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BUILDING A COMMUNITY OF PRACTICE FOR ENGLISH-AS-A-FOREIGN LANGUAGE TUTORS DURING PRIVATE TUTORING

Doaa S. Mahrous

Doaa Sadiq Mahrous, dmahrous87@gmail.com

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BUILDING A COMMUNITY OF PRACTICE FOR ENGLISH-AS-A-FOREIGN-

LANGUAGE TUTORS DURING PRIVATE TUTORING

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A Project

Presented to the

Faculty of

California State University,

San Bernardino

—————————————

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education:

Teaching English to Speakers

of Other Languages

—————————————

by

Doaa Mahrous

December 2015

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Approved by:

Dr. Lynne T. Díaz-Rico, First Reader

Dr. Kathryn Howard, Second Reader

ABSTRACT

The creation of a community of practice of tutors--a shared practice among a group of people who share the same domain--enables second-language learners to facilitate their acquisition of English by embracing new learning strategies while they learn the target language. The community of tutors' perspective allows for the incorporation of the individual's particular second-language-acquisition needs and goals. This presentation presents a proposed study that took place at the Yasuda Center at California State University, San Bernardino in the summer of 2015. Students in the English Language Program housed in the College of Extended Learning were asked to participate in tutoring sessions offered by tutors who participated in a community of tutors. Tutors embraced new teaching strategies that they acquired through participating within a community of practice, sharing their background knowledge and teaching experience, and demonstrating new teaching techniques to each other by using collaborative and hybrid strategies during activities embedded in a rich learning context. The provision of community of practice for tutors in the English Language Program enabled learners to develop meaning-making and communication skills as well as language and literacy skills to address the informational and problem-solving needs of their tasks and assignments.

ACKNOWLEDGEMENTS

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CHAPTER ONE

INTRODUCTION

English is viewed as an important language in certain aspects of modern life. The language has gained prominence and popularity because of its importance in global communication. This importance translates to the adoption of English in many countries through education. Aside from education, colonization has also contributed to spreading the language. Education and colonization have resulted in many local variations of English around the world. This literature includes the definition and description of the different functions and uses of English as a lingua franca and as an international language, as well as strategies that can be used by English language teachers to enhance the acquisition of English as a second/foreign language and communicative development. Teaching strategies that comprise effective English-language instruction are also discussed.

English as an International Language (EIL)

The bases of English are those countries with English as the predominant or the major language within the country. These countries include Canada, United Kingdom, and the United States. There are also countries that institutionalize English despite the fact that English is not the native language, such as India and the Philippines; in these countries English is learned in school

and is considered an official language (Schnitzer 1995). English in these countries is also used extensively for international communication. These countries, which are expanding in number use English as an international language (EIL). Another reason for using English in these countries is that English is used as a global or universal language (Crystal, 2003). The non-native speakers use English among themselves and even with the native-English speakers. This provides for continuous learning of the language. Aside from face-to-face interaction, there are multiple opportunities to acquire and use the language such as the media, as well as ample speaking and listening contexts (Schnitzer, 1995).

Some of these opportunities come in the form of discourse in the international arena. International communities of discourse include a number of non-native English speakers during meetings (Schnitzer, 1995). These non-native English speakers become part of these communities as they share and transmit ideas using English in order to be understood. Opportunities like this allow the nonnative speakers to use English as a vehicle for communication. Through the use of English, they break through linguistic and cultural barriers of and become exemplars of linguistic diversity.

Undoubtedly, English has assumed an expanded role as a language. It is not a language only for native English speakers. The evolution of English from a language of a particular people to an international language has changed the

landscape of how it is used or how it functions. Global understanding has increased due to the use of English as an international language.

<u>The English as an International Language Community and Its Features</u>

The use of English globally can be illustrated and described through the use of circles that are concentric (Schnitzer, 1995). According to Schnitzer (1995), the innermost circle represents the "traditional bases" of the English language (p. 228). This inner circle is composed of countries where English is considered the first language. These countries include "Britain, the United States, Canada, Australia, and New Zealand" (p. 228) where English is predominant, the major language.

The second circle represents countries that consider English as an official language, used in instruction, media, administration, literature, and/or communication. These countries include "Kenya, Nigeria, India, Sri Lanka, the Philippines, Malaysia, and Singapore" (p.228). According to Schnitzer (1995), English reached these countries through colonization and functions as the link of the people in these countries to the world. Lastly, the outermost circle is composed of the remaining countries where English is a foreign language taught in school, but does not have any other "international functions" (p. 228).

This depiction of English in the form of three concentric circles shows the significant number of English-dominant countries that support the use of English. Because of this support, people from different cultural and historical backgrounds can achieve natural understanding (Schnitzer, 1995). They may have different

versions of Englishes yet they can communicate with each other. The fact that English is flexible and is not rigidly standardized promotes "intercomprehensibility" (p. 228) and paves the way for people from different countries to understand and respect each other's version of English. Thus, deviating from the norms of technically correct English, English in the second or outer circles becomes less similar to ideal English, and is thus a better tool for the use of second-language speakers.

To summarize, English as an international language can be described through three concentric circles, where the foundation of the language and the other users of the language are identified. The different countries that form part of the circles are part of the large community that uses English as an international language. Speakers of EIL can use non-standard, non-"ideal" forms of English and still participate in the EIL community, which promotes international understanding.

English as Lingua Franca (ELF)

One of the functions of English is that it is a lingua franca. ELF is the language that enables persons with different native tongues to communicate through English as an international language. It may also include native-English speakers in intercultural communication (Hülmbauer, Böhringer, and Seidlhofer, 2008). Using this definition, ELF becomes a universal language, which is not only associated with the native speakers of the language, but also with the other non-native English speakers who use English to communicate.

In today's globalized world, communication in English has enabled technological societies to fill the gap caused by language barriers to create opportunities to exchange information (Hülmbauer, et al., 2008). With intercultural communication innately embedded into the process of interconnecting societies, the teaching of English has to pave the way for overcoming human differences and having these cultural differences respected and valued in English instruction. English as a lingua franca is useful meaning in the face of cultural and geographical diversity when sustaining understanding is more important than any formal rules in language use (Canagarajah, 2007).

With the widespread use of English as an international language, other non-native speakers have begun to learn English and use it. This gives birth to English as a lingua franca. As opposed to English as a native language, English as a lingua franca becomes a language of choice as it is commonly used by a particular group of people in a certain geographic location (Jenkins, 2009). Because there were different ways that English became a lingua franca-relative to geographical location and historical background-it cannot be denied that English has been injected with multiple local flavors, bringing great diversity to EIL.

As a lingua franca, English includes many forms of language connected to diverse cultures and foreign languages. This suggests that the use of English as a lingua franca is intended to convey meaning and promote understanding. The

existence of ELF serves as a reminder of the real essence of language and its use to maximize human interaction (Jenkins, 2009).

However, there are some issues regarding the use of ELF. In particular, one of these issues is problems with speech, an example of which is difficulty with sentence-level organization. It is suggested that there should be accommodations that are provided for the ELF speakers in order to make their speech more intelligible (Jenkins, 2009). An example of such accommodations "code-switching, repetition, echoing of items that would be considered errors in ENL, the avoidance of local idiomatic language, and paraphrasing" (Jenkins, 2009, p. 201) These accommodation have to be provided to the non-native speakers of the language despite their flaws in fluency. This does not mean that ELF speakers have to speak like a native-English speaker.

While ELF is confronted with certain issues, there is an antagonism directed towards ELF. ELF is associated with the failure to adopt standards. These standards are particularly composed of formal rules of "standard' British and American English accents" (Jenkins, 2009, p. 204) or speech. These standards however are waived in the acceptance of ELF as a language of choice by most people in particular areas. This entails deviance from what was typically thought of the language, particularly on how it should be spoken. It is also suggested that the use of Standard English assists the communicative need of the non-native speakers or users (Jenkins, 2009).

Meanwhile, it should be stressed that ELF, as a function of English, is different from the subject of English as a Foreign Language (EFL). Most people use these two different terms interchangeably. However, English as a lingua franca has distinctive characteristics from English as a foreign language. The difference lies in the aim of the two English language related entities (Hülmbauer, et al., 2008). The goal of every ELF speaker is to engage in communication with nonnative-English speakers (Hülmbauer, et al., 2008). EFL is aimed at equipping the nonnative English speaker with the language facilities and the knowledge of the existing culture (Hülmbauer, et al., 2008). This suggests that a person can be an EFL or ELF speaker depending on who is engaged in communication with him or her. It is very important that the learning of a language is aimed at communicating effectively with native English speakers (Hülmbauer, et al., 2008). EFL speakers should not be looked at as conforming to standards native-speaking speakers of English. The effectiveness of the communication should be considered the prime measure of evaluation.

In conclusion, the use of English serves the purpose of making people of diverse cultures, languages, and backgrounds understand each other and exchange, transmit, and acquire knowledge (Hülmbauer, et al., 2008). As a lingua franca, English serves as an approach for effective communication (Hülmbauer, et al., 2008). There is a perspective that ELF lacks standards in English; however, English is used for other meaningful purpose, to communicate massages beyond what grammar dictates (Canagarajah, 2007).

<u>The Teaching of English to English as an International Language Speakers</u>

  The use of English as a communicative language has become popular across the world. Because of the role that the English language plays in the global perspective, the teaching of English has increased. Teachers have to deal with the challenges and assist learners with their English language acquisition.

  The greatest challenge in the teaching of English is the presence of bilingualism and multiculturalism. In the teaching of English as an international language and as a lingua franca, it is very important that the local variation is taken into consideration. According to Matsuda (2003), "English is taught and learned in many countries because it is an—and arguably the—international language" (p. 719). Students are committed to learn English because of the benefits that learning the language promises (Matsuda, 2003).

  In the teaching of English as an international language, English is still being taught based on inner-circle Englishes. English is taught in "expanding circle countries" where it is not the native language where curriculum "almost exclusively on American or British English, and textbooks with characters and cultural topics from the English-speaking countries of the inner circle" (Matsuda, 2003, p. 719) It has been observed that only the inner-circle English speakers are catered to in traditional English instruction. This set-up does not provide a proper place for the non-native English speakers as they become less recognized. Therefore, the scope of the teaching English agenda should be shifted to match by pedagogies that teach the language as an international

language and include the different variants of World Englishes (Matsuda, 2003).

Moreover in teaching English to non-native speaker, changing the curriculum from inter-circle based to actual EIL English is not quite enough; teaching must involves interaction from the society to the classroom. For instance, teachers can invite international residents in the community into the classroom; such a speaker with multiple varieties not only assists students to interact in English, but also proves to the learners that being fluent in English is not limited to English native-speakers. "If face-to-face interactions are not possible, teachers can introduce different varieties of English through e-mail exchanges, projects that require students to visit Web sites in various Englishes, or by showing movies and video clips of World Englishes speakers" (Matsuda, 2003, p. 723).

Teachers of EIL have to evaluate students on their communicative effectiveness more than conforming to the rules of grammar and structure. It is very important that a group of people find a way of understanding each other and transmitting and acquiring knowledge and ideas. "Communicative language teaching, which defines language proficiency not only in terms of grammatical competence, but also discourse, socio-linguistics, and strategic competences" (Matsuda, 2003, p. 724).

Support EIL is to modify the teaching of English. It should be emphasized that in teaching the language, teachers should not deviate from the aim of communication. Teachers have to emphasize the importance of understanding and respecting other world Englishes, so there is no superior English standard.

Conclusion. English is an important world language. English assumes

different roles in the world today, primarily in administration, governance, and

literature. For some, it is the native language; and for others, a second language.

However, despite the different functions of English, it should be made clear that

error-free English should not be the only correct form of English use. It should be

stressed that the use of language is for functional communication, not for strict

adherence to grammar and other formal elements. The teachers play a

significant role in making this possible. The existence of the different

communities of English speakers does not support distinguishing which English

is superior and which is not. It is clear that ELF or EIL speakers work for

universal understanding more than correct grammar and structure.

One of the best ways to promote the use of English is through education.

There are countries in the community of English speakers where English is

taught in school as a discipline. There are also countries where English in used

in the majority of industries such as media, administration, education, and

governance. With these different uses of English, the language has to be taught

in such a way that it awakens the interest of the learners. The best way to teach

it is to teach the language with relevance to how it is used in a particular

community.

Finally, when the language is taught, teachers have to emphasize the

reason why English exists as a second language, as a lingua franca, or as an

international language. More important than the structures and the complexities

that surround the language is the reason why it has to be used by different speakers with cultural and linguistic diversity. The teaching of English for international understanding has to be emphasized and the equality of the different Englishes in the world has to be considered and stressed.

CHAPTER TWO

REVIEW OF THE LITERATURE

Third Space and Intercultural Communication

With the increase of immigration around the world, cultural adaptation

seems to have posed a challenge to individuals in multicultural and multilingual

environments. Students with immigrant backgrounds have to face the challenge

of taking part in a new cultural environment. The creation of a third space--a

neutral bicultural environment--for these students is very important to assist them

to facilitate adjustment. In the creation of the third space, teachers play an

important role. Teachers can create a classroom that respects multiculturalism

and multilingualism, making the classroom a place where an individual student

can interact with the rest without any cultural discrimination. This part of the

literature review features articles that have significantly influenced the concept of

the third space and intercultural communication.

The Need for Multilingual, Multicultural Third Spaces

Immigration requires a lot of adjustments for newcomers. Living in a new

culture can be facilitated when individuals of immigrant backgrounds are assisted

to adjust to the new environment. Language differences should be respected as

a way to create a genuinely bicultural setting.

Meanwhile, there are a lot of factors that might contribute to multicultural

opportunities for adjustment: inclusion in a particular cultural environment,

acceptance of language and cultural differences, and educational opportunities. Such opportunities require face-to-face communication, technological development, and support provided to someone who is new to the cultural environment. The promotion of a welcoming pre-existent third space becomes helpful during the adjustment period. The first part of this review discusses the meaning of third culture and how it is established. Every individual of immigrant background has to be part of a new culture. This new culture empowers individuals to preserve a culture of their own while fitting themselves to the new cultural environment. For the third culture to arise, a third space has to be created. This part provides significant information on how individuals become part of the third culture and how they adjust to the new environment.

