping that would also prompt the participants' writing, but this was not successful because no collaboration happened although two of the participants also shared their stories on the page. I then created an additional workspace named *Ourpersonalworld* on Pbworks. The workspace was independent from the study tasks and served as a place for the four of us to meet and share our personal everyday stories in a relaxing and friendly manner. I believed that a fundamental condition for collaboration in a new environment was that the learner participants did not feel under pressure or worried about any kind of supervision and evaluation when being in the environment.

Having set up *Ourpersonalworld*, the important thing was how to persuade the learner participants to come in. The new place was nothing like Facebook, for example, which was always one of the first things they thought of and rushed to after a hectic day. With all my senses on, I was able to capture what I believed was an appealing bit of fun for them and posted it on *Ourpersonalworld*, as an initiative. Figure 4.2 shows the post:

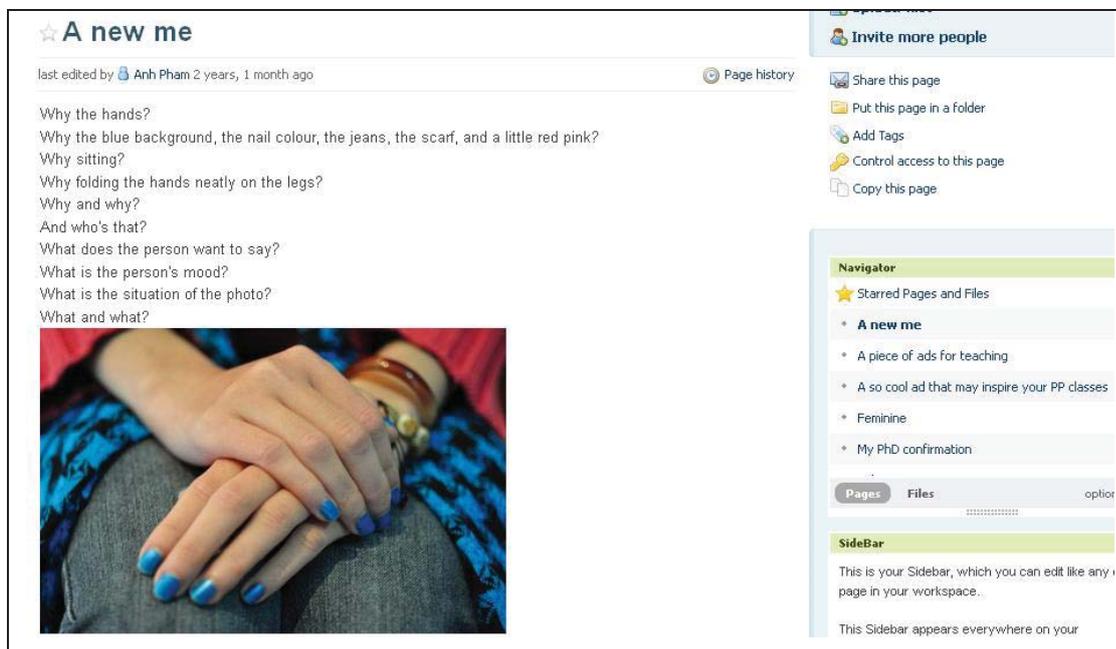


Figure 4.2: "A new me"

I also played my little heart out, sincerely sharing my stories, as in Figure 4.3 (see next page).

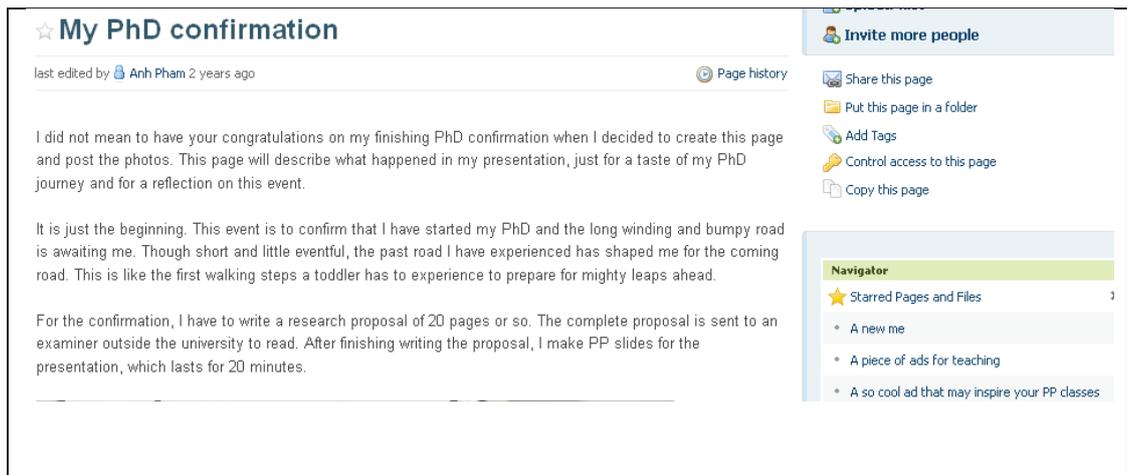


Figure 4.3: Story of “My PhD confirmation”

and my personal concerns:

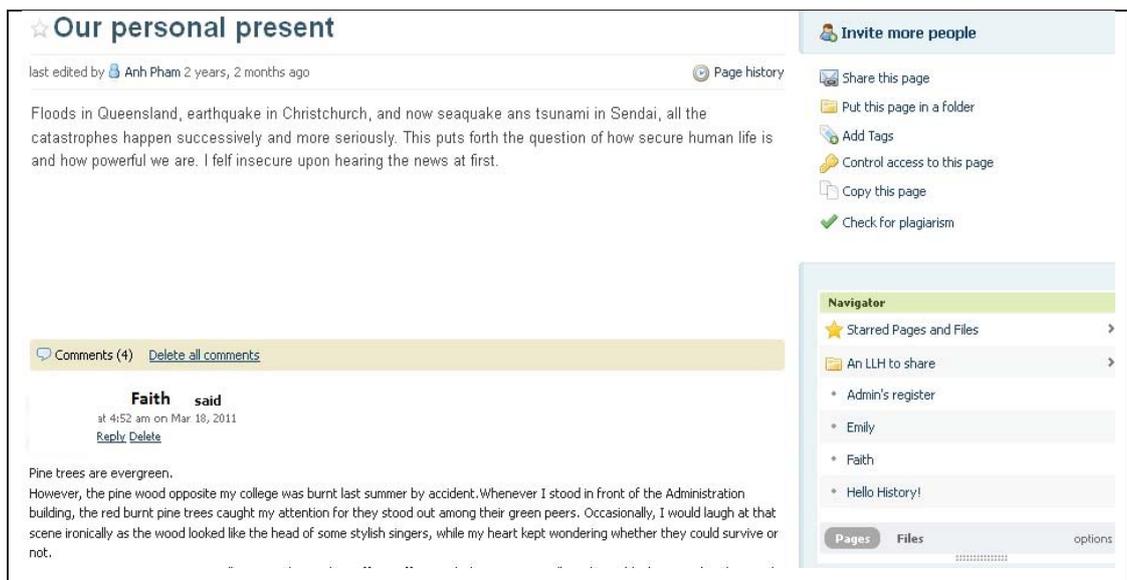


Figure 4.4: “Our personal present”

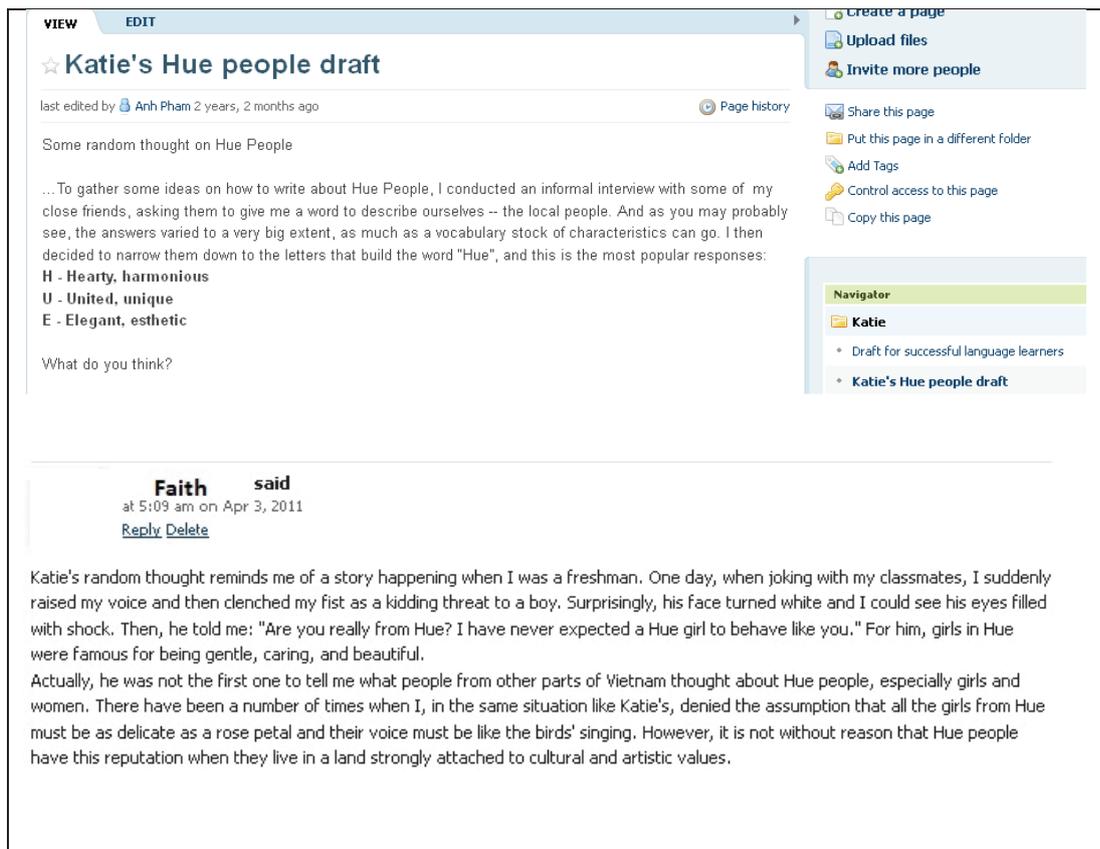
None of the stories were very developed in terms of the number of comments in each. What they did, however, was create an environment that the learner participants felt comfortable to join and share their stories in, or even just to listen to others, as Katie expressed in an interview:

I have to say that during the past experience I have been quite busy and I did not get to know the other partners well, I mean not meet so often like Emily, Faith, and even you, but when I logged in to Pbworks and then I read something from

them and your sharing I felt that I was closer to you, it was like we could meet. [...] I felt like I still had some sharing. [...] I felt like I was still kept updated from the other partners in the site (Katie, Interview Round Two).

From an innovation perspective, it can be observed that two key issues of building a collaborative environment that the learner participants had been able to address in response to my efforts were building a habit to participate, and building a habit to put a comment.

Around this time, in the workspace for the writing task, the learner participants had entered their first posts about Hue People, two in the form of original individual writing and one in the form of a comment. They were all real personal stories about Hue people. Although the posts were random pieces of writing, which were initially not meeting the requirement of the task, they revealed a way of collaboration, which was spontaneous, natural, and constructive, as can be shown in Katie's and Faith's post, for example:



The screenshot shows a web interface for a document titled "Katie's Hue people draft". The document content includes a draft of text about gathering ideas for writing about Hue People, listing characteristics: H - Hearty, harmonious; U - United, unique; E - Elegant, esthetic. Below the draft is a comment by Faith, dated April 3, 2011, which responds to the draft. The comment text is: "Katie's random thought reminds me of a story happening when I was a freshman. One day, when joking with my classmates, I suddenly raised my voice and then clenched my fist as a kidding threat to a boy. Surprisingly, his face turned white and I could see his eyes filled with shock. Then, he told me: 'Are you really from Hue? I have never expected a Hue girl to behave like you.'" For him, girls in Hue were famous for being gentle, caring, and beautiful. Actually, he was not the first one to tell me what people from other parts of Vietnam thought about Hue people, especially girls and women. There have been a number of times when I, in the same situation like Katie's, denied the assumption that all the girls from Hue must be as delicate as a rose petal and their voice must be like the birds' singing. However, it is not without reason that Hue people have this reputation when they live in a land strongly attached to cultural and artistic values.

Figure 4.5: Katie's Hue People and its comment

4.2.2.3 Online group discussions

Over the course of Task One, I set up two online group discussions, a kind of group meeting in which the three participants and I met together online (Yahoo or Skype) to discuss the task. The first one, on 12 April 2011, on Yahoo Chat, after each participant had posted their drafts about Hue People, was to provide an opportunity for the four of us to sit together working on building a coherent essay from the random individual writings. The opportunity allowed me to observe simultaneous peer interactions as a participant observer and also to provide some more Pbworks tutorials with on-the-spot modelling and practice.

The features of the first online group discussion included i, the learner participants' capacity for problem identification and resolution in terms of both technology and content, ii, the learner participants' capacity for making autonomous decisions, and iii, the mentor's role as a technical tutor, a facilitator, an organiser, and a peer contributor. It was evident that the learner participants were highly aware of potential problems of their writings and were able to solve the problems:

A: If you are a reader on Wikipedia and read an article like one of your writings, what do you think? [...]

E: I think it lacks a coherent frame, because we wrote from our feelings with no specific purpose.

F: Frankly I think our writings are emotional sharing. The wiki I often read is very logical and verified. [...]

E: If we talk about geography and history we will easily have facts and figures. [...]

The learner participants were also able to fix technical problems on their own, and learnt new things from the experience:

E: I can't save this.

A: Why?

E: It says "Save" is locked.

A: Can you click "Save and continue"? Maybe I have locked you. Let me see.

E: I can't do both.

F: Just put it in the "Comment" for now. [...]

A: I can't find where to unlock. Just put it in the "Comment" to save it. [...]

E: Oh I got it now. I just "Steal lock" you (laughing). You get out to "View" and "Steal lock" me now. You can save it then.

A: Do I have to get out? "View"? I got it.

E: This is interesting, isn't it?

They were seen to make autonomous decisions to develop the content, and the mentor's comment was for encouragement:

E: I think Faith wrote the introduction very well. We will take it for the first part of Geographical.

A: That's right. I read it. She wrote very well.

[...]

E: This section will be about royal families.

F: Let's put in King Thieu Tri's poem. [...] The naming poem.

A: Yes, that's right. I am thinking about the poem too.

E: Ah, the naming poem isn't it? [...]

A: Absolutely. Those names are 100% Hue.

[...]

F: We have to keep the original names, Mien, Hong, Ung, etc. Don't translate them. Just translate the additional below.

A: Yes, we keep the original. You are right.

Regarding me as the mentor, it was evident that I acted as a facilitator, especially in the beginning, when I asked them to read their writings as if they had been readers on Wikipedia, as shown in the first excerpt. I also provided methodological advice and oriented the learner participants to construct the outline:

A: Don't you think we should make an outline straight away? [...]

E: I'm just brainstorming some ideas.

A: Maybe we should jot down as much as we can brainstorm. [...]

E: Do you mean we should write specific things in the outline now?

A: No, write down what you can brainstorm, as much as you can.

E: Yes.

A: Or just leave it there if you have no idea for now. [...] Leave it there. [...] It's fine to leave it blank. Just move on. [...]

A: If Emily is editing, just put it in the "Comment" Faith. [...]

A: Or Faith you scan the Hue page on Wikipedia for some more ideas.

I also contributed input information to the task:

A: Go to Wikipedia now, I will show you the Hue page.

E: Yes.

A: We can have take ideas from the page. Because our writing will be entered in this page.

F: I got it. [...]

A: I mean we can take some facts and figures from other sections in this page.

After the first online group discussion, each learner participant had a specific job to do, some more confidence and skills in Pbworks, and an approved deadline to accomplish the job.

As informed to the learner participants, when this deadline had been met, the second online group discussion was for the four of us to give the article Hue People a final touch and then to post the article on Wikipedia as a collective experience. This online group discussion was significantly different from the first one in not only the experience of publishing on Wikipedia but more importantly the group dynamic.

The features of the second online group discussion were complex peer interactions and the learner participants' expanding capacity for autonomous decision making. Particularly, complex peer interactions could be seen in these excerpts:

A: What do you think Katie?

K: I intend to take all our writings to put in the "Personal feelings", I mean

E: No, we have to blend them

K: What? Because I think

[...]

K: It's fine that we can take them all isn't it?

A: Yeah. So in the "Personal feelings" we'll blend the seller, Ms H, and yours, do we?

K: Yes (laughing)

A: Just a little I think. [...] If you put in the whole paragraph of the seller, it's fine in here but very long in Wikipedia.

K: Yes.

E: That's right. I also think so. [...]

K: I often see that an entry on Wikipedia is very long. Is that true?

[...]

A: Do we need to cut to put on Wikipedia?

E: Yes, we have to. We can't put the whole on.

Here the learner participants argued more freely and openly against their peers and the mentor, and the negotiation of meaning was more complex:

A: How much of the "Personal feelings" do you think we need to put on Wikipedia? Or we don't need this section? [...]

K: I think the writing is about Hue people, so it helps a lot if we can put in personal feelings [...]

A: So you think it's good to mention something personal?

K: Personal experience, yes, the writing is richer then. [...]

F: I think Wikipedia is more informative. People get in here to look for precise information, not something personal, so I think we don't put it in.

A: Or should I find another place for our writing? Let me search "People". This Wikipedia is more factual isn't it?

F: Yes I do think so. If we put in personal feelings, our writing will become weak. The value of this academic page will become low.

A: Ah. What do you think Emily?

E: I think we should not say "Personal feelings", for example "Beyond stereotype", or the like, to reflect the insider's feeling [...]

K: Or we say "From the local people's standpoint" [...]

E: There should be something insider [...]

K: "From an internal standpoint" (laughing)
A: From the local people's standpoint ok? [...]
E: How can we say it beautifully Katie?
K: (laughing) Internal standpoint means
A: Or "From the writer's standpoint"?
E: No, "writer" sounds very personal. [...]
A: "From the local people's standpoint" or "From Hue people's standpoint"?
F: No, it's not true. Not all Hue people feel that.

The learner participants also made autonomous decisions when the mentor asked for ideas, as in:

A: Do we need to put in the headings or not?
F: I think we need headings to make it clear and understandable. If there is no heading
A: Can we just say "Introduction" in "General introduction"? No need "General", is it ok?
F: But I think we must have headings in section 2.
E: Maybe we don't need it here, only in section 2.
A: So we can delete the heading "Introduction"?
E: Yes. Just in section 2.

An innovation result of this group discussion in particular and Task One in general was the Wikipedia entry of Hue People, which was brought about from collective activities composed of collective energy, collective endeavour and collective cognition. Figure 4.6 shows part of the initial version of the entry on Wikipedia.

An issue that this initial experience of collaborative writing and Wikipedia publishing was unfolding to individual participants was a change in their attitude. In terms of collaboration in particular, Emily's interview response revealed something that was new to her:

I once said something about my ideas and then you and Faith and Katie said the other things like the other way around and *then I had to rethink and "Yes, it's ok*

I think you are right” [researcher’s italics] so I think it was cooperative it’s inspiring (Emily, Interview Round Two).

Name-giving
[edit]

Historically, the qualities valued by the royal family were reflected in its name-giving customs, which came to be adopted by society at large. ^[citation needed] As a rule, royal family members were named after a poem written by Minh Mang, the second king of Nguyễn Dynasty. The poem, *Đề hệ thi*,^[a] has been set as a standard frame to name every generation of the royal family, through which people can know the family order as well as the relationship between royal members. More importantly, the names reflect the essential personality traits that the royal regime would like their offspring to uphold. This name-giving tradition is proudly kept alive and nowadays people from Hue royal family branches (normally considered 'pure' Hue) still have their names taken from the words in the poem.^[citation needed]

“ Miên, Hồng, Ứng, Bửu, Vĩnh
 Bảo, Quý, Định, Long Trường
 Hiền, Năng, Kham, Kế, Thuật
 Thế, Thoại, Quốc, Gia, Xương ”

—Minh Mang, *Đề hệ thi*^[a]

The meaning of each name is roughly given as follows:^[a]

<ol style="list-style-type: none"> 1. Miên : respecting above all the rules of life, such as meeting and parting, life and death (<i>trường cửu phước duyên trên hết</i>) 2. Hồng : building a harmonious family (<i>oai hùng đức kết thế gia</i>) 3. Ứng : establishing a prosperous country (<i>nên danh xây dựng sơn hà</i>) 4. Bửu : being helpful and caring toward the common people (<i>bồi bầu lợi tha quần chúng</i>) 5. Vĩnh : having a good reputation (<i>bền khí hùng ca anh tưng</i>) 6. Bảo : being courageous (<i>ôm lòng khí</i> 	<ol style="list-style-type: none"> 7. Quý : being elegant (<i>cao sang vinh hạnh công thành</i>) 8. Định : being decisive (<i>tiền quyết thì hành oanh liệt</i>) 9. Long : having a typically royal appearance (<i>vuông tướng rồng tiên nói nghiệp</i>) 10. Trường : being long-lasting (<i>Vĩnh cửu nói nghiệp nói dòng</i>) 11. Hiền : being humane (<i>tài đức phúc âm soi sáng</i>) 12. Năng : being talented (<i>guang soi khuôn phép bờ cõi</i>) 	<ol style="list-style-type: none"> 13. Kham : being hard-working and versatile (<i>đảm đương mọi cơ cấu giỗ</i>) 14. Kế : being well-organized (<i>hoạch sách mây khói cân phân</i>) 15. Thuật : being truthful in speech (<i>biên chép lời đúng ý dân</i>) 16. Thế : being faithful to the family (<i>mãi thọ cận thân gia tộc</i>) 17. Thoại : being wealthy (<i>ngọc quý tha hồ phước tộc</i>) 18. Gia : being well-established (<i>muôn nhà Nguyễn vẫn huy hoàng</i>) 19. Xương : bringing prosperity to the world (<i>Phồn thịnh bình an thiên hạ</i>)
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Vietnamese Wikisource has original text related to this article:
Đề hệ thi

Clothing
[edit]

Figure 4.6: *Hue People*

When it comes to Wikipedia, publishing could be daunting to many people including Katie at first; however, the rising attitude of being both novice and expert helped her comfortably step out of the comfort zone:

[Posting on Wikipedia] is inspiring. It gives a sense of doing something new and sharing what we know from our viewpoint with the world (Katie’s written response before Interview Round Two).

The issue of attitude will be discussed more in section 4.3.3 about Katie’s identity (in section of Phase One Innovation and Identity).

4.2.2.4 *The first twist*

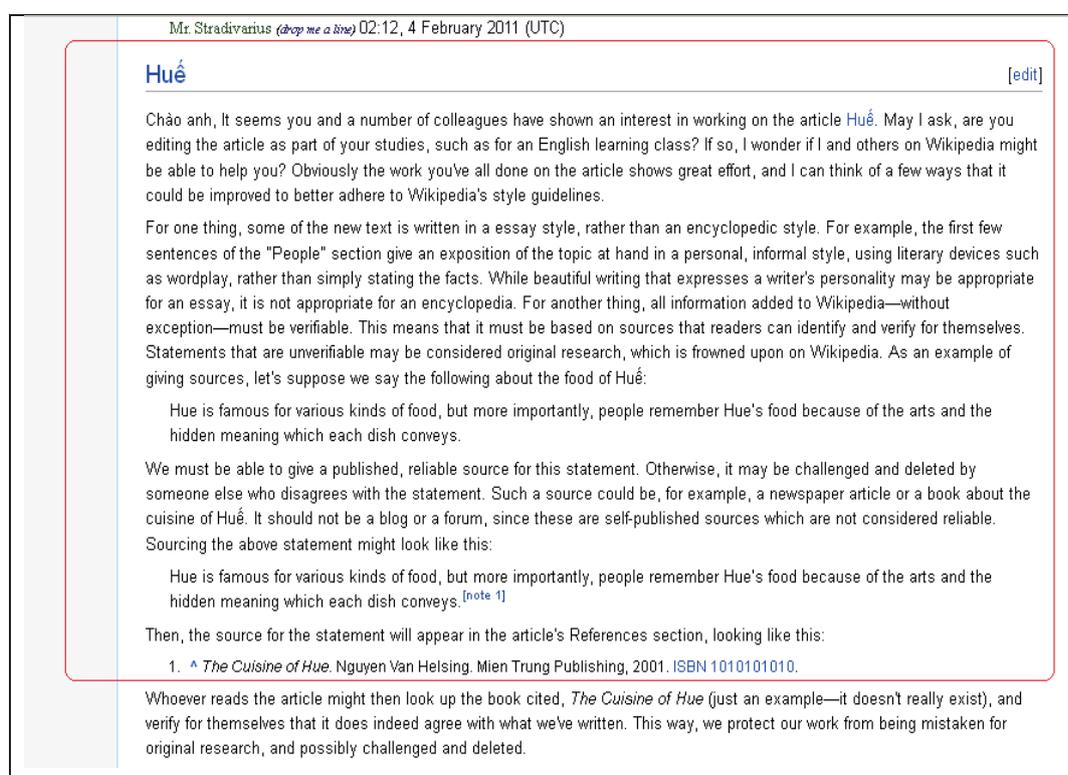
As the learner participants expressed in their first interviews, while they were very familiar with Wikipedia as readers, they had never written anything on this website, and publishing on Wikipedia was totally a new thing for them. Thinking of writing

something as an encyclopaedic entry on Wikipedia, they were very excited and positive, as shown in the following interview responses:

I find it [Wikipedia] quite useful when I need some information so the idea of putting something on Wikipedia gets me excited and maybe I can be of some help to others so I feel happy to do it (Katie, Interview Round One).

I'm really looking forward to really writing something on that and having comment from people maybe from different parts of the world so I think that is really interesting (Faith, Interview Round One).

However, in the moment they went public, they began to have a real sense of what that meant by real audiences, the kind of feeling which was probably from the prior feelings. As a matter of fact, Wikipedia editors' messages to the four of us during and after our posting *Hue People*, part of which is shown in Figure 4.7, posed us with the first twist. It hit the learners' feeling in the first place. More importantly, it was not the learners' affect but cognition that was hit hardest by the twist.



Mr. Stradivarius (*drop me a line*) 02:12, 4 February 2011 (UTC)

Huế [edit]

Chào anh, It seems you and a number of colleagues have shown an interest in working on the article Huế. May I ask, are you editing the article as part of your studies, such as for an English learning class? If so, I wonder if I and others on Wikipedia might be able to help you? Obviously the work you've all done on the article shows great effort, and I can think of a few ways that it could be improved to better adhere to Wikipedia's style guidelines.

For one thing, some of the new text is written in a essay style, rather than an encyclopedic style. For example, the first few sentences of the "People" section give an exposition of the topic at hand in a personal, informal style, using literary devices such as wordplay, rather than simply stating the facts. While beautiful writing that expresses a writer's personality may be appropriate for an essay, it is not appropriate for an encyclopedia. For another thing, all information added to Wikipedia—without exception—must be verifiable. This means that it must be based on sources that readers can identify and verify for themselves. Statements that are unverifiable may be considered original research, which is frowned upon on Wikipedia. As an example of giving sources, let's suppose we say the following about the food of Huế:

Hue is famous for various kinds of food, but more importantly, people remember Hue's food because of the arts and the hidden meaning which each dish conveys.

We must be able to give a published, reliable source for this statement. Otherwise, it may be challenged and deleted by someone else who disagrees with the statement. Such a source could be, for example, a newspaper article or a book about the cuisine of Huế. It should not be a blog or a forum, since these are self-published sources which are not considered reliable. Sourcing the above statement might look like this:

Hue is famous for various kinds of food, but more importantly, people remember Hue's food because of the arts and the hidden meaning which each dish conveys.^[note 1]

Then, the source for the statement will appear in the article's References section, looking like this:

- [↑] *The Cuisine of Hue*. Nguyen Van Helsing. Mien Trung Publishing, 2001. ISBN 1010101010.

Whoever reads the article might then look up the book cited, *The Cuisine of Hue* (just an example—it doesn't really exist), and verify for themselves that it does indeed agree with what we've written. This way, we protect our work from being mistaken for original research, and possibly challenged and deleted.

Figure 4.7: Wikipedia editors' messages for *Hue People*

Drawing on the editors' messages, Emily began to question her belief about academic writing:

Is it like everything we do we have to cite a source, it means that it's not our original ideas? Does that mean academic writing is not very original? [...] On Wikipedia they require every of what you write has to be cited it means that actually nothing comes from your own experience or am I taking it the wrong way? (Emily, Interview Round Two)

In a similar vein, Katie questioned the use of the topic Hue People for academic writing:

Sometimes I just wonder whether this is a right thing to do because I'm sorry because sometimes just for one moment I just thought because Hue People is an interesting topic and if we write it in an academic way would it reduce the interesting thing about it (Katie, Interview Round Two).

From an innovation perspective, the twist involved the development of the learner participants' affect and cognition, both of which came into interplay and interrelation, as Emily expressed after the experience:

I now know how it feels to have an unknown reader and how to accept criticism, to compromise and to be open to the criticism (Emily, Interview Round Two).

Emily's remark was representative of the journey they had experienced, in terms of Wikipedia publishing, starting from their anticipation with excitement in the beginning, through first impacts, to their negotiation of themselves for a greater openness to critique.

Task One was completed with the entry about Hue People on Wikipedia. As this was the very first experience of publishing on Wikipedia for the three learner participants, it left with them some emerging issues about writing with a sense of the real audience, new aspects of academic writing, and doing something new with a sense of being both a novice (e.g. writing on Wikipedia) and an expert (e.g. writing about Hue People). The experience also left them values and meanings of collective activities.

4.2.3 Task Two: Complexities emerge

In the second online group discussion, Katie was so excited by the posting on Wikipedia that she decided to pre-post some headings for writing in Task Two on *Good Language*

Learners. She did this on the English as a second or foreign language page on Wikipedia. Although it was a relatively small post, it was influential in terms of the course of innovation and the outcome of Task Two.

4.2.3.1 Online group discussion for collaborative writing

All three learner participants suggested an online group discussion was needed for an essay outline before their actual writing. They reasoned a work plan like the one in Task One would not be effective at this stage for Task Two. This can be seen as an early indication of a shift in role on their part towards assuming responsibilities for the way they would move forward together, thus affecting the way the innovative environment developed.

In this online group discussion, a few issues of complexity emerged, relating to the encyclopaedic genre required, the proposed site on Wikipedia, the focus of the writing, and the degree to which a personal voice would be appropriate in this case. Negotiation of the issues can be seen in:

i, the priority for the writing, Pbworks or Wikipedia, or process or product:

A: The suggestion is that on Pbworks you can write as freely as you like, whether it is personal or scholarly, but on Wikipedia, since *Good Language Learners* is a huge area, we are going to mention just a few aspects of this topic. What do you think?

F: I think if we write freely on Pbworks like we did in *Hue People* it will be difficult to edit for a Wikipedia post, because we are influenced by the personal style. So if possible, I think from the beginning we should write the way we can use for both Wikipedia and Pbworks. [...]

