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Tracing Agency Development in a Young EFL Learner: A Shared Reading Case Study

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Abstract

Purpose

This study investigates the developmental trajectory of personal agency in a young EFL learner during an eight-week shared reading program. It explores how the learner moved from socially guided participation toward more proactive and self-directed engagement, as he progressively enacted agency within a socially mediated shared reading context. Particular attention is given to how classroom and home literacy experiences provided conditions that enabled this development.

Main Theories or Conceptual Frameworks

Grounded in Bandura's (2001) social cognitive theory, the study adopts four core dimensions of personal agency— intentionality, forethought, self-reactiveness, and self-reflectiveness— as its analytical framework. These dimensions guided the

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coding and interpretation of the learner's behaviors across classroom and home settings, allowing for a process-oriented analysis of how agency was enacted and developed over time.

Research Design/Methods/Participants

Using a qualitative single-case study design, the research followed a nine-year-old beginner EFL learner, Andy, over eight weeks of shared reading practice. The first five weeks focused on classroom-based shared reading, followed by three weeks of home-based rereading. Data sources included classroom recordings, teacher logs, semi-structured interviews, and over 800 LINE messages documenting home-based interactions. Through a systematic analysis of multi-source data, the study traced the learner's evolving patterns of agentic participation across contexts.

Research Findings or Conclusions

Findings reveal that Andy's agency evolved from externally guided participation to increasingly internalized self-regulation. During the initial five weeks, his engagement was closely aligned with structured teacher support. Subsequently, Andy demonstrated a recursive monitor-adjust-reimplement-reevaluate cycle; for instance, he identified comprehension gaps (monitoring) and applied classroom-learned strategies to mark complex words (adjusting). These behaviors extended to the home context, where he voluntarily initiated rereading sessions and shared personal interpretations (reimplementing), ultimately validating these strategies through enhanced self-efficacy (reevaluating). The evidence suggests that learner autonomy and literacy ownership were progressively enacted, while cross-contextual social mediation provided conditions that supported this development.

Theoretical or Practical Insights/Contributions/Recommendations

The study offers empirical insight into how the four dimensions of agency are enacted within an early-stage EFL literacy context. Practically, it highlights that

shared reading– when integrated with structured teacher guidance and responsive parental involvement– can create conditions that facilitate the development of agency and reading ownership. The study recommends that teachers and caregivers engage learners through dialogic reading and open-ended questioning to create sustained, interactive reading experiences that support the development of agentic learning.

Keywords: agency development, EFL literacy development, parental involvement, personal agency, shared reading

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英語初學者能動性發展之探究： 共享閱讀的質性個案研究

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摘要

研究目的

本研究探討一位EFL初學者在八週共享閱讀課程中個人能動性的發展歷程。研究聚焦於學習者如何在共享閱讀情境中，從初期較依賴外在引導的參與方式，逐步轉向較具主動性與自我導向的學習行為，並關注課堂與家庭閱讀經驗如何作為情境條件，促進此一發展歷程。

主要理論或概念架構

本研究以Bandura（2001）所提出的社會認知理論為理論基礎，聚焦於個人能動性的四個核心面向：意圖性（intentionality）、前瞻性（forethought）、自我反應性（self-reactiveness）與自我反思性（self-reflectiveness）。此四向度作為資料分析與詮釋架構，用以探討學習者如何在不同學習脈絡中展現、調整並發展其能

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動行為，並從歷程觀點分析其由外在引導轉向內化調節的動態變化。

研究設計／方法／對象

本研究採質性單一個案研究設計，追蹤一位九歲英語初學者Andy在八週共享閱讀歷程中的表現。前五週為課堂共享閱讀，後三週延伸至家庭重讀活動。資料來源包括課堂錄音、教師日誌、Andy與家長的半結構式訪談，以及超過800則記錄家庭閱讀互動的LINE訊息。透過多元資料的系統性分析與交叉比對，本研究描繪學習者能動行為在不同脈絡中的發展軌跡。

研究發現或結論

研究發現Andy的能動性展現經歷了從「外在引導參與」到「內化自我調節」的動態轉變。在前五週中，Andy的參與多與教師的結構化支架與同儕互動相互連動；隨後，他逐漸展現出「監控—調整—運用—評估」的循環機制，例如主動發現理解落差（監控），並運用課堂學習的策略標註難詞（調整）。資料顯示，這些行為進一步延伸至家庭脈絡，Andy開始主動重讀故事並向家長分享個人詮釋（運用），最後透過自我效能感的提升確認策略的有效性（評估）。整體而言，研究顯示個人能動性是透過學習者的主動參與和自我調節逐步展現並內化，而跨情境的社會互動則提供有利於其發展的情境條件。此一發展歷程亦顯示，學習者在不同情境中所累積的閱讀經驗與策略運用，能逐步轉化為穩定的學習行為，進一步強化其在面對新文本時的主動參與與理解能力。

理論或實務創見／貢獻／建議

本研究從理論層面補充了EFL識字脈絡中個人能動性四向度的實證性詮釋與歷程性說明，並指出能動性發展具有動態性與情境性特質。在實務上，共享閱讀若能提供學習者參與、表達與反思的機會，並結合適度的教師引導、同儕互動與家長參與，將有助於促進其能動學習與閱讀主體性的發展。研究建議教師與家長可透過對話式閱讀與開放式提問，營造具互動性與支持性的閱讀經驗，以促進兒童能動學習的形成與深化，並進一步支持其長期語言發展與學習動機的建立。

關鍵詞：能動性發展、英語識字發展、家庭參與、個人能動性、共享閱讀