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Implementing Genre Pedagogy in an Adult ESL Classroom: A Novice Teacher's Diary Study

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IMPLEMENTING GENRE PEDGOGY IN AN ADULT ESL CLASSROOM:

A NOVICE TEACHER'S DIARY STUDY

by

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and for all they have done, I am eternally grateful. I admit that this is not a standard

acknowledgment, but I do not desire to display my biases by listing names, in which case

I would inevitably fail to recognize several deserving individuals. However, I do wish to

extend my especial gratitude to my capstone committee, who have been unwavering in

their support and encouragement. There were certainly times when I felt inadequate to the

task of this capstone; thankfully, they vehemently disagreed. All errors in the following

text are mine alone.

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CHAPTER ONE

Introduction

Meeting Standards for Adult English Learners

Equitable education for all learners in the United States has significant implications inside and outside the classroom. This is especially true for adults who are English learners (ELs). Central to this equity paradigm, and the foundation for best practices, is the institution of rigorous academic standards for learner achievement. These standards are exemplified in two documents: the Common Core State Standards (CCSS) in K-12 education (National Governor's Association for Best Practices & Council of Chief State School Officers, 2010) and the College and Career Readiness Standards for Adult Education (CCRS; U.S. Department of Education, Office of Vocational and Adult Education, 2013). The development of the CCRS was a response to the need for standards-based education for adult learners and was designed to integrate with the CCSS (Pimentel, 2013). As a result of this work, academic rigor has increased in order to support the career pathways and other provisions in the Workforce Innovation and Opportunity Act (WIOA) of 2014 (as summarized in Bird, Foster, & Ganzglass, 2014). For instance, adults are expected to routinely engage with complex informational text, found frequently in the workplace and higher education, and make meaning from these documents (Pimentel, 2013). They are also expected to draw evidence and construct knowledge based on their interactions with informational text. Developing these skills is critical to the academic and workforce success of all adults, particularly ELs. These learners must interact in environments that are potentially cognitively, linguistically, and culturally challenging. Thus, there has been an impetus in the field of English as a

Second Language (ESL) education to investigate instructional approaches that can effectively support ELs in their language development in different contexts, and in turn, support their teachers as they provide quality instruction. Of relevance to this study is the Australian education systems' work on integrating linguistic theory, research, and educational practice in the interest of serving all learners and meeting their varied needs.

The linguistic theory underpinning educational practice in Australia is Systemic Functional Linguistics (SFL). Initially developed by Halliday in the 1960s, SFL analyzes language use in terms of the social context of communication and the language functions that serve to communicate the author's message (Halliday & Matthiessen, 2014). Researchers in the 1980s and 1990s applied SFL to texts used in the Australian educational system and explicitly identified a variety of academic contexts that used language in specific ways to communicate the author's message in specific situations (Martin, 2009). Explicitly teaching these contexts, communicative purposes, and language choices comprises *genre pedagogy* (Martin, 2009)*.* This study will use *genre* to describe different contexts of language use in academic, workforce, and life skills contexts that are relevant to adult learners. Operationalizing genre pedagogy in classrooms led to the development of the teaching/learning cycle (Burns & de Silva Joyce, 2007; Martin, 2009). This instructional method supports learners as they develop explicit knowledge and control of genres in a variety of communication contexts (Martin, 2009).

This thesis seeks to broaden the investigation of the teaching/learning cycle's potential to support adult ELs in their social and academic language development. In this study, I kept a teaching diary of my work as a novice teacher with adult ELs while I

incorporated genre pedagogy and the teaching/learning cycle into my practice. Through a qualitative analysis of my diary, I discuss the successes and challenges of my experience, and identify potential implications for colleagues and teacher-educators who are interested in applying genre pedagogy to ESL education. I also explore the ramifications of reflective practice in this study, and its potential to influence the development of best practices. By thoroughly describing my experience, and explicitly distinguishing between my roles as a researcher and a participant, I seek to establish this diary study's trustworthiness and relevance to the field (Lincoln & Guba, 1985). Trustworthiness is used by Lincoln and Guba to encompass the components of a sound qualitative study: credibility, transferability, dependability, and confirmability (see also Bailey, 1983). These concepts are discussed further below.