A: This area is huge, and I think it's difficult for our essay to cover this area. [...] So don't worry much for Wikipedia, because we just simply summarise our writings on Pbworks and put headings and subheadings on Wikipedia.

ii, the suitable site on Wikipedia for the essay:

A: The editor messaged me saying that this topic suited more with *Language aptitude*, so he suggested us to put it on *Language aptitude*, not *English as a second or foreign language*. So Katie's pre-posts were removed. [...]

E: Why?

A: That one

K: It's more about psychology [...]

E: Ah, they mention *Language learning disability* here too. [...]

iii, the focus of the essay:

A: What factors help you to be good language learners?

K: Motivation [...]

K: Educational background [...]

K & E: Just background, general background.

F: How about influence of teachers and friends. [...]

K: Learning strategies [...]

F: We should say about how to build learning strategies

K: Self study methods

F: I mean how each person builds up their personal strategies and how the strategies work [...]

K: Does it have anything to do with styles?

F: Multiple intelligences

and iv, the appropriateness of personal voice in the essay:

A: I think in the end there should be a section like personal definition of Good language learners.

K: Is this section academic?

A: This section will be on Pbworls only.

The group discussion finished with an outline for the essay *Good Language Learners* and a division for each learner to contribute writing based on the outline.

4.2.3.2 The second twist: "Rewrite"

When the three learner participants finished their writing on Pbworls, each person posted her part of the article on Wikipedia under the page Good Language Learner Studies, which had been discussed and approved by us as the new page for the article. However, the whole article was soon removed and all the four of us were messaged by

the editors regarding the removal. Part of the messages headed “Rewrite” is shown in Figure 4.8.

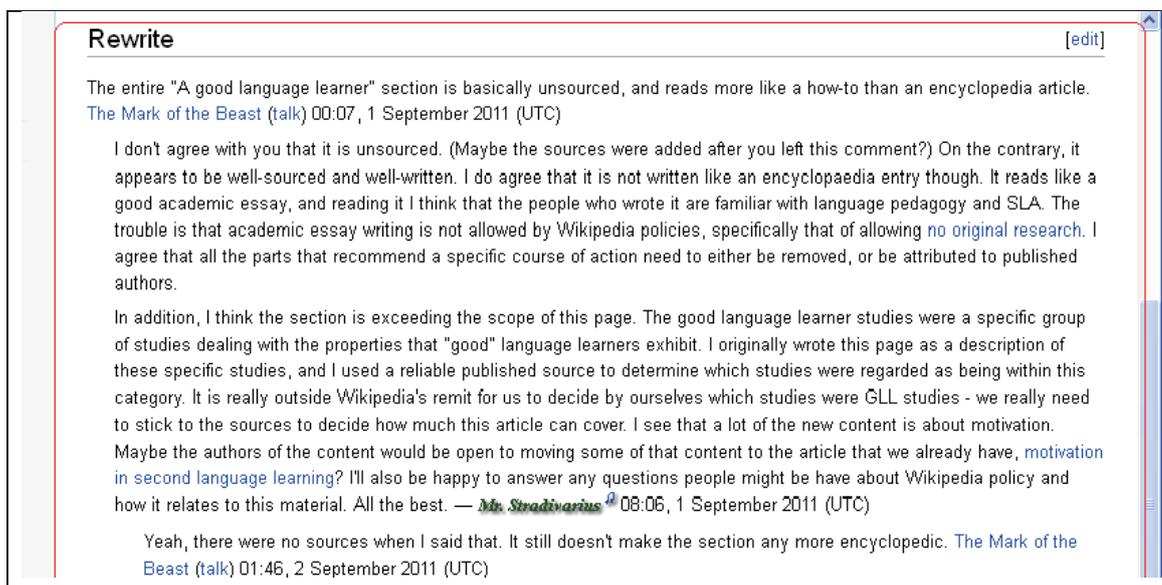


Figure 4.8: Wikipedia editors' messages for *Good Language Learners*

The messages for us were an unexpected twist in events concerning the complexity of the task. Firstly, we as participants were confused. What was disclosed in the two editors' messages was to our reading conflictual and at times in opposition to each other (as shown in Figure 4.8, editor A said the entire writing was unsourced, while editor B said it appears to be well-sourced, but it is not written like an encyclopaedic entry). This brought about initial negative feeling to the learners, as Emily expressed:

I think the fact that we put something we wrote online and anyone can comment on it makes it even more vulnerable [...] well I was talking about the first comment when that person said the article didn't have a quotation or even after it had a quotation it still didn't make it any more academic or any more encyclopaedic or something, yes, so that's the one that hurts (Emily, Interview Four).

The challenge grew bigger when it came to an issue of the genre of encyclopaedic writing, as this comment referred to:

The entire “A good language learners” section reads more like a how-to than an encyclopedia article. [...] It is not written like an encyclopedia entry, it reads like a good academic essay. [Wikipedia editors’ feedback]

Although the message about Task One had included this issue, during our extensive reflections on it, we concentrated on the other issue, the question of subjectivity. Therefore, we overlooked this aspect. This time, while they told us the article was not written in an encyclopaedic genre, they did not give clues about what the encyclopaedic genre was.

In reflection, the feedbacks posed many challenging questions for us, which proved far more complex than anything we had encountered in setting Pbworks. This event revealed for us that the complexity of an innovation is multilayered in that it concerned both cognitive understanding of the genre and affective responses to criticism.

Finally, the focus of the essay, which emerged as a problem in the group discussion, had contributed to the scope of the challenge. As commented by the editors, some parts of the essay could belong to *Motivation in second language learning*, and some other parts read more like “how-to”.

All in all, the scope of the challenge and level of complexity in this task had outgrown our control, and fixing the entry on Wikipedia exceeded the goal of the study tasks. However, this experience had unfolded a new dimension of my mentor role, being the mediator between the editors and the learners.

While the innovation result of Task One was an official entry on Wikipedia, Task Two did not make it onto Wikipedia. However, the experience and lesson of failure were huge in terms of their scope, and the affective and cognitive challenges posed to all participants were proportional to the level of complexity.

4.3 Phase One Innovation and Identity

The initial experience of innovation brought to light some key aspects of identity of the three focal participants as learners in a new learning space. Common features of identity that were evident in the data were i, the learner participants were motivated to learn new technologies as a need for novice teachers, ii, the learner participants aspired to learn from group members as peers, and iii, the learner participants aspired to learn new practices from the mentor to apply in their teaching classes. Apart from those features, a

possibly new feature that was underlying some of their comments was the identity as producers of a published text, particularly that as a Wikipedia writer. This initial experience of innovation also highlighted the role of mentor and its aspects that were emergent and/or evident throughout the innovation.

The following are specific descriptions of individual learner participants in terms of how the innovation experience related to and unfolded aspects of their identities.

4.3.1 Emily

Emily saw participating in the study as a learning opportunity for her, as she said in the first interview prior to task one:

I am very excited about being a participant in the study as I said I expect to see a lot of new things, a lot of things to explore not just only about English, English teaching and learning but also something about myself.

Also in that interview, Emily's responses uncovered some initial aspects of her identity as a learner in terms of technology, as writer receiving support from the global Wikipedia audience and as an aspiring researcher. Specifically, Emily had strong aspirations for support for technology learning:

I'm not a very brilliant person in technology but I think I can handle new technology quite well as long as I have good instruction.

She also had aspirations for support from unknown readers through their comments to her writing:

We would post it onto a page on Wikipedia [...] and we may get someone else probably someone we don't know read our writing and correct it and make it better.

The third dimension was that she was highly motivated in learning research practice from the researcher:

When participating in the study even as a participant I will be able to see how research in the form of a case study works because I have learnt about it in Research Method but I haven't actually done so maybe that will be very useful to me professionally.

During the early stage of writing in Task One, Emily did not have any comments or opinions but worked well in terms of execution, following task instructions and requirements. The first group discussion witnessed early signs of change when Emily began to adopt a shift in role, assuming more responsibilities for the writing: she was highly autonomous in making decisions in the discussion and highly active in dealing with technology. The process of discussion in particular helped develop a change in Emily's collaborative attitude, as indicated in her comments in Interview Round Two "*I had to rethink and 'Yes it's ok I think you are right'*".

Signs of change became more evident when she had had the experience of publishing on Wikipedia. Initially she expressed caution when stepping out of her comfort zone, as in the second interview:

When I first wrote the very first entry about something very personal and I know that you are going to be my reader and I feel comfortable because you know me and you know the context I'm writing about so that's very easy to make myself understood, and when we change the direction to something academic and I know that the reader will be the whole wide world something like that it's much more difficult I have to be very careful very cautious about what I write so it's more difficult.

However, the caution proved beneficial for her and the learning process, for it made her willing to go back and edit her work, and thus her writing improved considerably.

Stepping out of the comfort zone also helped Emily refine her personal qualities, including "how to accept criticism" and being "open to the criticism":

I now know how it feels to have an unknown reader and how to accept criticism and to compromise and to be open to the criticism.

There was a marked change in Emily's self confidence. Initially she had felt reliant on the comments and validation she envisaged receiving from the Wikipedia audience, but then she encountered what she referred to as a "discovery" of herself through the two writing tasks:

When our task was put online it was a kind of seeing how my writing behaviour changed when it came to different types of readers. I found that I put a lot of

effort into polishing my work because I knew that it was going to be read by a lot of people I don't even know [...] so I was very cautious in using words and in putting sources together so it was a kind of knowing how cautious I was as a writer of English.

It was interesting that Emily identified herself through this new experience of writing as “a writer of English”.

4.3.2 Faith

Faith entered the study in a position blending a good deal of her teacher image and her learner image. The first interview had much of teacher expectation, which revealed yet much about her learner identity. Some highlights of the interview were i, Faith had a clear vision for learning technologies as a need for a novice teacher; ii, Faith aspired to learning and sharing new things from the team members as peers, seeing the importance of peer learning in teacher learning; and iii, Faith was concerned for the quality of the work product.

With regard to learning technologies, Faith recalled something of a childhood accident [her words] relating to electricity, which, as she revealed, scared her away from anything electrical and postponed any attempts to learn technologies. However, Faith now as a teacher was highly aware of the need for such learning for a novice teacher like her. This is what she said:

When I started teaching English I think it's very necessary for me to keep up date with new technologies so that I can take advantage of the internet but I never do that in fact so this project is really a good chance for me to learning something new and this is also a motivation for me [...] it will be out of date and a disadvantage for a young teacher like me without knowing anything about technologies.

However, the articulation of the vision uncovered some of her learner self, someone who needed both motivation and pressure for learning:

I consider myself rather slow when it comes to technologies but I think maybe because I don't really have the motivation and pressure. I work really well under pressure [...] I mean when I have pressure I may get to the technology very quickly very fast.

The second highlight from Faith's interview responses was her aspiration for learning and sharing new things from the team members, as in:

I expect to share and learning new things involving language learning from my co-writers because I am not only an English learner but also an English teacher.

It was evident that Faith saw the importance of peer learning in teacher learning. However, it mattered who the peers were:

In fact they have been my friends [...] they are excellent students so I always wish to work with them and share the experience together.

From another perspective, however, Faith was very much a learner as in the case of her concern for product quality and recognition:

What I'm afraid most is that no one find it interesting to read my writing [...] because currently I'm a teacher and a student I have to work a lot and I'm afraid sometimes I cannot write a good story as I want because I cannot manage the time [...] I'm just worried about maybe the quality is not as good as I expect it.

Faith's way of working during the writing in Task One hardly revealed any underlying concerns or feelings until she participated in group discussions, in which she made autonomous decisions which were highly influential to the course of innovation and the outcome of Task Two.

Remarkably, the experience of Task One had conditioned some kind of change. In terms of technology learning, while Faith prior to the task had appeared not to be a confident person in technology, as in: "although I know that if I clicked on that nothing would be destroyed, I'm still afraid", after the task she had a vision of herself as a teacher using technologies in her class, as she expressed in the second interview:

If possible I want to use that for my writing class [...] because I think it could be very beneficial for my students if they can share their writing on that and receive comments from their classmates.

While she had never thought of publishing on Wikipedia before, and when she had begun to think of it she had been afraid no-one would find it interesting to read her writing, after Task One the view had changed:

I think it would be great if some day our writing appears in someone's research paper [...] I mean it is still a very long way to reach that... but when we write something like a piece of writing for a cultural event like that it is very useful.

The comment revealed Faith's vision of the task and aspiration for recognition, as a teacher and also as a published writer, even when she had just started to do something new as a novice.

The experience of publishing on Wikipedia also unfolded an aspect of Faith's image. She was happy when her writing was read and commented on by unknown people, which meant it was recognised, as she said in the second interview:

It's very interesting when you know that someone cares about your writing. It would be very sad if you put something online and no one had any comment on that it means your writing is not important and no one cares about that. So when someone makes a comment even it is a negative comment it still means that your writing is still interesting and someone cares about this.

The feeling of being recognised was proportional to a greater sense of responsibility, as she said in a Skype chat after Task One:

I feel happy and more responsible in my work. I cannot write freely and casually.

4.3.3 Katie

Katie in the study vividly reflected a complex image of a learner, a teacher, and herself as a person. She had presented herself in this manner at the beginning, particularly through the image she described in her first interview:

I'm excited but I can be a little bit nervous because I don't know how to do it in a right way.

and throughout the course of innovation she continued to unfold more of that complex image, as Katie remarked in an interview at the end of Phase One:

I think in that process I'm still me but it's like I have that part in my mind in my heart but it's still hidden by that time and when I come to another place it's kind

of revealed [...] it's not a really new aspect of me, it's just like it's time to come then the other part of me reveals.

Back to the early time prior to Task One, in Interview Round One, Katie's talk revealed these features:

i, Aspiration for both professional learning and personal interests from the study:

Basically what I expect to see, to do, to learn will focus on two purposes, my professional goals and my personal interests.

ii, Awareness of both personal strengths and weaknesses in learning new things:

My strong point is I'm eager to try something in novelty and the point to think about is I'm kind of active... maybe at first I'm very truly deeply madly in love (laughing) but maybe I may lose interest quickly so that is my weak point.

iii, Aspiration for learning from team members:

We have been classmates since we were at high school and I like them so working with them will be great for me not only in professional field but also we share a lot of things personally.

iv, Both aspiration for being of help to others and concern about know-how:

The idea of putting something on Wikipedia gets me excited and maybe I can be of some help to others so I feel happy to do it [...] but I can be a little bit nervous because I don't know how to do it in a right way.

The course of writing in Task One witnessed a noticeable quality of Katie as a learner when she dealt with how to write *Hue People*. As has been noted, she recalled:

When I heard the topic I didn't begin right away but just thought about the topic and that took a lot of time, and then I decided to conduct an interview.

More signs of Katie's activeness were revealed in group discussions. Firstly, while she had early expressed concern about know-how when it came to Wikipedia writing, she decided she wanted to "make a dictionary of [wiki] language" during her initial experience on Wikipedia. More than that, she was so excited about the experience that she decided to pre-post some headings for the writing in Task Two.

Noticeably, the initial experience of Task One had induced an internal negotiation of her identity as a teacher, as Katie described in the interview after the task. It was about whether or not she should go for wikis in her situation, and provided fertile ground for the task in Phase Two:

Sometimes I want to use it as a tool to help my students practise writing you know when I teach writing I often think about this but the students in our college don't get easy access to the online equipment [...] even though I very much like to apply this tool but when they say that "I don't have a computer" or "the computers in our school work very slowly" I feel discouraged [...] but next year or later I have to be more determined not to be swayed too much by their excuses not to be sympathetic because this is a kind of benefit to their learning and I think once they are required to do so they have to find way to adjust to the new environment so maybe next year I will try.

An additional site of frustration that contributed to the negotiation was how she could make a point of using wikis for her students, as she expressed:

So we are using [wiki] and this I think is really helpful when we are far apart I mean when you are in NZ and we are in VN so that makes sense but what happens if I ask my students to do this and they say "why don't you just give us paper, why bother to use this" I mean a difficult too demanding way.

From a learner's perspective, there was a shift in Katie's view as a learner after she had experienced publishing on Wikipedia. The early concern about know-how had been overshadowed by the sense of inspiration of someone being both novice and expert:

[Posting on Wikipedia] is inspiring. It gives a sense of doing something new and sharing what we know from our viewpoint with the world.

This aligns with what Ruth and Houghton (2009) argue in their study that "wikis blur the definition of both novice and expert as expertise as developed and constructed as part of the process" (p. 144).

Not only aspects of Katie's teacher identity and learner identity but also her identity as a person was observed to be enhanced after this new learning experience, as she explained in an interview after Phase One:

[In that new learning environment] I would like to become a person with more time to invest into cooperation, a more responsible person because I see that I'm quite laid back in the group.

4.3.4 The researcher as a participatory mentor

The initial experience of innovation involved me in multiple roles: a beginner learner, a participatory mentor and an on-going learner, and a mediator.

4.3.4.1 A beginner learner

The adoption of wikis required me to be an expert while I regarded myself as nowhere near that level. I was still a beginner learner as the first study task was commenced. Not only did I feel a need to be an expert in terms of wikis but more importantly the learner participants were viewing me as an expert. My assumption from the learner participants' standpoint was that me being their former teacher and now a researcher would help identify who I was in relation to what I was doing.

In the first place I felt both excited and thrilled about this new thing, in particular writing on Wikipedia. However, the feelings were not purely those of a new player, for I was preoccupied by how to transfer this excitement and initial expertise to the learner participants.

4.3.4.2 A participatory mentor and an on-going learner

I had to provide mentoring to the learner participants while they implemented the two study tasks. I did that work while I was still a beginner learner in the new space. On reflection, the experience of being a mentor in this initial experience of innovation presented me with challenges in terms of identity in this role.

4.3.4.2.1 Self pressure

The first challenge came from me, the pressure I put on myself, especially within the short time frame available. I wanted to be a good resource for the learner participants when it came to at least technology mentoring. The fact that they were voluntarily taking part in an innovation study was a good reminder: they could easily feel discouraged and step back in front of a small issue if I was not of help to them.

Mentoring and learning at the same time was also a challenge. To my belief, while mentoring needed precise and timely help, learning, beginner learning to be exact, entailed 'trial and error'. Although I was honest to the learner participants about my novice status in this new learning space, I felt the need to possess a good deal of

knowledge about wikis to be able to design tasks and the part I played in the tasks. This was actually a considerable issue in mentoring in a new online environment: how much novice knowledge and how much expert knowledge a mentor needed to be able to interact in an acceptable way. The incident of the article *Good Language Learners* being removed from Wikipedia in the late stage of Task Two has been keeping me pondering about this issue. What if I had known more about Wikipedia and would possibly have been able to mentor the learners about the encyclopaedic genre?

A further challenge especially relating to my identity as a mentor came from what I interpreted from the learner participants' standpoint. Firstly, their interview responses explicitly indicated that they expected me to be a good instructor of new technologies. They also expected to learn a new practice from me, as a researcher, a former teacher, and currently a colleague of theirs. To my feeling, these multiple lenses they used amplified the expectations they had of me.

4.3.4.2.2 Frustration

Task One implementation took me through some stressful times, for example when responses from the participants were very sparse; that was expressed in my research journal:

I understand their busy status and sometimes feel reluctant to contact them and/or remind them. [...] I fear that we may not be able to have a Wikipedia entry titled Hue People as we planned earlier. I really want to change the plan or the working strategy but I don't know how. I feel that I sometimes cannot understand how they feel and what they want. Sometimes I asked them to have a say but they did not. Online communication seems to be a challenge in the way that I cannot "reach" my learner participants when I want to (Research Journal, 20 April 2011).

The frustration to me was that I did not know which relationship between me and the learner participants I should draw on to make decision. When the writing did not move on, I was not able to make decision on my own to progress the work. To make matters worse, I was not able to maintain a good communication with the learner participants. As a matter of fact, at times I felt the loss of participant connection.

An additional site of frustration concerned the emergent issue from the Wikipedia editors' feedback. I was not able to provide what I believed an appropriate level and

amount of communication with the editors concerning how to proceed with the work on Wikipedia. In Task Two in particular, while the feedback implied a considerable change of writing, I found it frustrating to decide whether or not to continue with the editors' suggestions of editing the writing *Good Language Learners*. In terms of mentor identity, the frustration involved what I believed was required of me as a mentor, what it meant to be a mentor.

4.3.4.2.3 Active and adaptive learning

In an online learning context, new things keep coming, and we have to keep learning with the eyes wide open (Researcher Journal, 5 September 2011).

This entry captures my belief about what was required in terms of mentor learning. It resulted from my experience on Wikipedia, particularly through the Wikipedia editors' feedback, which, as I said in my Researcher Journal, had actually introduced a new issue to me, the issue of encyclopaedic genre, and voice and identity on cyber space. Through this experience, I had come to realise that the new online environment required an ability to be more flexible, open, and tolerant to ambiguities, which all belong to key qualities of an active and adaptive learner.

4.3.4.3 *The mediator*

The experience on Wikipedia also introduced a new role for me, the role of a mediator. On reflection, I was not ready to take over this role in the first place. It involved me stepping in between two parties: between my learner participants and the Wikipedia editors, to bring the writing work to a due settlement. This job terribly challenged me in terms of mentor identity.

4.3.4.3.1 A site of struggle

Receiving the Wikipedia editors' feedback particularly when they removed the writing and suggested a considerable change to the writing work in terms of content and a suitable site on Wikipedia to post it, I had not been able to decide on my own what to do until I talked about it with my supervisors. The site of negotiation was whether or not I should step in. On the one hand, I believed that once the article had been published, it would certainly be subject to public scrutiny, thus I would like the learner participants to experience this directly without my intervention. On the other hand, I was also a participatory member involved in the writing process and responsible for the article, and the editors were addressing the four of us as team members: "I can't withdraw from the

editors” was the final decision I made, out of bravery, as I wrote in the Researcher Journal:

I have been feeling brave after talking with Cynthia and Gillian about what to do with the editors’ feedback. The necessary thing I have been able to do was I have responded to the editors (Researcher Journal, 19 September 2011).

4.3.4.3.2 Responsibility

I was pleased about the decision to step in between the two parties, at least because it helped me to do better the job of mentoring. Although the course of innovation had been evolving beyond my control, the new role as it unfolded gave me a better vantage point, from which I felt more able to mentor the learner participants thanks to an insider’s view. On reflection, the mediator role was a large part of the mentor self. I had been driven by the latter to capture this opportunity as a (potential) learning resource for the learner participants. I noted this in the Researcher Journal as a major task for me to do:

The most important thing for me is how to make the learners reasonably interpret the Wikipedia experience (Researcher Journal, 19 September 2011).

I was not sure if I had done well enough to “make the learners reasonably interpret the Wikipedia experience”, but what I did out of my responsibility as a mentor was I talked with them, both informally via Skype chat upon me receiving the messages and later formally via interview, what we (including me as a team member) had learnt from this particular experience, which concerned their posts being removed because they were not aligned with the genre. In our talk, I focused on the new dimension of academic writing that we as teachers of English had not been aware of before (I shared with them my feelings of learning this as a learner). I also explicitly mentioned to the participants that the involvement of the Wikipedia editors through their messages was so much of a meaningful aspect of our tasks that we should appreciate and thank them, and that was thus why I responded to the editors’ messages very politely and gratefully. All participants showed their appreciation of the editors’ messages in our talks.

4.4 A Brief Summary of Phase One Results

This Phase One of the study was an initial experience of innovation in Web 2.0. It involved setting the new environment on wikis and familiarising ourselves with it. It also involved complexities that would emerge and dealing with them. There were signs

of change inside the participants, particularly in their emotions and behaviours when a real sense of real audience came into their work as an element of novelty. Although all the three young women were highly aware of their identity as teachers and they saw much of a learning opportunity for them as teachers from this experience, they tended to position themselves as learners in the relationship with me as a mentor and the team members as learner peers.

4.5 Phase One Discussion

The creation and implementation of innovation in Phase One gave rise to three key issues about innovation that are worth discussing. They are: building the environment and engaging the participants, collective activity, and the context of innovation.

4.5.1 Building the environment, engaging the participants

It was evident that we started from nowhere in the wiki space. To begin as I created a workspace on Pbworks, I endeavoured to write an interesting Frontpage, made additional pages to share my personal writings, and posted tutorials of my own giving wiki technical instructions. After all of that, I noticed that the learners just occasionally went in to have a quick look and left. My enduring concern at this stage was how to make it a living space. Even after I assigned the first collaborative writing task of Hue People, there seemed to be no signs of the learners gathering in the space, in any way, or collaboratively working on the task. I realised that a collaborative task even when based around a rich tool for online collaboration (i.e. wiki technology) did not necessarily ensure real collaboration would happen until the learners wanted to engage with this environment conducive to collaboration.

An issue that stood out as the hallmark of my building that kind of environment is that of connecting with the learners' existing realities, and also making sure the innovation was compatible with them, as suggested by one of the characteristics of innovation described in the literature review, compatibility (Rogers, 2003) (see section 2.1.1.2). This chapter has shown that the three learners did not start the first collaborative writing task from writing but from familiarizing themselves with the new wiki environment and the new practices of online collaboration made possible by wiki technology. Although the topic of Hue People was chosen based on the three learners' background, it did not induce them to sit together and write about themselves as Hue people, let alone do that in a new place (i.e. wiki space) using a new tool (i.e. wiki technology). However, Emily, Faith, and Katie expressed a genuine interest when it came to sharing their

everyday life: stories about Emily's blue nails and her negotiation for a desired image of herself as a teacher, and about Faith's evergreen pine trees and her quest for a sense of security after a series of natural disasters worldwide were what drove them to get started more effectively than the topic of Hue People. Through telling and listening to the stories of their mutual interests, the learners naturally brought themselves into the new environment and came to realize for themselves the meaning of online collaboration (e.g. Katie commented on online collaboration that she had felt connected with the other two learners even when in the position of a listener). On the other side of the coin, it was evident that all the three learners were also driven by their ought-to teacher self when they mentioned the obligation for novice teachers such as themselves to learn and ably use new technologies for their profession as teachers: this was a further impetus for them to take this opportunity to learn and master wikis.

In relation to the five-stage wiki activities model created by Wheeler (2010), which was presented in the literature review, section 2.3.3, the issue of building the environment and engaging the participants in the way described above helps complexify each stage, especially the first stage, Exploration, in the model. While the model illustrates a trajectory starting from technical acquisition, the process of progression in this phase suggested that starting from what really interested participants or learners, not necessarily basic technical principles, could help engage them.

In terms of innovation, Wedell (2009, p. 22) states that if the success of an innovation depends on what people think and do, it makes sense to initiate an educational change from people's existing realities. Starting from the present context, considering existing factors involved and what is needed for a change (i.e. a new practice) is crucial in terms of initiating an innovation from an ecological perspective (e.g. Tudor, 2003; Van Lier, 1997). From this perspective, Emily, Faith, and Katie are not simply learners participating in an experience of innovation; they are people with real interests, concerns, and emotions, teachers living with ideals and obligations, and more besides in their inherently complex totalities. An ecological perspective in this regard makes it understandable that connecting with the learners' existing realities is a sensible starting point, and thus acknowledges a 'messy' picture of the initial experience of innovation, which encompasses old things and new things, an unclear starting point, non-linear progress, and ensuing emergent complexities.

It was notable that the evolution of the two tasks in Phase One was not pre-determined in isolation; it indeed followed an ecological approach. From the first Wikipedia entry about Hue People and the involvement of Wikipedia editors through their messages to the second entry about Good Language Learners and the ‘incident’ of ‘rewriting or removing’ that entry (as clearly suggested by the Wikipedia editors), there was a huge amount of unpredictability, adaptability, emergence, and self organization due to the complexity and dynamics of the tasks. The trajectory of the tasks in Phase One was not that of a pre-established matrix but arose instead from the contributions of participants with all their complexities. Connecting with people’s existing realities also meant acknowledging the identities, needs and priorities of the individuals involved and the on-going contexts of their lives. This continued in Phase Two. Importantly too, the more the participants were engaged, the more complex the trajectory was, and the more unpredictability and emergence of the tasks as well as the more adaptability and self organization required of participants. I recall here my repeated message to the three girls upon receiving the Wikipedia editors’ comments about our entry of *Hue People*: “That has outgrown my control and the aim of the research”. Interestingly, the three girls decided to go on to edit the entry and give it something that can be called a result, according to the editors’ feedback, something that had not been planned and aimed for in the research: as they said, their attachment to the task was too strong for them to quit. What was revealed by the situation to both myself as a teacher/researcher and to the learner participants is the emergent and open nature as an inherent feature of activity, when it is viewed as a whole from an ecological perspective. In terms of innovation, this resonates with what Murray (2008, p. 7) calls an emergent perspective on innovation, with a perspective grounded in open systems featuring complexity, dynamic self-organisation, unpredictability, adaptability, and emergence.

Online group discussions played a considerable part in informing the evolution of the tasks. In all the group discussions throughout the two tasks, we managed to come up with something that can be seen as results: an outline for *Hue People*, an entry of Hue People on Wikipedia, and an outline for *Good Language Learners* respectively. A point that all the learners mentioned in their interviews was that through the group discussions, they could manage to collaboratively implement the tasks and bring them to an end adapting to the emergent changes along the way. In this regard, it makes sense that while I adopted an open manner in the group discussions, I prepared with a plan

beforehand, which, in terms of innovation, was an indication of deliberate efforts to achieve innovation with an open perspective (Murray, 2008). However, what really counts is the capacity of the group to manage itself at levels mentioned by Mangenot and Nissen (2006, p. 4) as “socioaffective level” (getting along with the others), “sociocognitive level” (resolving problems together), and “organizational level” (planning, monitoring, and evaluating work). Critically too, the group needed to manage itself in line with the individual and collective needs of participants. If in the first online group discussion, my involvement as mentor facilitator was critical in managing the group and building an environment conducive for collaboration (for example, providing the learners with methodological advice, reorienting them to the focus when they lost focus, giving evaluation), in subsequent group discussions, when the three learners had become used to and were engaging in the new environment they became more autonomous and my role as a mentor facilitator became less critical.

4.5.2 Collective activity

The two tasks in Phase One, collaborative writing tasks, were to be completed by the three participants working together. By assigning them what I called collaborative writing tasks, I naively thought they would sit down together and discuss at least an outline for the writing, or they would build on each other’s pieces of writing and finally form a unified text: these processes, I thought, would arise from the affordances of the wiki. However, things did not go as I thought.

It was not until I decided to hold the first online group discussion bringing people together with my involvement as both a participatory group member and a mentor that I could see signs of collective activity, which I believed was not only necessary for the tasks but more importantly was a defining feature of the innovation involved in this initial experience. The point is in order for the group of the three people to work as a *group*, there must be a kind of capacity for them to cohere together, a capacity that could not be taken for granted from people simply sitting together but which needed someone else as a mentor to build up and nurture. This is when the involvement of a mentor in a group is called for. In our online group discussions, it was revealing that we, as a *group*, made an evident endeavour to manage the group itself on the three levels that are referred to in Mangenot and Nissen’s work (2006, p. 4) (see section 4.5.1). Online group discussions for evidential examples of group management at each level). It was through these three levels of group management that I could observe the extent of

task completion in terms of how the environment was developed and how and what the participants contributed to the development of the environment.

