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**The power of imagined target communities on EFL literacy practice:
A sociocultural perspective**

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Inspired by the notion of imagined community (Norton, 2013) and critical literacy (Bishop, 2014) with regard to language learning and identity construction, this study intended to challenge the fixed identities and roles that learners often play in the skills-based learning environment by creating a problem-based learning community. Forty advanced EFL (English as a foreign language) learners were engaged in the discursive processes of reading-to-write and writing-to-read to create multimodal texts for an imagined target audience that was identified by learners themselves. Weekly reflection entries, in-progress group discussion, questionnaires, individual reflection papers, and final written products were analysed, based on the socio-cultural model proposed by Gee (2010). The research aimed to understand how a different worldview, multimodal semiotics, and scaffolding in literacy activities co-constructed and reinvented new reader-writer identities and (re-)shaped contents and ideas for their target audiences. The discussion will centre on important implications for the power of imagination and critical literacy education, and for multimodal literacy practice for reading-writing with specific purposes.