The following sections introduce the reader to the central concepts examined in this study. The development of genre pedagogy and the teaching/learning cycle will be discussed in brief, followed by an overview and definition of novice teachers. Next, I situate myself as a participant and a researcher in this study, and describe the genesis of this capstone thesis, including my interaction with genre pedagogy before this study. The introduction concludes with the guiding questions for this research, a summary of the significant points of this chapter, and an overview of the remainder of the capstone.

Genre Pedagogy, the Teaching/Learning Cycle, and ESL Education

The increased rigor of standards in adult basic education poses linguistic, cognitive, and sociocultural challenges for ELs (Pimentel, 2013). In order to meet these challenges, learners and teachers can benefit from a common language with which to understand and create meaning. Halliday's theory of SFL states that language is a tool

that humans use to communicate messages and understand the messages of others

(Halliday & Matthiessen, 2014). In this meaning-creating conception, language

establishes and maintains relationships and has the potential to enact the author's purpose

in a variety of contexts. Similar purposes and contexts for communication define specific

text genres, which together constitute a range of social meanings that are possible in a

society (Martin & Rose, 2008). Research on genre has specified text structures and

purposes that serve to differentiate genres; this process began with texts in Australia's

primary schools, and later included texts from secondary school and adult learning

contexts over the 1980s and 1990s (Martin, 2009).

     After identifying a range of genres that learners needed to control for successful

educational achievement, research investigated best practices in instruction that supported

learners' knowledge and use of genres for effective communication across subject areas

and throughout the years of schooling (Martin, 2009). Working in collaboration with

teachers, Rothery (1989, 1996, as cited in Martin 2009) formulated a teaching practice

that provided learners explicit instruction as they moved from general knowledge about

the parameters of a genre to recognizing significant text features, and then creating texts

with teacher support and then without this support. This instructional practice, known as

the teaching/learning cycle, seeks to make the function and structure of genres visible so

that learners can produce texts to accomplish various academic purposes (Martin, 2009).

     The teaching/learning cycle developed further as a tool for providing adult

learners genre-based instruction. Feez with Joyce (1998) details a syllabus design that

uses the teaching/learning cycle in adult ESL instruction to meet the adult education

standards in Australia. This cycle of instruction consists of five stages: building the

context, modelling and deconstructing the text, joint construction of the text, independent

construction of the text, and linking to related texts. I will briefly describe this version of

the teaching/learning cycle, as depicted in Figure 1, because it is the one that I based my

planning on during my diary study. the goals of each of the five stages.

Building the context, also referred to as setting the context (Rothery, 1996, as

cited in Martin, 2009) and building the field (Martin, 2009), introduces learners to the
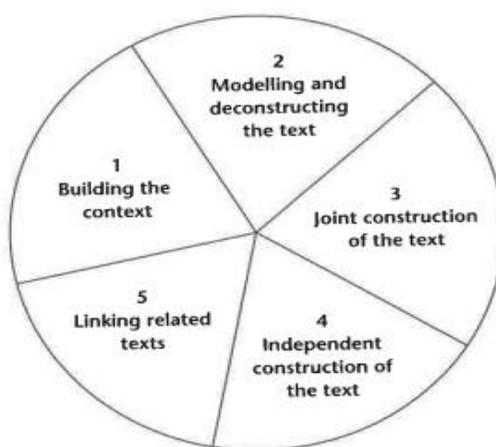
Figure 1. Teaching/Learning Cycle Stages. Reprinted from *Text-based Syllabus Design*

(p. 84), by S. Feez with H. Joyce, 1998. Sydney, Australia: National Centre for English

Language Teaching and Research. Copyright 1998 by Macquarie University.

genre. Some elements of this stage are the topic and context of communication, the

purpose and function of the genre, and how discourse participants are related (Feez with

Joyce, 1998). The following stage, modeling and deconstructing the text, emphasizes the

language features that are important to effectively construct the genre. Learners also

begin to connect the genre's register and purpose to the specific language forms that

construe relationships and make textual meaning. After teachers unpack the language of a

genre, they create a text with input from learners. This section is called joint construction

and serves to bridge the teacher modelling and learners' ability to use the genre and

language features independently. This independent construction of text may be an

individual or collaborative effort. The final stage is linking related texts, where learners

compare different genres within a topic, explore the use of one genre across different

topics, or examine the results of choosing different genres for a communication context.