Since the experience of innovation in this phase was characterized by unpredictability and emergence, as is the nature of much innovation (Fullan, 2007; Murray, 2008), it speaks for the role of collective activity in task completion. In both tasks, even when we made good plans and worked well on the division of writing, there was always additional work emerging when we brought together all our individual work. Normally this kind of writing task called for a common thread that tied all individual writing pieces together, which we could manage to create in our online group discussions. But most importantly, we found the emergent and unpredictable issues from a third party too complex for any one of us to solve individually. For example, when the Wikipedia editors suggested re-organisation for our entries of *Hue People* and of *Good Language Learners*, it involved everyone in the group simultaneously accepting the feedback and working together to solve the problem as a whole. In terms of collective activity, when we collaborated and interacted with each other through dialogue, our complementary skills enabled us to construct knowledge and reach an understanding that was more than any of us could have achieved individually. The extent to which the collective activity defined each phase of the tasks and the task outcomes represented a very new way of working for all participants.

At the same time, the process of collective activity, which gives more scope for new knowledge construction than individual work, underpins the process of initiating an innovation. What can be said from this initial experience of innovation is that one plus one equals more than two! When we sat down together and collaborated, we managed to reach insights that none of us could have achieved alone, thanks to what Lund and Smordal (2006, p. 37) call collective cognition, the dynamic concept emerging through the process of the group coming-to-know. If what went beyond our aim was the effect of an entry on the public site of Wikipedia that is accessible to anyone logging on the site, what can be viewed as the innovation aspect of this phase was the change in the three learners' beliefs about writing in particular and learning in general. In the interviews, the learners explicitly expressed a marked shift in their ideas about the process of writing, the nature of learning, and importantly the collaborative dialogue, as Emily's remark about a shift in her perception about collaboration, which was first mentioned in section 4.2.2.3, Online group discussions.

From an innovation perspective, such changes in beliefs about practices characterise innovation (Karavas-Doukas, 1998) and are a key area of change in an innovation process (Fullan, 1998).

4.5.3 The context of innovation

This phase of innovation takes place in a non-institutional context. The innovation did not stem from classroom issues, teachers and administrators alike but from within the group. It is this non-institutional context that placed the three learners in a low-anxiety environment, free from any institutional constraints, with opportunities to bring elements of their social worlds into the environment. This then meant the wiki innovation environment was formed by “schemata developed on the basis of various everyday life experiences, and which provide the predictability, security and self-worth necessary for coping successfully with daily existence” (Waters, 2009, pp. 443-444). It was evident that while such an environment had a number of high-stakes elements (e.g. feedback from wiki editors) it was nonetheless free from the kinds of constraints mentioned by Trent (2012), where beginning teachers participate in an innovation that infuses the whole system of their ongoing professional practice. Emily, Faith, and Katie did not experience any evident tensions and negotiations, and the scope for constructing their preferred identities through implementing the innovation was more enabling than limiting. However, the open environment was central to Phase One and so well-aligned with the learner identities of participants that it may also have set up some expectations that could not be met in the closed and constrained environments in Phase Two. This will be discussed further in parts of the next chapter.

From another perspective, in the Vietnamese socio-cultural context, the influence of being positioned by others is often more critical to identity work than that of positioning oneself. For example, being fuelled with innovative ideas and the wish to ‘experiment’ with them, novice teachers of the young generation can either choose to assert their teacher agency in a small group of teachers sharing similar views or to withdraw to the safe side (which include those teachers who do not experiment innovative ideas for safe), depending on a variety of factors. In this experience of innovation, that the group was composed of close friends as peers and a former teacher brought about a climate conducive for individuals to implement innovative ideas and assert their preferred identities. In the interviews, considerable comments were on how this experience was

experienced as an important opportunity for the three learners to learn from each other's expertise and share their expertise with each other, for example:

I expect to share and learn new things involving language learning from my co-writers because I am not only an English learner but also an English teacher. [...] They are excellent students so I always wish to work with them and share the experience together (Faith, Interview Round One).

In this regard, the relationship between the group composition as the micro-context of innovation and the construction of identity was positive. If other research exploring innovation from the perspective of teacher identity reveals a tense relationship between innovation and identity work, for example, the case of the beginning teachers in Hong Kong in Trent's study (2012), or the case of the teachers in the context of innovation in distance language teaching in White's study (2007b), that kind of relationship did not exist in this experience largely because Emily, Faith, and Katie were implementing innovation within a group of peers and close friends who share similar views towards teacher learning, peer learning, and educational innovation, and whose trajectory of identity work was mutually influential.

4.6 Summary of Chapter Four

This chapter concerned Phase One of the study, an initial experience of innovation in Web 2.0. It included a presentation of results of Phase One in terms of innovation and innovation and identity. The section on innovation described what happened during processes of creation and implementation of the innovation through two collaborative writing tasks on Pbworks and Wikipedia carried out by the three key participants, Emily, Faith, and Katie in the presence of the researcher as the mentor. The section on innovation and identity described aspects of identities of each participant as they became evident and/or emergent during the course of their creating and implementing the innovation. After the results, the discussion of Phase One, addressing key issues arising from processes of creation and implementation of innovation in the phase, has now set the scene for the next phase, Phase Two, an extended experience of innovation in Web 2.0. The next chapter, Chapter Five, will cover Phase Two.

CHAPTER FIVE

PHASE TWO: A LONGITUDINAL EXPERIENCE OF INNOVATION IN WEB 2.0

“The Story”, a brief overview of the lived experience of the phase, will open this chapter, as for Chapter Four. It will be followed by more detailed accounts of innovation and innovation and identity, making up the section of results of Phase Two. Next is a brief summary of the phase. The discussion of Phase Two will focus on key issues which became evident or emerging from the results. The chapter will end with a summary of the chapter.

5.1 The Story

This second phase of the innovation witnessed significant changes in the three learner participants’ personal lives, which had a considerable influence on their participation in the study. The story of Phase Two is thus made up of two different stories of two people: Emily’s Switch-Role, and Katie’s Switch-Role.

Emily had been in Australia for two months or so for her Master’s studies when she started Phase Two, in September 2011. She enjoyed her new student life, something she had hoped for and worked towards for a long time, but she told me she also dearly missed her teaching job. An opportunity arose when Candee, a former undergraduate student of hers with whom she had kept in contact, asked her to provide feedback on writing papers via emails. Emily suggested to me that setting up an online mentoring process for Candee seemed to be a good fit for her. In some way, the project in this phase was not much of a new extra thing but was part of their already established ways of interacting. They welcomed and readily embarked on the project.

In the first place, Emily gave instruction to Candee via email to set up the blog. Being unfamiliar with that kind of task, Candee still managed to do it with a little help from Candee’s friend. After the blog set up came a chain of writings and comments. From early topics assigned by Emily to those of her own choice, Candee did the writings assiduously and regularly. From the topics themselves and the content of the writings it was possible to see that she was a keen learner of writing. As a major commenter and a casual commenter respectively, Emily and I commented on Candee’s writings to share

our thoughts and feelings with her. We felt closer to each other on the personal level through our communication on the blog.

Being in New Zealand, I was still acting as a mentor for Emily though less directly. We often exchanged emails and had Skype chats about work progress, concerns, and plans relating to the project. I also met Emily face to face for an interview and a few chats when we had a chance to meet up in Hue, Vietnam, between December 2011 and January 2012. In those face to face meetings, I asked her about her work with Candee, the progress of the blog, and together we worked on some plans for the final stages of the blog including the student interviews (to take place in February 2012 and April 2012). Those interviews would bring the project to its end, although the blog was still running its natural course in cyber space.

With regard to Faith, she did not officially participate in this phase because her study trip in England did not allow her to do so. However, we remained in touch and my expertise as a resource, as well as my friendship, was still accessible to her at any point she needed.

Katie had finished her Master's course by this time and continued to act as a class teacher in the university. In this phase, she participated in the project through her writing class, which took place on Tuesday and Thursday morning each week over a semester from early September 2011 to early January 2012. The classroom was familiar, the students were familiar, and the lessons were familiar. Something not familiar was teaching with Pbworks, which was introduced by me to be employed as a space for the students to upload their class papers, do editing and peer commenting, and for the teacher to observe the whole writing process and carry out evaluation. In relation to the innovation in Phase One, Pbworks here was used as an interface reflecting how Katie would transfer and translate what she had learnt in Phase One as a learner to her class as a teacher.

I travelled to Hue, Vietnam, to observe Katie and her class for the whole semester. Seeing the teacher in her real physical context was meaningful to me as a researcher. I could see how excited Katie was at seeing me, as her former teacher and now her friend colleague, back in the university. She happily introduced me to the students so that, standing in front of them, I felt like a known stranger. On some following days, while sitting at the back I still mingled with some students and observed Katie's class

tutorials. However, Pbworks was not used in every class, and thus my visits became less frequent towards the latter stage of the semester.

The workspace on Pbworks, which we accessed in our own time and spaces, was another place for us to see each other. From early days after my first class visits and the first class tutorial in particular, Pbworks had hosted more and more students, who went in to create their pages, to leave greetings and/or remarks, often on the FrontPage, or even just to have a look. Pbworks really kicked into life around this time, when some students started to post their early writing drafts, sometimes in wrong places; for some others it was a case of writing something as cries for help as they did not know where to begin or they feared misclicks; some others apparently tried to do something but finally left behind traces of activity which did not fit the site (for example, some students replaced the FrontPage with their writing drafts). Katie, Victor (the teacher whose students also shared the workspace, and who features in Phase Three), and I in the first place were busy settling the students into the new space and fixing some of the wrongly placed posts. At a later stage, when most students had posted their papers, Katie removed her presence on the workspace and quietly pursued her observations of the students' editing processes to carry out evaluation.

Pbworks reached its peak towards the end of the semester. Although the teachers (Katie and Victor) were not present to the students at this stage in terms of posting comments, student interactions became denser and richer, though not equally and in all cases; activity was not evenly spread. However, the 'crowded' days gradually became sparser, when the class programme was almost finished in the period the students were busy with their exams, and as their marks for the Pbworks writing had been recorded by the teacher. Pbworks officially came to its end in Katie's class around this time.

5.2 Emily's Switch-Role

5.2.1 Innovation

In this second phase of innovation, while I was the initiator of the concept of switch role, and continued to act as a mentor for her, Emily was the person directly in charge of her own innovation project. She herself created a new learning environment through a blog, in which her former undergraduate student practiced writing under her mentoring, initiated writing processes for her student, facilitated and maintained learning and mentoring processes, and studied her student as a researcher (e.g. through interviews).

The focus of this second phase was on how Emily transferred and translated the initial experience of innovation in Phase One, how she adapted herself as a mentor in this new experience of innovation, and how she made use of the mentoring I provided.

5.2.1.1 Preparation

5.2.1.1.1 Adoption of technology

Emily decided not to adopt Pbworks but used instead Wordpress, a free and publicly open source blogging tool, for this project. She gave her reason as:

I probably look for a more interactive and eye-catching tool rather than Pbworks. [...] In terms of interaction I think Wordpress is more user friendly because it is created like a personal website where you could have different types of categories based on what you want to put on the site and it's like a personal blog it has comment section and I think it's more open to the world than Pbworks (Interview Four).

Regarding technology, it was noticeable that Emily was already familiar with some blog platforms and blogging environments as a blogger and a blog reader. She had great confidence when introducing Wordpress to her student, which she expressed in her emails to the student.

5.2.1.1.2 Recruitment of the student

Emily invited her former undergraduate student, Candee (pseudonym) to participate in this project. As she said in a Skype chat with me, Candee had often been emailing her with her writing papers and asked Emily to read and comment on them even after she had finished Emily's writing class. Emily wanted to extend opportunities for this able student to practice writing, for "she was very keen on writing", she said.

5.2.1.1.3 Blog set up and task design

While Wordpress was chosen by Emily, the blog set up was done by Candee, specifically signing up, naming and decorating the blog and making categories, under the instruction given by Emily in an email. However, it was revealing in an interview between Emily and Candee that Candee could not successfully create the blog herself in the first place and asked for help from her friend. The blog eventually appeared like in Figure 5.1.

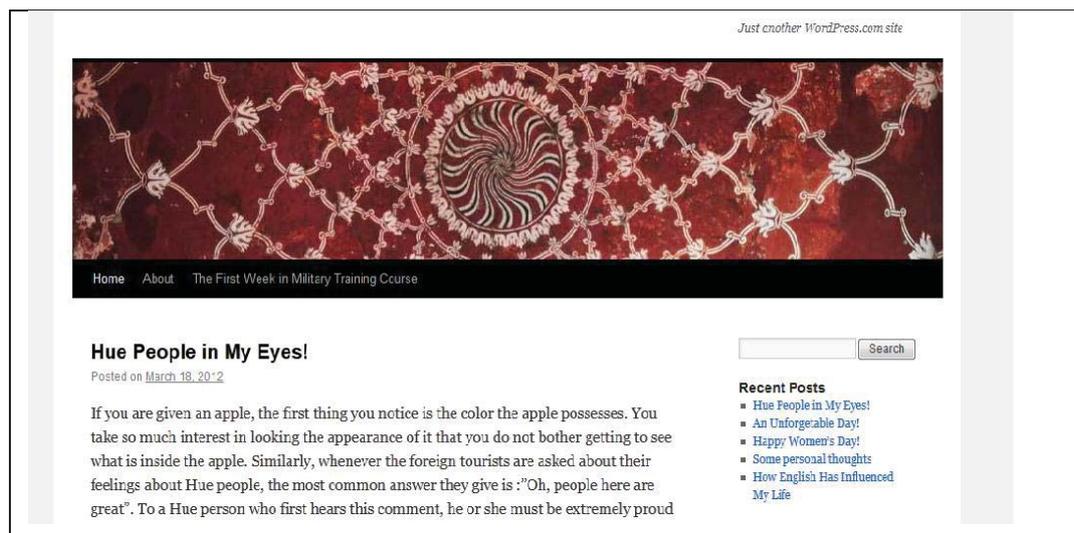


Figure 5.1: The blog

To begin the writing tasks, Emily prepared topics for Candee having in mind “discovery of self” [her words] as the purpose of the writing. She envisioned the whole work with writing as the foundation of “the discovery”, comprising:

Probably two or three different writings followed by discussion or reflective journal entries or something (Interview Four).

5.2.1.2 Mentoring on the blog

Emily’s mentoring on the blog included assigning Candee writing topics and giving comments on each writing entry. This job was done with the ultimate purpose of “discovery of self”, which was explicitly made clear to Candee prior to the project. Of importance therefore were the topics which were made and what and how comments were given so as to encourage Candee to write to express much of herself.

In the early stage, Emily used topics about Language Learning History, which I had used for them in the first place in Phase One. Figure 5.2 shows some examples of the topics.

This early stage was commented on by Candee in an interview conducted by Emily:

I was very busy with a lot of engagement at that time. But you were my major source of motivation. [...] I did the writing. I had no other topic rather than the one you gave me, My English learning entry. [...] It was not an obligation, it was my gratitude to you.

Category Archives: *My English Learning*

How English Has Influenced My Life
 Posted on [February 9, 2012](#)

It can, I believe, be said with some certainty that every English learner is affected in one way or another by this living language. If one says there is nothing changed ever since the day he took the first steps ... [Continue reading →](#)

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Why Learn English?
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It cannot be denied at all that people all around the world are recognizing the necessity of communication about things like business, marriage, education, and cooperation. Most, if not all, countries' education system requires their students to learn an international ... [Continue reading →](#)

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Figure 5.2: Topics assigned by Emily

After some writings about My English learning journey, Emily then encouraged Candee to write about her own topics under the same category, *My Personal Feelings*. Some of the writings were shown in Figure 5.3.

Category Archives: *My Personal Feelings about.....*

Hue People in My Eyes!
 Posted on [March 18, 2012](#)

If you are given an apple, the first thing you notice is the color the apple possesses. You take so much interest in looking the appearance of it that you do not bother getting to see what is inside the ... [Continue reading →](#)

Posted in [My Personal Feelings about.....](#) | [2 Comments](#)

An Unforgettable Day!
 Posted on [March 11, 2012](#)

All members of my group had a dinner as a way of congratulating. After we said goodbye to each other, I rushed to my home and sent an email immediately to my best friend. I was very stoked! Whenever we ... [Continue reading →](#)

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Happy Women's Day!
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Figure 5.3: Topics of the student

Writing was becoming more enjoyable for Candee in this stage, because she had more freedom in choosing the topics and time, and more importantly, she was motivated by comments from Emily and myself, a point she made in an interview with Emily.

At a later stage still, Candee was also encouraged to create new categories of her own, as for example in the following entitled “The First Week in Military Training Course”, which was about the compulsory military training course for the whole class of hers, shown in Figure 5.4.

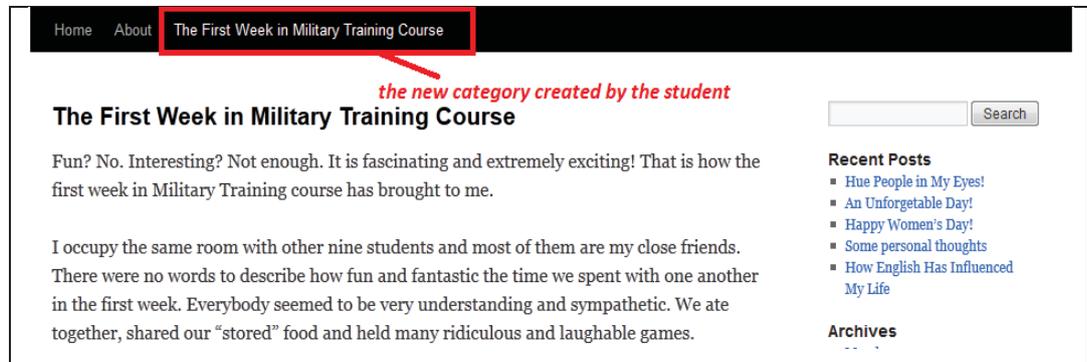


Figure 5.4: A new category

The addition of the new category, which was of evident relevance and interest to Candee, was robust enough to attract comment from her peers, as shown in Figure 5.5.



Figure 5.5: Comment from an outsider reader

Although it was a very small comment, it spoke strongly to the student in terms of a real sense of audience.

As to commenting, Emily clearly informed Candee through email that her comments would focus more on her sharing of thoughts with her and less on sentence skills. Every comment was made for both affective and cognitive communication, as in Figure 5.6.

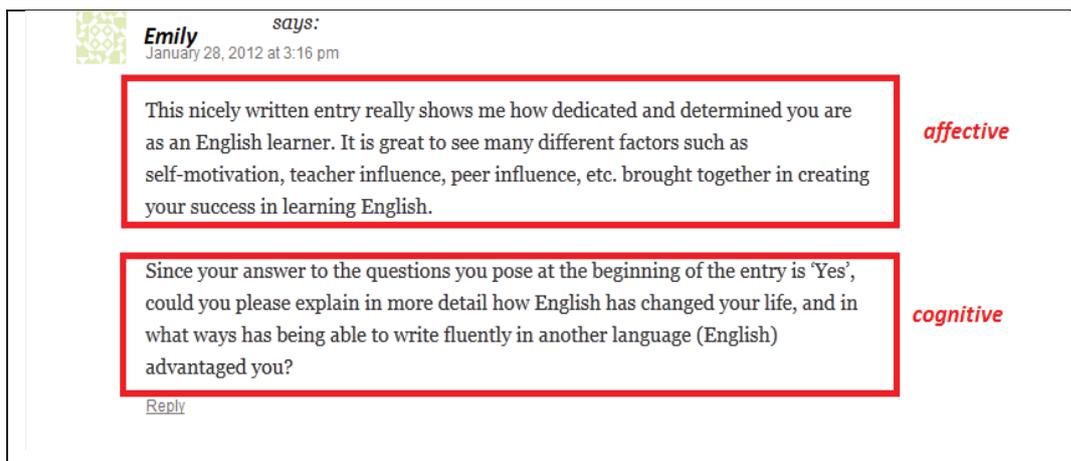


Figure 5.6: Emily's comment

A request or suggestion, if there was one, was made tactfully, not as if a request from a teacher, thus, for example "I'm curious to know", in the following interchange (Figure 5.7):

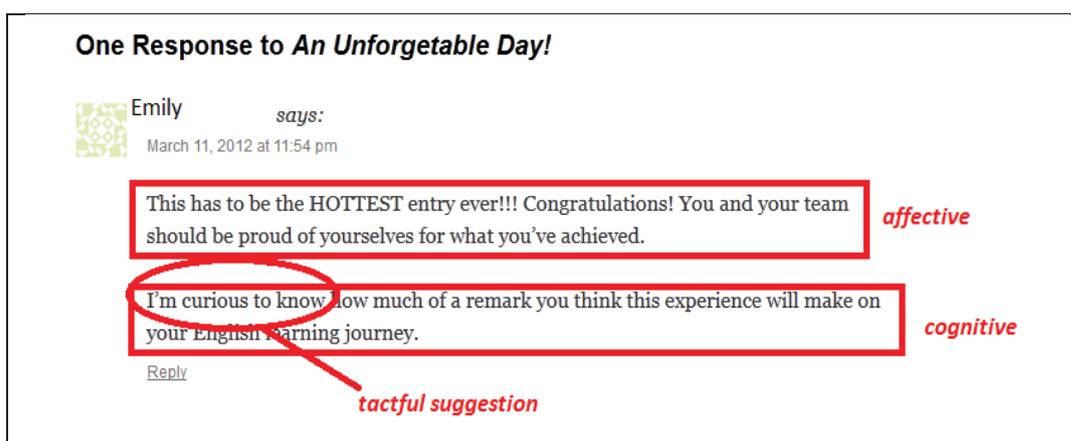


Figure 5.7: Emily's comment

It was noticeable that while Emily prior to the project had envisaged that the writings would be followed by discussion, and her comments always had a question or a tactful request or suggestion at the end entailing a potential interaction with Candee, there was no response from the student after each comment.

The focus of Emily's comments, which were intended to reflect Emily's sharing of feelings so as to unlock more of Candee's interior, emerged to be a considerable issue. On the one hand, the focus had initially been conducive to Candee's capacity of self

expression and reduced concern for language form, as the student remarked in an interview:

On the blog because you didn't focus on grammar or the like but focused on how I expressed myself I felt writing was interesting and very comfortable.

On the other hand, the focus had not met many of Candee's expectations in the course of her blogging, as she commented later:

Candee (C): There was some shortcoming, because you did not focus on grammar I sometimes did not know if my grammar was appropriate or not.

E: You felt lost, didn't you?

C: Yes lost. But because you did not comment on the grammar I thought my grammar was appropriate so I used them again and the wrong thing was deeply rooted, which made it hard to fix later. That was the disadvantage in this blogging. One more thing, your comments were on your feelings about my writings, not about my creativity, for example you just commented on how you felt about the entry, not on how I organized to create that entry. [...]

E: What do you mean by the latter? Did you mean my comments were not on the structure?

C: I mean you commented only on

E: feelings and sharing?

C: Yes.

E: But you expected on the structure and organization?

C: Yes. But it was just a small feedback [the original Vietnamese word used by the student is *kiến nghị*, which roughly means a formal opinion for a change].

E: [laughter] Because my purpose was how to make you feel free to express yourself in writing, I was very cautious in commenting in order not to interfere much to your style. Does that make sense?

C: Don't worry. I know the purpose of the project was about identity. [...] But I think my identity in relation to English would be enhanced if I received suggestion or recommendation or advice to make my English better. I think identity has two sides, negative and positive. My positive will overgrow if I am given advice.

Candee's responses in the quote above open up two issues that challenged Emily as a mentor in a new learning space, namely fluid learner expectations, what to make of them and how to meet them; also, what would emerge in terms of how learner identity is constructed through learning and the role of the teacher/mentor in the construction. The final comment by Candee reveals her own preoccupation with her identity as an English language learner throughout the course of the project, and that content-based feedback did not totally meet her own identified needs. The learning context was one in which Candee could feel some confidence in expressing her opinions, but it was evident that her needs, emerging needs and expectations were not always apparent to the mentor.

Apart from Emily, I also acted as a commenter on the blog, on a more casual basis. In the latter stages of this Phase Two project, Emily introduced me to Candee. They invited me to comment the writings. This was welcomed by Candee. Seeing myself as a secondary commenter, I made comments which largely aligned with Emily's, mostly sharing my feelings with the student, as shown in Figure 5.8. If there was some suggestion, I made it tactfully, as shown in Figure 5.9 (see next page).

2 Responses to *Some personal thoughts*

Emily says:
 March 4, 2012 at 11:27 am

Thanks a lot for sharing your thoughts on these interesting issues. The more I read your writing, the better I can see you as a thoughtful, optimistic (in a realistic kind of way), and whole-hearted person.

I very much share with you about the fears, especially the feeling of being betrayed by someone you love. It hurts more than any physical mistreats, doesn't it?

[Reply](#)

Anh says:
 March 8, 2012 at 9:31 pm

Where can you find those beautiful questions? Just kidding, I also find those very interesting to think and talk about. It is far more interesting to know your responses. Yes I do be able to formulate my answers after looking over this post and very happy to share with you some of mine. Here we go:

affective (sharing)

Figure 5.8: Emily's comment and Anh's comment

Anh Pham says:
 January 29, 2012 at 7:23 am

Hello Candee,

It's great to get to know you in relation to English. Your journey into the world of English language is inevitably full of beauty and inspiration, all of which has been shaping who you are today. Looking ahead, we, the reader, will be more interested if you could reveal some of your dreams towards a good future in relation to English, things like how you would like English to become attached to your future life and what kind of job you would like to do in the future.

[Reply](#)

affective

cognitive

tactful suggestion

Figure 5.9: Anh's comment

However, I did not normally receive any responses from Candee to my suggestions or requests, except once, as shown in Figure 5.10 (see next page).

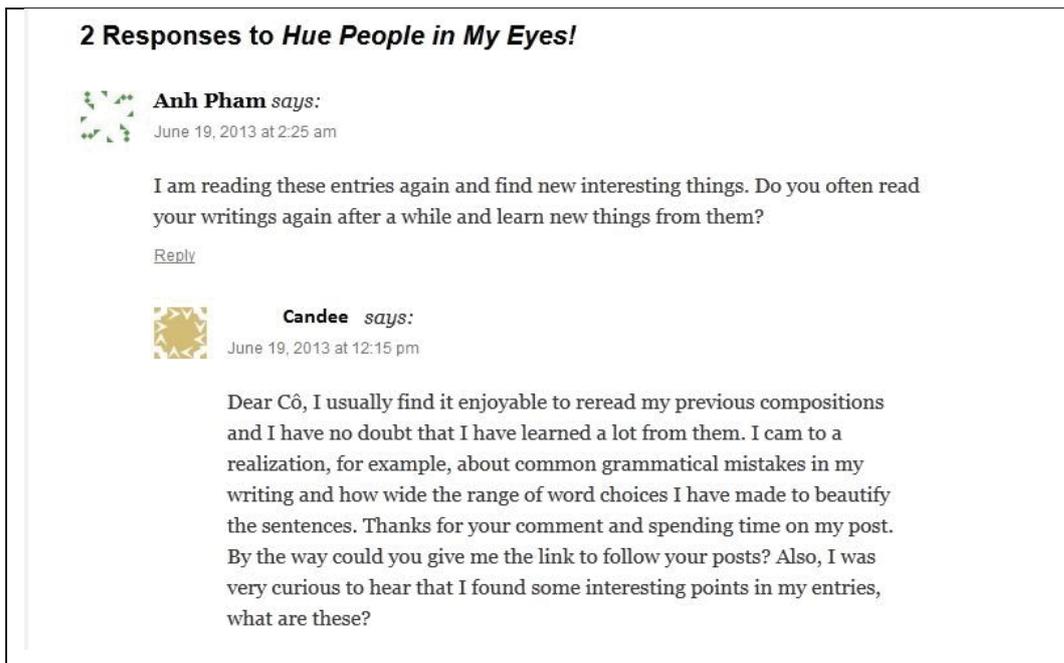


Figure 5.10: Anh's comment and Candee's response

5.2.1.3 *On-going learning from the mentor of mentor*

Although this project was conducted by Emily, I continued to act as a resource for her whenever she needed and through different milestones. Guidelines, student interview protocols, and the focus of the blog were always discussed between us in advance. In addition, Emily could ask me for ideas or advice for her work anytime in the course of the project, for example:

Can I use the topics you had used for us if they were suitable? (Skype chat 18 August 2011)

If some points were significant to her work, I initiated some discussion to elicit ideas and/or new knowledge, for example:

A: Do you think there has been or will be a shift in your method?

E: I think yes. That may be the focus more on personalities through the writing to build up the connection between the teacher/mentor and the student and that may motivate the student (Interview Five).

My presence, although not participatory, as a mentor of mentor, also helped reassure Emily as the novice mentor in the new learning space.

5.2.2 Identity

This second phase of innovation reflected Emily's identity as an on-going teacher learner and challenged her identity as a mentor in a new learning space.

5.2.2.1 An initial position of a learner

Emily entered this phase as a learner only recently having learnt new skills; she was also motivated to apply them herself, as she expressed in an interview prior to the project:

I saw what you did with us. [...] That somehow motivated me to do this project because I know that if I do it I will get the chance to do what you did, it's very interesting to me.

She envisaged her work in this longitudinal phase as an additional learning opportunity for her in a different role, in which:

I could learn how to interact virtually with my student to get the task done [...]. So it would be the improvement of the teacher's knowledge in a new working space.

5.2.2.2 A mentor

While Emily viewed herself as a mentor in this project, she defined this in a very particular way: for her she saw her role as mentor as similar to that of a senior student alongside her peers, not as a teacher. The following comment was made in an interview when the project was at the halfway point:

I was a kind of a mentor, or a senior student, I would like to present myself to the student as a person who cared and would like to share, not a teacher helping her student to practice writing skills.

The experience on the blog through Candee's writing and her commenting had brought about an opportunity which nourished a shift in the teacher's view of her connection with the student and thus how the teacher identified herself to the student:

All the writings and communication that took place strengthened our relationship and I feel happy because I can connect more with my student and get to know more about her and her dreams.

Obviously, the position of a mentor, one more like a senior student than teacher, had also earned Emily a different view of Candee as a student. Although she was now Candee's former teacher (she had been the student's classroom teacher for a year), Emily had not gained such a view, until now:

I have changed a lot the way I see her. A few hours of contact in class did not give me much chance to understand her and to know what kind of person she is. [...] The teacher should view their students like grown-up, mature and thoughtful people. [...] I think it's better if the teacher views the students as being competent and intelligent as we are, we can build up knowledge together not just the knowledge from the teacher only. They have a lot of freedom, autonomy, potentials, prides, self-esteem.

What was made evident in Emily's statement was how the teacher should identify and position herself in relation to the student, and thus in terms of their relationship, behaviour, and practices. It is interesting to notice that Emily related her experience in this project as a mentor to her future practices as a teacher.