Cultural adjustment can be very difficult for an immigrant student. The creation of a third space helps students to more easily adjust. A third space helps individuals to construct meaning from discourses in which they engage. "A personal, private sense must be transformed across genres into more public forms in order for Third Space negotiations to take place" (Wallace, 2004, p. 908). The construction of meaning helps the individual to be an active user of the new language and become part of a new culture.

Aside from the construction of meaning, reconstruction of meaning is also facilitated by creation of a third space (Wallace, 2004). "Reconstruction" suggests that individuals are given the opportunity to engage in a discourse with others in a new mode of communication. In this case, students of immigrant backgrounds

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are assisted as they acquire a new language. When language disparity occurs, students are given a new perspective on the construction of meaning. Language use becomes relevant as their cultural background becomes dual.

Third Culture and the Individual

Immigration has become a perennial phenomenon. This movement of people from place to place results to cultural adjustments, including language and cultural acquisition (Crozet, Liddicoat, & Lo Bianco, 1999). The third culture has something to do with what individuals have to do to adjust to a culture that is completely different from their own, how they accustom and fit themselves to it, and how they effectively use the third space in discourse, which is considered the most potent form of communication or interaction. The third culture viewed from this perspective allows for the incorporation of an individual's particular language, culture, or history.

According to Kramsch (2011), these individuals create a different self that assists them establish interaction opportunities despite the new culture and the new language. The third space enables the individual to take part in interactions while they are still new to the culture and while being confronted with a new language.

The third culture also entails embracing the existing system while individuals accommodate to become part of the existing culture, while preserving their native culture in some form. Kramsch (2011) added that it is the ability "to resignify, reframe, and re- and transcontextualize" (p. 6) text and context.

Intertextualities involve giving meaning of a text from another context. This suggests that the individual in a third culture not only adapts to a new cultural setting but is also considered a part of the existing culture. The individual does not take the role of a "cultural outsider" but instead assumes the role of "cultural insider" (Kramsch, 2002, p. 278).

Third culture refers to the "capacity to recognize the historical context of utterances and their intertextualities" (Kramsch, 2011, p. 6). This definition entails that a third culture involves the proper interplay of the text and the context as the evolution of intercultural communication takes place. In interacting with a new culture, immigrants can place themselves in a dimension of place and time, where they automatically become part of both their original and the new cultural. These individuals engage themselves in an intercultural communication as they interact with the members of the existing culture.

According to Kramsch (2011), these individuals develop a self that embodies an organized system capable of engaging in interactions despite the historical, language, and cultural disparity. This kind of self is symbolic in nature as symbols make up the culturally and historically intertwined systems. This interplay becomes functional when it used not as an ideal form of communication but as a way to understand and be understood; not just what is presently predominant, but also the historical landscape behind the present cultural set-up. The individual from this perspective is immersed into, and eventually becomes a part of, the existing culture.

Third space is a concept with numerous meanings. Aside from being a dimension where communication successfully takes place, it also refers to the physical and social space where the interaction between individuals takes place (Moje, Ciechanowski, Kramer, Ellis, Carrillo, & Collazo, 2004). This entails that a learner who enters another culture becomes part of that culture of communication as manifested in discourses, ideally ones that do not prescribe cultural correctness but rather are characterized by cultural toleration and reconciliation. Learners from the third place perspective are engaging in intercultural interaction through embracing the social and historical aspects of intercultural interaction (Kramsch, 2002). The learners' adaptation of the third space means at the same time the acceptance and respecting of the public culture. It also calls for learners to interact with each other in an environment characterized as culturally diverse despite the differences that are prevalent. It serves in a neutral language zone as cultural franca.

The concept of the third culture has emerged as one of the indispensable aspects in intercultural communication from a multicultural perspective. With the movement of people around the globe becoming widespread, the third culture offers a favorable place for individuals to fit in. This cultural acts or adjustments form part of a third culture, including the cultural goals of peace and understanding (Kramsch, 2002).

Undoubtedly, the creation of a third culture allows immigrants to more easily adjust to the multilingual and multicultural nature of the new environment

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so they can feel that they belong. The third culture allows them to culturally and socially interact with the environment through the use of language. Making meaning, from their perspective, becomes the function of the creation of a third culture. With this interaction, they become part of the new culture while preserving aspects of their own culture.

Learners' Adaptation of the Third Space

Third space refers to the abstraction that pertains to space or time where reconstruction or co-construction of meaning takes place (Wallace, 2004). According to Kramsch (2011), these individuals develop a self that embodies an organized system capable of engaging in interactions despite the historical, language, and cultural variance. The symbolic self interacts and communicates in such a way that it conveys meaning despite the prevailing differences in cultural and linguistic background in discourses (Kramsch, 2011). This means that differing cultural, linguistic, and historical backgrounds do not hinder the inclusion of individuals in that particular culture. In a discourse, the interplay of language use and symbolic competence are important in making meaning (Kramsch, 2011). Symbolic competence manifests in structure, word use and meaning, and historical and emotional contexts (Kramsch, 2011). The language of a particular culture is the embodiment of this symbolic competence as individuals apply the necessary acquired skills in language.

However, despite the illusion of equal opportunities for discourse, there is still a difference that takes place in cultural encounters. Aside from inequality in

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discourse, the presence of a technological milieu and multiple technologies pose more challenges in the creation of symbolic meaning (Kramsch, 2011). It is in this case that the creation of a third place becomes indispensable. The third place serves as the link among the differing backgrounds in the cultural set up; the most common manifestation is the discourse. Second-language acquisition becomes significant for multicultural individuals and requires cultural integration.

Finally, the provision of the third space enables immigrant learners to engage in meaning making. This is primarily facilitated through the use of third space where learners have to acquire symbolic competence to effectively participate in discourse. Teachers play a pivotal role in making this possible through the use of effective language teaching strategies.

Activating a Third Culture Perspective and Adopting a Third Space in Education

From the third culture perspective, an individual enters a community and its interactive commonalities such as history, language, and imaginings (Kramsch, 2002). This means that the adjustment to a new culture can be very demanding and difficult. Embracing and becoming part of these commonalities does not always suggest common understanding; there are instances in which language competence may even hinder understanding. However, this does not suggest correctness of discourses but provision of room for the third space where new cultural members are welcomed. Language differences or errors are considered opportunities to understand a word in its new and relevant context based on the speaker's experience and cultural background.

For an individual to actively engage in "global interculturalism," the role of intercultural language education is significant. According to Crozet, Liddicoat, and Lo Bianco (1999), the activation of a third culture perspective allows language education to go beyond the technical and instrumental. They added that language becomes a tool for exploration and not purely for assimilation. This suggests that language education must be interpreted as going beyond the borders of structure and syntax. Crozet et al. (1999) added that as learners take a third culture perspective, they are not associated or tagged as having defects in language. From a third-space perspective the individual is a developing user of the language and is given freedom about what to do with the acquired language skills. Language errors are not actually considered defects, but typical second-language-acquisition phenomena that have to be understood and refined over time. Deviant language forms in communication or discourse should not be tagged as mistakes.

Just like any cultural aspect, the promotion of an existing language system becomes easily facilitated in the content of education. In interacting with others, learners have to decode symbols in the already established language system (Kramsch, 2002). Teachers have to assist these learners in this cultural adaptation, to teach for symbolic competence (Kramsch, 2011). The role that teachers play is significant because the creation and maximization of the third space depends on opportunities that they design and implement. Discourses in the classroom promote symbolic competence thorough cultural and historical

understanding (Kramsch, 2011). Culture and history should be considered as relevant to the teaching of intercultural language (Wallace, 2010). Significant in these discourse engagements is symbolic competence. Teachers play a significant role in making this clear in every multicultural and multilingual classroom.

Scientific Literacy and Language Use within the Third Space

Scientific literacy is the ability to read and write scientific text and use scientific argumentation with evidence (Wallace, 2004). It cannot be denied that the creation of a third space is made more significant with the issue of literacy. Literacy is hard to achieve especially in regions where a lot of students have immigrant backgrounds, primarily because of the language barrier but also because of discrimination. It is in this case that the creation or establishment of the third space is invaluable. The establishment of the third space provides for an opportunity where learners develop language proficiency. Such proficiency in language becomes the necessary foundation for scientific literacy, academic language use, and socio-critical literacy. This section discusses how individuals use scientific and sociocritical literacy and language within the third space that is created for them.

With the continuous and growing third place phenomenon, educators have to come up with ways to make language education relevant. This calls for the development of third-space pedagogy to maximize interaction and communication benefits without cultural bias on aspects that prove to be

significant, not just in the classroom but especially in real life. Primarily, the function of scientific and sociocritical literacy and language use must be privileged. Third space enriches the learners' experience by creating new interaction opportunities and making meaning. "In the Third Space, multiple discourses may be woven together without sacrificing or dismissing the importance of their speakers' experiences and ways of knowing the world" (Wallace, 2004, p. 908). From a third space perspective learners are encouraged to be functionally literate as they practice their communication skills and make meaning out of every opportunity that they face.

Wallace (2004) suggested that third-space errors may be frequent in the discourses when the use of formal or technical language is used. Technical word use does not hamper individuals from being included in the interaction or discourse. Accordingly, learners in the third culture have to be encouraged to use authoritative language, the dominant language used in an existing culture. It is important that the learners' experience with the culture of origin is considered. The third space should allow learners to intellectually move freely as they create meaning from their home environment experience, transforming it to the formal training that they obtain from school (Moje et al., 2004). This is indicative of immersion on the part of the learners and at the same time preservation of the cultural attributes they already have; a smooth and interactive transition should characterize the cultural creation of the third space.

In addition, the merged experiences from home and school have to be made meaningful to the learners as they create new or hybrid meanings. Students must be allowed to use their previous cultural scientific vocabulary (Wallace, 2004). This opportunity affords authentic scientific literacy to the students. In helping learners maximize the third space, discourse and dialogue have to be encouraged to take place through interaction (Moje et al., 2004).

Moreover, in creating dialogic third space, science literacy has to be linked to the learners' experiences and has to go beyond what technical knowledge calls for (Moje et al., 2004). The best way to maximize science learning among students is to make learning meaningful to them in such a way that their previous cultural experience and national language are not completely taken out of the picture. In a study involving Latino/a students, Moje et al., 2004 modeled how the learning of scientific concept is enhanced through using the actual experiences of the learners. In this particular case, the students' lessons on air and water quality were reinforced by their real-life experiences, such as farming and other economic aspects of their lives.

Science literacy should manifest authenticity in terms of language use. Multiple discourses should also be encouraged. Discourses can further be improved through the use of writing instruction that introduces different styles in discourses (Wallace, 2004). In focusing on the teaching of science, it is very important that teachers do not de-emphasize the meaning of scientific terms or concepts (Wallace, 2004). Science learning should be experiential and should

maximize learning through experience. Wallace (2004) added that the teacher and the students have to come up with a compromise in adopting a particular meaning for a word. In this way, the previous cultural experience of the learners is not wasted but becomes part of a new learning in a new cultural environment.

In conclusion, the previous cultural experience of the learners is not wasted but becomes part of a new learning in a new cultural environment. This is made possible by the application of the new language acquired while learners are allowed to integrate previous cultural experiences in discourses and use of language in scientific literacy. Meaning making is made relevant to the learners of immigrant backgrounds through experiential and relevant approaches.

Third Space and Sociocritical Literacy

Aside from scientific literacy and language use, third space has also its implications for sociocritical literacy, particularly among migrant communities. The provision of a third space entails social and cognitive development (Moje et al., 2004). Cognitive and social development impacts the individuals' awareness of the existing culture. For this reason, the third space should be made collective and embodied in the curriculum to address the needs of migrant students (Gutiérrez, 2008). The integration of culture to the curriculum should emphasize the goal: to embed cultural education in the educational system.

The interaction and relation of the individual with the social environment is of paramount importance. Dialogues and conversations have to be used to provide learners with enriching social experience, as they are efficient tools in

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providing a bigger third space (Gutiérrez, 2008). This means that in the provision of the third space, learners' previous social environment and experience have to be used. Gutiérrez (2008) added that scaffolding should be part of the pedagogical practice with the view of third space as related to Vygotsky's zone of proximal development. This is not only to enable children to accomplish tasks but also to create new meanings from their experiences. The significant effect of scaffolding becomes evident with the assistance of a teacher in the cognitive and social development of a student.

In order for sociocultural context to improve, language and literacy are essential in the process. During group work in learning activities, individuals must do their parts to complete the task. Learners collaborate with each other using their language and literacy skills to understand a task. Gutiérrez, Baquedano López, Alvarez, & Chiu (1999) provided an appropriate example in using joint activity in collaborative community. Children and undergraduate university students met in an after-school club. They "participated in educational activities organized around several dimensions of play in a lively after-school computer club" (Gutiérrez et al., 1999, p. 88). In this club, students learned and played by using collaborative cultural educational activities. This concept of learning is called the Fifth Dimension (Gutiérrez et al., 1999). The results of the study showed a development in the participants' cognitive and problem-solving skills by using collaborative and hybridity strategies in activities embedded in a rich

learning context. The adaptation of literacy and language in the learning process promoted learners' knowledge of social and culture interaction.

To sum up, Immigrant learners are particularly challenged socially and cognitively. In interacting with the third culture, a relevant curriculum has to be created for these learners to maximize their language learning opportunities. More opportunities for collaborative interaction between students have to be provided by the teacher for learners to be socially and cognitively aware of the new culture where they belong.

Third Space and Media Use

Media are communication tools that have influenced the establishment of third space. The use of media makes it possible to easily adjust to the new culture while trying to preserve the previous one. One major media force that has far-reaching cultural effects is social networking. Media social networking tools serve as an influential force in making social and cultural adjustments possible. This section discusses the use of meditational tools in the promotion of third-space. It also discusses the hybrid language practices created as a result of third space interaction. Finally, it discusses the advantages of telecollaboration as a communication tool not just in education, but also in business.