From another perspective, however, how Emily identified and presented herself as a mentor to Candee had challenged her in terms of the degree to which she could meet the student's expectations. While Emily thought and made it clear to Candee that her comments would focus more on sharing her feelings and less on sentence skills, Candee eventually saw it as a shortcoming. Of challenge to Emily in this aspect was what made up her role as a mentor and what to expect from the student's behaviour in this particular context.

5.2.2.3 An on-going teacher learner

Being a mentor in this project was enjoyable to Emily, as she said in an interview in the end:

I feel happy because I can connect more with my student and get to know more about her and her dreams.

Learner connection became the essence of the project and exerted significant influence on Emily's view about her work in terms of teacher responsibility and teacher happiness, which can be found in the quote below from an interview at the end of the project:

As a teacher I can't always get to know more of my students on the personal level so this gave me a chance to do that and I think the happiness was from, well this is something I haven't thought about, maybe because sometimes I feel guilty for going to class and teaching lessons without knowing who my students really are, their names. [...] It's hard to do so but it's perfect if you can.

She added the following comment concerning the issue of learner connection:

It's best if you know your students on a more personal level and you can provide them with more advice. [...] I don't think it's a sense of responsibility, probably out of happiness, purely happiness. [...] I don't think it's my duty to do that, but if I can I would really want to do that.

The shift of view also induced a shift of practice, particularly in "evaluation" [Emily's word] of students' work, as in:

As a teacher, I did not have a sharp view on self being reflected through student writing papers. I had so far just focused on correction of grammar and linguistics in student writing papers but not on what I could understand from their writing papers. Through this project, I have changed. In my future classes, I would focus on the issue of self in student writing. Many students often copy or plagiarise from different sources to make their writing papers look good. We teachers can't accept this but I did not know how to stop. A shift of evaluation focusing on self expression would help reduce this problem.

An interesting aspect from this project revealed by Candee in an interview was that her initial motivation for participating in the project was not from the project itself but from Emily as a source of motivation and inspiration. That Candee clearly said so in the interview linked to a new dimension of Emily's identity as a teacher, one which is revealed through the quote below:

Being the teacher you don't just teach your students but you inspire them and you give them motivation to be better because at some points you were where they are at the moment and it's easy for them to relate to you than to other people. [...] The students look at you, I don't want to use the word idolise but something like that.

This dimension was taken serious by Emily, as she added:

As teachers we need to also keep improving ourselves to live up to their expectation. [...] it's a part of the teacher as well, to keep building our image, it's not like we try to be what we are but we try to improve ourselves and better ourselves.[...] Being a teacher has made me become stricter to myself. Being stricter means I have to live up for things I do like and I'm very careful with how people see me I'm more aware of the self image that I create for myself. [...] The students are looking at me all the time.

It was evident in the quote that Emily always aspired and endeavoured to learn to improve herself as a teacher, which was a part of her teacher self, as she said.

5.3 Faith's Trajectory Follow-up

Faith did not feature in this phase in terms of innovation. However, we were still very much in touch through Skype chat, Facebook, and blogging, and my expertise as a resource was still accessible to her at any point she needed. Our "meetings" were often a blend of some school work and some personal life that we shared with each other, easily and comfortably. The blog, which Faith started to keep particularly for this trip, was another place we found connection. In general, my follow up of her trajectory during her Masters study in the UK revealed some part of her identity as a novice teacher in general and as an on-going learner after the experience of the innovation in Phase One in particular.

5.3.1 A Masters student: The second time around

Faith took the study trip to the UK for a Masters degree when she had almost finished the Masters course in Vietnam. As a university student with high-distinction, who had been directly enrolled in the Masters course in her university (without having to sit the entrance exam like other candidates), Faith had been working very hard according to her own standards and under her own pressure, and she seemed to have no difficulty in achieving highly in her Masters course in Vietnam. However, this time in the UK was different in terms of learning pressure. Faith once confided to me in a Skype chat that since she had taken the Masters course in Vietnam and this time was something like "the second time of studying" [her words] she had to strive so very hard for good results. In the chat, while Faith was asking me to help guide her with some aspects of her English Syntax course, I noticed this Masters student was under real pressure.

5.3.2 Endeavour for professional recognition

Faith used to be head of the Youth Union and a student with high distinction at university, and for this she had received much recognition locally. However, a Masters course abroad was a challenge to this ambitious student in terms of professional recognition. As a matter of fact, in this course, Faith had an opportunity to do her first-ever poster presentation in a postgraduate conference at university, the presentation that, as she said, was recognized by a leading researcher in her field. Faith also attempted to apply for some other national postgraduate conferences during this time, and one of the applications was successful. Her graduation thesis, in which she invited me to participate as a respondent in the survey, was nominated for the Master Dissertation Award with Best Potential for Impact on ELT conducted by British Council for Britain universities. Faith graduated Masters with Distinction.

5.4 Katie's Switch-Role

5.4.1 Innovation

In this second phase of the innovation, Katie was a classroom-based teacher teaching a writing class in the university. While the innovation was initiated by me through the suggestion of introduction of a wiki, Katie was directly in charge of her own innovation project, created the new learning space, introduced it to the students, and instructed them to use it for doing home writing assignments, over the period of a semester from early September 2011 to early January 2012. Despite the use of a wiki as an experience of innovation, she had to align her class with other classes doing the same level in terms of curriculum and assessment. In this manner, the fact that this teacher, who had experiential learning with wikis, with these students, used this wiki to teach and learn in this institutional context, made the contextual aspect of the innovation. In this experience, the wiki was employed by the teacher and her students outside the class, at the students' own time and place when they did home writing assignments, the compulsory work which accounted for 30% of the overall course assessment. The use of the wiki for the home assignment writing was made compulsory by Katie to all students.

While Katie was a class teacher, I was a participatory observer and a mentor to Katie at any point she needed. I was also one of the administrators in her class's workspace on PBworks, directly helping both her students and her. This phase focused on how Katie transferred and translated the experience as a learner in Phase One to her role as a

classroom-based teacher, how she adapted herself in the new role and the new environment, and how she accessed and made use of my mentoring.

5.4.1.1 Initial set up

The initial set up included technical work on Pbworks and administrative work in the class regarding students' engagement with the wiki environment.

5.4.1.1.1 Workspace set up on Pbworks

A workspace named *Argumentativeessaywriting* was created by Katie and her colleague, Victor, who features in Phase Three, after some joint discussions in which Katie shared her experience on Pbworks in Phase One. This is where the workspace was located on Pbworks:

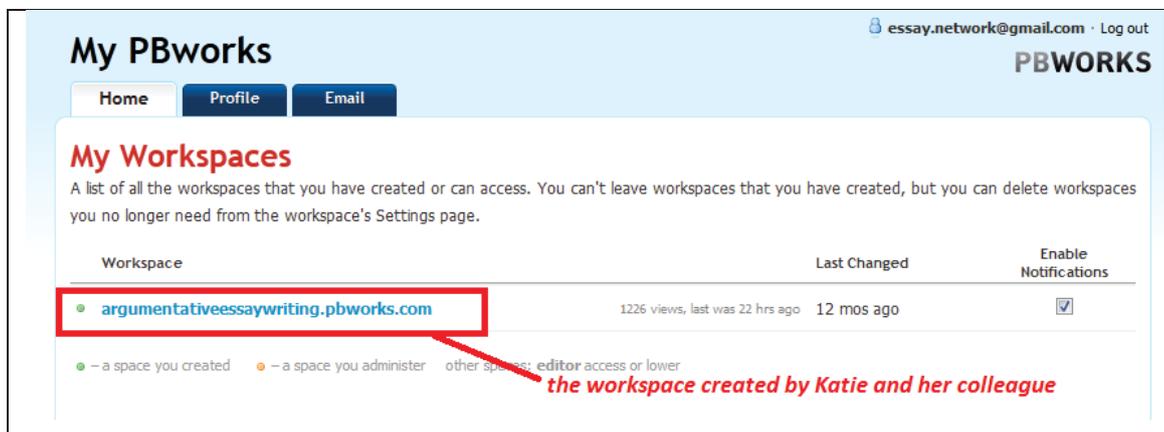


Figure 5.11: *Argumentativeessaywriting* workspace

Katie took the initiative to write the FrontPage in the workspace as the welcome message to the students, a role normally belonging to that of the administrator, as shown Figure 5.12.

In addition to the technical work on Pbworks, Katie also created a new email for the whole class as an additional place for the students and the teacher to exchange questions and ideas regarding wikis and the writing subject. The email was essay.network@gmail.com, which was mentioned in the FrontPage too. While Katie created the workspace, I helped her by making folders for her class and her colleague's classes.

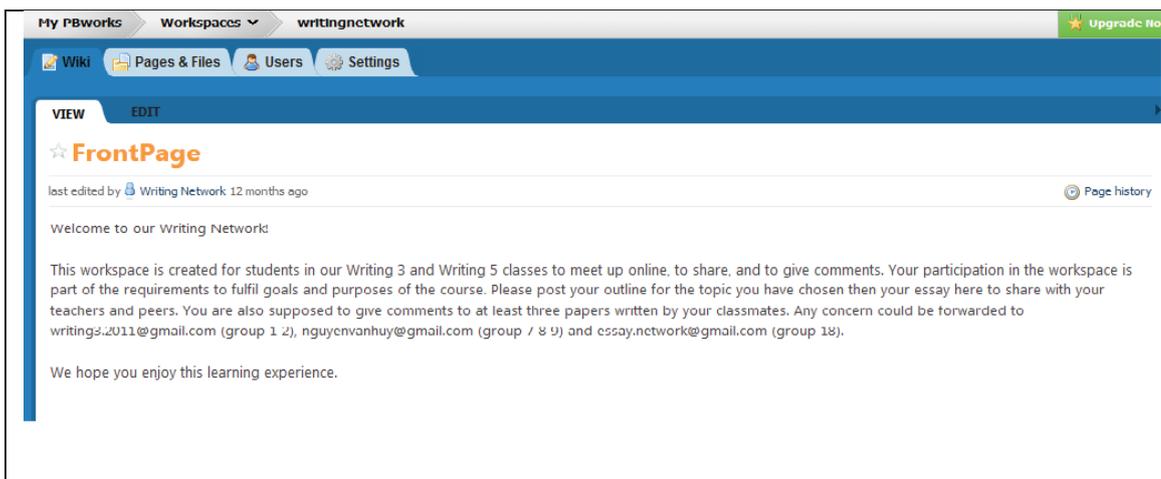


Figure 5.12: The FrontPage

5.4.1.1.2 Evaluation scheme for students' engagement

Drawing on her experience in Phase One, Katie was very much aware that engagement in Pbworks involved not only writing one's own paper but also peer interactions (asking questions, peer commenting, responses to comment...). To support this dimension, which she knew would be a novel activity for her students, Katie made an evaluation scheme for student engagement as follows:

<p>Writing (including the paper and the process of editing): 80%</p>	<p>Peer Comment (at least three papers per student), including:</p> <ul style="list-style-type: none"> - Being relevant: 5% - Being constructive (error spotting and suggestion): 10% - Being proper (polite, respectful, etc): 5%
--	---

While the scheme was informed and clearly explained to the class, Katie used that for her own work of evaluation without informing it publicly on Pbworks.

Katie accessed my expertise and we worked on developing the scheme as a collaborative activity. Our discussion in particular focused on identifying criteria which would best support constructive collective activity and on the relative weight given to each of the criteria. The identification of each criterion, which was based on dimensions of wiki writing including peer interactions, and the relative weight given to each criterion was presented and explained by Katie to the students in her class tutorial.

5.4.1.2 Teaching with wikis

My observations of Katie's teaching in her writing class showed that things generally proceeded as usual, in line with her earlier pre-wiki approach as a writing teacher, except for a few small sections of wiki tutorials, which were created and conducted by Katie herself. The tutorials, normally lasting about 15 minutes or so, were for the teacher to present some class requirements regarding wikis to the whole class, carrying out some real-time technical modeling on Pbworks to the class with an online computer through an overhead projector screen, and sort out some issues raised by the students regarding the technology. The photograph below (Figure 5.13), which was taken in a tutorial on 23 November 2011, gives an indication of what one tutorial was about.

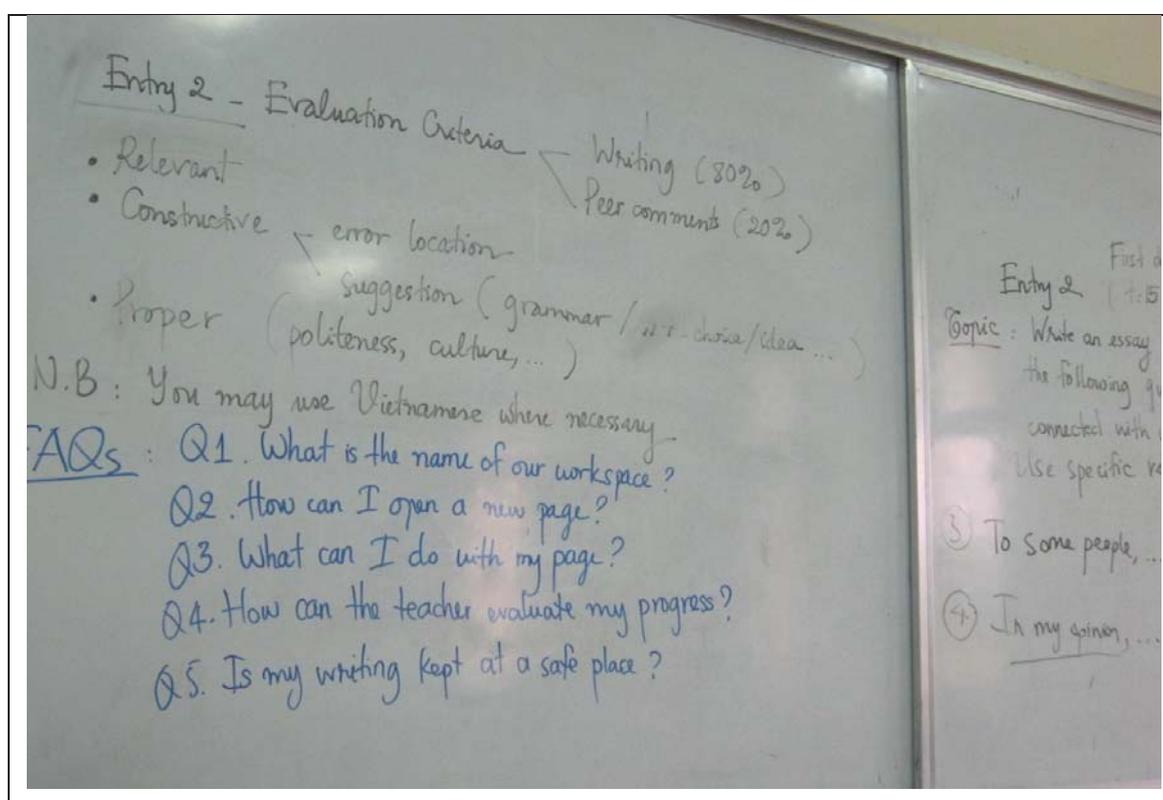


Figure 5.13: A photograph of a class tutorial

In that tutorial, Katie put on the board the evaluation scheme and some questions regarding basic functions on Pbworks. She explained items in the peer comment scheme, emphasizing the importance of each feature, and had the students keep a clear note of the scheme. She answered the questions with real demonstration on Pbworks with an online computer. Some students' pages were created as examples, which was very encouraging to other students and which served as exemplars. Some important

features of the workspace like Page history and Edit were highlighted. She made it clear to the students that the function Edit allowed them to edit as much of their writing as they wanted and all their edits were recorded in the Page history, which allowed her to observe the whole process and make evaluation. She also encouraged the students to ask her any further questions about wiki writing which she endeavoured to sort out straight away.

On Pbworks, Katie did not use her own name or identify as a teacher. She always logged in to the workspace under the common account named Writing Network which was also used by Victor and me. Thus the identity Writing Network was a joint one. Apart from doing administrative work such as making or fixing pages and files, Katie did not act as a formal commenter on the students' papers, except for a few times in the beginning to encourage student engagement, as shown in this comment:



Figure 5.14: Katie's comment as an encouragement

and one time in which she provided instruction to a student, as shown in this comment:

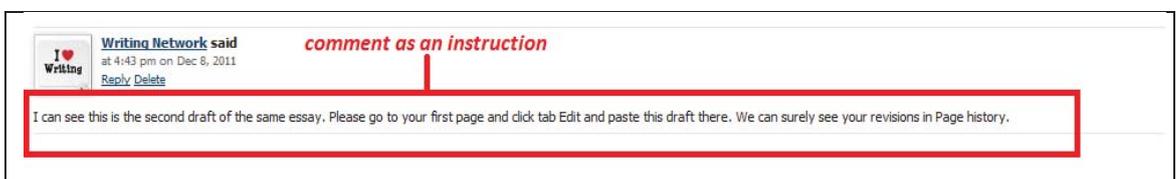


Figure 5.15: Katie's comment as an instruction

The withdrawal of her presence on Pbworks as a teacher was explained by her in an interview at the end of the experience as follows:

I always like peer comments. There is a difference when the teacher is present. When their friends say this but the teacher says that they believe the teacher only; and yet the teacher may not be able to cover all the issues, the students may be more circumstance understanding. In reality it is not true that we learn from teachers only. The ideal learning environment I like is teacher free.

In the same vein, in her writing reflection, she expressed:

I did not feel so much connected to the wiki experience because I decided to let the students enjoy and explore the wiki space themselves without me interfering as a teacher.

5.4.2 Identity

The experience of innovation in this second phase vividly reflected Katie's identity as a learner and a teacher and also challenged some of her teacher selves.

5.4.2.1 A learner in a different role

Prior to this second phase, Katie envisaged herself as a learner in the new teaching and learning environment, the kind of learner she described in an interview:

I'm still a learner but in a different role. I am learning to transfer what I have learnt to my students. I am learning how to transfer.

Regarding her new practice, Katie mentioned that the practices I carried out in Phase One served as a resource for her:

Basically at the start I can imitate what you have been doing and let's see what comes up next.

Generally, the image of Katie as a learner was reflected in the relation to me as her mentor and also in the relation to herself as she was "learning how to transfer her learning to the students".

5.4.2.2 "The museum receptionist"

Katie saw herself as sharing what she gained in Phase One as in the following extract:

I see myself as someone having known something and wanting to share with my students. I have come to know a new learning space and shared with my students as friends do to each other.[...] When some of them asked me about writing rules on Pbworks, they treated me as their teacher although I thought I behaved

like friend to friend then. Another example is sometimes in the school field the students stopped me to ask something about Pbworks and I of course responded the way a friend did.

She painted the following vivid image, referring to “friends”, “fun”, and “new places”:

I feel that we were like siblings or friends, who recommend a new tool and environment to learn to each other, like “Hey, guess what, I found this new place which is fun and very useful for us to discover. Let’s check it out!”

In the journey to take the students to explore Pbworks, Katie viewed herself as a person who delivered information, and she used the metaphor of herself as a welcoming, seated museum receptionist, with an emphasis on encouraging others to explore and discover for themselves:

In terms of information delivery, I want to be an information desk receptionist, who would invite customers and have a brief introduction about rules and then let them discover the place themselves.

5.4.2.3 A teacher in the background with negotiation

It was evident in both interview responses and classroom practices that when it came to technical information about Pbworks, Katie was available for the students not as a teacher but more like a receptionist at an information desk. However, for issues relating to argumentative essay writing which required an informed resolution, she presented herself as a teacher. This quote can be taken as an example:

When some expressions or ways of refutation should be made clear, I am a teacher to the students. [...] For example when some students found some new refutations in their friends’ papers they came to ask me, and I turned up to them as a teacher then.

This however, was not her ideal for herself as a teacher:

I would ideally like some prominent factors playing the role of a helper. I want those prominent students to help me solve problems. [...] Instead of keeping all the questions to ask me the students can come to ask those prominent students. That’s ideal. Some students may know more than I do.

Thus for Katie peer learning was much closer to her ideal, because, as she explained, the teacher may not know everything and we in reality do not learn from the teacher only.

This reveals that Katie was negotiating in terms of her ideal teacher self, someone who would like an “ideal learning environment” to be “teacher free” [her words]; and yet also someone who always acted as a stable fulcrum for the students at any point they needed including when “they do not really believe in peer comments”, as she explained. In other words, the image of a teacher in the background was something Katie had aspired to and endeavored to create through this experience on Pbworks.

Noticeably, Katie’s experience of Phase One as a learner was highly influential to her in Phase Two as a teacher, in terms of translating her preferred learning style to teaching practices with her class. As revealed in her interview responses, the learning experience in Phase One was a good fit to Katie’s learning style of “trial and error” [her words]. Being a teacher in Phase Two, however, had made her reconsider and re-evaluate that style:

I often do my way of trial and error in my learning. When I am a teacher I consider bringing that way to my classes. I could wait to see students’ errors and give correction after that but I realize doing that way is time consuming. It takes time to correct a habitual error.

Katie came to terms with the limitations she encountered when trying to apply her ideal trial and error style to her class: she noted student frustration with this approach, she acknowledged that it was not always entirely feasible:

Trial and error is my longstanding style, but when I am a teacher I question it and doubt it. [...] I still like this style but I often think about its effectiveness.

But this was still complex for Katie. The on-going negotiation between her learner beliefs and her teacher beliefs appeared to be endless and unresolved, moving between:

I still like this style. I want to keep my personal style in my teaching, but I often adjust a little bit. [...] I believe real learning happens that way.

and:

But when I tell the students about errors to prevent them from making them, they seem not to receive my saying until they make those errors.

In a word, this phase of innovation saw Katie struggling with whether or not to adopt her personal learning style in terms of what would benefit her students as well as herself as a teacher. Behind the story resides Katie's negotiation of the extent of reciprocal relationship between teaching and learning.

5.4.2.4 A collegial mentor

In this second phase of innovation, Katie was not only transferring what she had learnt in Phase One to her class but also sharing, as a way of collegial mentoring, what she had learnt in Phase One, with her colleague, Victor. In terms of technology, not much technical mentoring had happened except the co-construction of a workspace on Pbworks for their classes. Collegial mentoring did not happen in a formal way but through one informal talk between Katie and Victor prior to the semester.

In their talk, Katie shared with Victor her views of learning as a learner through her stories of Phase One. The discussion between Katie and Victor revealed much of Katie as a learner and a teacher learner. Mentoring, if there truly was some in the talk, was less of a transfer of knowledge between someone with prior knowledge and someone without, and more of a co-construction of new knowledge between two peers, for example:

<p>V: Those students must have a thirst for learning.</p> <p>K: That's right. They must have passion.</p> <p>V: That's right. We teachers then would intrigue their motivation, and we would have a different approach in teaching.</p> <p>A: In terms of motivation, do you think you should help them build their future images?</p> <p>V: Yes of course, to all students. I think the most important thing is to target for a new thing obtainable in the future.</p> <p>K: We have to unlock their potentials I think.</p> <p>A: One's pride?</p> <p>K: One's self image.</p> <p>V: We all need that. We teachers have to do that, and do that in a feasible way [...]</p> <p>K: Intriguing their potentials [...] but sometimes I doubt it.</p>
--

A: It depends on specific students.

V: That is to say a good teacher is someone who can paint the future in the most feasible way.

When asked about what she could specifically share with Victor as a colleague after her experience of Phase One, in terms of teacher learning, Katie showed caution in her words:

I think it's difficult for me to say. I haven't thought of this situation. [...]
Personally, I feel happy if someone shows me the right thing to learn.

5.5 A Brief Summary of Phase Two Results

This Phase Two of innovation in Web 2.0 extended the experience of innovation for the three participants. Each person followed their own trajectory in their real contexts in the manner that they would transfer and translate the initial experience of innovation in Phase One to their working situations when in a different role and with available resources of my expertise. In particular, Emily acted as a distance mentor to her former student in the sphere of blogging, choosing and setting up a blog platform, mentoring the student to do self practice of writing through blogging (including giving initial instructions, assigning topics, and commenting on writings), and observing the process of the student's blogging in terms of how it unfolded potentials and identity of the student as a learner. Katie acted as a classroom-based teacher introducing a wiki space to her class of writing in her college, the class in alignment with other classes in the college and under general institutional requirements. Regarding Katie's and Emily's experience, it was most revealing that the longitudinal experience of innovation implied a need for adaptive learning on the part of the teacher or the mentor. Noticeably, the process of their adaptive learning induced their negotiations and constructions of identity as teacher and mentor.

5.6 Phase Two Discussion

As Phase Two concerned the transition of Emily and Katie moving on to new working contexts switching the roles from that of learner in Phase One to that of teacher and mentor, their creation and implementation of innovation in the manner of transferring and translating what they recently learned gave rise to some key issues that are worth

discussing. The issues are that of critical adaptive learning, learner centredness, and construction of and negotiation for professional identity in implementing an innovation.

5.6.1 Critical adaptive learning

While the open environment in Phase One was favourable for implementing a new practice (i.e. innovation) and preferred identity work, it was, in reality, not a generalisable situation. The transfer of experience in an open environment like that in Phase One to often more closed and constrained environments like those in Phase Two created something of a clash and thus called for individuals' abilities in critical adaptive learning. That was certainly evident in Emily's and Katie's longitudinal experiences of innovation over the two phases.

An issue about critical adaptive learning that emerged from this phase is how the participants responded to a new environment that involved them in new roles, that of a mentor in Emily's case and a teacher in Katie's case. Both Emily and Katie were seen as able to decide their work in terms of how they would be involved as a mentor in a one-to-one mentoring experience in the sphere of personal blog (Emily) and a teacher in charge of the whole class at her college (Katie). Emily made clear to her student her pre-determined aim for "discovery of self" and strictly followed this throughout the project, beginning with setting up the blog environment (e.g. letting the student set up the blog herself), assigning writing tasks (e.g. having the student decide her own writing topics) to commenting on the student's writing (e.g. focusing on her sharing of thoughts not correcting linguistic factors). Katie was clear about her roles to her students: as a "sibling or friend" when it came to sharing a piece of known information (i.e. wiki), a "museum receptionist" in the new space of wiki, and a "teacher" when it came to theories of argumentative essay writing. In terms of critical adaptive learning put forth by Cohen and White (2007), Emily and Katie were seen to be able to actively decide how they engaged with, constructed and configured the learning context. In other words, they were autonomous in responding to and working with the new features of the new environment. However, how they responded or adapted themselves was markedly different in each case.

From an ecological perspective, Phase Two required critical adaptive learning on the part of Phase One participants, that is how to adapt to fit oneself in a new environment. While both Emily and Katie were able to respond to the new environment, how they

critically responded and to what extent to fit fluid and unpredictable features of the new environment was a question. In Phase One, Emily, as a learner, had been so motivated by the experience of “discovery of self” that she decided to transfer that spirit to Phase Two when she acted as a mentor. Unfortunately, what emerged from the second experience posed challenges to Emily in terms of practices and beliefs that she had not expected and thus not prepared herself for. One of the challenges originated from the difference between Emily’s expectations as a learner in the learning environment of wiki and Candee’s expectations as a learner in the learning environment of blogging, a difference that was not taken into consideration to any extent by Emily when she acted as a mentor. The transference of the practice Emily transferred from me in Phase One and applied in Phase Two created a clash: the interview with Candee conducted by Emily at the end of the project revealed that Candee’s expectations were not totally met, which in the learner’s words, was a limitation of the project. The challenge grew bigger when it came to Emily’s and Candee’s beliefs about learner identity construction: while Emily believed discovery of self was very much of a favourable condition for learner identity construction, which was observable in her case as a learner in Phase One, and something she thus endeavored to make happen for her student, she learnt from her student that that was not always the case, particularly in terms of second language learner identity construction. This is clearly shown in their interview (see Section 5.2.1.2).

In terms of critical adaptive learning, the case of Emily emphasizes not simply how to adapt but more importantly how to adapt critically to fit fluid and unpredictable features of the new environment. Although there was no indication that Emily had rethought and felt she should include in her teaching in the future both aspects, discovery of self and language correction, or hold resolutely to self, this points to the fact that critically adaptive learning is always part of the ongoing process of learning on the part of the teacher or mentor.

The case of Katie was also illustrative of the fluidity of the environment: she was able to respond to the new environment in the new role, but whether she could fit herself to that environment was a question, even to herself. To some extent, Katie’s response as a learner herself, seeing herself as a sibling or friend, a museum receptionist, and a teacher in the background to her students was speaking for her ability in terms of adapting. However, the fact that Katie experienced evident and on-going negotiation for

different roles in different situations, the roles that would be preferable not only to herself but also to other participants involved in that environment including students and other classes, revealed that she was struggling about whether or not her response was a good fit for the new Phase Two environment. This interview response indicates that Katie took seriously the need for critical adaptive learning for herself: “I’m still a learner but in a different role”.

From the perspective of innovation, as the inherent feature of much innovation is emergence and unpredictability (Fullan, 2007; Murray, 2008), the need for individuals to pursue critical adaptive learning is significant for implementing innovation, and for diffusing innovation, although that was not very much the focus of this study. While much emphasis has been placed on the issue of “adoption” in diffusion of innovation (Markee, 2001), the issue can be enriched and expanded with the notion of critical adaptive learning.

5.6.2 Learner-centredness

The issue of learner-centredness will be discussed here particularly based on the case of Emily and her student, Candee, in the learning environment of blogging.

Firstly, how Candee engaged with the learning process through blogging was revealing in terms of the implementation of innovation viewed from the lens of learner-centredness. An evident feature of all entries on the blog is that commenting on the writings did not engage Candee in a visible way (for example, she did not reply to comments) and it thus appeared to remain an unfulfilled potential for expanding learning through this kind of conversation. The focus of all comments made by Emily and me was on sharing our thoughts with Candee through her writing and not on linguistic factors, which we believed would be conducive to the enhancement of her writing process and importantly her self expression, and also which was important to Emily as a learner mentor applying what she had learnt in Phase One of this project. From her point of view, Emily regarded this way of commenting as ‘a change’ for teaching writing, something she would apply in her future classes, as she remarked in an interview:

I had so far just focused on correction of grammar and linguistics in student writing papers but not on what I could understand from their writing papers.

Through this project, I have changed. In my future classes, I would focus on the issue of self in student writing.

However, whether or not the new practice of commenting could connect to the learner is an issue. That Candee did not reply to any of our comments was a sign that she did not engage in the new practice of commenting to a visible extent. Discussing the implementation of educational innovation from the viewpoint of the student, Fullan (2007, pp. 170-171) claims “*Engagement* [original italics] is the key word. All successful education ends up engaging the hearts and minds of students.” While Emily and I believed that way of commenting would benefit the writing process and, hopefully, the discovery of self, we failed to establish any return communication from the learner. The so-called “meaningful personal connection” between the learner and the mentor, which is primarily responsible for learner engagement (Fullan, 2007, p. 171), did not seem to be obtainable for us. From the lens of learner-centredness as relevance and responsiveness (White, 2007a), this experience of innovation, which had limitations according to Candee’s comment, speaks strongly for the significant role of learner engagement, which was not achieved as we were not able to establish a meaningful personal connection between the two parties.

Another issue arising from this experience of blogging is fluidity of the learner’s needs, expectations, and beliefs, which helps complexify the notion of learner-centredness in terms of relevance and responsiveness. It is evident that the environment of personal blogging was favourable for the student: Candee metaphorised the blog as a book of her own, in which she could write with little constraint and the topics of her own choice would tell who she was, what she was concerned with and interested in, and that was a reflection of her identity [paraphrasing Candee’s words]. In contrast to class writing, which limited and constrained her in terms of content and organization, and which was stressful for it often put her under pressure of evaluation, Candee, as shown in one of her interviews, preferred blog writing this way for the ways in which it enabled her self-expression. She particularly remarked that the focus of our comments on sharing our thoughts and not on language forms brought ease to the writing process. However, some issues emerged from the process of writing. As Candee repeatedly emphasized in the interview she had endeavoured to be creative in different entries, in terms of organization of ideas, for a rich image of who she was as a writer: from this a message for the mentor was that the learner aspired for both recognition and appreciation.

Candee explicitly mentioned a mismatch in terms of her learner expectations: “a disadvantage was that you only commented on how you felt but not on how creative I was in writing the entry” [Candee, interview]. In addition, as the writing proceeded, Candee was concerned about the appropriateness of language forms in her writings, something she expected to see in the mentor’s comments but she did not. To her gradual realisation, Candee believed that while the focus of content in writing helped her discover herself as a person, language appropriateness, if it was the focus of feedback by the mentor, would help build her confidence as a second language learner: this would in turn be conducive for the construction of her second language learner identity. If the relevance and responsiveness dimensions of learner-centredness involves “considering learner needs” and “knowing learners, their expectations, beliefs and so on” (White, 2007a, p. 323), then it totally makes sense to complexify the notion at a higher level that accepts fluidity of learner needs, expectations, beliefs, and other dimensions. In this regard, the nature of the learning environment, for example, personal blogging, can offer insights for an understanding of how fluid the learner dimensions in terms of needs, expectations, and beliefs can be.

5.6.3 Construction of and negotiation for professional teacher identity in implementing an innovation

The experiences of Emily and Katie’s innovations are unique and distinctive. What that means is not simply the uniqueness and distinctiveness of contextual factors and individual capacities, but, arguably, that each innovation has its own trajectory that directly involves the trajectory of the implementer’s construction (including negotiation) of professional identity.

Emily’s experience of mentoring on the blog vividly reflects the evolution of her teacher identity from a novice in a new mentoring space to that of a professional with clear aspirations for the future. Emily embarked on the project as a learner motivated to “take the lead” [Emily’s words] to apply what she had learnt in Phase One in her own project in Phase Two. Although she had to act as a mentor, Emily constructed that role as “a senior student or peer”, “someone who cared and shared”, and “not a teacher”, all of which were important features in the project landscape; as revealed by the student, the presence of a teacher in a more traditional sense was completely absent. For example, Emily was cautious and courteous in giving comments on Candee’s writings, which, on the one hand, induced a comfortable and friendly atmosphere conducive for

the writing process, and yet on the other hand obstructed her view and voice as a mentor/teacher, the ones that the student still expected to see and hear. However, that kind of posture allowed Emily to see the student differently, and thus helped shift her view about students in general. By the latter stage of the project, as her connection with the student through the writings became stronger on a personal level, Emily had incubated a shift towards a professional teacher identity, someone who would not simply teach but inspire and motivate students. Following the trajectory of Emily's teacher identity construction, tracing how it shifted, as evident in both her interviews and the ways she contributed within the wiki, provides a richer perspective on this innovation landscape and a deeper understanding of what it means in its own context. This aligns closely with the work of Varghese, Morgan, Johnston, & Johnson (2005), who point out that teacher identity is both shifting and discursal.

Regarding Katie's experience, it showcases the interplay between her implementation of innovation, as a class teacher, and her construction of and negotiation of professional teacher identity; the latter was played out against the background of her, as a learner, coming freshly from the experience of innovation in Phase One. A significant aspect observable in both interviews and teaching practices is Katie's construction of teacher identity as "a learner", "a sibling or friend", "a museum receptionist", and "a teacher in the background" as she implemented the innovation. A close-up view to this issue can provide an understanding of the manner in which and the degree to which she implemented this innovation: on the one hand the new (i.e. wiki) was dealt with openly and loosely (i.e. as done by the sibling/friend and museum receptionist) while the old (i.e. theories of argumentative essay writing) was dealt with closely and tightly (i.e. as done by the teacher).

In terms of first order and second order innovation (Sergeant, 2001, p. 243) that has been described in the literature, the case of Katie offers insights into an understanding of a natural and understandable process of innovation implementation, which moves from the outer layer of the immediate change to the inner and deeper layer of the innovation so that participants involved can accommodate themselves to the change: Katie started out from the outer layer of the change. That construction of identity, however, was frustrating for her. Against the backdrop of the learning experience in Phase One, she was struggling with tensions of the conflicting identities of on the one hand a learner, who adopted the learning style of "trial and error" and believed true

learning happened that way, and on the other hand a teacher, who was concerned that too much “trial and error” in her class would lead to student frustration. As Katie engaged as a teacher *and* a learner in this innovation, she sought to reconcile the conflicting identities through constructing different roles, depending on the extent to which the innovation was implemented. While other research exploring educational innovation from the perspective of teacher identity has revealed either i, teachers shift their identities to adapt to the change (e.g. White, 2007b); or ii, teachers partly or wholly resist and/or reject a change if it implies conflicts with their existing identities (e.g. Karavas-Doukas, 1998); or, iii, teachers exhibit a token adoption whereby they claim to have changed but remain unchanged (e.g. Karavas-Doukas, 1998), the case of Katie was different. It clearly reveals an on-going interplay between implementation of innovation and construction and/or negotiation of professional identity: the manner which and extent to which the innovation was implemented was influenced by the limitation and enablement of Katie’s construction and negotiation of teacher identity; and limitation and enablement of her construction and negotiation of teacher identity to some extent depended on how and how much the innovation was implemented.

5.7 Summary of Chapter Five

This chapter has presented Phase Two, a longitudinal experience of innovation in Web 2.0, including Emily’s Switch-Role and Katie’s Switch-Role. As this phase concerned the transition of Emily and Katie from being learners in Phase One to being mentor and teacher in their own innovation projects, the focus was on challenges relating to role switching in terms of how they supported Emily’s and Katie’s negotiation and construction of roles and identities in the new contexts of mentoring and teaching. For Emily, the challenges related to the fluid nature of the new environment of blog, which entailed challenges of learner-centredness in terms of needs, expectations, and beliefs of the learner. For Katie, the challenges derived from the conflict between her learner self and teacher self, which related to the learning experience of innovation in Phase One and teaching experience in Phase Two. This phase also examined how the participants adapted themselves to fit the new working environments in the switched roles, and thus called for the need for critical adaptive learning on the part of the teacher or the mentor. From a longitudinal perspective, this phase throws some light on the process of innovation as a cyclical process in terms of how initiation and implementation occurred in cycles: in Phase One I initiated and the participants implemented the innovation, and

in Phase Two I initiated the concept of switch role and the participants translated and transferred my mentoring into their initiation and implementation of their own specific innovation projects.

CHAPTER SIX

PHASE THREE: A CLASSROOM-BASED EXPERIENCE OF INNOVATION IN WIKI WRITING

As in Chapter Four and Chapter Five, “The Story”, an overview of the lived experience of Phase Three, will begin this chapter. Next, the section of results of Phase Three will be presented in terms of innovation and innovation and identity. After the results will be a brief summary of Phase Three, which is followed by the discussion. The chapter will end with a brief summary of the chapter.

6.1 The Story

It was early September 2011, the beginning of autumn in Vietnam, the beginning of a school year, Semester One. Autumn in this part of the country is not enjoyable: the days are still hot, storms and floods begin to occur, and the deciduous trees still have their green leaves. Autumn however is often the season of excitement for students, who return to school after two months’ summer holiday.

At the college, however, the students face some difficulties in starting the new school year: because the number of enrolling students is often very big, many students are not able to be enrolled in the class of their choice in terms of scheduled class time, size, or teacher. In addition, each student has to take 12 subjects in a semester: apart from subjects taught in English language or a foreign language (e.g. Listening, Speaking, Reading, Writing, Linguistics, Literature, Culture, etc.) the students have to take compulsory subjects taught in Vietnamese language (e.g. Philosophy, Party History, Government and Laws, and Pedagogical Psychology and Education for those majoring in teaching). Many students end up attending classes from 7 a.m. to noon and/or from noon to 5:30 p.m. because they cannot manage to enroll in better classes in terms of time. Also, many classes end up having up to 50 students per class, for example, one of the classes I visited for this research had 45 students. These are some of the constraints many students face. Teachers find these constraints equally challenging. It was against this backdrop that the classroom-based study took place.

For this phase of the research, three classes A, B, C, with their teacher, Victor (pseudonym), participated in a classroom-based experience of innovation in wiki

writing, an innovation that was initiated by me. Together with three other classes, they were the final classes that Victor was teaching in this semester before he left for Australia in 2012 for his PhD study. The three participating classes were all studying English Academic Writing 5 for third year students, who were not only from the English Department but also from other departments in the college. Those students had a year to go at the college (four years in total) before graduation. Some of them were majoring in English teaching, the division they chose from their first year based on their university entrance exam results. Some other students were majoring in translation and interpretation, tourism, or general English. However, a small proportion still could not identify a major until the end of their third year, when the average academic result would help them make the decision. It was revealing from questionnaires (used for collecting their general information) that very many students were not pleased with their chosen majors of English teaching and/or wanted to change them, and the trend was that the students ideally wanted to be staff in Vietnam's foreign companies involving English use, working as tour guides, interpreters, or businesspeople.

I first visited one of the classes on a rainy morning. It was around a quarter to nine o'clock, and most students were hurriedly moving between classes. In the classroom on the third floor, the teacher, Victor, introduced me to the whole class, and I, standing in front of them, was feeling like a known stranger, especially happy to see a few students who had studied in my classes before I went to New Zealand. I chatted with some students after the class and had a nice time over coffee with Victor at the refectory. A quick glance at the campus, together with the chat with Victor and the students, left me with a strong impression of these early years of our seven year-old college, from the bare landscape, young trees, new buildings, to new chairs and tables, and one new desktop computer with Wi-Fi at the teacher table in each classroom; returning from New Zealand with my researcher eyes I was learning anew about the environment in which the college, its teachers and students, were working.

With the same teacher, the three classes took place on three different days: class A every Monday afternoon 2:45 p.m. - 4:45 p.m., class B every Tuesday morning 8:50 a.m. - 10:50 a.m., and class C every Wednesday afternoon 2:45 p.m. - 4:45 p.m.: these classes in the afternoon were the final ones of the day for the students. In all the three classes, Victor often conducted the wiki tutorials during the last thirty minutes, and the class finish time depended on the tutorial. However, tutorials did not take place on

every class day but on the first few days of the semester, during which time wikis were new to the class. Thus the purpose of the tutorials was for Victor to provide the whole class with basic technical instructions about wikis, which he did from the teacher's computer shown to the class through the overhead projector. I came to the college to visit every tutorial until all were done.

Pbworks was another place we could meet, when we accessed the site at our own time and place outside the class. In the early stage, when the students had been oriented to Pbworks through the class tutorials, the site began to host many students and witness a range of posting activities, from a short sentence as a chat on the FrontPage to a full draft of a writing assignment. On Pbworks in the early stage, Victor helped some students fix their wrongly placed posts or responded to some students' requests for help, and I helped with arranging some files and folders. During the peak time of the student's posting papers and comments, Victor was no longer present as a teacher on the workspace. At this stage, student interactions became richer, deeper, and denser. The presence of the English language speakers that I had invited to act as commenters on Pbworks helped make the environment of the workspace more lively and student interactions more diverse. Towards the end of the semester, when the class programme was almost finished, the students were busy with their exams, and their marks for the writings had been recorded by the teacher, Pbworks became 'quiet' and less visited. The classroom-based experience of innovation in wiki writing concluded at the end of the semester.

6.2 Phase Three Innovation

In this phase of innovation, three classes and Victor, their teacher, had an introductory experience of teaching and learning writing in a wiki space over a period of a semester from early September 2011 to early January 2012 in the English Department. While Victor, unlike Katie, had no existing experience of wikis, he conducted his classes in parallel with her in terms of the time frame, class requirements, and the use of wiki; the two teachers' classes shared the same wiki workspace. Although I initiated the innovation, I was not acting as a mentor for Victor in this phase, but I was always available as a resource for him in terms of wiki expertise when he needed and fully provided him with my support and encouragement for whatever he did. On the wiki space, I acted as one of the administrators and a participatory observer. This phase focused on how the whole class, including the teacher and students, experienced the

innovation in wiki writing when the teacher had no prior experience with wikis and they worked under constraints of institutional contexts.

6.2.1 Initial set up by the teacher

6.2.1.1 Technical set up

In the joint discussions in which Katie shared her experience on Pbworks in Phase One, Victor and Katie co-constructed a workspace for their classes, addressed at Argumentativeessaywriting.pbworks.com (as mentioned in section 5.4.1.1.1, Chapter Five; the workspace was presented in Figure 5.11).

In the workspace, Victor had the access of an administrator, with the right to create, edit, or make changes to anything within the workspace, and to use the joint account Writing Network shared by Katie and myself.

While the workspace was created by the two teachers, my contribution to the set up work was creating files and folders for their classes.

6.2.1.2 Administrative set up

As soon as the scheme for evaluation of student wiki engagement was created by Katie for her class (as mentioned in section 5.4.1.1.2, Chapter Five), I met Victor to talk with him about it. Together we discussed the need for such a scheme and why we had come up with that format in particular. I also asked Victor to comment on the scheme. He totally agreed with all the items in the scheme and willingly adopted it for his classes. As in the scheme used for Katie's class, the mark for the writing accounted for 80%, and the mark for peer comments, both quality and quantity, accounted for 20% of the total marks of the writing.

With regard to the writing assignment, each student was required to write an argumentative essay with a topic of their own choice and post the writing draft on Pbworks. The topics the students chose included current issues about Vietnamese society, Vietnamese cultural issues, and university life in Vietnam. The time allowed for the assignment was the whole semester. In these classes, the assignment accounted for 40% and the end-of-unit test accounted for 60% of each student's final mark. In evaluating the assignment, the teacher referred to the process of revision, which was fully recorded in the Page history of Pbworks, to see whether the student had made use of peer comments and importantly what change the student made to the paper. Paper revision was counted until the final day of the class.

6.2.2 Initiating the new environment

After the workspace on Pbworks was created and the classes were oriented to the scheme for evaluation of student wiki engagement in the second week of November 2011, the students began to pay attention to wiki. In class, most of the time in the early tutorial sessions was spent sorting out technical issues such as log-in, account, and workspace navigation, which were faced by many students. On Pbworks, there was an evident student presence during this time, which could be found in the following activities.

6.2.2.1 The students' attempts to initiate some conversation

The FrontPage, which was the first page seen by everyone entering the workspace, was the place the students often left posts for chatting. “Hello”, “I’m so hungry”, “Let’s enjoy album Ca Dao Me”, “I like this website”, to cite just a few, were posts out of their initial attempts to initiate some conversation, as shown in Figure 6.1.

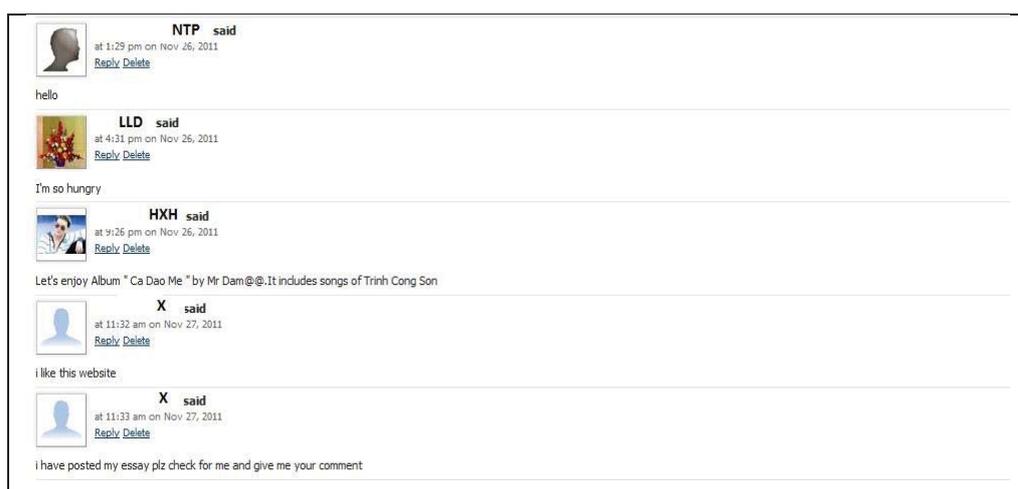


Figure 6.1: The students' initiating conversation

6.2.2.2 The students' initial attempts to post papers

Some students appeared to struggle to find a place to post their writing drafts, and they ended up posting on the Frontpage as the simplest way to proceed. Those students were directly instructed by the teacher to do a re-post in the proper place, as shown in Figure 6.2. Some other struggling students even replaced the FrontPage with their writing drafts, and that was fixed by the teacher himself. This was shown in the record of activity in the workspace, as shown in Figure 6.3. In other cases, some wrongly placed posts were left intact by the teacher and the students eventually managed to fix the posts themselves. Those posts were not placed in the proper folder of the class (or Group, i.e.

cohort, the word used in the workspace because it was used by the teacher and students in the Department of English), as shown in Figure 6.4.



Figure 6.2: The students' initial attempts to post papers

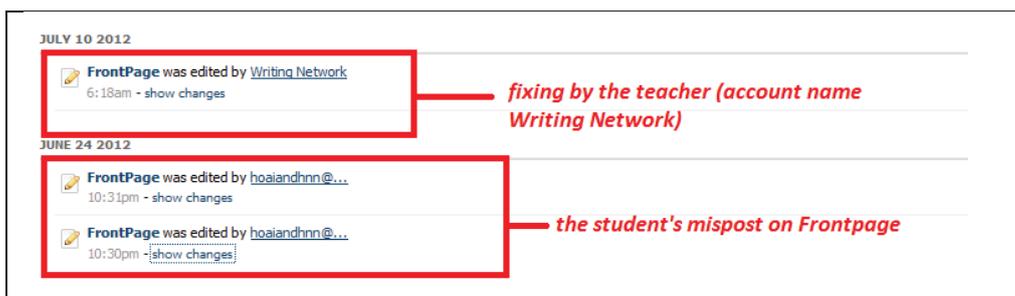


Figure 6.3: The students' wrongly placed posts on FrontPage

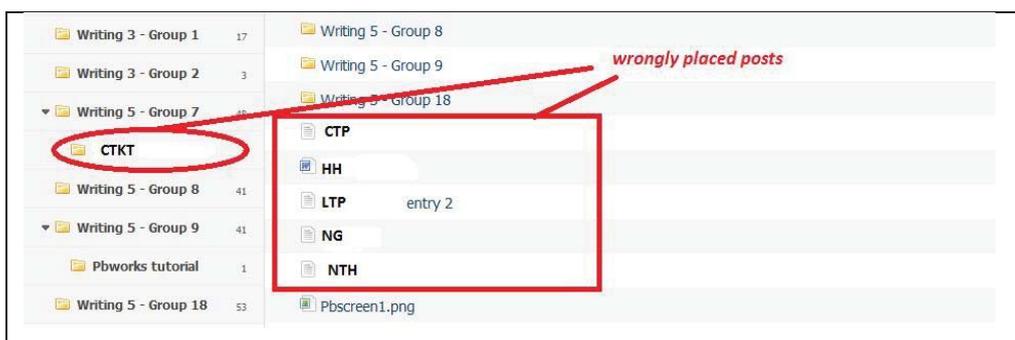


Figure 6.4: The students' wrongly placed posts outside their folders

6.2.2.3 The students' requests for help

Some students directly asked for the teacher's help by putting a request in the FrontPage. Some requests were about the quality of the writing, such as the first one in

the screenshot: “Sometimes I feel that I had failed in writing argumentative essay. It’s not easy to persuade someone to change their mind”. Some other requests concerned technical help, for example, deleting or renaming files, as shown in Figure 6.5.



Figure 6.5: The students’ requests for help

6.2.3 Class tutorials of wiki and writing

In the early stage of the semester, in mid November 2011, Victor in his official class contact hours gave some additional tutorials addressing both wiki technical issues and argumentative essay writing, which he created and conducted himself. He invited me to observe the tutorials.

In the tutorials, Victor firstly asked whether any students had problems accessing Pbworks, (problems of account, log in, and technical functions), and he sorted them out straight away with an online desktop computer at the teacher’s table, which was displayed to the whole class through an overhead projector screen. He also invited some volunteer students to replace him, standing at the teacher’s table and using the desktop computer, to sort out the problems which the students could do. After the technical session, he randomly chose a writing draft on Pbworks for discussion with the whole class in terms of argumentative essay writing. The draft was identifiable to the class, through the overhead projector screen. From my observations, this session looked like a usual writing class in terms of the way the teacher delivered to the whole class theoretical knowledge of argumentative essay writing through occasional examples, and the students were seated listening and giving occasional opinions.

6.2.4 The students' interactions on Pbworks: Emerging challenges

After all the class tutorials had taken place, the students' visits to Pbworks increased in terms of frequency and purpose, whereas Victor began to remove his presence as a teacher in the workspace, in terms of his comments to the students' posts of their writing drafts. It was observable that student interactions, through peer commenting in particular, at this stage became richer and denser, especially towards the latter stage of the semester, when the deadline for writing assignments was approaching. However the amount and quality of activity was not evenly spread throughout the groups.

While peer commenting and responding to peer comments were familiar to the teacher and the students alike in pre-wiki writing classes, these kinds of activity on Pbworks posed them with some additional and emerging challenges.

6.2.4.1 Challenges to the students

What and how to comment on peer papers was seen to present the students with challengingly new demands. In student interviews I conducted at the end of the semester with some volunteer students, some of them mentioned some issues they had with their peers as follows:

Comments I got were something like "I like your essay", "An interesting topic", or about some minor grammatical mistakes, so I found them useless. (TV)

From a student's view, I saw some people had very superficial comments, just to comment. Because we were required to give at least three comments on other people's papers, some people got in just to fulfill the requirement. Some other people even asked me what kind of comment I liked... That was why I did not trust my friends' comments. (KH)

Some others mentioned some challenges of their own, something like:

To someone I didn't know, I found it easy to comment on and to spot mistakes. To a friend of mine, there was some limit because I was afraid of hurting her through my comment. (TV)

Apart from that, responding to peer comments was also challenging to the students. It was not simply what to say and how to say it. It appeared that many students gave no responses to comments they received, and that was taken by their peers as being less polite, shown in the highlighted remark in Figure 6.6.

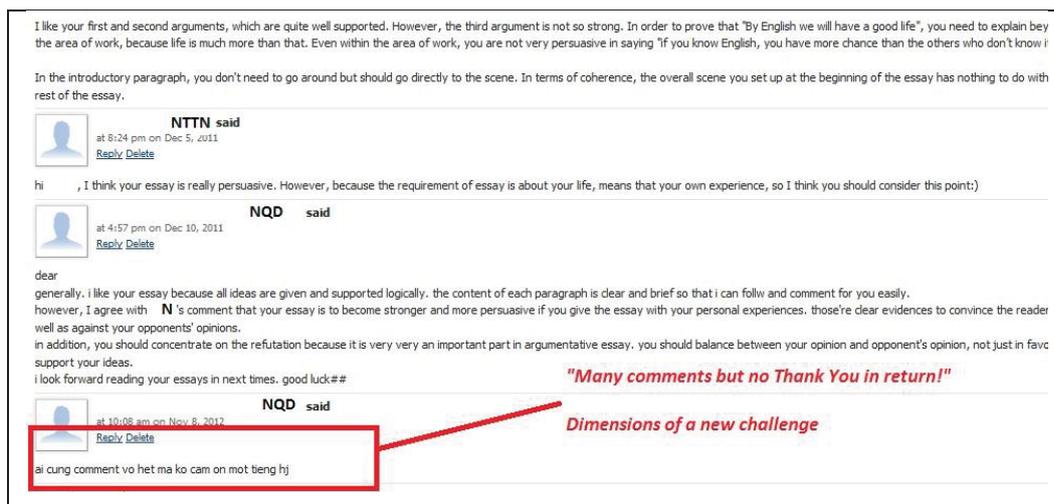


Figure 6.6: A peer comment

Another aspect confronted by some students was that they did not receive any comments at all from their peers for their papers. That happened because the students had the right to choose whatever papers they liked to give comments on, even those papers from other classes/groups.

6.2.4.2 Challenges to the teacher

Victor chose not to be present to the students on Pbworks as a teacher, in terms of teacher comments posted on their writing drafts. However, the decision to withdraw himself raised questions in his mind as to whether or not the teacher presence in the new space was necessary and when it was necessary. In an interview at the end of the semester, Victor expressed it thus:

One of my shortcomings was about my interactions with the students. There were some reasons. I found it demanding in that I thought I had to interact with individual students. It was different from a traditional class, in which I often interacted with the whole class. But the students on the internet often had the need for personalized comments, which created a huge demand for the teacher. [...] I do not mean a direct interaction, but I mean a timely feedback to the students. That is because the students often expected a timely recognition from the teacher, which was very hard, especially when they argued about some posts and implied a need for the teacher presence to resolve it.

The affordances of the innovative online writing spaces to enhance learner interaction, which had been welcomed in Emily's single-student project, could place overwhelming expectations for a teacher with a large class.

6.2.5 An external factor of novelty: The real audience

On Pbworks, there were not only the students from Katie's and Victor's classes, the two teachers and myself, but also the two English language speakers who I invited to act as commenters on the students' papers. These people had no Vietnamese background and were foreign to a Vietnamese university, and they could thus act as a real audience for the students as had the Wikipedia editors from Phase One, being external to the context and proficient users of English.

By the time the students had technically settled in the new space and started to post their writing drafts, these people started to read and comment: they worked really hard to comment on as many papers as they could within the semester. As proficient users of English, they often remarked on some language aspects in the papers and suggested some other language expressions when necessary. In addition, as foreigners to the Vietnamese context, they often expressed interest in some socio-cultural issues in the papers (for example: Vietnamese students going abroad for study, online shopping, pre-marriage cohabitation, etc.), discussed them, and shared their own pertinent socio-cultural issues with the students. They thus had genuine enquiry in terms of some content aspects in the papers, especially those relating to Vietnamese context. It was evident that their questions regarding the content of the papers were not for checking information but seeking information.

Almost all of the students were given comments from these real audiences. However, only a very few students responded to their comments. Even when the members of the real audience asked questions, they received no responses in return, except for a very few "Thank you".

The experience of innovation in wiki writing in Victor's classes came to its end when the semester was finished. However, Pbworks has been accessible to all the students ever since and a few of them have visited the site to read and/or post papers.

6.3 Classroom Identities

The classroom-based experience of innovation in wiki writing brought to light a number of aspects of classroom roles and identities. At the core of these issues was the evident

and ongoing ways in which the students and the teacher negotiated their roles and identities in their mutual relationships and in relation to the remote audience for the Pbworks writing.

6.3.1 The students

The following extracts are from interview responses which I carried out with some volunteer students at the end of the semester.

When I use English, although my speaking is not very good, I feel I am in a different class; that is to say in a developing society and when English is becoming popular, that I can use English for communication means I am a modern person. [TT]

My major is English teaching. [...] My parents want their daughter to have a stable job. In addition, I see that teachers of English in remote areas have some limits in English speaking and listening and they do not often teach those skills to their students. I watch TV and see that many people speak English very well, so I hope I can speak as well as they do so that I can teach those skills to students in remote areas. [...] I was a shy girl at high school, but now I hope my future work will involve communication with foreigners. [...] I read papers on Pbworks for reference so that I can minimise errors in my paper and show people that I am as good as they are. [HT]

I want to become a teacher of English for elementary children. [...] My dream is to own a school that teaches English for children because my management skill is quite good and I am creative. I will teach newer and better ways than other people. [...] I will hire teachers and have them discuss teaching methods with me so that I can monitor their teaching. [...] On Pbworks, I hope people will read my paper carefully before they can ask. [...] To anything I find unclear when I read people's papers, I will ask, because my communication skill is not bad at all. [...] I receive and take comments seriously. [...] I live to be the most of myself. [MM]

I am doing a combined major in Japanese and English with Japanese the primary. [...] I came to Japanese because of my passion, but later when I took English I received support from many people. They said taking English was a wise choice because they

told me that Japan's economy was at that time at the peak and projectedly would fall down. It was doubted that Japanese would be very popular in Vietnam and I may not earn a lot of money from working with Japanese in the future, whereas English is never outdated and it is always necessary. This changed my thinking and view. [...] Once I post my paper on the website, I put my responsibility in the paper. The more present I am in the community, the more effort I must have. [TH]

In one way or another, the extracts reveal the students' identities: the image of "a modern person" who could use English for communication, a formerly shy girl hoping to excel to teach students in remote areas, a "be-myself" girl hoping to own a school for children, and a major in Japanese taking English for a practical reason. All can help describe and explain the students' experience on Pbworks in terms of how it posed challenges to them as learners and as peers.

Here are some evident aspects of the students' roles and identities as learners and as peers, which were presented and negotiated in the new learning space of wiki.

6.3.1.1 Learners in a new learning space

The students on Pbworks were viewed by the teacher as "passive", "frustrated", and "teacher-centred" [Victor's words]. His interview responses revealed his view:

In the online class, the students wanted personalized comments from the teacher. [...] Their psychology is "I did that because I wanted to be recognized by the teacher".

While to the teacher, the students showed a need for recognition as learners, for the students themselves, aware that their writing was available to other people, especially those outside their class, they had a need for recognition as people. That can be perceived in some of their interview responses, for example:

I have to polish my writing because not only my friends but also strangers will evaluate my writing. For a good impression in the stranger's eye I have to be cautious in the writing. [NP]

Only the writing speaks who I am so I try my best to write best. Reading a good piece of writing can make the reader have good feeling about me. [LD]

Many papers are very well written with beautiful structures and vocabulary new to me. Reading those papers makes me careful and cautious when writing and posting my papers in order not to be “laughed at”. [HT]

Obviously, the effort the students put into their writings was for conveying and constructing a best image of themselves to “strangers”, and also to their peers.

However, somewhat surprisingly, in terms of the English language speakers as remote audiences, almost all the students withdrew themselves from responding to the comments given on their papers. This was all more surprising because the comments were engaging, constructive, and reflected a genuinely interested audience. It was evident on Pbworks that no student replied to comments given by those people, even when a comment had questions which were meant to be answered by the student. That created a distance between the students and the English language speakers on the space. Apart from shyness, which seemed not to be considerable and not to be applicable to all students, this situation spoke more about the distance between the students as learners of English and the English language speakers, which was brought about when the former felt very challenged and/or disempowered in front of the latter.

6.3.1.2 Students' peers

The students' interactions on Pbworks revealed some dimensions of the role of a peer that the students were playing and negotiating for. One-to-one peer interactions with arguably equal power relations could be found in most students' comments; the following example, which is shown in Figure 6.7, in which a student writer was responding to different peer comments, addresses detail by detail what was commented on, and presents opposing or supporting opinions.