The Use of Meditational Tools Promotes the Third Space. People of immigrant backgrounds become part of a bigger picture of an already established system of communication or interaction and culture. Despite the cultural adjustments that immigration entails, it cannot be denied that immigrants are

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provided with an environment that maximizes their opportunity to promote the

third space where they can be active players in social interaction or

communication, giving birth to hybrid language practices. One of these is the

proliferation of media tools, specifically digital media.

Digital media have provided a technological framework that foster

connections and social relationships among individuals (Lam & Rosario-Ramos,

2009). Social networking, for example, makes it possible to link individuals from

two different regions or countries. Friendships are built online because of these

social networks. Lam and Rosario-Ramos (2009) added that the exposure of

teenagers with immigrant backgrounds to digital media allows them to develop

significant literacy and learning from diverse cultural sources as they create a

third space for themselves while keeping their own culture, through the

connection opportunities provided by digital media.

This development of the use of digital media poses a challenge for

educators on how to create an environment that caters to pluralistic modes of

interaction despite cultural origins and practices. "…how multilingual literacies

can be fostered and used to build connections and develop knowledge across

cultural and geopolitical territories…transnational connections of young migrants

would need to move between the local and the global" (Lam & Rosario-Ramos,

2009, p. 187). However, these researchers added that further research has to be

conducted to determine what constitutes productive online networking and

language learning, and how to effectively make the most out of these tools for

students of immigrant backgrounds.

Teaching through Telecollaboration. Undoubtedly, the uses of social networking and email have become instrumental in dealing with the transition period of cultural change. Aside from social networking and email, telecollaboration becomes an important part of language learning and facilitates smooth cultural adjustment or transition. Even though students may have equal opportunities in terms of exposure to interactive online technology, their prior cultural backgrounds and experience are still considered indispensable (Ware & Kramsch, 2005).

In maximizing the opportunities for cultural and language adjustment, teachers play an essential role (Ware & Kramsch, 2005). Their study on the use of online language education involving the use of English and German languages showed that online instruction confused the learners during the initial stage of the process; it was primarily dependent on the teacher to deal with the confusion. They also concluded that teachers have some common problems, including confusion and lack of teacher competence, in achieving the goals of language education and pedagogical practices that could effectively enhance language learning online (Ware & Kramsch, 2005).

In another study that involved telecollaboration, Basharina (2007) aimed at determining whether it is possible to bridge language-learning paradigms and align the cultures of use of technologies in a new cultural set-up. The results of the study indicated that differences among and within cultures exist. However,

these differences are managed by the teachers; they must be prepared to deal with such situations and to be ready to teach in a new paradigm of second-language-acquisition. The study points to the significant role of the teacher to make the alignment possible and to make the paradigm shift work (Basharina, 2007). Language learning becomes easily facilitated when the teacher is effective and prepared.

Framework for Culturally Based Intercultural Communication. Thorne (2003) created a framework on how cultural artefacts affect intercultural communication. The extent of the effects of the artefacts solidifies claims about the significance of meaning and relevance in the cultural transition or adjustment. Three case studies were conducted using the framework. Results of the first case suggest that cultures-of-use of online communication vary interculturally. The results of the second case suggest that linguistic and pragmatic development results from the kind of relationships built online. Finally, the results of the last case indicate that the use of electronic mail is the least favored mode of communication among peers in mediating their relationships.

Definitely, the increase of new communication-related technologies has an impact in the cultural awareness of individuals. Despite cultural differences, individuals are able to meet at particular points of agreement and adjustment creating the third space that is promoted by digital media. Telecollaboration allows for more relevant and interactive opportunities and creates a bigger third space where multicultural learners find themselves belonging.

English as a Lingua Franca and Intercultural Communication

The existence of numerous languages in this world requires the use of a common language that furthers common understanding. Two individuals who have different mother tongues have to speak a language that makes communication possible (Dombi, 2011). In most cases, English is used by most non-English speakers for interaction, conversation, or dialogue to take place. It becomes a lingua franca which makes intercultural communication possible. Because of English, most people all over the world, despite the multilingual diversity, can attempt to understand each other. Dombi (2011) added that the use of English in intercultural communication has increased in resent years. This is indicative that English is widely recognized and used as a means to promote global understanding and interaction.

However, Hülmbauer, Böhringer, and Seidlhofer (2008) pointed out that English as a foreign language does not entail that its use is fixed and dominating. This means that the English language, despite of the prevalence in use, is just like other languages that have existed. It is not a superior language but a language just like any other languages. Hülmbauer et al. (2008) added that the use of English as a foreign language should reflect flexibility and should recognize multiculturalism and practical application, considering that communication these days can be done online.

In a study to determine the role of lingua franca in a business merger, Louhiala-Salminen, Charles, and Kankaanranta (2005) conducted a study on the

role of English in the merger of two Swedish and Finnish companies. English was used as a lingua franca in electronic mail and meetings. Cultural awareness in terms of communication was evident. The study suggested that even with cultural differences, adjustment was made possible, although it was found that cultural differences played a significant role in communication. Yet no results indicated that misunderstanding took place because of the use of English. It was suggested that, although it is recognized that cultural differences exist in business dealings in terms of language use, such differences have to be considered an important point for improvement. The lingua franca assists the expansion of the third space where successful communication between cultures takes place.

Conclusion. The emergence of third-culture spaces has become prevalent these days with the widespread cases of immigration. Individuals with immigrant backgrounds have to be part of the existing system, where they bring with them a culture of their own while adjusting to the prevalent system. It is very important that these individuals be provided with a place and time where they can have appropriate exchange of communication with the rest of the members of the culture that is new to them. In interacting with the rest of the members of the new cultural environment, successful communication is vitally important. It is at this point where the idea of a third space plays a significant role.

Moreover, when immigrants are adapting to a new culture, one must emphasize that language use is not confined to standard forms. Language use

has to be functional and hybrid. The needs of individuals with immigrant backgrounds have to be considered as they learn about the new language and culture. A compromise has to be made for them to properly fit themselves in the new culture. This is to enable them to acquire scientific and sociocritical literacy and facilitate language use through the help of the third space that they create. The creation of a third space should provide an opportunity for learners to link previous cultural knowledge with present learning. This makes learning meaningful to them. Telecollaboration and other kinds of media use provide ways of making language learning meaningful for the learners because of technology integration in communication.

Finally, media play a significant role in communication, especially in a multicultural situation. With the use of media, the acquisition of a new language is easily facilitated while the preservation of the first language is ensured. However, as important as the learning of a new language is the preservation of the first language. It should be noted that the emphasis should not be on learning more of the technicalities of language use. It is more important that individuals be successfully engaged in communication and provided opportunities where mistakes are acted upon with patience, opening new perspectives and opportunities for teachers and learners alike. This is essential for the creation of a third space. It allows a multicultural and multilingual environment to be integrated and interactive despite the identified differences.

Building a Community of Practice (CofP)

Community of Practice (CofP) is a recent term; however, CofP as a

description of a type of collaborative effort, is a concept that has gradually gained

wider circulation as a perspective for understanding group work. In fact, many

people in professional specialties such as teaching are focusing on the concept

of CofP to improve personal and organizational performance (Yang, 2009). CofP

is a way to developing the efficiency and cohesion of an organization. This

literature review captures the significance of CofP in the modern world. It offers

definitions of CofP, and explore its characteristics and features, with specific

focus on the teaching learning and teaching domain.

A Demonstration of the Concept "Community of Practice"

Wenger (2011) defined CofPs as "groups of people who share a concern

or a passion for something they do and learn how to do it better as they interact

regularly" (p.1). A "community of practice" is formed by a group of people who

share the same field or area of interest and are involved in a collaborative

learning process. It requires participants from a domain to share their knowledge,

such as a group of doctors working on a surgery (Wenger, 2011).

Wenger (2011) added that it is not necessary that every community can

be described as a CofP. There are various names that have been used for the

term community of practice, such as "learning networks, thematic groups, or tech

clubs" (Wenger, 2011, p. 2). However, they all share similar features and

characteristics, with minor variations. Some communities are large and some are

small. Some use online communication and other's communicate face-to-face. They can be built within an organization or involve members from diverse organizations. They also can be recognized formally or be totally informal. These differences can characterize CofP in various places. They can be built at home, within or across organizations, and even in schools; this means that all human beings belong to CofPs (Wenger, 2011).

According to Wenger (2011) social scientists embrace different types of CofPs for analysis and making logical reasoning. However, the term CofP is used originally and primarily in learning theory. The expression "community of practice" is used to denote the communities that "act as a living curriculum for the apprentice. Once the concept was articulated, we started to see these communities everywhere, even when no formal apprenticeship system existed" (p. 4). Therefore, this practice is considered dynamic and includes everyone in the learning process. The application of CofP can be found in a variety of domains in work organizations such as business, education, project developments, and civic life.

Undoubtedly, organizations, regardless of type, have to initiate forms of CofP within various domains. By providing a new approach, CofP allows people to focus on social structures, which enable groups of them to learn collaboratively from and with each other.

Characteristics and Features of Community of Practice

Wenger (2011) identified three main characteristics that must exist in any organizational CofP: "The domain, the community, and the practice" (p.1-2). One of the primary features in building a CofP is the domain. Members of the group who belong to the community have to be committed to this domain. At the same time it is unnecessary for all the domain members to be recognized as experts; some domains require apprenticeship. What is important is that all members value their work as they develop competence and learn cooperatively.

In addition to the domain, there is the second characteristic, which is "the community." Members in a community share knowledge and information, assist each other, and participate in activities and discussions. They build relationships to develop their performance in a community. These relationships occur during the members' interaction on a daily basis, whether face-to-face or online interaction between their members in the community (Wenger, 2011, p. 2).

The third feature is "the practice." Members within a CofP definitely have to be "practitioners" who "develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems…this takes time and sustained interaction" (Wenger, 2011, p. 2). For instance, nurses who meet during their lunch everyday and discuss their patients' issues might not realize that they have created a shared repertoire for their CofP (Wenger, 2011).

Aside from the characteristics of CofP, Wenger (1998) recognized three crucial dimensions of a CofP: "Mutual engagement, joint enterprise, and shared

repertoire" (p. 76). Mutual engagement entails regular or managed interaction between the community members in pairs or small group conversations in order to facilitate the development of CofP. Joint enterprise refers to the process of negotiated enterprise "involving the complex relationships of mutual accountability that become part of the practice of the community" (Wenger, 1998, p. 80). Therefore, negotiations in this case represent a reflection of members' perspectives of the organization's roles and provide alternative choices for the discussed matter(s). Moreover, shared repertoire is the result of joint enterprises involving joint resources accumulated over a long period of time. This includes specialized resources such as terminology, pictures, and gestures, which became a portion of practices in a community (Wenger, 1998).

Consequently, the nature of CofP is increasing and resulting in a variety of individual memberships. People within a CofP will vary; some individuals will be "core members" and others will be "peripheral members." The foundation of these differences rests in what success members gain from these three dimensions (Wenger, 1998). Wenger (1998) added additional critical characteristics of CofP that are represented in a number of specified and more defined features (see Table 2.1).

Table 2.1. Specified Characteristics of Community of Practice

Categories	Characteristics
Relationships	Sustained mutual relationships–harmonious or conflictual
Engagement	Shared ways of engaging in doing things together
Information	The rapid flow of information and propagation of innovation
Interactions	Absence of introductory preambles, as if conversations and interactions were merely the continuation of an ongoing process
Setups	Very quick setup of a problem to be discussed
Overlapping	Substantial overlap in participants' descriptions of who belongs
Contribution	Knowing what others know, what they can do, and how they can contribute to an enterprise
Identities	Mutually defining identities
Abilities	The ability to assess the appropriateness of actions and products
Tools	Specific tools, representations, and other artifacts
Sharing	Local lore, shared stories, inside jokes, knowing laughter
Communication	Jargon and shortcuts to communication as well as the ease of producing new ones
Styles	Certain styles recognized as displaying membership
Perspectives	A shared discourse that reflects a certain perspective on the world

Source: Adapted from Holmes & Meyerhoff (1999, p.176)

Definitely, all of these characteristics and features are essential for developing appropriate and ideal frameworks for CofPs in any organization or society. Interested researchers and investors can benefit from these clearly specified features to build an effective and useful community that supports different organizations. CofP provides memberships for individuals in a community and specifies roles played by each member for sharing and acquiring knowledge.

Community of Teachers and Teacher Education

Using an individualized approach to teaching is sometime difficult to accomplish. Teachers are also learners and they need assistance as well. Recently, the number of teacher educators who are unsatisfied with the practice of individual teaching approaches has increased. Teachers have realized the need to embrace collaborative learning systems in their teacher-education communities (Barab, Barnett, & Squire, 2002).

Meanwhile, a variety of institutions have offered teacher-education programs and courses based on the concept of communities of learners. These communities of learners link teacher educators, experienced teachers, and pre-service ones in the learning process. The primary goal of this involvement is to create a group of individuals within a community of teachers (CoT) who share their knowledge of teaching in order to transform various types of practice. " CoT of teacher is a preparation program for pre-service teachers working toward secondary teacher certification which they join in an on-going community and

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remain part of this community form 2-4 years" (Barab, et al., 2002, p. 489). This indicates that the idea of cooperative learning as part of practical communities is considered a beneficial model for teacher-training programs. CoT provides a rich context for various content that enables practicing teachers to gain the maximum benefit from this learning community that has a collaborative environment (Barab, et al., 2002, p. 490).

Moreover, there are recent developments regarding professional programs that emphasize teacher engagement in the community-of-learners format. For instance, high school instructors and university instructors work collaboratively in community of learners research projects to debate and give feedback about new teaching strategies and techniques (Barab, et al., 2002). The community of learners model plays an essential role in producing knowledgeable teachers who are engaged in creative and transformative instructional practices. Adapting the perspective of CofP to teacher development modifies the learning process from "traditional analysis of the cognitive attributes and intersectional practice of individual teachers and, instead, toward the collaborative instruction that occurs among teachers as they attempt to develop and improve their practice" (Barab, et al., 2002, p. 493). As a result of this modification, the "place of where learning happens" is displaced from individual instructor's brain to social interaction between the community members (Barab, et al., 2002).