What constitutes the role of a peer is shown not only in their interactions but also in their negotiation, which was also revealed in their interview responses. Commenting to show appreciation, responsibility, and constructive spirit as a peer was expected by the students, as one of them indicated above, noting that comments were often superficial, and some students even asked friends what kind of comments they wanted.

From the commenter's perspective, however, the role as peer placed some limits on the degree of criticism in their comments, as a student said:

To someone I didn't know, I found easy to comment and to spot mistakes. To a friend of mine, there was some limit because I was afraid of hurting her through my comment. [TV]

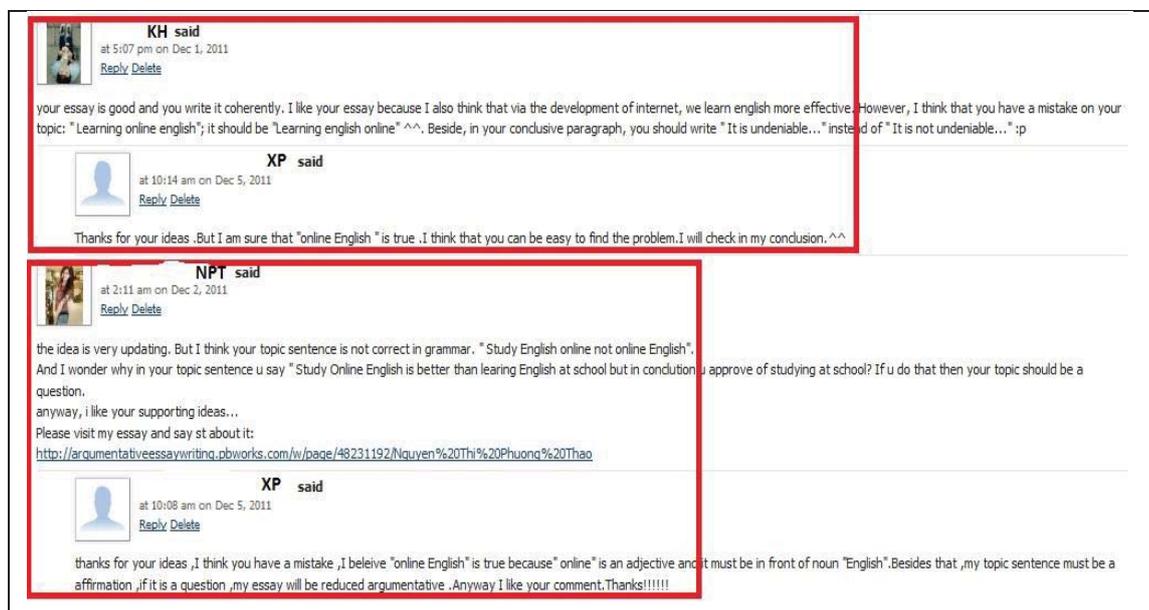


Figure 6.7: The students' one-to-one peer interactions

6.3.1.3 Peer teachers and self teachers

Aspects of peer teaching and self teaching were evident in students' comments and commenting. Many students put comments as requests for clarification or explanation of some language point on their peers' papers, and the exchange took place as a micro teaching of grammar, as shown in Figure 6.8.

Apart from evident benefits for the requesters and other students, a point all the students remarked on in Pbworks writing, many students highlighted benefits for the commenter himself or herself, for example the benefit of "double checking" information before putting the comment, as in:

I feel like a teacher spotting grammatical mistakes in my friend's paper. That makes me double check my thinking in order to give a true information to my friend. [TH]

or the benefit of the process of developing an argument through the comment, as in:

When commenting my friends' papers, my comments were sometimes not very persuasive and my friends argued with me, so I considered what I had said and I had lessons from that. [AH]

When I read and found something wrong I would comment and defend my comment with all my knowledge. If I was wrong and defeated, I learned from that. If I was right I also learned from that. [MM]

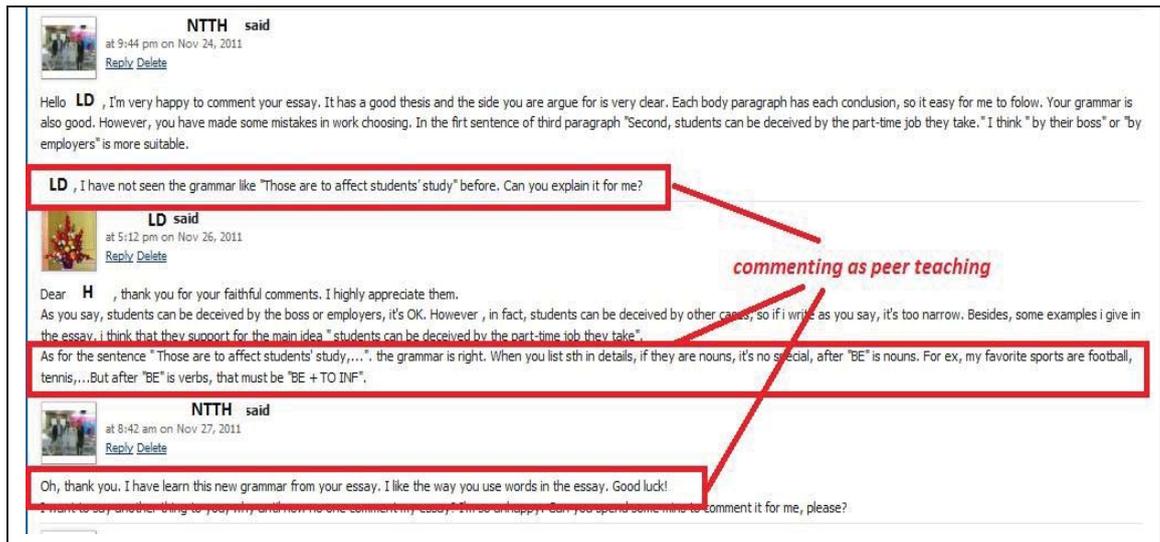


Figure 6.8: The students' commenting as peer teaching

Other students moved beyond questions of linguistic accuracy to questions of personal responsibility and appropriate tone, for example:

When commenting people's paper, I teach and learn for myself responsibility, seriousness and carefulness before and while doing something. [TX]

The challenge inherent in learning to receive comments from others in particular was seen to expand beyond the specific aims of the lesson, as some students mentioned aspects of their emotions when they recalled the experience, as in:

I think I have learnt to receive negative comments from my friends. I think we learn many things even when receiving negative comments. At first I found it uncomfortable and sometimes annoying. But then I considered what other people comment. It could be right. I started to change my mind. [AT]

Through wiki I learn for myself I should not be overconfident because many people around me can easily spot my mistakes and have very good arguments for the same issue I am writing. [TH]

6.3.2 Victor – a class teacher

Victor in this introductory experience of innovation went through continuous and evident negotiation of his classroom roles and identities. How to best present himself to the students at particular points of time was the essence of the negotiation and thus the very challenge this innovation posed him.

My classroom observations of Victor's behavior and practice in his class tutorials revealed much of Victor as a teacher in terms of how he had conducted the class and presented himself in front of the students. He was very much the teacher when he sorted out the students' technical issues about log in, account, and basic functions on Pbworks and when he had the whole class discuss some extracts of writing draft on Pbworks in terms of theories of argumentative essay writing: he had planned and controlled very well the content of the tutorials.

In addition, interview responses indicated that Victor was highly aware of his role as a teacher and endeavoured to fulfill his duties as a teacher throughout this experience. The obligation of that role and duty was realized by Victor under these constraints. The following is a summary of the issues he raised in an interview in relation to the constraints and obligation he felt: i, the institutional system, in which his classes had to fit in terms of curriculum and official evaluation of students; ii, the feature of this particular wiki, in which official evaluation of students was integrated; and iii, and his ought-to- self of a teacher who felt the obligation to give as specific guidance to the students as he could to minimize the students' possible problems in initial access to the new space or tool before letting the students explore it themselves.

On Pbworks, however, the image of Victor as a teacher was not clear, and mostly invisible to the students towards the latter stages. While that was what Victor had chosen, he revealed a lot of negotiation and struggle behind his decision, on which he reflected in an interview at the end of the experience. This is now presented.

6.3.2.1 Not only a teacher but also a students' learner or peer

In the interview at the end of the experience, Victor talked about the teacher-student relationship in the new working space as follows:

In the virtual environment I am not simply the person guiding the students to the store of knowledge or helping them in their seeking knowledge but I personally have to learn from the students. Sometimes I feel I am a learner. Some other times I feel I am their peer, not a senior one. Some other times I feel the students want me to be friendlier, more equal. My comments may be or may not be accepted by the students and I don't know how much they are accepted. The depth of the teacher-learner relationship becomes more complex and uncovers many issues I can't foresee.

Clearly the new teaching environment was challenging to Victor because it “generated many unpredicted issues” in terms of the teacher-student relationship. Of evidence in Victor's comment was that the virtual environment had transformed the long-standing role of the teacher, who “simply guided students to the store of knowledge or helped them in their seeking knowledge”, and more importantly made the role shift very fluid, moving between teacher and peer, and demanding new modes of interaction. The ultimate challenge rested in the final sentence of the comment: “That required me to be a good solver of problems arisen at different times”.

6.3.2.2 A “friendlier” teacher

Victor's negotiation and struggle in terms of how to best present himself in front of the students was also the negotiation and struggle between his ought-to teacher self and his ideal teacher self. While Victor was fully aware of his responsibility as a teacher: “I felt the responsibility for providing the students a specific guide; it would not be a good job of teaching if I let them freely drive their own ways”, yet he struggled due to a strong clash between realism and idealism in him, as he said:

Personally I think I need, no, I should be a teacher because that is what I am obliged to do in my class. But personally, if we want the most effective learning to happen, I think learners can learn best when they are under no pressure or supervision or evaluation. So if the students could view me friendlier or to some extent as an outsider I think they would feel less pressure and they would somehow disclose their free thinking and hidden selves. If they know or think the teacher is keeping an eye on or evaluating what they are doing they would to some extent withdraw to disclose their personal thinking. I don't know how to describe that relationship, but generally it would be a friendlier relationship.

It was evident that the ideal teacher image was conflicting with the real one; the former being more or less an outsider, the latter a guide or instructor. The use of Pbworks for evaluation was a significant site of this conflict for Victor.

6.3.2.3 Perceived problems

Two major problems adding weight to Victor's negotiation and struggle are from himself and from the students respectively. With regard to the problem from himself, he said:

The problem is I am a learner like them and also a new experience so I have not been able to master features [of wiki] and to predict possible problems. My guidance was therefore not specific enough.

Clearly, the problem was not simply that of a learner and a new experience, which, to his perception, was somehow challenging to him in general. More critically, the problem was perceived by Victor as a teacher, who felt responsibility for providing his students with specific guidance and predicting their problems, and who believed the more familiarity the teacher had with the new technology the more specific his guidance would be and thus the better his help. The problem became bigger to Victor's view as he expresses here:

[In terms of technology] the teacher's level has to be at least equal to that of the students, or higher, because the students rely on you as a facilitator and they would feel discouraged if you cannot well facilitate them.

Regarding problems from the students, Victor described them as "passive and frustrated":

Computer functions were an obstacle to many students. To those students who were not familiar with the internet, attending an online class was rather heavy because they were not familiar with virtual communication and even clicking *Comment*. I felt many students were very passive and frustrated.

That situation made Victor felt more responsibility to guide them as specifically as possible from the beginning so he could to "save time for the students and help them focus more on the content of the class".

From another aspect, Victor recalled that the students mostly did not trust their peers in the online class and tended to rely more on the teacher. While he had wanted to enhance peer interactions and remove teacher presence, partly because the class was so big, as he said, the students had needed the teacher as a “fulcrum”, which, he suggested, may be a habit from the traditional class.

6.3.2.4 A teacher no matter what

The fact that Victor’s three classes were running in parallel with several other classes doing the same course at the college (but not using wiki) explains a lot about the institutional constraints Victor was under. No matter what a teacher does in his classes, ultimately all classes in the same course have to take the same end-of-unit test, which is decided by a school authority, and which takes place on one intensive exam day when other tests for other courses also occur. Victor was teaching not only in alignment with other classes in terms of curriculum and official evaluation of students but also in the awareness that the students in his classes would be benchmarked with other classes. This in fact escalated his negotiation and struggle, as he said:

For the class of writing for example, the fact that Katie and I were using wiki but other teachers were not made the students complain that our classes were so demanding, so difficult. Although our classes were effective, they were tiring, demanding, so the students benchmarked our classes with others. That is the nature of students, they like something easy but effective and they do not see the long-term benefit.

Apart from the institutional context, the context of this particular wiki may have added tension to him, as he explained:

As a matter of fact, there are many purposes of using a website, for example for research reference, critical reading, etc. However, as long as the website is integrated into a formal class and class evaluation, I have to be an instructor and get involved for evaluation.

With those constraints, together with his perception of teacher responsibility, as mentioned above, Victor was determined:

Above all, I need my students to view me as a teacher. Other roles are secondary or supplementary to my main role of a teacher. No matter what, students view me as their teacher although I may not know.

6.4 A Brief Summary of Phase Three Results

This phase of innovation was a classroom-based innovation in wiki writing in a college involving three classes of writing and a teacher without experiential learning of wikis. As the experience involved the students writing their class papers on the wiki space and giving comments on their peers' papers and the teacher conducting his teaching and dealing with the students particularly in the virtual environment, the experience reflected how the students and the teacher negotiated their roles and identities as teacher and learner in a new working space. This introductory experience of innovation may complexify the notion of teacher and learner in terms of role and identity.

6.5 Phase Three Discussion

As Phase Three concerned a classroom-based innovation in an institutionally constrained context, the creation and implementation of innovation by the teacher and the students in the new teaching and learning space of wiki and against the backdrop of a traditional classroom setting gave rise to some key issues that are worth discussing. The issues are that of community of practice (Wenger, 1998), L2 learner identity, and teacher identity.

6.5.1 A community of practice

In the literature, Ruth and Houghton (2009, p. 144) claim that “communities of practice philosophy is helpful for investigating wiki learning processes”. A finding in their study is that wikis blur the boundary between novice and expert, because expertise can be developed and constructed as part of the process, and a person can be novice in one area and expert in another (p. 144). That finding indeed aligns with what happened in these three classes on Pbworks: while the teachers and the students alike had no prior experience with wikis, they had a range of other expertise which they could share with those who lacked it. In this sense, the classes on wikis have developed into a community of practice.

Two outstanding issues about this community of practice that will be discussed here are what, for the students, were the new dimensions of learning, and the construction and negotiation of classroom identities on the part of the students and the teacher.

Learning in its broadest sense as an integral part of people's lives as they engage and contribute to the practices of their communities (Wenger, 1998) was explicitly mentioned by all the students in interviews to be evident through their experience in the

wiki. In particular, two dimensions of learning were suggested by the students as newly experienced in this particular kind of wiki practice, which helped make the meaning of learning and the learning process clear. Firstly, the issue of affect emerging from student interviews had a significant role in determining the students' learning trajectories and how the students made sense of learning. Some students described the process they had learnt to receive comments, which started from the initial uncomfortable and sometimes annoyed feelings when they had given what they called negative comments to the eventual feelings when they started to consider a change based on the comments (see the end of section 6.3.1.3 for the quotes).

What is of note in those interview responses is that emotion in learning is not something static but dynamic and cognitively controllable. That aligns with Bown and White's work (2010, p. 434) noting that the stages of noticing, reflecting on, and regulating emotion involve cognitive processes. In this perspective, and in particular relation to the student in the quote, the learning process is integrated with the process of emotional regulation, and new meaning comes out of the interplay of the emotional process and the cognitive process. Even though a few students mentioned in interviews the aspect of emotion in their wiki experience and how they were aware of that in relation to learning, it is obvious that not all students were noticing and reflecting on their emotions in ways that connected with learning. What can be suggested is that an awareness of emotion in learning, how it unfolds and shifts and how it can be cognitively regulated can help make more sense of learning and learning processes in a new environment, and as pointed out by Bown and White (2010, p. 441), and thus determine individual learning trajectories.

The other dimension of learning that was perceived to be new by the students extends beyond the goal of the class to the personalities of learners. In interviews, many students referred to their behaviours as they commented on peers' papers in terms of how they took care to adopt an appropriate tone in communicating their criticism and how that thus helped refine their personalities. Such qualities as responsibility, seriousness, carefulness, and humility that the students learned through commenting on their classmates' papers were not unfamiliar to them; however, an awareness of such qualities, and importantly, an endeavour to place an explicit focus on them in their commenting and an articulation of those practices (i.e. commenting with the awareness of and endeavour for an appropriate tone of communication) helped the students rethink

and deepen those qualities. In this wiki community, those qualities were not only serving individuals in terms of constructing and nurturing their personalities, but more importantly were contributing to defining *the practice* of the community. If the foundation of this community was wiki writing, the completion of a home assignment essay on a wiki to be exact, then how the community cohered and what kind of practice resulted largely depended on the way the participants interacted with each other and the way they developed their relations with each other.

Regarding classroom identity, considerable evidence emerged in relation to the meaning of student peers, which helped complexify the notion of classroom identity. The students' behaviours towards their peers through their commenting, as revealed in student interviews, gave rise to two issues. Firstly, are peers of equal power? And how equal is equal? As in traditional classes, student interactions on the wiki were predominantly at the one-to-one level, in which the students made and responded to queries and suggestions in an equal way in terms of power. From another perspective, some student exchanges looked more like those of teacher-student ones, and had dimensions of peer teaching and learning (see section 6.3.1.3 for examples). A point worth discussing in relation to those exchanges is the revelation of who the students were, in terms of their relationships to peers, through not only what they did (e.g. some students decided to put seeking-information questions in their comments and sought for peer teaching and other students played the role of teacher through their sort of micro teaching), but also what they did not do (e.g. some students chose not to respond anything to comments or not to comment fully). As argued by Wenger (1998, p. 164), identity is defined not only through the practices we engage in but also the practices we do not engage in: the students' behaviours in commenting may reveal some new aspects about peer identity in terms of equality. What is remarkable in this regard is the students' negotiation of who they were as peers, as they mentioned in interviews, shown through the aspect of criticism in commenting. To some students, criticism was a sort of obstacle among peers, which hindered their fuller engagement through commenting, and they thus negotiated about whether or not or how much/little criticism they should express; to some others, the response could be paraphrased as the more close and equal we are to each other, the more criticism we should be able to express. Underlying this kind of negotiation was a process of building participation through acquiring practices, which, according to Wenger (1998), involved the construction of identities. In terms of

innovation, the fact that the wiki community did engage the students more than that of the traditional classroom, which is also indicated in much literature about wikis, may hold some potential for what is referred to as reconstituting classroom culture (Fullan, 2007, p. 179).

As regards classroom identity on the part of the teacher, Victor's behaviours particularly on wiki are discussed here for their likely contribution to the meaning of classroom identity. An evident difference that Victor created on wiki, in terms of class management, was that he was present in the initial stage for the students to technically settle down and then completely withdrew his presence in all student interactions in the latter stages, even when there were signs that the students needed a teacher resolution for their disputes. It is notable that although Victor did not make himself present to the students, they knew he was observing them. If "non-participation is an inevitable part of living in a landscape of practices" (Wenger, 1998, p. 165), Victor's 'non-participation' was part of his practices as a teacher: he was endeavouring to construct a boundary between teaching and learning that was not meant to be crossed. From another perspective, Victor's 'non-participation' contributed to classroom identity in which the teacher, within the landscape of the classroom, should be able to decide the level of importance given to activities at different stages in the classroom community.

6.5.2 Second language (L2) learner identity from the relational view

The issue of L2 learner identity is discussed here from a relational view, as reflected through the students positioning of themselves in relation to other people in the wiki.

To the pair of English language speaker commenters involved as a real audience, the students' behaviours and reactions reveal something about L2 learner identity in a relational view to proficient English language speakers. In all their comments, as the English speaker commenters mostly asked information-seeking questions and shared their stories and feelings, all of which showed their genuine interest in socio-cultural issues in the papers, it could be implied that they were inclined to position the students as L2 users. However, as the students chose not to respond to the comments, even to the questions asked, it appeared to suggest a rejection of the L2 user identity, and to opt, instead, for an L2 learner identity. According to the relationality principle of viewing identity from a sociocultural perspective as described in the literature (Bucholtz & Hall, 2005, p. 598), the speaker commenters' identity is intertwined with the students' one: as

the students ascribed to the commenters an identity like that of teachers, they took up for themselves the identity of L2 learners. In line with the implication made in Kern, Ware, and Warschauer's work in the field of online language pedagogy (2004, p. 254) that the important thing about language development is the learner's ability to negotiate and construct new roles and identities, a suggestion from this study is that learner identity construction involves investment from both sides, the learner and the teacher. This suggestion aligns with what Reeves (2009) indicates about teacher investment in learner identity, which was described in the literature.

On the other hand, some other students were much less specific in terms of viewing themselves in relation to other people and were inclined to position themselves as L2 users in relation to an (imagined) English language speaking community that might be created through the wiki. One interview response quoted in section 6.3.1 reveals that the student, when using English, viewed herself as moving away from an L2 *learner* identity: she felt like she was in a different class, including those who were able to *use* English to communicate in the society where English was becoming popular.

Of note here is how an L2 learner identity developed into an L2 user identity: although the student was highly aware of her current L2 learner identity (i.e. "my speaking is not very good"), she viewed that identity as part of a wider imagined L2 user identity (i.e. "I am likely to be in a different class... I am a modern person"). Critically, her negotiation of herself away from an L2 learner identity was based on her imagination and aspiration, centering on an L2 ideal self, that is the person whom she would like to become in relation to English (Markus & Nurius, 1986). From this perspective, it can be argued that an L2 learner identity can become more complete if the learner can adopt an image of someone he or she would like to become in the future in relation to the L2, and relate his or her learning activities to becoming that adopted L2 ideal self.

6.5.3 Teacher identity

The discussion about teacher-student relationships particularly in the clash between the traditional classroom and wiki, as put forth by Victor in the end-of-experience interview, reveals two issues of relevance about teacher identity: context and teacher self.

Victor repeatedly stressed that the context of this particular wiki, which was part of the official student assessment, and which had to work in line with other classes doing the

same course in the college, contributed to how he adopted multiple roles as a class teacher. It also contributed to the ways in which he made sense of his teacher identity in relation to his practices and the discourses he created. Although Victor as a teacher saw himself as a person who embraced novelty and exploration in his classes in general, as expressed in his reflective writing, the ways in which these qualities played out varied across contexts. As a matter of fact, Victor this time did not let the students explore for themselves as freely as he often wanted and he decided to get involved right from the beginning as an instructor largely due to the contextual constraints. His interview responses showed that his practices did not stem from what he thought he had to do or ideally wanted to do, but from what he believed to be the best practices for his students in this particular context. It was revealing that what drove him powerfully this time was not so much internal factors such as his personal nature or teacher selves, but more the external factors within the context. As theorized in the literature (e.g. Varghese et al., 2005), Victor's teacher identity could be seen conflictual; however, a closer examination shows that while a teacher might have a core identity, he might have differing sub-identities that are more or less central to the overall identity, and that are operated in a balance of conflicts across the sub-identities (Beauchamp & Thomas, 2009, p. 177).

If context can be seen as a driving force of Victor's practices in this wiki experience defining the multiple teacher roles he adopted, teacher selves can be seen as providing fuel for the operation of his practices. It is worth mentioning that the articulation Victor made about his nature as a teacher who embraced novelty and exploration in his classes was made when he finished this wiki experience, an experience which was remarkably fraught with on-going negotiation of teacher selves. From a teacher belief perspective, the negotiation was between being someone who believed that a teacher's instruction in the initial stages should be as specific as possible in order to reduce students' frustration, and someone who also believed that a teacher-free learning environment was conducive for the learning process and thus ideally wanted to be "more or less an outsider". From a socio-cultural perspective, the negotiation was between being someone who as a teacher was at least at an equal or higher level with his students in terms of technology ability, and someone who endeavoured to meet students' expectations on him as a fulcrum. Those teacher selves, which were apparently conflictual, could possibly impede teacher practices in such a new and as yet

undiscovered context as a wiki. However, while Victor struggled at times, it was also apparent that the different selves at times operated reciprocally with no individual self coming into play in isolation. Thus the negotiation of those teacher selves had a facilitating effect on Victor's practices as a wide repertoire of possible identities and practices which he drew on as resources in ways that worked for himself, the learners and in terms of his wider contextual obligations.

6.6 Summary of Chapter Six

This chapter concerned Phase Three, a classroom-based experience of innovation in wiki writing. It first described the result of innovation, which was initiated by me and created and implemented by Victor and his classes in the new teaching and learning space of wiki and against the backdrop of a traditional classroom context at university. After that, classroom identities were described in relation to the creation and implementation of innovation. This section comprised two subsections, the students, and the teacher, presenting aspects of classroom identities on the part of the students and the teacher as they became evident and/or emergent during the course of innovation. The discussion which followed addressed key issues relating to Phase Three innovation. It noted that the wiki created a community of practice with new configurations of learning and teaching, which induced negotiation and construction of classroom roles and identities.

CHAPTER SEVEN

CONCLUSION

This chapter will start by briefly revisiting the research questions and drawing conclusions based on this study. After that, I will discuss implications of the study for theories of innovation, research methodology, and innovation practices. That will be followed by a consideration of limitations and strengths of the study. The chapter will close with a word from the researcher as a final conclusion.

7.1 Revisiting the Research Questions

Research questions were aligned to each of the three phases of the study: research question 1 for Phase One, research question 2 for Phase Two, and research question 3 for Phase Three. Each research question will be briefly revisited here in its own scope of each phase, particularly in the manner that Phase One and Phase Two were connected as initial and extended experiences of innovation, and Phase Three was an independent classroom-based one.

7.1.1 Research question 1

How does an initial experience of innovation in Web 2.0 relate to the participants' identities and their identity negotiations as Vietnamese English language teachers and learners?

Two main points about the relationship between innovation and identity that emerged from the Phase One enquiry are revisited here. Firstly, it was the strong and evident awareness of themselves as novice teachers and outstanding students that formed the impetus for Emily, Faith, and Katie to embark on the innovation. While in Trent (2012) the three teachers positioned themselves as innovators by implementing an innovation as part of elementary school reform, in this study it was their view of themselves as innovators and a desire to extend their English language use to new contexts that fostered the participants' work within Wikipedia. From an innovation perspective, as argued by Wedell (2009), it makes sense to start an innovation from where people are: this proved to be important in the first Wikipedia entry on Hue People, where the participants were recognised as experts with the authority to write about Hue people; however, the second entry on Good Language Learners was less successful and thus

less satisfying for the participants. A key conclusion is the need for an open perspective, a point developed in the implications section of this chapter. The second point sheds further light on the reciprocally constitutive relationship between the implementation of innovation and the construction and negotiation of identity. Among the several ‘new’ things that Emily, Faith, and Katie did during this initial experience of innovation, nothing was as completely new as the exploration and articulation of their selves and identities throughout the two Wikipedia tasks. In her first interview Katie expressed that while she often helped her friends look at themselves, she found it challenging when it came to reflecting on her selves and seldom did she do that; Katie added that in fact many people do not notice, explore, and articulate who they are in terms of the fluid, shifting, and conflictual concepts of self and identity. Therefore it can be said that the exploration of self and identity provided in this experience was the main momentum driving the innovation: through talking about themselves, the three people not only endeavoured to make sense of themselves and evidently found this an intriguing process, but also negotiated in terms of their preferred selves. For Katie in particular these processes became more apparent in Phase Two. In some way, implementing this innovation can be seen as a resource for the three people to analyse, justify, and make sense of themselves in relation to what they did and what they thus became.

7.1.2 Research question 2

From a longitudinal perspective, how does an extended experience of innovation in Web 2.0 in a range of settings relate to the participants’ identities and their identity negotiations as Vietnamese English language teachers/users?

This question was principally answered in Chapter Five in terms of Emily and Katie, the two people who took part in different experiences of innovation in different settings. The key point to be revisited here is the extended experience of innovation from a longitudinal perspective, which contributed in new ways to Emily’s and Katie’s ongoing identity negotiations. As the transfer from Phase One to Phase Two required shifts in identity, Emily and Katie sought to reconcile conflictual tensions in terms of their learner and teacher selves. They did this in markedly different ways. However, two outstanding issues concern multiple identities and adaptive learning.

It was obvious that Phase Two as an extended experience of innovation posed a number of challenges for Emily and Katie in terms of role switching. While during this phase,

they participated in their own projects as both teachers *and* learners, it was against a backdrop of themselves as learners in Phase One. Their tensions therefore were not only those of multiple identity, which is the nature of teacher identity as theorised in Varghese, Morgan, Johnston and Johnson (2005), but also those of being learners fresh from a rich and nurturing Phase One experience. In Phase Two, Emily and Katie appeared to prefer the role of being a senior peer: in the case of Katie this was evident in the references she made to herself as a teacher akin to that of a museum receptionist; in the case of Emily she constructed her role as that of a mentor akin to that of a senior student peer. In terms of innovation, this points to complexities for teachers in general in terms of their roles and preferred roles at different stages of innovation processes and in transferring and implementing innovation experiences.

While the learning experiences in Phase One were instrumental in familiarising Emily and Katie in terms of innovation in Web 2.0 and practices, they did not alert them to the level of demand required of them when in different roles, especially in different settings involving real-life and constrained contextual factors. It was this challenge that called for the ability of critical adaptive learning. So how Emily and Katie learned to adapt themselves in Phase Two, especially to fit and work within the new environments, contributed to the meaning making and negotiation of identity. In Emily's case, while she was seen to be able to adapt to the role, the new environment was characterised by fluidity and emergence, which challenged her ability to adapt critically. Being a mentor in a one-to-one blogging environment seemed to demand of Emily much more than simply being a senior student peer, the role which she constructed for this particular kind of context. In Katie's case, dimensions of critical adaptive learning played out differently. While her construction of multiple roles as a class teacher provided evidence of her ability to adapt, it was frustrating to her in terms of whether it suited her preferred teacher role and her students' preferences. In a word, although the whole package of innovation across the two phases was limited in terms of scope, it raised the participants' awareness of the importance of critical adaptive learning not only in terms of the environment but in terms of themselves as learners and teachers in new and complex ways during different phases of innovation.

7.1.3 Research question 3

How does a classroom-based experience of innovation in wiki writing relate to the negotiation of classroom roles and identities across a semester in a Vietnamese tertiary context?

Chapter Six focused on the complex classroom relationships between the teacher and the students, and among the students themselves, in relationships which were both pre-existing and emerging in relation to new classroom roles and identities. The new seemed not to come without disturbance and frustration. It was understandable that much negotiation and struggle which took place for the students was about how to make sense of the roles newly configured and how to present themselves as peers and learners in the new working space. For the teacher Victor, he too underwent similar challenges, in what was for him an initial experience of Pbworks and of teaching his writing course through Pbworks.

The answer was expressed richly by Victor, who emphasised he was new to the wiki like the students, and that his on-going and evident negotiation was constrained by many factors (e.g. socio-cultural norms, institutional contexts, the wiki context, his teacher selves and beliefs). Importantly too, his construction of his multiple roles and teacher selves varied across the different stages of Phase Three. Noticeably, the on-going negotiation brought Victor to the eventual realisation that he had to be a teacher in this context, no matter what. This came from an awareness of his institutional responsibilities to the classes, which applied whatever the learning context.

Regarding the students, the negotiation of classroom roles and identities was reflected vividly through processes of peer commenting, particularly in terms of the students' engagement in both the extent and manner of commenting. On the one hand, the negotiation was characterised by the students' endeavour to conform to their non-wiki class and peer identities. On the other hand, the negotiation was influenced by preferred or ideal images the students endeavoured to construct on the wiki. While the students can be seen as able at times to adopt the role of peer learner and teacher, they tended to look to and rely on the classroom teacher to mediate their experiences working in the new space. This tension was ongoing throughout Phase Three.

It seemed largely to be the case that the Vietnamese socio-cultural context played a significant role in making sense of the construction and negotiation of classroom roles

and identities in Phase Three, providing a backdrop for the teacher and the students to identify and justify who they were, what they did and how they wanted to enact their roles in those spaces.

7.2 Implications of the Study

Implications of the study include those for theories of innovation, research methodology, and innovation practices.

7.2.1 Theoretical implications

The innovation taking place in this study was to some extent a less typical one in terms of educational innovation as theorized in the literature, especially the innovation in Phase One and Phase Two. One contribution of this study, with implications for theories in the field, is shedding light on the complexification of roles, responsibilities, and contexts.

The issue of role and responsibility of the participants in the innovation in this study has something to contribute to theories of innovation. While much research endeavour has been given to identifying and classifying roles and responsibilities of participants in an innovation, considerably less attention has been paid to the role of the mentor, who is supposed to provide mentoring to the teacher in the implementation of an innovation. As in Phase Two for example, although I did not place an explicit focus on myself as a participatory mentor for Emily and Katie, my expertise was available and made use of as a resource for them both practically and emotionally. Since teachers do not always come to embrace a change in the first place and may not to be ready for it emotionally and practically until they are provided with mentoring, the role of the mentor is significant. This study points to the need to explore further the nature of on-going mentoring during the course of an innovation.

In addition, this study also helps understand the complexity of the role of the teacher. In the literature (Murray, 2008; Waters, 2009), a number of stakeholders (e.g. government officials as adopters, students as clients, material writer as suppliers) are as largely responsible for the outcome of the innovation while the teacher is seen as responsible for implementing an innovation. In the context of this study, which was relatively small-scale, the focus was very much on the teacher rather than wider stakeholders such as government officials and school authorities classified elsewhere as adopters of an innovation. Furthermore, the teachers played many roles in the course of the innovation,

and each role seemed to be enacted and/or to emerge depending on how they made sense of the nature and the stage of innovation they were implementing. Thus the current study points to the value of studying more small-scale, open-ended contexts for innovation and the impact on the roles of teacher participants.

The contexts of the innovation in this study also have implication for theories in the field. If Phase One is viewed as the initiation of innovation in a whole package of innovation including Phase One and Phase Two, the open context of Phase One was of central importance in terms of experiential learning. Unlike the typical context of classroom innovation, which has to fit itself into the wider context of cultural, political, administrative, educational, and institutional systems, as described in Waters (2009, pp. 428-429), the open and non-institutional context of Phase One plays a different but important role in setting the scene for further innovation. While it did not alert the participants to the level of demand that the institutionally constrained contexts of Phase Two would place on them, the open context of Phase One helped to ease any tension for the participants in terms of institutional constraints, and, critically, helped to identify stages of innovation and the nature of each stage. In this sense, one of the conclusions concerns the importance of contexts during the course of educational innovation: such contexts vary enormously on a continuum ranging from at one end open and non-institutional to at the other closed and institutionally constrained. This can also be seen as aligning with the stage of the innovation, as described by Fullan (2007), for example, of initiation, implementation, or continuation (institutionalization). One of the features of this study is that the categories of initiation, implementation, and continuation occurred but across different contexts and settings, thus placing different demands on participants.

As an extended experience of innovation, Phase Two had features that can apply to the diffusion of innovation, although diffusion itself was not a focus in this study. If Phase One is viewed as the initiation of innovation, the transfer from Phase One to Phase Two can be seen as involving the focal participants in a process of ‘diffusing’ what they had learnt in the small peer group open environment in Phase One to their classroom students in a constrained college environment during Phase Two. It involved not simply adoption, mentioned as the focus of diffusion in much of the literature in the field, but equally importantly adaption and critical adaptive learning; critically adaptive learning was required of them not only in relation to the new participants in new technology-

mediated environments, but also themselves as they moved away from learner roles of Phase One. It is arguably the case in this study that adoption and adaptation occurred reciprocally: how adoption, which is conceptualized in terms of the level of implementation (Markee, 2001, p. 119), played out largely depended on how adaptive the teacher was in the new environment; how adaptively she developed largely depended on how she saw the nature of the adoption and the depth of adaptation required. The implication here is not only about the inherently reciprocal relationship between adoption and adaptation, but also the awareness teachers and educators have about the nature of an innovation in terms of adoption and the need for ongoing critically adaptive learning.

7.2.2 Methodological implications

The development of primary instruments used for data gathering in this study contributed, in important ways, to the kinds of innovation developed in this study. While interviews are the main tool commonly used in research studies, and the focal participants had already made use of this tool as both interviewers and interviewees, the kind of interview used in this study was new to them and useful to them as interviewees, a point they explicitly commented on after each interview. Evident and key in all the comments was that the participants did not feel any kind of pressure, especially compared to face to face interviews, but felt relaxed while being interviewed online. They also commented they were more ready to provide responses as they had thought about the written interview prompts sent in advance, and had more scope for on-going reflection as both the interviewer and interviewee were in the wiki spaces (either Pbworks or Wikipedia or both) during the course of the interview. Thus an important point to make about the interviews in this study is that the online spaces provided a low-anxiety environment for the interview. A further point is that having the wiki space open during the course of the interview was conducive in terms of reflective thinking and in supporting interviewees' responses. Methodological implications arising from this point concern the use of online environments for interviews.

The use of pre-and-post-task online group discussions not only went beyond set goals of the study but also suggested new avenues for both data collection and data analysis. As in the interviews, these online group discussions were explicitly commented on in a very positive way by the participants in terms of how helpful they were to them. Particularly, the participants recognized various meanings of collective activity in the

group discussions in terms of how it contributed to both task completion and importantly to their cognition and shifting attitudes about collaboration. Noticeably, the online space of the group discussions was helpful as the internet provided an enormous resource. However, these group discussions were in themselves a space for innovation in that they took place on wiki spaces after a recently completed task and prior to a new task. The course of the discussion on this space and at this time importantly helped the participants see how they had contributed and would contribute to the creation and development of the new environment. Additionally, they were able to see the process of making their experiences, and making sense of the whole process. The course of the discussion also provided the researcher with insights into how the new environment was created and developed, and what the participants' perspectives were during those processes. Thus several dimensions of the use of online group discussions in this study provide implications for research methodology in relation to innovation.

Another implication concerns the important role of the secondary instruments, which were introduced and developed by the participants. Not only were they helpful for triangulation of data, but they contributed considerably to the process of developing the primary instruments and spaces, and making sense of data. Particularly for research into wiki environments such as this research study, it is imperative for the researcher to be alert to the dynamics of the virtual space, to consider them as potential data or metadata, and to construct principles for them to operate as secondary instruments. Thus, secondary instruments not only help inform the ways in which primary instruments are used and developed but also provide insights into how the new environment emerges and unfolds.

7.2.3 Implications for innovation practices

In the university where this study was conducted, much endeavour for innovation had taken place in terms of curriculum, teaching methodology, evaluation and assessment, and there was ongoing effort to provide innovation in the use of online technologies in teaching and learning. The prevailing concern with these potential sites for innovation was also the subject of much discussion in terms of the extent and scope of possible changes. Almost all workshops for teachers in the university and nationwide had been devoted to classroom innovation involving online technologies. Both the teachers and the students in this study had to a limited extent worked with wikis before this study. Katie had even worked with Pbworks for collaborative work in her third-year university

classes (before she became a teacher). However, nothing about innovation had ever taken place that was as new as in this study. In terms of innovation practices, what this study was about can also provide some implications for classroom practices.

First, there are evident limitations in a view of technology as an optional alternative in language teaching, and one that, if used, can be directly inserted into existing practices, including teacher and learner roles. This relates closely to the issue that Katie raised for me after the first writing task in Phase One regarding the use of online technology in writing classes, an issue that can be paraphrased as in “why bother to use the internet when we can just as well use pen and paper?”. Katie was concerned about the effectiveness of online technologies in her teaching class, drawing on what she described as her own ‘painful’ experience with the short-lived wiki in her third-year university class. An important conclusion is that Web 2.0 tools may not be viably used in classrooms if they are simply seen as a more complex substitute for pen and paper tools. At points the teacher participants struggled with the extent and nature of the changes required of them as they introduced Pbworks. The following challenge laid down by Kern, Ware, and Warschauer (2004):

Language educators should use the Internet not so much to teach the same thing in a different way, but rather to help students enter into a new realm of collaborative inquiry and construction of knowledge, viewing their expanding repertoire of identities and communication strategies as resources in the process.
(p. 254)

proved in the classroom-based contexts of this study to be extremely complex for teachers to negotiate. This challenge was on-going, unsettling, and could have been mitigated by limiting the scope of Pbworks in the initial semester of use, and providing further peer support to the teachers. That could be done for example through building collaborative projects for teachers to take part in so that they have opportunities to discuss and learn from each other during the implementation. Another possibility as part of the collaborative project, which was actually suggested by Victor, is having other teachers and their classes work on the same project at the same time, which according to him may enhance collegiality between teachers and students as well. These are important classroom implications of the study.

Secondly, an innovation can be initiated from a new and open perspective using tools participants may have used but to a limited extent. In Phase One, while academic writing was familiar to all participants including the researcher, using it in a new environment and a new genre which involved real life audiences and as such was subject to public scrutiny helped open our eyes to new aspects of academic writing in terms of personal voice, for example (as Emily explicitly mentioned in one of her interviews). It also made us re-visit and ponder what we had previously learned about academic writing. Thus our welcome attitude and open perspective on the involvement of the Wikipedia editors extended our understandings of innovation in a new direction, particularly in terms of unexpected challenges and the need to manage complexities and setbacks. On the part of the mentor, she has to be alert to openness of a new environment and ready to mediate and help participants make sense of what can feel like face-threatening acts, for the new environment as that of Wikipedia can open the participants to discomfort. What was more worthwhile in terms of innovation was that the situation intrigued the participants in terms of their ability to negotiate their new identities as writers (Emily's word) or users of English.

However, in Phase Three, in the classroom-based context, an open perspective on the introduction of real life audiences to the students' writing (through external comments on their papers on Pbworks) played out differently and thus had different implications. At this point, as the innovation took place within an institutionally constrained classroom-based context, the open perspective adopted by the researcher and the teacher had different implications in terms of how students responded: somewhat unexpectedly, the students negotiated away from a potential identity of user of English that the introduction of an interested and supportive English speaker audience could have meant for them. In this sense, an open perspective did not give rise to a welcoming of new things. Practitioners in similar situations should have a widely open perspective beforehand that when they do something new to their students and invest on them with aspiration of some specific outcomes, the students may not be responsive as they are expected. A reflection afterwards can also help practitioners interpret the situation with consideration of other involving factors including those of contextual constraints.

In terms of innovation practices, this study can also provide some implications for practitioners outside the classroom context. Firstly, the study can provide insights into the development of innovation drawing on out-of-class new learning environments and

new learning configurations that can be enabled through what is referred to by Wheeler (2010) in the literature as open content social software. A good amount of research has been done into how to develop and encourage active involvement of learners to share and/or collaboratively construct knowledge with the critical role of the teacher as a designer, facilitator and scaffolders for learners (e.g. Lund & Smordal, 2006; Wheeler, 2010). The literature also recognises a number of limitations in encouraging shared knowledge construction, which mostly relate to learners' perception and culture of sharing. In this study, the initial experience of innovation in Phase One particularly pointed to some enabling factors for encouraging and developing shared knowledge construction in wiki environments. As highlighted in the discussion of Phase One (Chapter Four), starting from learners' existing realities made it possible to get them engaged. It was evident that Emily, Faith, and Katie had a genuine interest when it came to sharing stories of their mutual interests and having their ideal and ought-to selves touched and appreciated. That is how they were encouraged to get engaged and naturally bring themselves to collaborative knowledge construction. In terms of innovation, the practice of connecting with people's existing realities can offer a good way to start an innovation (Wedell, 2009).

Secondly, although it was not a major focus, this study can suggest a working lens for studying teacher autonomy. Regarding the case of Victor in Phase Three, the innovation pushed him into the unknown which was a situation he had expected and embraced and envisaged himself in, but then the imagined teacher role proved not to be available. At this point, autonomy kicked in and he expanded his pool of roles to make them resourceful enough to meet demands of a range of types of interactions between him and his students. Evident and on-going negotiations of roles and identities that Victor underwent showed that he had a strong sense of responsibility for his teaching so much that he could make independent decisions and self direct his action. In terms of teacher autonomy, the capacity the teacher has for self-directed professional action, like Victor's, is a dimension indicating that the teacher is autonomous (Smith, 2003).

7.3 Strengths and Limitations of the Study

This enquiry involved the participation of Emily, Faith, Katie, and Victor, who had pre-existing relationships with me before they participated in this study. For me personally, having former students and colleagues as participants was such a favour. It could be the case that their willingness, effort, and professional excellence could help make this

study a strong one. Especially in qualitative case studies like this study, extended opportunities to approach the participants, work with them in close proximity, and to perceive their realities in a close-up manner were truly a privilege to my longitudinal endeavour to attain a rich picture of their lived experiences. However, for me as a researcher the ongoing personal relationships with the participants may at times have limited my options in terms of approaching and making sense of their realities in a more probing way. It was a challenge for me to ignore some of the behind-the-scenes information yielded from our pre-existing relationships and to find a good balance between distance and closeness that is perhaps desirable for investigation and interpretation. Importantly too, I was at times reluctant to impose on them or to perhaps intrude in terms of enquiring further into what were evidently complex issues for them. It was not possible to foresee the influence of the factors when I began the study.

A second limitation concerns the nature of the contribution of the study. While the study itself is not generalisable (due to the small number of participants and the unique features of many of the settings), it makes a different kind of contribution in terms of the particularities and features of experiences of innovation, participants' identities, and contexts. A further strength of the study are the findings and implications, which not only resonate with existing literature on innovation (e.g. the case of classroom innovation in Phase Three) but also reveal the need to re-examine and problematise the literature in ways that are addressed in the study (e.g. the case of extended innovation in Phases One and Two).

The limited amount of familiarity I had with wikis also had implications for the research and can possibly be seen as either a strength or a limitation or both. In particular, in the Phase One experience involving our first attempt at wiki publishing, my inability to predict problems regarding encyclopaedic genres may have discouraged Emily, Faith, and Katie, especially when I was acting as a mentor for them. However, as the experience of Phase One told, what unfolded resonated with the nature of emergence and unpredictability of innovation. More valuably, the situation suggested to the participants and myself the meanings of an open perspective we needed to have and how adaptive we needed to become in implementing innovation. In this sense, my limited familiarity with wikis may have taken the enquiry in a direction that ultimately became a strength of the study.

Another point that may contribute to creating both limitations and strengths of the study concerns the instruments for data gathering. As a key source of data in this study was interviews, the results to some extent relied on the interviewees' willingness and ability to recall and articulate the dynamics of their experiences, especially regarding their emotions and identities. That may have posed some challenges associated with this type of interview in terms of communication skills on the part of the interviewee and interviewer alike, interviewees' willingness, the accessibility of both cognition and emotion, and "the social desirability bias" (Dörnyei, 2007). However, it was the interviews that gave me insights into the ways in which the participants made sense of the process and contributed to creating the environment. Moreover, the interviews, particularly longitudinal ones, gave access to different dimensions of each Phase of the study and not only traced ideas but contributed to developing them. The use of secondary instruments incorporated both directly and indirectly in the interviews provided further ways of making sense of the data.

7.4 A Final Word from the Researcher

This study gave Emily, Faith, Katie, and Victor and their students an introductory experience of innovation in Web 2.0. Possibly unlike other experiences they had had on Web 2.0, this one also shed light into a new domain that, hopefully, gave rise to new and extended perceptions of themselves as teachers, learners and users of English. Through the study we can look at not only what they did but how they acted and what they became in the new environments. To Emily, Faith, and Katie, the entry about Hue people on Wikipedia, which is still accessible now though not in its original version, can serve as a memento of their experiences for them to reflect, rethink, and (re)discover themselves from new angles of their multiple identities whenever they encounter it. It has been nice to see Emily present a proud 'show and tell' about the entry, especially how she interpreted that experience to her student. To Victor, Katie, and their students, Pbworks as a collection of papers and comments was truly a resource for them and a legacy, in Victor's words, for other classes. Some of those students are still logging on to the site to post their new papers, or to simply read or drop a small chatting post. To myself as a more or less participatory participant in the study, the experiences provided me with many insights into how an innovation can and should be initiated and implemented, and how ongoing negotiation of roles and identities becomes integral to the whole process. I hope this study has revealed a new avenue for the

participants to approach and make sense of their identities in their profession of teaching and lifelong learning.

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APPENDIX A

Information Sheet to Participants of Phase One

February 2011

Dear student,

I am Pham Hong Anh, a PhD student at School of Language Studies, Massey University, New Zealand. I am doing research for my PhD involving the participants' collaborative writing on Wiki, their English learning histories, and motivation.

What is this project about?

This project includes 1) collaborative writing on Wiki; 2) interviews before and after each writing task; and 3) the participants' individually written narrative of their English learning history. The purpose of the project is to explore the process of collaborative writing within new technological spaces, the pertinent and emergent factors of the process, the participant's motivation development in the context of Wiki technology, and English language learning history.

Because you are seen to possess qualities highly likely to produce rich information for research, you are invited to participate in this project.

What will happen in this project?

Participating in this project will mean being involved in the following phases, which are intended to occur in February 2011:

1. Preliminary phase, spanning from February to March, chronologically including:
 - Interview 1, focusing on your expectations and sources of motivation prior to your participation in the project, lasting approximately thirty minutes, via Yahoo messenger voice call.
 - Collaborative writing task 1 on wikistudyproject.pbworks.com for an encyclopedic entry titled "Hue people", spanning the time frame of three weeks or so; the complete article will then be posted on Wikipedia under the subtitle **People** in the page **Hue city** http://en.wikipedia.org/wiki/Hue_City.
 - Interview 2, focusing on achieved expectations, new expectations of phase 2, and emergent motivation, time allotted and medium is the same as in interview 1.
2. Main phase, spanning from late April to May, chronologically including:
 - Collaborative writing task 2 on wikistudyproject.pbworks.com for an encyclopedia entry titled "Successful EFL learners", spanning the time frame of five weeks or so; the complete article will then be posted on Wikipedia under the subtitle **Successful learners** in the page **English as a foreign or second**

language

http://en.wikipedia.org/wiki/English_as_a_Foreign_or_Second_Language

- Interview 3, focusing on achieved expectations and emergent motivation, time allotted and medium is the same as in interview 1 and 2.
3. Switch role phase; this phase involves sharing your knowledge of the process with students and will be explained in a separate information sheet.
4. Situated final interview at the end of the project, focusing on your response to the total project.
5. Individually written narratives of language learning history; this narrative will be written throughout the period of the project conduct on languagelearninghistory.pbworks.com

Data Management

All the data collected during the course of the project will serve my research for my PhD and will be published in my thesis and perhaps some other papers or articles. Before coming to my PhD thesis, the interview data transcription and other obtained data will be shown to you for your double check and approval so that your intended meaning is ensured.

I will ensure that it is impossible for any unauthorized person to access and use your data. Your name and other information that may physically identify you will not be disclosed and used. All the data will be kept secure and confidential. Ongoing summaries will be made available for you as the study progresses if you wish.

Participant's Rights

You are under no obligation to accept this invitation. If you decide to participate, you have the right to:

- decline to answer any particular question;
- withdraw from the study;
- ask any questions about the study at any time during participation;
- provide information on the understanding that your name will not be used unless you give permission to the researcher;
- be given access to a summary of the project findings.
- ask for the recorder to be turned off at any time during the interview.

Project Contacts

Please feel free to ask me any questions if you have about the research before you consent to participate. You can contact me by email (phamhonganh77@gmail.com) or telephone (+64 6 350 5799 ext 2414; cell phone: 022 612 5919).

You can also contact my supervisors: Prof Cynthia White, School of Language Studies, Massey University (extension 7711 at Massey), or Dr Gillian Skyrme, School of Language Studies, Massey University (extension 7754 at Massey).

This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher named above is responsible for the ethical conduct of this research.

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher, please contact Professor John O'Neill, Director (Research Ethics), telephone 06 350 5249, email humanethics@massey.ac.nz.

Thank you for reading.

Yours sincerely,

Pham Hong Anh

Participant Consent Form

I have read the Information Sheet and have had the details of the study explained to me.

My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree/do not agree to the interview being sound recorded.

I wish/do not wish to have my recordings returned to me.

I wish/do not wish to have data placed in an official archive.

I agree to participate in this study under the conditions set out in the Information Sheet.

Signature:

Date:

Full Name - printed

Interview Round One Prompt

In order for you to have deep and more revealing reflection in the interview answers, the following prompts are designed to prepare you with some interview questions and ideas.

Supposed my research project is the city of New Youful.

You are invited to visit New Youful in March this year. Before going to a new city, we normally have such questions as:

What will I see there?

What will I do there?

How is everything like there?

What are interesting things there?

Can I live well there?

What will I get/achieve/learn there?

etc.

My research project is that new city. Please spend some time to think about and write down the answers of the following questions. Write as much or as little as you like for each response. Then, please return the answers to me before we do the interview. (You can write in this document and return the filled one).

Note: New Youful is the name of my research project.

1. What do you expect to see in New Youful?

2. What do you expect to do in New Youful?

3. What do you expect to learn in New Youful?

4. What do you expect not to happen in New Youful?

5. Before coming to New Youful, what do you think you will like from this new city? A tick for the thing(s) you like and a cross for the thing(s) you do not like and explain the reason.
 - Collaborative writing; why?

- New technologies; why?
 - Wikipedia; why?
 - Being a research participant; why?
 - Using English; why?
 - Writing the language learning history; why?
 - Being interviewed (using English/Vietnamese/both languages); why?
 - Being researched in your multiple roles, of a teacher and a master student and a life-long learner; why?
 - Building new probable relationships with new people; why?
 - Anything of your own; why?
6. What from the imagined New Youful do you think makes you want to go to New Youful soon? Why?

Before coming to a new city, we normally both look forward at the new city and look back at ourselves to see whether and how well we can live and adapt in the new environment. The following prompts are for you to look back at yourself before you board New Youful. Please finish all the sentences.

7. I consider myself _____ (e.g. brilliant/creative/incompetent) when using new technologies because _____
8. I am _____ (e.g. good at/confident about/) collaborative writing because _____
9. I feel _____ when I write in English because _____
10. I feel _____ when I am interviewed for a research study, particularly using English and switching to Vietnamese whenever I want to because _____
11. I am _____ when I am asked to tell about my English learning history because _____
12. I consider myself _____ when coming to live in New Youful (i.e. participating in this research project) because _____
13. I believe living in New Youful for a period of a year a _____ (e.g. beneficial/wasteful/interesting/memorable) time for me because _____

Are there any questions or comments you have?

Please return these answers to me in the soonest time. I'm really looking forward to hearing from you.

Thank you.

Interview Round Two Prompt

In order for you to have deep and more revealing reflection in the interview answers, the following prompts are designed to prepare you with some interview questions and ideas. Supposed my research project is the city of New Youful.

You have lived in New Youful for some time. Your life has been filled up with new experience from living in the city. This sheet is for you to do some reflection and evaluation on the past time and to have some suggestion to improve life ahead.

Please spend some time to think about and write down the answers of the following questions. Write as much or as little as you like for each response. Then, please return the answers to me before we do the interview. (You can write in this sheet and return the filled one).

Note: New Youful is the name of my research project.

A. Evaluation

1. What do you learn/get from
 - pbworks site?

 - collaborative writing?

 - writing Hue people (the topic itself)?

 - being a research participant in this study?

 - the first interview and online group meetings?

 - posting the Hue people article on Wikipedia?

 - writing your own LLH?

 - other things?

2. How do you find the following things and why?

Thing	How (e.g.: interesting/boring/beneficial /etc?)	Why
Pbworks site		

Collaborative writing		
Writing Hue people (the topic itself)		
Being a research participant in this study		
Interview 1 and online group meetings		
Posting the Hue people article on Wikipedia		
Writing your own LLH		
Other things		

B. Suggestion

3. What do you suggest me to do for building a better New Youful?

What	Your suggestion
Pbworks site	

Collaborative writing	
Writing the successful language learners article	
Being a research participant in this study	
Interview 2 and future online group meetings	
Posting the successful language learners article on Wikipedia	
Writing your own LLH	
Other things	

4. What do you think you will do to live better in New Youful? Please feel free to write down your thinking of anything.

5. In general, what do you think of the past time living in New Youful?

Please return these answers to me in the soonest time. I'm really looking forward to hearing from you. Thank you.

Emily's Written Reflection and Interview Round Three Prompt

(Mid-Task Two Interview Prompt)

Dear Emily,

Drawing on your data so far, I would like to have from you some further responses. Please spend some time on this document.

Part 1, motivation, and part 2, self change, are for you to write down the responses. I need your written reflection for those two parts. Please write your answers as detailed as possible for the following questions.

1. Motivation

During the first writing task, Hue people article, you said sometimes you felt “stressful” and sometimes “a little bit bored” (interview 2), and it’s great that you have managed to keep going. How could you do that? Do you have any comment on that time?

Comment:

2. Self change

- In one of the responses in the second interview about online group meetings, you said:

I once said something about my ideas and then you and Faith and Katie would say the other way around and then I had to rethink it and “yes it’s ok I think you are right” so I think it’s cooperative it’s inspiring. (Interview 2)

Do you think you were then undergoing some change in your perception of something, say collaboration? If yes, what is it?

- In another response in the second interview about posting an article on Wikipedia, you said:

When I first wrote the very first entry about something very personal and I know that you are going to be my reader and I feel very comfortable because you know me and you know the context I’m writing about so that’s easy to make myself understood and when we change the direction to something very academic and I know that the reader will be the whole wide world something like that it’s much more difficult I have to be very careful very cautious about what I write so it’s more difficult. (Interview 2)

Do you think you were then undergoing some change in your perception of what academic writing and being a writer is like? If yes, what is it?

For the following part, emerging sense of self, please think about it and you can jot down some ideas if you like. This part is preparing us for the third interview. Please be advised that this interview will cover questions only in part 3.

3. Emerging sense of self

You are living and studying in Australia now. Things are very different now from when you first participated in the project and you were in Hue.

- Do you think the time in Australia is creating some change about how you see yourself and how you expect things?
- What do you now think about participating in this project?

Thank you very much for your responses. I am looking forward to have the interview with you very soon.

Guideline for Wikipedia First Writers

Please read this guideline WITH internet access.

Introduction

Wikipedia is a web-based openly editable encyclopaedia project. You may be used to using Wikipedia and its interface, and may think highly technological-looking Wikipedia pages something professional and done by experts only. As a matter of fact, anyone with internet access can write or change an article on Wikipedia. This open nature of Wikipedia attracts hundreds of thousands of visitors and writers to collaboratively augment the store of knowledge.

Posting on Wikipedia is not a hard and scary job as it may appear to first writers. Simply by clicking the *Edit* link at the top of the editable page (in the Read Edit View History row at the right top of the page) you can add or delete information in a page. You cannot damage Wikipedia because experienced editors can help and ensure things are going well. What will remain on Wikipedia so that millions of readers like you can see and read depends on whether it fits the Wikipedia conduct policies and copyright restrictions. (You may want to visit http://en.wikipedia.org/wiki/Wikipedia:Editing_policy for more information about editing policies. In order to do so, move the mouse over the link and CTRL + click to open the link.)

How to create a Wikipedia account

In order to post on Wikipedia, the first thing you MUST do is to create a Wikipedia account. Here are steps to create a Wikipedia account if you have not one:

1. Open the English Wikipedia page. You can open from this link: http://en.wikipedia.org/wiki/Main_Page. In order to do so, move the mouse over the link and CTRL + click to open the link.
2. Click *Log in / create account* at the right corner of the top of the page.
3. In the box under *Log in / create account*, click *Create one*. Follow the instructions and finish by clicking *Create account* at the bottom and you will have a Wikipedia account.

You can create an article once you have an account. Basically, you can begin now.

How to post an article on Wikipedia

For our encyclopaedic entry 1, titled Hue people,

1. Visit this link: http://en.wikipedia.org/wiki/Hue_City
2. Scroll down the mouse to the subtitle People
3. Click *edit* at the right of the People line, and you will see a new page Editing Hue (section)

REMEMBER NOT TO DELETE = =People= = IN THIS BOX. ENTER YOUR ARTICLE BELOW THIS LINE

4. Write your article in the box
5. Finish your article by clicking *Save page*.

Voila! Your article appears on Wikipedia under the subtitle **People** in the page **Hue city**.

For our encyclopaedic entry 2, titled Successful English language learners,

1. Visit this link:
http://en.wikipedia.org/wiki/English_as_a_Foreign_or_Second_Language
2. Scroll down the mouse to the subtitle Successful learners
3. Click *edit* at the right of the Successful learners line, and you will see a new page Editing English as a foreign or second language (section)

REMEMBER NOT TO DELETE = = Successful learners= = IN THIS BOX.
ENTER YOUR ARTICLE BELOW THIS LINE

4. Write your article in this box
5. Finish your article by clicking *Save page*.

Voila! Your article appears on Wikipedia under the subtitle **Successful learners** in the page **English as a foreign or second language**.

How to make hyperlinks and reference

In order to link information in your article to another article existing in Wikipedia, do it in the editing box you are working.

For example in your sentence *Hue people take pride of the Perfume River*, you want to link the text *Perfume River* to the page *Perfume River* existing on Wikipedia, the syntax is:

Hue people take pride of the [[Perfume River]].

The two square brackets opening and closing the text Perfume River will make the link.

REMEMBER to hit the *Save page* at the bottom when you finish writing the article.

Reference in a Wikipedia article is obligatory for the article to be eligible on Wikipedia. It means your article is sourced and has notability.

The syntax for a reference is:

<ref> *the text of information of the reference.* </ref>

The text of information of the reference can be anything ranging from a scholarly book such as:

Woodside, Alexander (1988). "Vietnam and the Chinese model: a comparative study of Vietnamese and Chinese government in the first half of the nineteenth century." Harvard Univ Asia Center. p. 127. ISBN 978-0674937215.

to a web site such as:

<http://www.gonomad.com/market/0711/hue-food.html>.