Portfolio Use in Teacher Education. As practice shifts from individual practice to group interaction, the members in the community are going to share their experiences and the data they use in their classroom with each other. Therefore, recently teacher-education programs that adopt CofP within their curriculum necessitate that their students create portfolios as graduation requirements (Barab, et al., 2002). Portfolios provide chances for instructors to become involved with real-life practices, and connect theories with practice. Barton and Collins (1993) proposed three characteristics for portfolio design: "developing the purpose, collecting evidence, and comparing evidence to assessment criteria" (as cited in Barab, et al., 2002, p. 494). Using portfolios is exceedingly powerful; it entails students evaluate evidence and provide feedback on various types of activities. This strategy will keep students enrolled in teacher-education programs to become more effective practitioners and creative instructors.

In addition, a study was made on CofP in the School of Education (SoE) at Indiana University. There were 15 subjects (60 percent being women) who participated in the CofP program at the school for three seminars. Each of these three seminars was supervised by one university faculty member. The study investigated how the CofP structured itself and its practices and identified formative issues of the community and its members (Barab, et al., 2002). The results of the study indicated that practice and theory informed each other, causing an effective seminar in which subjects shared their experiences,

reflected, created meanings, and were involved with discussions that enlightened their thinking and enhanced their practice. The variety of practices enriched the participants' knowledge and reduced their tensions from being exposed to new topics. CofP interaction facilitated knowledge exchange among the participants as well as building members' identities as instructors and facilitators of the learning process (Barab, et al., 2002).

In conclusion, a successful CofP model has to follow certain criteria with specific characteristics and features in order to create a dynamic community that empowers its members. Moreover, it has been documented that the CofP approach has several advantages in building an effective CoT that develops the learning process of teacher-education candidates. Using knowledge exchanges and seminars within a CoT created exceptional instructors who were better prepared for teaching due to their participation in collaborative practice.

Learner Development within a Community of Practice

Most beginning scholars aim to become researchers or professionals. A community of practice plays a significant role in developing and improving the learners' performance and skills. It is represented as a cooperative learning process that nurtures knowledge acquisition and transforms adult learners. Interaction with a larger society within a CofP model enables individuals to structure their identities and enrich their experience through various resources.

During the learning process, learners utilize various learning strategies to enhance their practice in a certain profession or major. CofP is considered one of

these strategies that merges "self-directed with collaborative learning" (Kriner,

Coffman, Adkisson, Putman, & Monaghan, 2015, p. 73). A study was made of

five doctoral students specializing in adult education, to evaluate their

perspectives of participating in a CofP. The researchers compared the actual

impact of the CofP with other similar kinds of teaching patterns, to determine

whether a CofP fostered the transformation of students' identities to scholars.

The results of the study declared that students experienced many opportunities

for giving and receiving through the learning process. According to the

participants' perspective, CofP served as a scaffolding strategy that enabled

them to become confident and take risks in making difficult decisions and

enhanced their "self-efficacy" more than different teaching models (Kriner et al.,

2015, p. 77). "It is critical for doctoral students to define their identities

purposefully because this will influence their contributions to the field. This CofP

demonstrated how adult education theories, such as self-directed and

transformational learning, manifest in a practical setting" (Kriner et al., 2015, p.

79). CofP provided participants with actual practical tasks that assisted their

transformations into scholars.

In another study that involves using CofP as a conceptual framework,

Tavakoli (2015) examined teachers' perspectives on the connection between

teaching and practice in the learning environment. The study took place in

England; the participants, were 20 teachers who majored in Teaching English to

Speakers of Other Languages (TESOL), were interviewed. They were from

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various institutes involved in teaching English, such as university language centers (Tavakoli, 2015). The results of the interviews suggested that the majority of teachers repeatedly defined their daily practice and lived experience in their teaching communities as their identity. They stated that learning to teach does not rely on research only but it also requires exchanging teaching experiences, practicing new strategies, and involving other practitioners (Tavakoli, 2015). Moreover, participants declared that research and teaching are different from each other and have different CofPs memberships--being a member in one of them might affect the other one detrimentally. The teachers' point of view indicated that the teacher-education programs provided them with the necessary needs for classroom practice; however, they admitted that teaching communities and extensive experience was more fruitful and useful in learning effective strategies that enriched their teaching skills (Tavakoli, 2015).

To sum up, creating CofPs is considered an effective learning strategy that assists the learners to enhance their performance. It transforms learners' identities from dutiful students to productive scholars and makes them successful in any educational field. Extended sharing of teaching experiences and participation within CofP is the key to developing professional teaching practices and teachers' identities.

Online Community of Practice

Over the years, communities of practice have developed alongside the evolution of technology. Recent studies argue that online communities, or virtual

communities, are different from the traditional CofPs. They not only tend to change the way educators think about the learning community, but they also allow technological advancement of CofPs (Gray, 2004). In online communities of practice (OCoPs), through extended reflections, conversations, and connections, participants can build collective and authentic community membership (Yang, 2009).

OCoPs tend to establish a virtual world where educators who might never meet in normal circumstances can interact by sharing experiences and solving issues that characterize teaching and other domains. This reveals how technology advancement has increased the flexibility of CofPs, allowing CofPs to expand, overcoming geographical limitations. This means that unlike the traditional CofP, OCoPs allow educators around the world to interact. In addition, OCoPs allow educators to develop exceptional practices, or educators with few resources to join in an online platform of discussion (Yang, 2009). In other words, OCoPs nurture a new breed of educators into the teaching community. By doing this, both new and experienced educators learn collaboratively. Online learning encourages individuals to shape their personal and collective identities as members in the teaching communities.

On the other hand, there are questions that surround the participation level in online educators' groups, which is important in defining an individual's OCoP' membership. According to Gray (2004) there are two participation types that distinguish member activity levels. "Active" online participants are always

contributing to the topic of discussion through constant comments, talks, and likes. However, "peripheral" online participants, also known as "lurking online participants," simply read posts and analyze talks without contributing in any way to the discussion subject (Gray, 2004, p. 27). Although many online discussions prefer active contributors, research evidence suggests that many members in online educators' platforms are peripheral contributors. Regardless of their inactive contribution, peripheral online participants learn a lot through observation. This makes peripheral online participants valid group members. However, "inactive" online participation acts as an obstacle to the growth of online educators' discussion groups. Therefore, it is preferable to have many active members as opposed to inactive ones (Gray, 2004).

The distribution of educators' OCoPs is increasing on a daily basis due to the development of social networks. They make it easy to create and maintain any OCoP. Social networks provide interest domain platforms where interactive discussions build communities with recorded and widespread histories. Social network tools give OCoPs' members the ability to create, share, and develop knowledge that is accompanied by historical and cultural processes (Yang, 2009). As a result, there are numerous advantages that educators can obtain by engaging in OCoPs.

In addition, OCoPs allow participants to submit, read, and receive feedback concerning a particular topic of discussion, consonant with personal satisfaction. Non-active participants still gain skills and knowledge from the

resources to which they are exposed. This is more significant to beginners or new educators. OCoPs provide new educators, especially those who are not confident, with a chance to learn content from experienced educators. They learn this content from various backgrounds that are not within their teaching context just by the intake of information. Experienced educators are important to OCoPs because they are considered powerful members, as well as provide new members with vicarious teaching experiences and create an atmosphere that support newcomers with mentorship. As new educators gain expertise and understanding they become more interactive (Yang, 2009). Interactivity encourages comfortable sharing of information in any OCoP, and also expands the field of education. Interactivity also reduces feelings of isolation, especially for members who work in a home environment. A final advantage is that OCoP allow educators to participate at their own convenience, because every online forum keeps a record of information.

On the contrary, OCoPs expansion is hindered by technological issues. Not all educators can access the Internet. Similarly, members with slow Internet devices or poor Internet operational skills are hindered in participation. Moreover, the lack of physical identity and body language decreases contextual understanding. The continuous nature of online forums discourages participation. Finally, participants' different knowledge, experience, and skill levels decrease participation. The diverse backgrounds can cause incompatible perspectives (Yang, 2009). That is why some groups become inactive at some point.

Although there are some drawbacks regarding the use of OCoP because of technology usage, the benefits of applying this strategy outweigh the negatives. Computer technologies are considered more effective for interaction among students because participants are able to express themselves better electronically. Online learning is convenient and flexible. Many people are now computer literate and this contributes to an increase enrollment in the various universities that offer online learning programs.

Conclusion. CofPs are becoming increasingly utilized by diverse professions. There are specific characteristics and features that must exist in any CofP to ensure its effectiveness for the members. CofP significance is evident in terms of personal and organizational development. Through using interactive communication, CofP allows people within a certain professional or knowledge to learn and share new information, skills, and experiences. CofP is considered a valid and effective strategy that supports knowledgeable educators in various fields, such as teacher education, as well as developing the learners' abilities and knowledge in the same domain.

Nowadays, technology has facilitated the rapid expansion of CofPs. Through the use of technology, it is easier for educators to access, learn, and contribute to any interesting topic or matter. Different types of CofPs are necessary to build a powerful society by developing independent and experienced educators while at the same time maintaining and enhancing their professional identities.

Face-to-Face and Online Private Tutoring

Private tutoring is a growing phenomenon in many parts of Asia. This growth of the private tutoring industry has been attributed to faults and failures in the school systems. Other factors that led to private tutoring are cultural factors, smaller family sizes, and increased wealth. This practice is prevalent around the world in many countries, such as Hong Kong, India, South Korea, Sri Lanka, and Thailand. Online education platforms have led to the increase of private online tutoring lessons. Nevertheless, private tutoring still relies on traditional face-to-face learning. The weakness of the educational systems in some countries has created opportunities for private tutoring to become equivalent to classroom learning. Private tutoring or shadow education has been found to be an effective way to improve the performance of students. Regardless of the prevalence of private tutoring around the world, there are limited studies which have investigated the popularity of this phenomenon in many countries.

The Nature of Private Tutoring

Wealthy families around the world have long employed private tutors to assist their children with schoolwork. Nowadays, with the development of schools and university education, there are still various countries which heavily rely on private tutoring. Recent research has revealed that private tutoring in many countries is considered a beneficial financial investment (Ireson, 2004).

Recently, private tutoring has been growing in several countries from East and South East Asia. After students finish their school day, they begin their

private tutoring on school subjects. This results in long periods of learning during the day. It is considered big business for tutors because the majority of students in these countries depend on afterschool tutoring. This kind of afterschool tutoring that supports the school subjects is called "shadow education" (Ireson, 2004).

There are different definitions for private supplementary tutoring. According to Bray and Kwok (2003), private tutoring is "tutoring in academic subjects which is provided for financial gain and which is additional to the provisions by mainstream schooling" (p. 612). Private tutoring can exist as additional classes provided by private institutions or as one-to-one individual tutoring. In England, the name "private tutoring" points to one-to-one tutoring, which usually occurs at the tutor or student's home. Moreover, there are some voluntary community organizations that provide supplementary tutoring, such as West Indian supplementary schools. These schools teach children the West Indian traditions that do not involve school subjects and are usually held on weekends. Another type of supplementary tutoring is language tutoring, where children of immigrants learn their mother language; such private tutoring is usually organized by religious communities, such as Muslims and Jews (Ireson, 2004).

Undoubtedly, private tutoring is a phenomenon that has grown over the years in different countries. It can comprise one-to-one tutoring or small group tutoring. It also can be run and managed by private sectors and organizations for

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financial purposes and business investment.

Effectiveness of Private Tutoring

Three main reasons explain the rapid growth of private tutoring around the world: First, is the failure that occurs within the educational system in some countries causing the public to use private supplementary tutoring for school courses. This is the case especially in countries where some universities require standardized tests as a gateway to pursue their higher education, such Vietnam. Students are fully willing to take private tutoring sessions in order to get accepted into college. Second, in countries where the educational system is not monitored, instructors request their students to take supplementary classes to increase instructors' income because they are not satisfied with their low salaries. Lastly, immigrants from different cultures and traditions favor teaching their children their language and their traditions by hiring private tutors (Dang, 2007).

Despite the prevalence of private tutoring around the globe, there is little research that investigates this phenomenon in many countries. There are mixed findings regarding the effectiveness of private tutoring on learners' academic development. Dang (2007) was one of the first researchers who conducted a study to determine the monetary outlay for private tutoring and its impact on the learner's academic performance in Vietnam. Using household surveys, the primary findings for this study were that private tutoring is considered essential within the household budget "especially for lower and primary secondary students in Vietnam, and the trend to attend private tutoring is stronger at higher

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education levels. Private tutoring is found to significantly increase a student's schooling performance" (Dang, 2007, p. 685).

In another study that involved private tutoring, Jheng (2015) aimed to determine the impact of private tutoring on middle-class students in formal schooling in Taiwan. The participants were five high school seniors who majored in social science. In this study, the required data was collected using "semi-structured interviews" which means "adapting to the real situations of the participants and asking some follow-up questions based on their responses in order to obtain much deeper information" (Jheng, 2015, p. 3). The results of the study indicated that with the assistance of private tutoring, the students started to embrace new "time-stealing strategy" which means taking the time from active classes for their own advantages; as well as developing a "double-context learning situation" and benefiting from the time by attending tutorial schools rather than official schools (Jheng, 2015, p. 7). Students steal time from ongoing classes to prepare for their upcoming tests. The subjects believe that they are proficient at certain courses at school subject and instead they prefer to steal the time in regular class and use it in tutoring to develop the areas in which they found difficulties (Jheng, 2015).

To sum up, the educational system in schools plays a significant role in the expansion of private tutoring. The utilization of private tutoring, whether in formal settings such as classes in school or outside of schools like home tutoring, has proven to have several benefits on students' academic performance

particularly in high-stakes tests.