In the editing box, supposed that your text was:

In 1802, Nguyễn Phúc Ánh succeeded in establishing his control over the whole of Vietnam, thereby making Huế the national capital.

The reference of the information is Woodside, Alexander (1988). "Vietnam and the Chinese model: a comparative study of Vietnamese and Chinese government in the first half of the nineteenth century." Harvard Univ Asia Center. p. 127. ISBN 978-0674937215.

So the text in the editing box should look like this:

In 1802, Nguyễn Phúc Ánh succeeded in establishing his control over the whole of Vietnam, thereby making Huế the national capital.<ref>Woodside, Alexander (1988). "Vietnam and the Chinese model: a comparative study of Vietnamese and Chinese government in the first half of the nineteenth century." Harvard Univ Asia Center. p. 127. ISBN 978-0674937215.</ref>

REMEMBER to hit the *Save page* at the bottom when you finish writing the article.

Enjoy Wikipedia!

Massey University Human Ethics Committee Approval



MASSEY UNIVERSITY

18 November 2010

Anh Pham
94B Pitt Street
PALMERSTON NORTH 4410

Dear Anh

Re: Second Language Self and Identity in Second Language Motivation: A Case Study

Thank you for your Low Risk Notification which was received on 16 November 2010.

Your project has been recorded on the Low Risk Database which is reported in the Annual Report of the Massey University Human Ethics Committees.

The low risk notification for this project is valid for a maximum of three years.

Please notify me if situations subsequently occur which cause you to reconsider your initial ethical analysis that it is safe to proceed without approval by one of the University's Human Ethics Committees.

Please note that travel undertaken by students must be approved by the supervisor and the relevant Pro Vice-Chancellor and be in accordance with the Policy and Procedures for Course-Related Student Travel Overseas. In addition, the supervisor must advise the University's Insurance Officer.

A reminder to include the following statement on all public documents:

"This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named above are responsible for the ethical conduct of this research."

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher(s), please contact Professor John O'Neill, Director (Research Ethics), telephone 06 350 5249, e-mail humanethics@massey.ac.nz".

Please note that if a sponsoring organisation, funding authority or a journal in which you wish to publish requires evidence of committee approval (with an approval number), you will have to provide a full application to one of the University's Human Ethics Committees. You should also note that such an approval can only be provided prior to the commencement of the research.

Yours sincerely

John G O'Neill (Professor)
**Chair, Human Ethics Chairs' Committee and
Director (Research Ethics)**

cc Prof Cynthia White, HoS
School of Language Studies
PN231

Dr Gillian Skyrme
School of Language Studies
PN231

Massey University Human Ethics Committee
Accredited by the Health Research Council

Te Kunenga
ki Pūrehuroa

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www.massey.ac.nz

APPENDIX B

Emily's Interview Round Four Prompt

Dear Emily,

In order for you to have deep and more revealing reflection in the interview answers, the following prompts are designed to prepare you with some questions and ideas in the fourth interview, which will be about the Good Language Learner (GLL) writing task and the switch role.

Please spend some time to think about and write down the answers of the following questions. Write as much or as little as you like for each response. Then, please return the answers to me before we do the interview. (You can write in this document and return the filled one).

I. The GLL writing task

If you happened to tell someone about our GLL task,

- 1) What is the first thing you would tell?
- 2) What would you find the most impressive about our GLL task?
- 3) What would you find meaningful about the task?
- 4) Is there anything you could learn from the task?

II. The switch role

When you reflect on the past time when we did Hue people and GLL tasks,

- 1) Is there a time you would like to be in the researcher's role and do something else instead of what we have done about the tasks?
- 2) Is there a possibility that you would transfer that wish to the switch role?
- 3) What from the previous tasks would account for your motivation and investment in the switch role?
- 4) Is there something as "a lesson" from the previous tasks you would like to transfer to the switch role?

Please return these answers to me in the soonest time. I'm really looking forward to hearing from you.

Thank you.

Information Sheet for Emily's Switch-Role

August 2011

Dear Emily,

We have had a fruitful time with your participation as a learner in two online collaborative writing tasks. In this Switch-Role task, you will be a mentor mentoring an undergraduate student in an online context. The Switch-Role is meant to explore you in the role of a mentor and your ability to transfer to your student what you have learnt from the first two tasks. This third task is to complete the picture of you in relation to English teaching and learning.

What will happen in this task?

You will mentor an undergraduate student who is interested in the study. You, the mentor, will basically do the following things:

1. Select a potential student;
2. Create a web blog as a workspace for you and the student;
3. Select topics about English learning and the learner of English for the student to write in the blog;
4. Comment the student's writings;
5. Keep a reflective journal during this task;

And if possible

6. Conduct interviews with the student.

What are highlights in this task?

1. Writing as a tool for self expression
2. Writing in the awareness of unknown readers
3. Development and negotiation of identity in an online environment
4. Strategies for motivating the learner

The total time of this task is 4 months or so, spanning from September to December 2011.

Data Management

All the data collected during this task will serve my research for my PhD and will be published in my thesis and perhaps some other papers or articles. The student's writings on the blog are open to the public. Before coming to my PhD thesis, the student's

writings, your reflective journal, and interview transcription will be shown to you for your double check and approval so that your intended meaning is ensured.

I will ensure that it is impossible for any unauthorized person to access and use your data. Your name and other information that may physically identify you will not be disclosed and used. All the data will be kept secure and confidential. Ongoing summaries will be made available for you as the study progresses if you wish.

Participant's Rights

You are under no obligation to accept this invitation. If you decide to participate, you have the right to:

- decline to answer any particular question;
- withdraw from the study;
- ask any questions about the study at any time during participation;
- provide information on the understanding that your name will not be used unless you give permission to the researcher;
- be given access to a summary of the project findings.
- ask for the recorder to be turned off at any time during the interview.

Project Contacts

Please feel free to ask me any questions if you have about the research before you consent to participate. You can contact me by email (hong.anh.pham.1@uni.massey.ac.nz; phamhonganh77@gmail.com) or telephone (+64 6 350 5799 ext 2414; cell phone: 022 612 5919).

You can also contact my supervisors: Prof Cynthia White, School of Language Studies, Massey University (extension 7711 at Massey), or Dr Gillian Skyrme, School of Language Studies, Massey University (extension 7754 at Massey).

This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher named above is responsible for the ethical conduct of this research.

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher, please contact Professor John O'Neill, Director (Research Ethics), telephone 06 350 5249, email humanethics@massey.ac.nz.

Thank you for reading.

Yours sincerely,

Pham Hong Anh

Emily's Switch-Role Guidelines

Aim

This switch role conducted by Emily will aim to explore:

1. how Emily can transfer what she has learnt in the two previous Wiki writing tasks to the mentoring her undergraduate student;
2. what dimension from the previous Wiki writing tasks can be applicable to undergraduate students;
3. what dimension of ideal self and ought to self can be revealed through Emily mentoring her undergraduate student;
and
4. L2 ideal self and ought to self of the undergraduate student through his/her blogging.

Participant

Emily, Vietnamese undergraduate student, and the researcher (Anh)

Emily will be the mentor mentoring a Vietnamese undergraduate student of her choice. Anh will be the mentor of Emily.

Instruments

1. Wordpress (a weblog): This is the main tool for the student writing and interaction.
2. Research journal: kept by Emily about the student writing and her reflective thinking, observation, and the student background; kept by Anh about Emily switch role
3. Interviews: between Emily and the student and between Emily and Anh

Contents

What to do	Who to do
1. Creating a weblog (Wordpress)	Emily
2. Journaling background/behind the scene information	Emily + Anh
3. Decide topics for the student writing (at least 3 topics throughout the switch role)	Emily
4. Writing on Wordpress	The student
5. Comment on the writing	Emily and Anh (Anh as a public member)
6. Research journaling about the student progress and possible change in terms of language skills and self perception	Emily
7. Interviews	Emily to the student Anh to Emily

Time

The switch role will start from late October to early January. The weblog will run its natural course.

Note

1. The topics for the student writing should reveal her L2 ideal self and ought to self and should go from simple to complex.
2. The student should be encouraged to draft right on Wordpress so that Emily and Anh can observe the process.
3. Comments made by Emily on the student writing should not be very grammatical or linguistic. Instead they should be made to open the student's pools of potential and to enable a discovery of self and identity.
4. The student should be advised that she will blog in the absence of the researcher (Anh).

Emily's Interview Round Five Prompt

Dear Emily,

Thank you for managing the switch role project. In order to help you have a deep reflection in the interview responses, this interview prompt prepares you with questions and ideas you will have in the next interview, which focuses on how you have been seeing yourself in the switch role project.

Please spend some time to think about and write down the answers of the following questions. Write as much or as little as you like for each response. Then, please return the answers to me before we do the interview. (You can write in this document and return the filled one).

1. How have you presented yourself to your student in this project?
2. What role have you played and do you think you should play in this project?
3. What do you think you should do to help make learning happen to your student in this kind of learning environment?
4. In the previous interview, you said the motivation for and investment in the switch role was “the desire to take the lead and be more active to get things going” and “the discovery of self through writing”. Are they still the motivation for and investment in what you have been doing in the project? How has “the discovery of self through writing” happened?
5. In the previous interview, you said a lesson from the previous tasks you would like to transfer to the switch role was “how to carry out effective online interaction”. Could you now share the content of the lesson of “how to carry out effective online interaction”?

I'm really looking forward to hearing from you.

Thank you.

Massey University Human Ethics Committee Approval

(For Emily's Switch-Role)



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

21 October 2011

Anh Pham
94B Pitt Street
PALMERSTON NORTH 4410

Dear Anh

Re: Second Language Self and Identity in Second Language Motivation: A Case Study (Phase 2)

Thank you for your Low Risk Notification which was received on 12 October 2011.

Your project has been recorded on the Low Risk Database which is reported in the Annual Report of the Massey University Human Ethics Committees.

The low risk notification for this project is valid for a maximum of three years.

Please notify me if situations subsequently occur which cause you to reconsider your initial ethical analysis that it is safe to proceed without approval by one of the University's Human Ethics Committees.

Please note that travel undertaken by students must be approved by the supervisor and the relevant Pro Vice-Chancellor and be in accordance with the Policy and Procedures for Course-Related Student Travel Overseas. In addition, the supervisor must advise the University's Insurance Officer.

A reminder to include the following statement on all public documents:

"This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named above are responsible for the ethical conduct of this research."

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher(s), please contact Professor John O'Neill, Director (Research Ethics), telephone 06 350 5249, e-mail humanethics@massey.ac.nz".

Please note that if a sponsoring organisation, funding authority or a journal in which you wish to publish requires evidence of committee approval (with an approval number), you will have to provide a full application to one of the University's Human Ethics Committees. You should also note that such an approval can only be provided prior to the commencement of the research.

Yours sincerely

John G O'Neill (Professor)
**Chair, Human Ethics Chairs' Committee and
Director (Research Ethics)**

cc Prof Cynthia White, HoS
School of Linguistics and International
Languages
PN231

Dr Gillian Skyrme
School of Linguistics and International
Languages
PN231

Massey University Human Ethics Committee
Accredited by the Health Research Council

Research Ethics Office, Massey University, Private Bag 11222, Palmerston North 4442, New Zealand
T +64 6 350 5573 +64 6 350 5575 F +64 6 350 5622
E humanethics@massey.ac.nz animaethics@massey.ac.nz gtc@massey.ac.nz
www.massey.ac.nz

Katie's Interview Three Prompt

Dear Katie,

In order for you to have deep and more revealing reflection in the interview answers, the following prompts are designed to prepare you with some questions and ideas in the third interview, which will be about the Good Language Learner (GLL) writing task and the Switch-Role.

Please spend some time to think about and write down the answers of the following questions. Write as much or as little as you like for each response. Then, please return the answers to me before we do the interview. (You can write in this document and return the filled one).

I. The GLL writing task

If you happened to tell someone about our GLL task,

- 1) What is the first thing you would tell?

- 2) What would you find the most impressive about our GLL task?

- 3) What would you find meaningful about the task?

- 4) Is there anything you could learn from the task?

II. The Switch-Role

When you reflect on the past time when we did Hue people and GLL tasks,

- 1) Is there a time you would like to be in the researcher's role and do something else instead of what we have done about the tasks?

- 2) Is there a possibility that you would transfer that wish to the switch role?

- 3) What from the previous tasks would account for your motivation and investment in the switch role?

- 4) Is there something as "a lesson" from the previous tasks you would like to transfer to the switch role?

5) What from your current teaching situation that you think is the most possible to bring about the positive outcome of the switch role?

Please return these answers to me in the soonest time. I'm really looking forward to hearing from you.

Thank you.

Katie's Interview Four Prompt

(End-of-Switch-Role Face-to-Face Interview Prompt)

Dear teacher,

Thank you for engaging your students in PBworks as a classroom teacher. In order to help you have a deep reflection in the interview responses, this interview prompt prepares you with questions you will have in the next interview, which focuses on your teacher self in a new space of teaching and learning.

Please spend some time to think about and write down answers of the following questions. Write as much or as little as you like for each response. Then, please return the answers to me before we do the interview. (It is appreciated if you write in this document and return to me the filled one).

1. What kind of relationship do you think there would be between you and your students in PBworks as a new space of teaching and learning?
2. How would you ideally like to present yourself to students in PBworks as a new space of teaching and learning?
3. If there is a perfect condition for you to employ PBworks in your class, what kind of ideal learning scenarios would you like to happen to your students?
4. What do you think you would do to help make those ideal learning scenarios happen?
5. What do you think you as a teacher should do for the sake of a new form of learning by your students in a new space of teaching and learning?
6. If the PBworks activity during the last semester is the first step towards using a new teaching tool, could you imagine how it might be continued to encourage a more enriched usage by the students?

Please return these answers to me in the soonest time. I'm really looking forward to hearing from you.

Thank you.

Teacher-As-Learner Questionnaire

Dear teacher,

I am Pham Hong Anh, a PhD student at Massey University, New Zealand. I am doing research into Vietnamese college students of English to explore their English learning motivation.

This questionnaire asks you about your English learning motivation and some background information.

By filling in this questionnaire, you give permission for me to use your responses in my research. Information in this questionnaire will be used for my research only. I will ensure that the information is held securely. Thank you for your help.

I. Motivation

Please put your answer simply by circling Yes No or Not Sure.

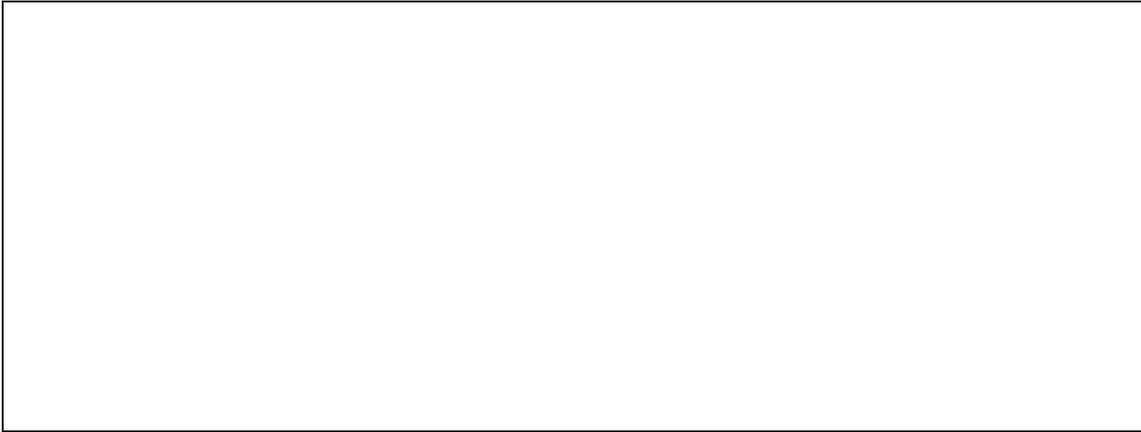
1. I study English because my friends study English and they think it is important.	Yes No Not Sure
2. I study English because if I do not study I think my parents will be disappointed with me.	Yes No Not Sure
3. Learning English is necessary because people surrounding me expect me to do so.	Yes No Not Sure
4. My parents believe that I must study English to get a good job.	Yes No Not Sure
5. I consider learning English is important because people whom I respect think I should do so.	Yes No Not Sure
6. Studying English is important to me because an educated person today is supposed to be able to speak English.	Yes No Not Sure
7. It will have a negative impact on my life if I don't learn English.	Yes No Not Sure
8. Studying English is important to me because other people will respect me more if I have a knowledge of English and speak English well.	Yes No Not Sure
9. Studying English is important to me in order to gain the support of my family/friends.	Yes No Not Sure
10. If I fail to learn English, I'll be letting other people down.	Yes No Not Sure
11. I can imagine myself living abroad and having a discussion in a class/workplace in English.	Yes No Not Sure
12. I can imagine myself living abroad and using English to communicate with the locals (e.g. in a post shop).	Yes No Not Sure
13. I can imagine a situation where I am speaking English with foreigners.	Yes No Not Sure

14. I can imagine myself speaking English with international friends or colleagues.	Yes No Not Sure
15. I can imagine myself speaking English as if I were a native speaker of English.	Yes No Not Sure
16. Whenever I think of my future career, I imagine myself speaking English.	Yes No Not Sure
17. The things I want to do in the future require me to use English.	Yes No Not Sure
18. I can imagine myself studying in a university where all my courses are taught in English.	Yes No Not Sure
19. I can imagine myself writing English emails fluently.	Yes No Not Sure
20. I can imagine myself working with people from different countries.	Yes No Not Sure

Go through the table now and put a tick next to the sentence that you think the most important to you.

Why is the sentence the most important to you? Please put your answer here:

Apart from those sentences, what is the most important to you in relation to your English learning motivation, and why?



II. Background

Age:

How long have you been studying English? (about) years

Have you been to an English-speaking country?

Do you have a plan to travel or study in another country?

Do you have family members, relatives, or close friends in an English-speaking country?

Do you have a dream about English that you can share? If yes, can you share with me here?

If you have the perfect opportunity to do whatever you like, what kind of job do you wish to do?

Thank you for your help.

Massey University Human Ethics Committee Approval

(For Katie's class in Phase Two and Victor's classes in Phase Three)



MASSEY UNIVERSITY

23 August 2011

Anh Pham
94B Pitt Street
PALMERSTON NORTH 4410

Dear Anh

Re: Second Language Self and Identity in Second Language Motivation: A Case Study

Thank you for your Low Risk Notification which was received on 18 August 2011.

Your project has been recorded on the Low Risk Database which is reported in the Annual Report of the Massey University Human Ethics Committees.

The low risk notification for this project is valid for a maximum of three years.

Please notify me if situations subsequently occur which cause you to reconsider your initial ethical analysis that it is safe to proceed without approval by one of the University's Human Ethics Committees.

Please note that travel undertaken by students must be approved by the supervisor and the relevant Pro Vice-Chancellor and be in accordance with the Policy and Procedures for Course-Related Student Travel Overseas. In addition, the supervisor must advise the University's Insurance Officer.

A reminder to include the following statement on all public documents:

"This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named above are responsible for the ethical conduct of this research.

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher(s), please contact Professor John O'Neill, Director (Research Ethics), telephone 06 350 5249, e-mail humanethics@massey.ac.nz".

Please note that if a sponsoring organisation, funding authority or a journal in which you wish to publish requires evidence of committee approval (with an approval number), you will have to provide a full application to one of the University's Human Ethics Committees. You should also note that such an approval can only be provided prior to the commencement of the research.

Yours sincerely

John G O'Neill (Professor)
**Chair, Human Ethics Chairs' Committee and
Director (Research Ethics)**

cc Prof Cynthia White, HoS
School of Linguistics and International
Languages
PN231

Dr Gillian Skyrme
School of Linguistics and International
Languages
PN231

Massey University Human Ethics Committee
Accredited by the Health Research Council

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www.massey.ac.nz

University authority's confirmation letter

(For Katie's class in Phase Two and Victor's classes in Phase Three)

The letter has been copy-typed by me to preserve information that identified the college and the teachers.

(The logo of the college)	(The postal address of the college)	Telephone number Fax number Email address Website
		Date
This letter is to confirm the following items:		
<ol style="list-style-type: none">1. Ms Pham Hong Anh is a lecturer of (name of the department, college, university).2. Ms Pham Hong Anh has the permission to carry out her PhD research in (name of the department, college, university).3. In Semester 1, from September 2011 to January 2012, Ms Pham Hong Anh has worked with 6 groups of Writing for collecting research data: group 2, group 3, and group 18 instructed by Ms X, and group 7, group 8, and group 9 instructed by Mr Y.4. There has been no undue risk to the students of the groups.		
Best regards,		
(Signed)		
(Name of the head of department)		
(Name of the department)		

APPENDIX C

Information sheet for the teacher

August 2011

Dear teacher,

I am Pham Hong Anh, a PhD student at School of Language Studies, Massey University, New Zealand. I am doing research for my PhD about second language self and identity in an online context.

What is this project composed of?

This project is composed of 1) interviews with the teacher; 2) students' collaborative writing tasks on Pbworks; 3) the researcher's classroom observations; 4) interviews with some students.

The purpose of the project is to explore 1) the teacher's self and identity revealed through lesson plans and behaviours in classroom activities, and 2) the students' selves and identities revealed through the collaborative writing process.

Because you and your classes are seen to possess qualities highly likely to produce rich information for research, you are invited to participate in this project.

What will happen to you and your students when you participate in this project?

1. An involvement of a wiki site (Pbworks.com) in your writing class plans: You will engage your students to collaboratively do their writing assignments on Pbworks. However, Pbworks engagement is not obligatory for students and does not affect their final writing scores.
2. Interviews with you before, during, and after the writing course.
3. I will observe some of your classes.
4. Some of your students will be interviewed.

The total time of your participation in this project is approximately 4 months, spanning from September to December 2011.

Data Management

All the data collected during the course of the project will serve my research for my PhD and will be published in my thesis and perhaps some other papers or articles. Before coming to my PhD thesis, the interview data transcription and other obtained data will be shown to you for your double check and approval so that your intended meaning is ensured.

I will ensure that it is impossible for any unauthorized person to access and use your data. Your name and other information that may physically identify you will not be disclosed and used. All the data will be kept secure and confidential. Ongoing summaries will be made available for you as the study progresses if you wish.

Participant's Rights

You are under no obligation to accept this invitation. If you decide to participate, you have the right to:

- decline to answer any particular question;
- withdraw from the study;
- ask any questions about the study at any time during participation;
- provide information on the understanding that your name will not be used unless you give permission to the researcher;
- be given access to a summary of the project findings.
- ask for the recorder to be turned off at any time during the interview.

Project Contacts

Please feel free to ask me any questions if you have about the research before you consent to participate. You can contact me by email (hong.anh.pham.1@uni.massey.ac.nz; phamhonganh77@gmail.com) or telephone (+64 6 350 5799 ext 2414; cell phone: 022 612 5919).

You can also contact my supervisors: Prof Cynthia White, School of Language Studies, Massey University (extension 7711 at Massey), or Dr Gillian Skyrme, School of Language Studies, Massey University (extension 7754 at Massey).

This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher named above is responsible for the ethical conduct of this research.

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher, please contact Professor John O'Neill, Director (Research Ethics), telephone 06 350 5249, email humanethics@massey.ac.nz.

Thank you for reading.

Yours sincerely,

Pham Hong Anh

Participant Consent Form

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree to the interview being sound recorded.

I wish to have my recordings returned to me.

I wish to have data placed in an official archive.

I agree to participate in this study under the conditions set out in the Information Sheet.

Signature:

Date:

.....

Full Name – printed

.....

Victor's Interview One Prompt

Dear Victor,

In order for you to have deep and more revealing reflection in the interview answers, the following prompts are designed to prepare you with some interview questions and ideas. Please spend some time to think about and write the answers of the following the questions. You can write as much or as little as you like for each response. Then, please return the answers to me before we do the interview. (You can write in this document and return the filled one).

Imagine a graduate came to see you and asked you about the profession of a language teacher, which she intended to pursue. Some of the interesting questions she posed you are as follows:

What does it mean to be a language teacher?

Who is a language teacher?

What does a language teacher do?

How does he do so?

Why does he do so?

From what you have experienced in your language teaching career, with your thinking, reflection, and even hopes and wishes, could you give your answers to those questions? Please enter your answers here:

The graduate kept posing this question and that. She and you and admitted that the involvement of new technologies in language teaching has been exerting some kind of influence upon the meaning of a language teacher. What would you tell the graduate if she asked:

What does it mean to be a language teacher teaching in a new context incorporating online technologies?

What kind of shift occurs to you and in you?

What kind of situation do you have in mind as an example of a shift?

Please enter your answers here:

Thank you.

Victor's Interview Two Prompt

Dear teacher,

Thank you for engaging your students in PBworks as a classroom teacher. In order to help you have a deep reflection in the interview responses, this interview prompt prepares you with questions you will have in the next interview, which focuses on your teacher self in a new space of teaching and learning.

Please spend some time to think about and write down answers of the following questions. Write as much or as little as you like for each response. Then, please return the answers to me before we do the interview. (It is appreciated if you write in this document and return to me the filled one).

7. What kind of relationship do you think there would be between you and your students in PBworks as a new space of teaching and learning?
8. How would you ideally like to present yourself to students in PBworks as a new space of teaching and learning?
9. If there is a perfect condition for you to employ PBworks in your class, what kind of ideal learning scenarios would you like to happen to your students?
10. What do you think you would do to help make those ideal learning scenarios happen?
11. What do you think you as a teacher should do for the sake of a new form of learning by your students in a new space of teaching and learning?
12. If the PBworks activity during the last semester is the first step towards using a new teaching tool, could you imagine how it might be continued to encourage a more enriched usage by the students?

Please return these answers to me in the soonest time. I'm really looking forward to hearing from you.

Thank you.

Teacher-As-Learner Questionnaire

Dear teacher,

I am Pham Hong Anh, a PhD student at Massey University, New Zealand. I am doing research into Vietnamese college students of English to explore their English learning motivation.

This questionnaire asks you about your English learning motivation and some background information.

By filling in this questionnaire, you give permission for me to use your responses in my research. Information in this questionnaire will be used for my research only. I will ensure that the information is held securely. Thank you for your help.

I. Motivation

Please put your answer simply by circling Yes No or Not Sure.

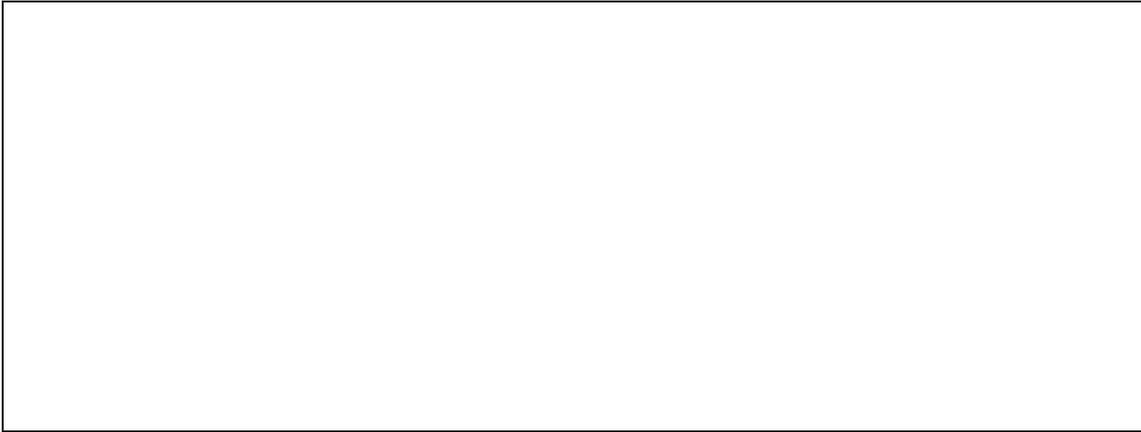
1. I study English because my friends study English and they think it is important.	Yes No Not Sure
2. I study English because if I do not study I think my parents will be disappointed with me.	Yes No Not Sure
3. Learning English is necessary because people surrounding me expect me to do so.	Yes No Not Sure
4. My parents believe that I must study English to get a good job.	Yes No Not Sure
5. I consider learning English is important because people whom I respect think I should do so.	Yes No Not Sure
6. Studying English is important to me because an educated person today is supposed to be able to speak English.	Yes No Not Sure
7. It will have a negative impact on my life if I don't learn English.	Yes No Not Sure
8. Studying English is important to me because other people will respect me more if I have a knowledge of English and speak English well.	Yes No Not Sure
9. Studying English is important to me in order to gain the support of my family/friends.	Yes No Not Sure
10. If I fail to learn English, I'll be letting other people down.	Yes No Not Sure
11. I can imagine myself living abroad and having a discussion in a class/workplace in English.	Yes No Not Sure
12. I can imagine myself living abroad and using English to communicate with the locals (e.g. in a post shop).	Yes No Not Sure
13. I can imagine a situation where I am speaking English with foreigners.	Yes No Not Sure

14. I can imagine myself speaking English with international friends or colleagues.	Yes No Not Sure
15. I can imagine myself speaking English as if I were a native speaker of English.	Yes No Not Sure
16. Whenever I think of my future career, I imagine myself speaking English.	Yes No Not Sure
17. The things I want to do in the future require me to use English.	Yes No Not Sure
18. I can imagine myself studying in a university where all my courses are taught in English.	Yes No Not Sure
19. I can imagine myself writing English emails fluently.	Yes No Not Sure
20. I can imagine myself working with people from different countries.	Yes No Not Sure

Go through the table now and put a tick next to the sentence that you think the most important to you.

Why is the sentence the most important to you? Please put your answer here:

Apart from those sentences, what is the most important to you in relation to your English learning motivation, and why?



II. Background

Age:

How long have you been studying English? (about) years

Have you been to an English-speaking country?

Do you have a plan to travel or study in another country?

Do you have family members, relatives, or close friends in an English-speaking country?

Do you have a dream about English that you can share? If yes, can you share with me here?

If you have the perfect opportunity to do whatever you like, what kind of job do you wish to do?

Thank you for your help.

Student Interview Protocol

Student interviews are planned to take place for a week or so, starting from 28/11, when the students are supposed to have had early experience of Pbworks.

Research questions

1. What is the student's ought-to self?
2. What is the student's ideal self?
3. How does the sociocultural context have influence upon the student's motivational behavior?
4. How would the student posture his/herself in moving toward a global community of English users?
5. How would the student see his/herself in the relationship to the world?

Major interview questions

1. What do you think you might become in the future?
2. What is that possible future self guided by?
3. What would you ideally like to become in the future?
4. What is that ideal future self guided by?
5. What would you expect from the Pbworks learning experience?
6. How would you interpret the Pbworks learning experience?
7. How would you posture yourself on Pbworks?

Implementation of the interview

Language: Vietnamese

Time: approximately 15 minutes

Place: on campus

Recording: note taking and audiotaping

Consent: See attached interviewee consent form individual

Procedure:

1. Greeting
2. Interview purpose explanation
3. Consent form signing
4. Interview questions
5. Summary and thanking