Private Online Tutoring

Digital media and communication technologies have affected private tutoring. Private tutors in educational organizations often adapt Internet tools to their teaching. For instance, there are some companies in India that employ tutors for individual online tutoring in various subjects, such as science and math, to teach students in North America and Korea. This type of tutoring is called "cram school;" it is a paid "online collections of recorded tutorials" (Kozar, 2012, p. 415). This phenomenon is expected to expand sharply with the development of technology.

Recently, private tutors for English as Second or Other Language (ESOL) have embraced online synchronous tools in their tutoring. Using synchronous tools such as video and audio-recorded tutorials, researchers have found that second-language learners' accuracy and fluency is enhanced and developed (Kozar, 2012). Free online synchronous tools, known as Voice over Internet Protocol (VoIP) programs, such as Skype or Google Talk, have been experimented with in educational environments and have been reported to be effective. However, Open University in The United Kingdom (UK) conducted studies on second-language (L2) teaching by analyzing online teaching practices. The results of the study showed that online teachers have to develop their technical skills more in order to teach online classes successfully (Kozar, 2012).

In addition, a study was conducted with Russian English learners to measure the usage of online synchronous tools for ESOL teaching. The researchers observed 70 websites that advertise available opportunities for online private language tutors for English language and high-stakes tests. Each website had to include three criteria: "1) offering English video or audio lessons via freeware online tools, (2) not belonging to formal educational institutions, and (3) advertising to Russian learners"(Kozar, 2012, p. 416). The findings of this study showed that these websites received thousands of requests from L2 English learners for more explanation and detailed analysis of the tutoring sessions. Russian English learners showed a huge interest in computer-mediated language learning websites, especially for learning "Conversation English and English for work" in order to develop their communication skills in English and obtain professional careers (Kozar, 2012, p. 418).

Moreover, there was another study conducted on 29 Taiwanese graduate students with the assistance of two experienced instructors in teaching English as a Foreign Language (EFL). The primary objective in this study was to assist students to enhance their writing. These two instructors shifted from typical writing in regular classrooms, using pencil and paper, to integrated in-class text chat in order to break the classroom routine. The researchers and the instructors created a homepage on MediaWiki extension Lace: "The interface was hosted through an intranet on an Ubuntu Hardy LAMP server. In addition to the interactive shared workspace, students also had access to a discussion board

and could retrieve the history of previous chat sessions through the homepage"
(Reynolds & Anderson, 2015, p. 57). The results of the study indicated that shy
students tended to participate more and ask more questions when they are
texting, as opposed to using traditional writing. This strategy allowed the students
to participate more in a shared workplace where writers learn significant writing
structures. At the same time, instructors were able to guide students towards
more important aspects of writings and observe student performance. Text chat
systems not only enabled students to master sentence patterns and punctuation,
but also provided corrective feedback from peers and instructors through direct
discussion boards (Reynolds & Anderson, 2015).

In conclusion, although there are some complications and limitations in
integrating technology in online private tutoring, there are still many advantages
for its application in the learning process. Online private tutoring assists students
from various countries and locations in school subjects by using video recorded
lessons. It also facilitates the acquisition of English for L2 learners, which
enables them to develop professional careers.

Online Versus Face-to-face Private Tutoring

There is ongoing debate about the most effective ways to tutor students in
the age of technology. The increasing use of information technologies in
education has provided an alternative option to face-to-face tutoring support.
There has been some concern about the quality and effectiveness of online
learning in comparison to face-to-face learning. Recent studies declared that

international online-learning programs that depend on information technology are ineffective, because they lack the benefits of face-to-face instruction. However, more recent research has found that computer-mediated learning programs are as effective as face-to-face programs. Accordingly, Warschauer (2013) stated "second and foreign language teachers have also claimed that electronic communication has proved an equalizer in their classrooms" (p. 9). Also, he found out that "electronic discussion may create opportunities for more equal participation in the classroom." (Warschauer, 2013, p. 22)

Online degree programs provide convenience to students who face location and time barriers. Also, the world has become a global village, which supports online-based learning due to increased physical distances between students. Nowadays, learning has become common because it is essential to remain competitive within the job market. Online learning allows many students to continue with their higher education, which allows them to learn modern techniques and theories. Therefore, online-based learning provides more learning opportunities to students who belong to different cultural backgrounds.

Moreover, students who learn English as a second language (ESL) can benefit through online-based communication. A study was conducted by Warschauer (2011) on 16 students who enrolled in an advanced ESL writing class at a community collage in Hawaii. The results of the study indicate that online learning provides more student participation. Warschauer (2011) argued that face-to-face discussions are often uneven, and not every student benefits

from face-to-face interaction with a tutor. Some students are more outspoken whereas others are shy and do not have effective interpersonal skills. Online discussions tend to be more balanced, and more students participate effectively. "Sullivan and Pratt (in press) conducted a similar study and found that 50% of the students participated in a whole class face-to-face discussion compared to 100% in a whole class electronic discussion" (as cited in Warschauer, 2011, p. 9). From this data, it is clear that online degree programs improve learners' participation skills and offer a high-quality learning experience.

However, face-to-face instruction depends on the knowledge of the instructor, and his or her ability to communicate course material clearly and provide support in classrooms. Therefore, the student-instructor relationship has been viewed as an advantage regarding the quality of education. Effective communication between the student and the teacher facilitates learning because it allows for responses, reactions, and connections. Recent research has given importance to the role of the tutor as one of the factors that influences how both online and face-to-face learning methods are evaluated. Ganesh, Paswan, and Sun (2015) conducted a study that aimed to compare online and face-to-face learning approaches. The evaluation of courses relies on perceived communication and perceived challenge (Ganesh et al., 2015). They argued that the challenges provided by a face-to-face or online course affect the way that students understand its effectiveness. The challenge and communication provided also affect the perceptions of their own competence.

The efficiency and effectiveness of the tutor as a factor in the quality of teaching provided in both face-to-face and online teaching methods depends on the tutor's preference (Ganesh et al., 2015). A course may have a tutor who is more effective in face-to-face instruction than in online learning course. Therefore, their online performance may not be effective in providing quality education. The ability to deliver effective online tutoring requires training and skill, which increases student performance and participation. Face-to-face learning has been the preference of many societies because it provides control over students during learning.

Researchers have argued that the human interaction component of face-to-face learning is the basis of its superiority in tutoring students. Ganesh et al. (2015) found out that "in a face-to-face class, traditional instructors serve as the key information source for the students, whereas those who teach online courses are mainly seen as facilitators" (p. 68). This is based on the social learning theory that argues that people learn through social interaction. "The more favorable perception of face-to-face classes on various dimensions may be due to the fact that we are still social animals and like meeting other people" (Ganesh et al., 2015, p. 76). The virtual distance in online learning is considered a disadvantage because it does not provide physical interaction--students learn by staring at the computer screen. On the other hand, many argue that computer-mediated technologies provide more effective interaction because students are better able

to express themselves electronically. Online communication has become highly interactive and this has improved the quality of two-way interaction.

Conclusion. Changes in private tutoring have been caused by the inefficiency of most public education systems. Teachers use private tutoring to maximize their income; and students hire private tutors to enhance their performance in school courses or in high- stakes tests. Many learners have preferred one-to-one tutoring because it allows for student control during learning.

Immigration has caused the need for online language platforms. Computer-based technologies continue to play an important role in promoting private tutoring. Although there are some complications in using technology in online private tutoring, there are still many advantages for its use in the education industry.

Online private tutoring assists students from different cultural backgrounds using video-recorded lessons. Also, private tutoring has been promoted by the recent development of online learning technologies, which provide convenience and flexibility. The findings of this research reveal that increased application of such technologies will increase the effectiveness of online learning, which will develop as a mainstream education system in the future.

In closing, EFL teachers play a significant role in facilitating the learner's acquisition of the target language. Teachers have to be aware that intercultural or third-space interaction is inevitable in EFL teaching. They must be able to create

a classroom that respects multiculturalism and multilingualism without any discrimination among students. When instructors are conscious of the importance of intercultural interaction among students, they become eligible to establish an effective community of practice among other tutors from diverse culture backgrounds. They realize that sharing their knowledge and teaching experience among various instructors with different cultures is probably going to assist their understanding of teaching students from different cultures. Moreover, building a community of practice comprised of diverse cultures is an effective strategy that will build knowledgeable instructors who have enriched their teaching skills. Tutors acquire new teaching strategies and share various materials within a community of practice that assist them during face-to-face or online tutoring. A community of practice enables instructors to become more effective in ether private tutoring or classroom teaching.

CHAPTER THREE

RESEARCH METHODOLOGY

Theoretical Framework

The primary theoretical framework for this study involves the use of a community of practice to facilitate second-language teaching strategies for English instructors. The main objectives of the study were to form a community of practice for English as foreign language (EFL) tutors; compare the efficacy of online, face-to-face, and hybrid (combination of online and face to face) tutoring; and to create a digital repository of tutoring strategies for second-language teaching. Researchers indicate that the use of community of practice in EFL is an appropriate approach to teaching second-language (L2) learners. Underlying the research is the implication that students learn competently when their EFL private tutors are members of a community of practice that provides the opportunity to share knowledge and materials among groups of instructors from different experience levels and cultural backgrounds. The hypothesis is that using an online community of practice on a Wiki, the instructors will develop their teaching skills and benefit from this interaction.

The previous chapters have indicated the usefulness of teachers' embracing online lessons in private tutoring to adult EFL learners. Research shows the interaction between the second-language instructor and the learner by means of hybrid practice is helpful for promoting second-language acquisition.

Using private tutoring wherein tutors provide a series of lessons and teaching strategies is significant for second-language learning, particularly for facilitating the acquisition of the main skills in English language: grammar, reading, writing, vocabulary, and listening/speaking.

Research Questions

The primary research question--the central aim of this study--is to determine how instructors of EFL benefit from the community of practice interaction: How are they assisted in their tutoring by their peers? How does the community of practice benefit the tutee? The secondary research question compares the efficacy of online, face-to-face, and hybrid lessons in learning EFL. In sum, this investigation addresses the question of how tutors benefit from a CofP and digital media and online lessons benefit the tutor and the tutee.

Scaffolding Students' Zone of Proximal Development (ZOPD). Some tutors may prefer to follow Vygotsky's educational theory, including the use of scaffolding. This term refers to the process in which specific learning activities or structures used by the tutors during instruction become eventually unnecessary as the tutee develops more skills. In discussing scaffolded teaching and learning, Vygotsky used the concept Zone of Proximal Development (ZOPD). The tutee starts the tutoring session with skills that require assistance to enhance his or her performance. Essentially, the main objective of the tutoring sessions is to raise the tutees' level of learning to unassisted performance--in other words, transforming learners from dependence to independence in the learning process.

The ZOPD schematic devised by Díaz-Rico includes emotional support, planning for the tutoring sessions, pre-and post assessment, supporting initiative, and finally internalizing the problem on the part of the learner (see Table 3.1).

Table 3.1. Scaffolding: Ten Components

Component The teacher…	Explanation The learner…
1. Creates general rapport during the learning activity.	…finds the experience positive and the teacher well-intentioned.
2. Offers a general overview of the topic.	understands the scope of the mutual work
3. Establishes a baseline of the current state of the learner's knowledge and/or skills.	…shows the current skills or knowledge he or she has through discussion or offering a demonstration.
4. Maintains the learner's control of the activity: what goal is to be attained and what help is expected.	…generates goals, and is aware of these goals in relation to the possibilities in the learning activity.
5. Sustains a pace of progressive task difficulty.	…develops more sophisticated inquiries, problems to solve, and possible solutions.
6. Moves from interpsychological (shared activity) to intrapsycho-logical (student's individual competence).	…moves from imitated activity (copying the teacher) to independent activity; from concepts discussed to concepts understood.
7. Facilitates the learner's initiative.	…offers queries, doubts, suggestions, and hypotheses.
8. Encourages new learner initiative.	…takes risks and thinks up new ways to act.
9. Helps the learner to decenter and resolve conflicts.	…analyzes errors and overcomes fixed ideas to reach more general solutions.
10. Supports the learner's move from the personal/emotional to a cognitive/ abstract focus.	…turns from helplessness, cluelessness, and personalized emotion reactions to specific, task-oriented questions and directed inquiry/discovery.

Source: Adapted from Díaz-Rico (2006) based on Zuckerman (2003)

Methodology of the Study

<u>Participants</u>

In order to determine whether community of practice and digital media plays effective roles in the process of acquiring a second-language, the study asked a number of participants to volunteer to participate. This study consists of two groups of participants from various nationalities and cultural backgrounds: the first group companied the instructors (tutors) and the second group, the learners (tutees). The participants recruited for Group 1, the instructors, were master's students in the summer (2015) EESL 536 Crosscultural Teaching class in the Teaching English to Speakers of Other Languages (TESOL) program at California State University, San Bernardino (CSUSB). The demographic of the tutors' group is presented in Table 3.2.

Table 3.2. Tutor Demographics

<u>Nationality</u>	<u>Number of Tutors</u>
Saudis	7
Americans	6
Chinese	3
Taiwanese	2

The participants recruited in Group 2, the tutees, were student volunteers from the Yasuda Center at College of Extended Learning at CSUSB. All of the tutees were L2 learners of English; in particular, they aimed to learn English for academic purposes. The demographic of the tutees group as presented in Table 3.3.

Table 3.3. Tutee Demographics

Nationality	Number of Tutees
Saudis	11
Japanese	1
Chinese	1
Koreans	2
Libyans	3

Procedure

The study took place over two weeks in Summer Session 1 of 2015. The researcher created a tutorial wiki on PBworks that linked the EESL 536 tutors with each other to share peer feedback regarding the tutoring sessions. Subjects were able to sign in using their emails and a password. When they logged in, both of the tutors could start interaction in the community of learners through individual and group pages on the class wiki. There were four tutoring sessions and one or two online lessons for reading, writing, vocabulary, grammar and listening/speaking. The purpose of this interaction between tutors from various

levels of tutoring experience was to further their teaching skills. Moreover, by applying these teaching skills in the tutoring sessions, tutors strengthened targeted skill domains. Each phase of the procedure will be discussed in the succeeding paragraphs in depth.

<u>Tutors' Interaction on the Wiki</u>

Wikis are collaborative tools that allow not only the modification of content but also the capacity to contribute material (course-related content) using an Internet browser. In many conventional classrooms, it is the instructor who provides a majority of the course content. The Wiki represents a digital repository and a portfolio of tutoring strategies for the EFL tutors. With wikis, tutors were able to collaboratively create tutoring content. Therefore, tutors were not only consumers but also creators of knowledge.

In this study, wiki interaction between the tutors forms a productive community that enhances their teaching capabilities and teamwork skills as they learn new teaching strategies from each other. This allows tutors to share their experience and knowledge regarding EFL teaching strategies and lesson planning. During the period of the tutoring sessions, each tutor was required to post four lesson plans; each tutor's peer partner was required to post feedback comments for each of these lesson plans. Additionally, each tutor posted their materials and the digital content that they used during their tutoring sessions; other tutors could use these activities posted on the wiki for their own benefit.

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This sharing could make it easier for tutors to get assistance with their tutoring lessons.

Procedure of the Tutoring Sessions

Tutoring took place July 13, 15, 20, and 22 of 2015 from 3:00 to 4:00 pm at the Yasuda Center on the CSUSB campus. Tutors were asked to use the full hour. Tutors were given training in how to tutor during class time in the period from July 6 to July 9. Tutors were peer-paired; experienced tutors were paired with those having less experience. The tutoring instruction peer feedback was coordinated through individual pages on the class PBWorks wiki. Each tutor was required to post four times. Each tutor's peer posted four times as well. The tutoring schedule during the period of the study is detailed in Table 3.4.

Provision of Online Materials

Due to advancements in Internet technologies, the use of online course instruction continues to increase. Instructional videos have for many years been used in teaching. Academic institutions are increasingly rolling out online courses based on video tutorials to engage students around the world in learning. In this study, the tutors were asked to organize one online lesson using instructional videos and comments for the tutees. The online class was supposed to start with instructional videos followed by a brief description about the topic, and finally an activity that tested the tutees' understanding of the lesson. The tutors were invited to use this exercise as homework that tutees could submit for the next session. The tutee could do this online class at his/her own convenience any day

Table 3.4. Timeline for Tutoring Activities

Date*	Activity
July 13	Tutoring Session 1 (Meet & greet, co-plan goals, take a baseline assessment) (3-4 pm, Yasuda, Room TBA)
July 14	July 14... (by noon). Tutor write-up of tutoring session 1 (About the Tutee, results of the baseline assessment, goals, and tutoring plan for Lesson 2)
July 14	July 14... (by 4 pm). Peer feedback on Tutoring Session 1 (Tutor Peer Pair will post advice)
July 15	July 15... Tutoring Session 2 (3-4 pm, Yasuda, Room TBA)
July 16	July 16 (by noon). Tutor write-up of Tutoring Session 2 (Plan, Carry Out, Reflect)
July 16	July 16... (by 4 pm). Peer feedback on Tutoring Session 2 (Tutor Peer will post advice)
July 17	July 17... Tutor will post a materials contribution to the wiki
July 20	July 20...Tutoring Session 3
July 21	July 21... (by noon). Tutor write-up of Tutoring Session 3 (Plan, Carry Out, Reflect)
July 21	July 21... (by 4 pm). Peer feedback on Tutoring Session 3 (Tutor Peer will post advice)
July 22	July 22... Final Tutoring Session. At this time, tutee will answer a brief feedback form.
July 23	July 23... (by noon). Tutor write-up of *Final Summary/Reflection on Tutoring*
July 24	July 23... (by 4 pm). Peer feedback on *Final Summary/Reflection on Tutoring*
July 27	Make-up tutoring (If needed)
July 28	Post data and feedback from make-up tutoring

*For all dates, year is 2015

or time before the next face-to-face session. The purpose of this online class was to demonstrate the efficiency of using videos as teaching strategies to introduce the lesson before the session or to reinforce the lesson after the session, and at the same time provide the instructors and the researcher with information about the progress the tutees were making throughout the study.

Data Collection

After the four hours of tutoring, the tutors completed a detailed reflection questionnaire regarding the teaching strategies that they acquired from their interaction with their peers on the Wiki, as well as the feedback that they received about the lesson plans that they created for the tutoring sessions. They also gave feedback on their report of the tutoring sessions at the end of each session. The tutors used the Reflections for the tutee questionnaire to interview the tutees about the tutoring experience and the development of their performance in acquisition of, English. Together with the wiki reports and feedback, these reflection sheets captured the tutors' and the tutees' reflections and formed the main body of the data. Both questionnaires comprise Appendix A.

Instrumentation

Collaborative Online Community. The first instrument used was PBworks Wiki, which provides the tutors with a learning community for interactions. In this study, the PBworks Wiki played the role of ensuring that the capturing and sharing of information between tutors and their paired partner occurred in a

reliable and secure manner. Another role of the PBworks Wiki was to enhance the accessibility of information and file sharing among tutors, eliminating time wasted during the teaching process. In this study, the PBworks Wiki was used to document the efficiency of establishing a digital type of online class where the tutors could share information on a web page collaboratively.

Shared Materials. The second part of instruments used in this study was videos or recordings from YouTube used to enhance the main language-acquisition skills: reading, writing, grammar, vocabulary and listening/speaking. The tutors engaged the students through instructional videos before, during or after the sessions. Both the tutors and the tutee were subsequently interviewed on their perspective about instructional videos as a learning tool.

Reflection Questionnaires. The third instrument used in this study were the tutees' and the tutors' reflection questionnaires. The tutors used the questionnaire to provide their feedback on the tutoring sessions. The tutors' questionnaires included questions such as, what were the teaching strategies that they learned from their peers and what were the parts that they particularly liked or disliked (see Appendix A). Likewise, the tutees' used the questionnaire to provide feedback regarding the tutoring sessions and tutors. The tutees' questionnaire queried the tutees' perspective of the tutoring and what were the skills they learned or developed during the tutorial sessions (see Appendix A).

As stated above, the aim of this study is to provide the participants (EFL instructors and EFL learners) with long-term skills which will benefit their future

studies. Participants, who are currently studying Teaching English to Speakers of Other Languages (TESOL) as their major and future career, will grasp new techniques and teaching strategies from participating in an EFL instructors' community of practice and applying these strategies during their private tutoring. Tutors will assist their tutees to develop unique skills to facilitate the acquisition of the English language. Together, they will learn a new technology of online interaction.

CHAPTER FOUR

ANALYSIS OF THE DATA

The Process of Analysis

In order to determine the effectiveness of the third-space interaction among the instructors and the benefit of building community of practice among the tutors and the tutees, this paper draws upon two sources of data. First, data from the reflective questionnaires submitted by the tutors will be analyzed; in particularly, regarding their peer assistance and interactions on the Wiki. The second source of date is the tutee reflective questionnaire. Finally, this chapter will discuss the whole study and its results, including the limitations and the obstacles that took place during the study.

At the beginning, there were some changes that occurred during the tutoring sessions. A few tutors changed their tutees during the process and a few tutors taught more that one tutee at the same time. These changes that happened during the period of the tutoring sessions are presented in Table 4.1.

Analysis of Tutors' Reflection Questionnaires

The tutors' reflection sheets began with questioning the tutors about their background knowledge regarding the subject that they were going to teach in the tutoring sessions. Half of the tutors had mastered the subject before the tutoring started and the other half had some background knowledge about the subject

and were required to prepare more information. Figure 4.1. provides the number

of tutors with backgrounds in the subject(s) taught.

Table 4.1. Tutors and Tutees Pairs Changed During the Sessions

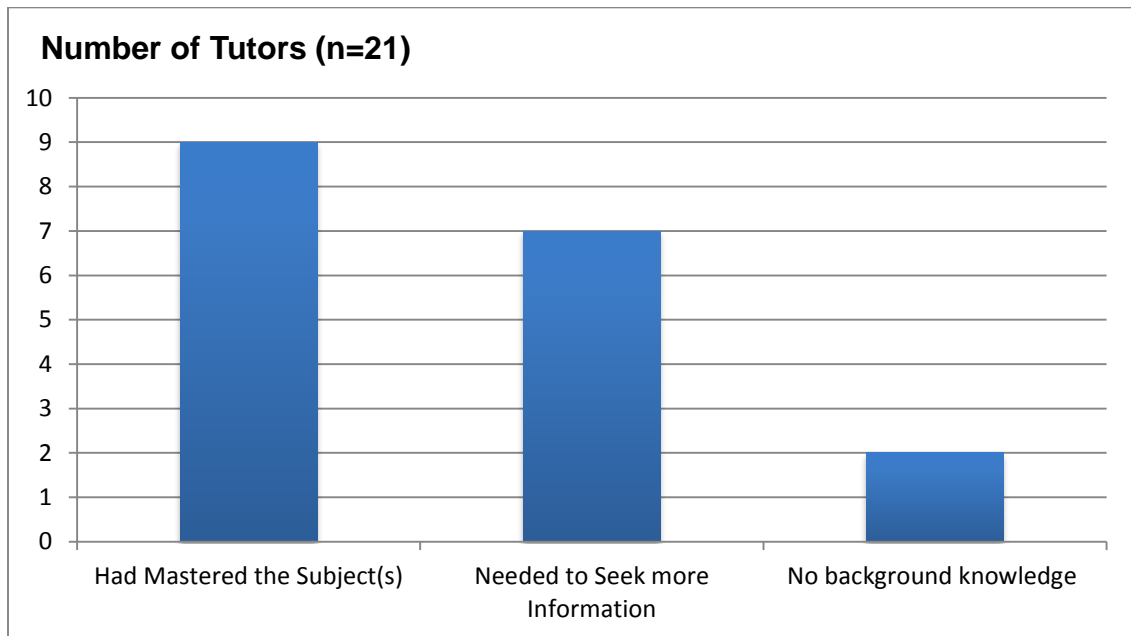| Tutoring sessions	The Number of Tutees Changed	The Number of Tutors Who Taught Two Students
Session1	0	0
Session 2	2	1
Session 3	3	1
Session 4	2	1

Figure 4.1. Tutors' Knowledge about the Subject(s) Taught

There were some tutors who had never taught adult second-language learners of English before and some tutors only had experience in teaching adults who speak Spanish as a native language. Other tutors had experience in teaching English to elementary-level students only. Figure 4.2 shows specific details regarding the teaching experience of the tutors who participated in the study.
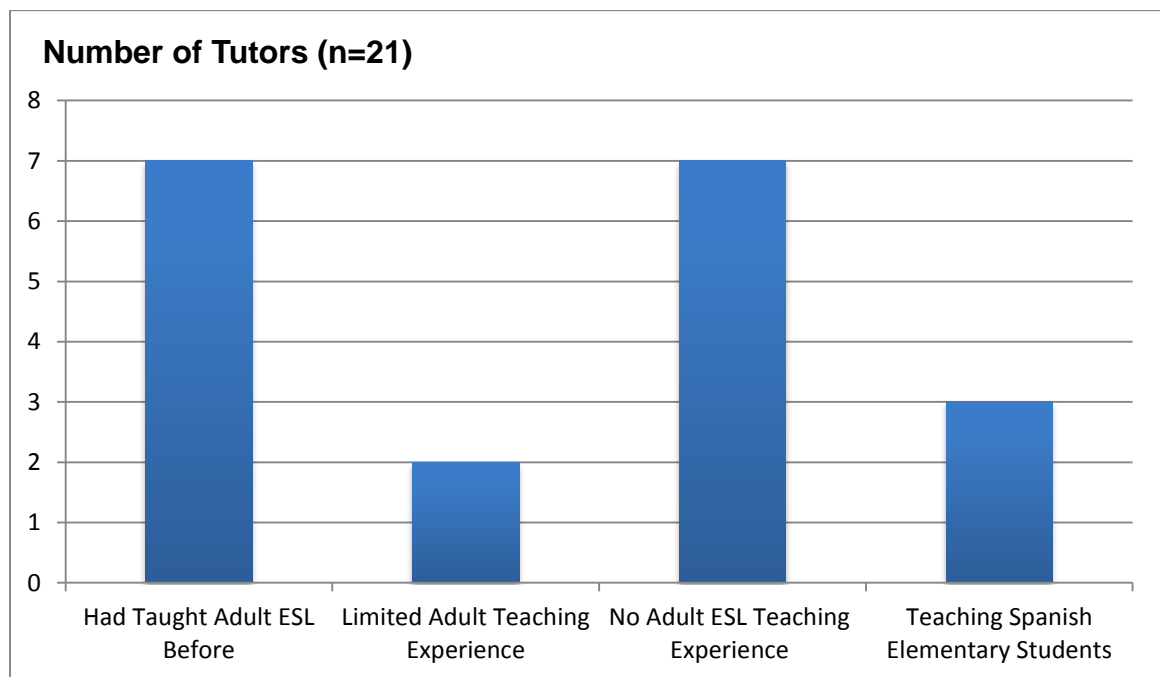
Number of Tutors (n=21)

Figure 4.2. Tutors' Teaching Experience with Adult ESL Learners

Problems that Occurred During Tutoring. The main obstacle that occurred with most of the tutors was a language barrier. Most of the tutees were beginner ESL learners, which resulted in a struggle for effective of communication

between the tutor and the tutee. Tutors had to simplify their words choices and speak slowly in order for their tutees to capture what is being explained. Tutors who spoke the tutee's L1 translated the words to facilitate the tutee's understanding of certain complex words or sentences. Tutors who did not share the tutees' L1 had to use alternatives to L1 such as Google translate, drawing, and gestures as tools to address communication issues. In some situations, where the tutee and the tutor had different L1s, the tutors asked for assistance from another tutor who spoke the tutees' L1 to translate certain words or sentences. Figure 4.3. illustrates the number of tutors who experienced language barriers with their tutees during the tutoring sessions and the ways these were handled.

There were some tutors who had to sustain their tutees' activity and work hard to maintain their attention and motivation because the tutoring sessions took place at the end of the regular class day. Tutors had to prepare interesting materials to keep the tutee actively engaged and encourage the tutees to take notes during the sessions. This put the tutors under pressure because they had to cover all the materials in the lesson plan for each session and they had to change and update the lesson plan frequently. One tutor did not prefer to give his or her tutee homework because the tutee preferred to do the activities during the session.
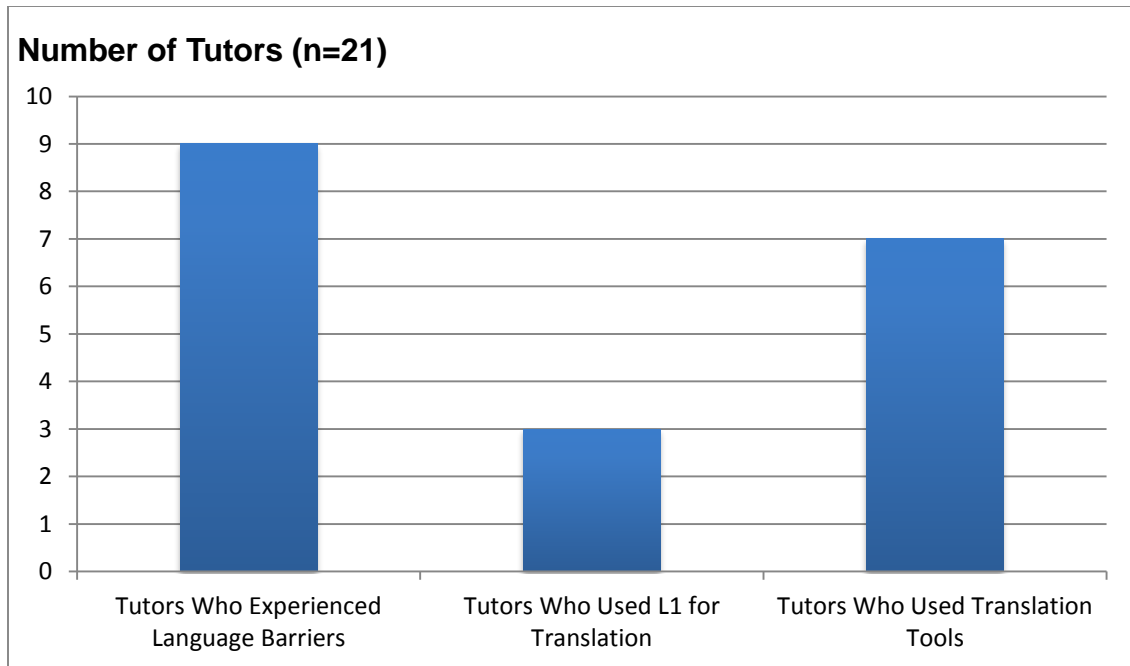
Figure 4.3. Tutors Who Experienced Language Barriers during Tutoring

Peer Assistance among Tutors. The majority of tutors found peer assistance from their partner extremely beneficial. Tutors were exposed to different perspectives and new teaching strategies that would be useful for their future teaching. Tutors advised each other, provided assistance, and shared their knowledge and experiences among each other. Primarily, most tutors equipped each other with materials such as worksheets, video links, and graphic organizers that were useful for the tutoring session. By posting lesson plans on the Wiki, tutors give beneficial and direct feedback to their partner, which enabled them to make the necessary adjustments before the upcoming session.

One tutor learned that icebreaker activities are essential to build a relationship with the tutee. Another tutor was advised by his/her partner to use

exercises in topics that interest the tutees to sustain their attention. By using this strategy, the tutee could be more motivated to practice reading activities such as skimming and scanning. Moreover, another tutor was amazed by the resources his/her partner revealed; a website that had videos, grammar lectures, various grammar examples and activities that the tutor used extensively during the tutoring sessions. One tutor used the strategy of retelling the story with reading exercises by making the tutee retell what she or he had read in order to enable the tutee to memorize and recall new vocabulary.

Using Online Lessons in Private Tutoring. Most of the tutors utilized online lessons with videos during the tutoring sessions. Some tutors used only tutorial videos while face-face tutoring and others did not employ any forms of online tutoring in any of the tutoring sessions (see Figure 4.4).
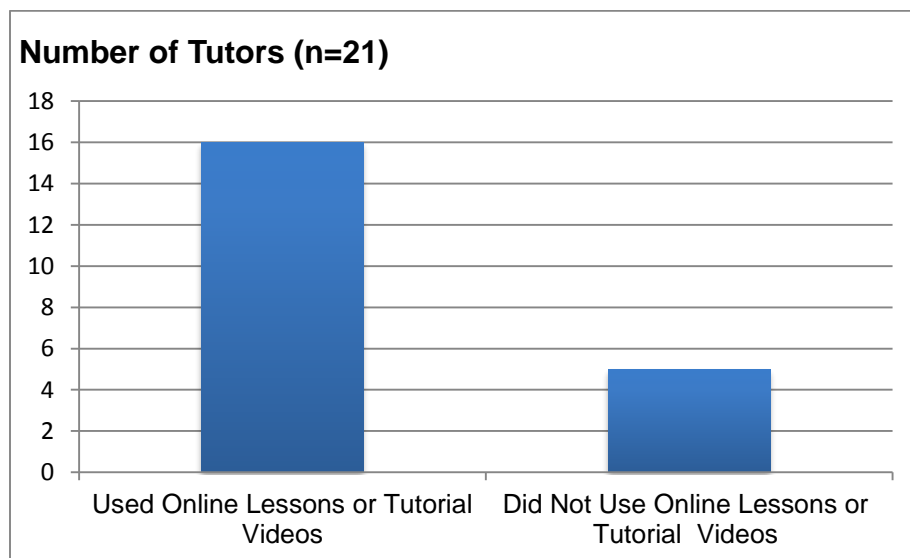
Number of Tutors (n=21)

Figure 4.4. Tutors Who Used Online Lessons during Tutoring

When it came to integrating online lessons in private tutoring, there were different perspectives from the tutors. However, the majority of tutors preferred face-to-face tutoring because it enabled them to establish better relationships with their tutees and provide direct communication in deeper level. Tutors believed that the language differences and barriers would make online lesson more difficult for the tutors to explain information to their tutees, while in face-to-face sessions they were able to use gestures and body responses to give clear explanation of thoughts and ideas. During the face-to-face sessions, tutors used activities, such as role-play and drawing, when explaining new terms and complex ideas. Face-to-face interaction enabled tutors to provide their tutees with direct feedback and answer any questions that arose.

Some tutors believed that online lessons are equally as effective as face-to-face lessons, especially for instructional conversation. Some tutors found that using online lessons as a homework or as an introduction to the lesson was an effective strategy that facilitated students' understanding of the taught content. Another tutor believed that online tutoring could work well for the tutees and the tutors if it was organized with the correct equipment. Figure 4.5. presents in detail the number of tutors who preferred face-to-face tutoring verses those who preferred online tutoring.
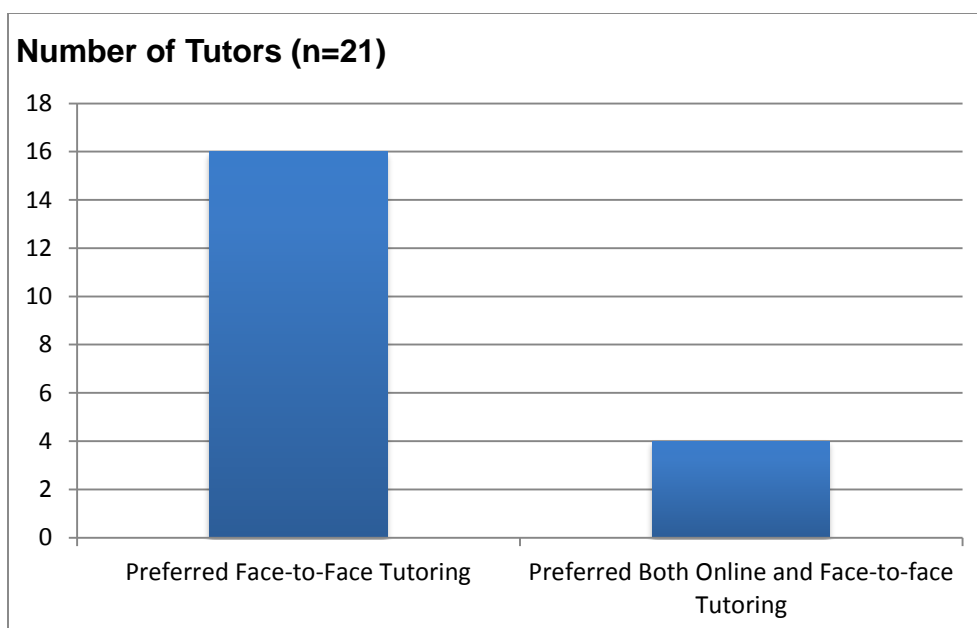
Figure 4.5. Preferred Tutoring Style

Tutors' Perspective Toward the Tutoring Experience. All of the tutors believed that the tutoring sessions were successful and beneficial. They enjoyed building relationships with their tutees and seeing the enthusiasm and eagerness from their tutees toward learning, using new teaching styles to achieve their ambition. They obtained new teaching strategies and effective lesson-planning skills that improved their teaching skills. They believed that they contributed to promoting their tutees' learning skills and provided them with strategies that assisted L2 acquisition. Tutors thought that their ability to illustrate content improved significantly, and they were able to determine the most suitable materials according to the tutees level of proficiency. They also reported that embracing L1 during the tutoring was an effective approach that facilitated the

tutees' understanding and ability to acquire the lesson content. Some tutors admired how they learned new information about the tutees' culture from their tutees. Finally, they believed that the tutoring experience was enjoyable as well as beneficial.

Analysis of Tutees' Reflection Questionnaires

The first question included in the tutees' reflection sheet asked about what they learned the most from the tutoring experience. Because the tutees were L2 learners of English, they focused on the four main skills that facilitated and developed their acquisition of the English language; reading, writing, grammar, vocabulary and listening/speaking. During the tutoring sessions each tutee focused on one or two of these skills in which they faced the most difficulties. There were some tutees who chose to focus on more than one skill during the sessions. The tutees' reflection sheets illustrate that the tutees improved significantly in the areas they chose to focus on during their tutoring. Figure 4.6. presents in detail the number of students and the skills that they developed the most during their tutoring sessions.

During the tutoring sessions, the majority of students chose to improve their writing skills. Advanced students were taught how to build an academic essay for high-stakes tests. They learned strategies for writing an effective summary, brainstorming ideas, and creating logical sentences. Intermediate students learned to develop the basic writing of a paragraph, such as learning the elements of structuring and organizing academic paragraphs and essays.

Other students learned how to construct an outline before starting the actual essay writing, and how effective this is in facilitating the writing process. Beginner students improved their sentence structure, particularly when writing topic sentences.

Number of Student (n=21)
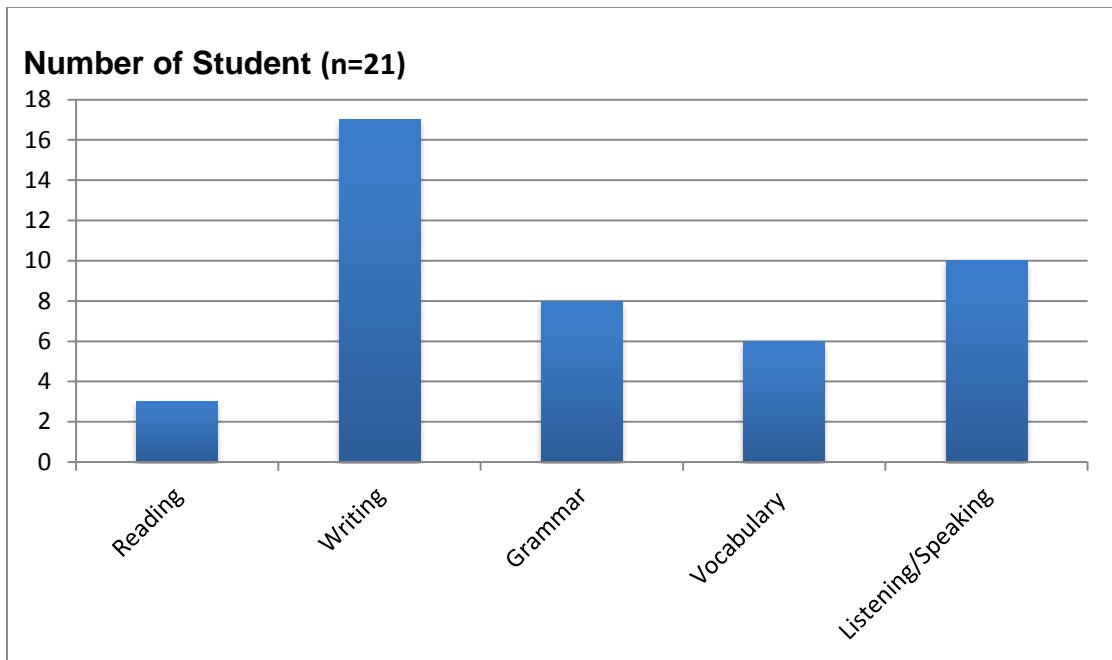
Figure 4.6. Students' Areas of Improvement

In addition, some students built vocabulary banks based on the major that they were going to study, such as biology and medical terms. Other students gained academic vocabulary to assist them in their essay and paragraph writing. Some students obtained new vocabulary while practicing their speaking skills. Most students improved their speaking and pronunciation skills during interaction with their tutors. During the tutoring sessions, students enhanced their

communication skills as well as pronunciation skills in English vocabulary. They feel more confident about their speaking skills, which encouraged them to initiate conversation about various topics with new instructors or native-English speakers.

Moreover, students who were tutored in grammar found it beneficial for using the correct form of tenses independently in both writing and speaking. Some believed that mastering the grammar rules contributed to enhancing their speaking skills. Beginner students felt that English has a lot of tenses and grammar rules that are confusing for them, and working with private tutors furthers their understanding of these rules. Also, in reading, some students developed their understanding of various types of texts such as narrative and expository texts. They improved their abilities to identify the main idea and supporting details as well as capture the general purpose of any text.

Communication Between the Tutees and the Tutors. During the tutoring sessions, there were some students who thought that the utilization of L1 facilitates understanding and communication between them and their private tutors. They used it as a means to describe difficult words that they could not express in English and to negotiate sentence meaning, especially of complex ideas. Some students asked their tutors to use L1, particularly in grammar, because the tutees believed that grammar required clear explanation. Some students used L1 to provide examples and take notes during the tutoring sessions. Other students used their L1 (Arabic) with Google translator and

mobile translation applications to translate their words to English if their tutor did not speak their first language, and this made the tutor better able to understand what the student was trying to say. Some tutees asked for the assistance of another tutor who shared their first language to translate what they were trying to explain to their tutor. Some students did not use L1 because it was not the same as their tutor's L1 and instead had to use English as a common language to communicate or negotiate the topics. Figure 4.7 below presents the number of students that used L1 during their tutoring.

Number of Students (n=21)

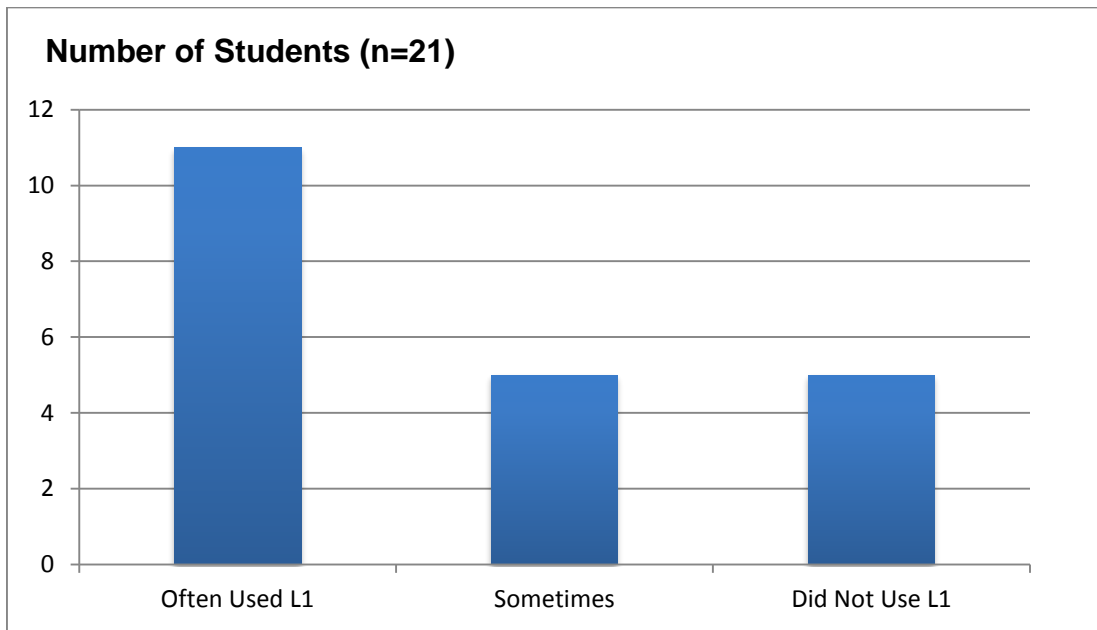| Category	Number of Students
Often Used L1	11
Sometimes	5
Did Not Use L1	5

Figure 4.7. Students' Embrace of L1 During Private Tutoring

Using Online Lessons. The majority of tutees did not prefer to use online lessons during their private tutoring; they believed that face-to-face interaction was more beneficial and effective for second-language acquisition. They argued that it is easier to communicate with the tutors and receive immediate feedback. They also reported that during face-to-face interaction, the tutor the instructor used diagrams, graphics, and gestures that assisted in understanding the topic under discussion. Some tutees believed that online lessons are more beneficial when they reach an advanced level of the language.

There are three tutees who found helpful the YouTube videos and visual materials that were in the online lessons, and other tutees suggested using media, such as Skype video chat, during tutoring or using teaching applications on cell phones. One tutee preferred face-to-face tutoring and at the same time liked the idea of online lessons and thinks they are useful.

In sum, tutees who participated in this community of practice obtained benefits from the tutoring experience in different areas, especially those where they found difficulties. Tutees felt more confident regarding their English-language proficiency they could notice the improvement in their writing and speaking proficiency; Moreover, the majority of students embraced L1 during their tutoring sessions to enhance their understanding of the discussed subjects and to express their point of view during negotiations. Furthermore, most tutees preferred face-to-face private tutoring over online lessons because it supported

direct corrective feedback from the tutors and led to more effective

communication.

In sum, both tutors and tutees found their teaching experience productive.

Chapter 5 contains further conclusions in detail.

CHAPTER FIVE

CONCLUSION

Analysis of the Results

Nowadays, building a community of practice is encouraged in many institutes and organizations. This study was designed to document the efficacy of collaborative work within a community of practice among EFL instructors. The study aimed to investigate the benefits that tutors obtain from participating in a community of practice, and its impact on their teaching skills; as well as investigating the effects of tutors' interaction in a community of practice, effect on the tutees' tutoring, and the reflection of both tutors and tutees about the tutoring experience. Moreover, the study intended to reveal the tutors' and the tutees' perspectives toward online lessons and videos as a part of the tutoring experience.

The tutors' community of practice on the Wiki had the three main characteristics that must exist in any community of practice: first, all of the participants shared the same domain, which is teaching EFL learners. Second, all of the community members were committed to this domain; members within the community shared their experience and knowledge with each other and provided advice and suggestions. Finally, members participated frequently. Tutors created a repertoire of resources that they shared during tutoring.

The results of the study showed that tutors' participation within a community of practice is considered a significant approach for developing their teaching skills. Tutors learned collaboratively from each other; they shared their knowledge and experience with their peers. All of the tutors were active members within the community and gave advice for their peers or posted various materials on the Wiki that enriched their knowledge regarding EFL tutoring. Tutors acquired new teaching strategies and techniques from their peers. Some tutors learned appropriate methods for creating an effective lesson plan for each tutoring session. Some tutors discovered their strengths and weakness and improved those weaknesses with their peers' assistance. Others learned the best way to estimate their tutee's level of proficiency as well as methods to evaluate tutees' skill development during tutoring. The majority of tutors shared video link, worksheets, and different types of materials that they found beneficial and that assisted them during tutoring.

Building a community of practice for the tutors affected the tutees as equally as the tutors. The tutors and the tutoring sessions positively affected tutees and enhanced their level of proficiency in the target language. All of the tutees found the tutoring sessions beneficial and reported that tutoring assisted them to develop the skills in which they faced difficulties in their acquisition of English. Students developed in all of the main skill areas: reading, grammar, writing, vocabulary and listening-speaking; however, the majority of tutees found that their writing and speaking skills enhanced significantly. Tutees were able to

understand the basics of writing, and acquired strategies for writing such as outlining and brainstorming. Others built a rich vocabulary bank and were able better to understand the word meaning from the context and enhanced their word pronunciation. Some students enhanced their reading skills and acquired strategies such as skimming and scanning. Lastly, students felt more confident using English during their discussion with the tutors and daily conversations.

One obstacle that faced some tutors while they were tutoring was the language barrier. Both the tutees and the tutors found occasional difficulties in communication because of the language differences. As a result, when the tutors and the tutees spoke the same L1, they used it as a means to discuss and negotiate difficult terms and complex ideas. In contrast, the tutees and the tutors who had different L1s had to communicate using their common language, English. They often used Google translator or translation apps to express themselves. Tutors who faced language differences with their tutees used gestures or drawings, or asked another tutor who spoke the same language as the tutees for translation. The majority of tutees utilized L1 during their tutoring or used translation tools if they had different L1 than their tutors.

The majority of both the tutees and the tutors preferred face-to-face tutoring than online lessons. They found that face-to-face tutoring enabled them to communicate better by using gestures and eye contact. Face-to-face sessions assisted in building tutor-tutee relationships and learning each other's culture. Tutors found that they accomplished more in face-to-face tutoring in a short

amount of time. Tutors found that in face-to-face tutoring they were able to use activities that interested the tutees and used drawing and graphics. Some tutors found using online lessons a beneficial strategy when they were viewed as an introduction to the lesson or as homework. Few tutees found the video links useful that were sent during the online lessons. Both the tutees and the tutors found that face-to-face tutoring was more effective because they could ask questions and give feedback.

In conclusion, developing a community of practice for tutors was beneficial for both the tutors, in particular, and the tutees. The tutors obtained various teaching strategies and skills that enhanced their self-confidence as instructors of EFL. Community-of-practice interactions through sharing experience and materials definitely were useful for the tutors in building confidence and efficiencies for their teaching careers. Both the tutors and the tutees who participated in the community of practice found noticeable advantages: they developed new skills and strategies throughout the process. Moreover, they all preferred face-to face tutoring over online because it provide direct feedback; they also found it more humanistic.

Recommendations for Future Study

The secondary goal of this study was to determine the effectiveness of embracing online lessons during private tutoring. The findings that were collected from the data (tutees' and tutors' questionnaires) have identified some variables

that influenced the tutors' and the tutees' perspectives about the use of online lessons during private tutoring.

This study included participants from different languages and cultural backgrounds; to get more accurate results, the participants' prior awareness of technologies or online tutoring, in particular, and whether it existed in their educational system or not, would need to be measured before starting the online tutoring. In case that there are participants who are not familiar with online tutoring, one would need to provide workshops, orientations, or tutorial sessions to educate them regarding the online courses or online lessons. This provision would contribute to more precise results regarding research on online tutoring.

Furthermore, tutees' level of English proficiency has to be taken into consideration. Embracing online lessons for EFL tutoring is recommended for intermediate or advanced learners of English because beginners need to have direct feedback from the instructors and have the opportunity to ask necessary questions immediately. Beginner-level EFL learners are not capable of expressing themselves electronically in media such as emailing.

Lastly, tutors who participate in online tutoring must also have experience in online tutoring. Online tutoring requires technological knowledge on the part of the instructor; not all instructors are able to tutor online effectively. In case that tutors are not familiar with online tutoring, they must attend a preparation course that teaches the best methods to apply during online tutoring and enables them to integrate technology to assist language acquisition.

In conclusion, there are certain aspects that should be taken into consideration for future research on online tutoring. First, participants must have prior awareness and experience of online tutoring. Second, learners' levels of English proficiency must be intermediate or advanced because they do not require constant direct feedback from the instructor. Finally, one must ensure that the tutors are capable and experienced in using technology for online tutoring.

APPENDIX A

REFLECTION QUESTIONNAIRES

Reflections about the Tutoring Sessions

Tutor name: _____

1. How much did you know about the subject before the tutoring started?

2. How do you feel about the tutoring sessions? What parts did you particularly like or dislike? Why?

3. What problems did you face while you were working on the tutoring? How did you solve them?

4. What did you learn most from this tutoring experience? What benefits did you gain? How did you benefit from the peer assistance? Did you learn any new strategies?

5. If you tutored online, which did you prefer--the online or the face-to-face sessions? Why?

6. Can you offer some suggestions to improve the tutoring experience?

Reflections for the Tutee

Name: _____

Please answer the following questions:

7. What did you learn most from this tutoring experience?

8. Did you notice any improvement in your English? If so, what kind?

9. Did you use your first language during the sessions' interaction? Was this of benefit?

10. How do you feel about the tutoring sessions? What parts of them did you particularly like or dislike? Why?

11. If you were tutored online, did you prefer more the online or the face-to-face sessions? Why?

12. Can you give some suggestions to improve online tutoring?

13. Is there any other comment(s) you would like to add?

APPENDIX B

INSTITUTIONAL REVIEW APPROVAL FORM

Academic Affairs
Office of Academic Research • Institutional Review Board

June 30, 2015

Ms. Doaa Mahrous and Prof. Lynne Diaz-Rico
Department of Teacher Education and Foundations
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

CSUSB
INSTITUTIONAL
REVIEW BOARD
Expedited Review
IRB# 14101
Status
APPROVED

Dear Ms. Mahrous and Prof. Diaz-Rico:

Your application to use human subjects, titled "A Third-Culture Approach to Tutoring in an Intensive English Language Program" has been reviewed and approved by the Institutional Review Board (IRB). The attached informed consent document has been stamped and signed by the IRB chairperson. All subsequent copies used must be this officially approved version. A change in your informed consent (no matter how minor the change) requires resubmission of your protocol as amended. **Your application is approved for one year from June 25, 2015 through June 24, 2016. One month prior to the approval end date you need to file for a renewal if you have not completed your research. See additional requirements (Items 1 – 4) of your approval below.**

Your responsibilities as the researcher/investigator reporting to the IRB Committee include the following 4 requirements as mandated by the Code of Federal Regulations 45 CFR 46 listed below. Please note that the protocol change form and renewal form are located on the IRB website under the forms menu. Failure to notify the IRB of the above may result in disciplinary action. You are required to keep copies of the informed consent forms and data for at least three years. Please notify the IRB Research Compliance Officer for any of the following:

1) **Submit a protocol change form if any changes (no matter how minor) are proposed in your research protocol for review and approval of the IRB before implemented in your research,**
2) **If any unanticipated/adverse events are experienced by subjects during your research,**
3) **To apply for renewal and continuing review of your protocol one month prior to the protocols end date,**
4) **When your project has ended by emailing the IRB Research Compliance Officer.**

The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval notice does not replace any departmental or additional approvals which may be required.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, the IRB Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval identification number (listed at the top) in all correspondence.

Best of luck with your research.

Sincerely,

Judy Sylva

Judy Sylva, Ph.D., Chair
Institutional Review Board

JS/MG

909.537.7588 · fax: 909.537.7028 · http://irb.csusb.edu/
5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

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