Although this description of the teaching/learning cycle is presented sequentially,

instruction can move among the stages in any pattern that meets the needs of the learners

and fits with the learning context. Other models of the teaching/learning cycle include

multidirectional arrows to emphasize the adaptability in sequencing stages, as seen in

Figure 2.
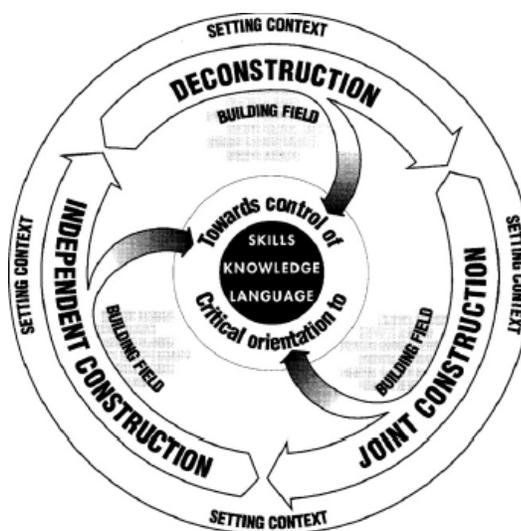
Figure 2. Rothery's Teaching/Learning Cycle. Adapted from: Rothery, 1996, as cited in

Genre and language learning: A social semiotic perspective, by J.R. Martin, 2009,

Linguistics and Education, 20, p. 16. Copyright 2009 by Elsevier Inc.

Defining Novice Teachers

Before elaborating on my role as a participant and a researcher, it is necessary to define novice teachers for the purpose of this study. In order to avoid making *novice* a subjective term, several studies have defined the term using quantitative or qualitative approaches, and sometimes both. In a review of novice teacher literature, Farrell (2012) considers studies that included ESL teachers who had taught for three years or less. While admitting that some interpretations of *novice* could change due to an individual's context, Farrell limits this term to identify newly licensed ESL teachers in their first three years of teaching.

Conversely, Tsui (2003) does not provide a fixed term of service to define novice teachers. Tsui states that the term *novice teacher* usually describes those with little or no teaching experience, such as pre-service teachers or first-year teachers. However, Tsui identified a second-year teacher in the study as "very much a novice" (p. 4), which may indicate that strict quantifiers alone may not be enough to define novice teachers. In fact, Tsui concludes the case study analysis by suggesting the existence of expertise in specific areas of teaching, which follows the findings of Dreyfus & Dreyfus (1996, as cited in Tsui, 2003) in their research in the healthcare field. A situational definition of novice teachers would mean that teachers could have many years of experience, but they could still be considered novices in some areas of their practice.

In contrast to these instances of direct negotiation with the concept of *novice* in Farrell (2012) and Tsui (2003), several studies have constructed their definition of novice teachers based on the number years a teacher has in the field. Some research has studied teachers-in-training or first-year teachers as novice teachers (Gavish & Friedman, 2010;

Kanno & Stuart, 2011; Numrich, 1996); other studies have expanded the definition of a novice teacher to those teaching three or sometimes four years in the field (Baecher, 2012; Faez & Valeo, 2012; Fantilli & McDougall, 2009; Schmidt, Klusmann, Lüdtke, Möller, & Kunter, 2017). Based on these differences in participant demographics, there is no agreement on the exact number of years of experience a novice teacher has.

Even though quantitative benchmarks may provide an easy and accessible definition for novice teachers, there have been attempts to redefine *novice* by level of skill (or perceived skill), rather than by years of experience. As described above, Tsui (2003) points to the possibility of teachers being more novice or less novice in specific areas of their teaching practice. Golombek and Johnson (2004) provide evidence for a novice teacher continuum by analyzing teacher diaries that illustrate the interaction of experience, context, and competence. The most experienced teacher in the study was teaching in a new school and recognized their own novice teacher qualities in their work as they kept a teaching diary. Thus, Golombek and Johnson suggest a continuum for novice teachers, and demonstrate that one can change points from expert to novice throughout one's career, especially due to new situations or teaching contexts. Therefore, the concept of novice teacher as one who is embarking on a new context for learning and teaching will be used for this study. The next section explicitly defines my background and research roles for this study.

Background and Roles of the Researcher

From the previous discussion of novice teacher definitions, there is no consensus on what constitutes a novice teacher, from years of service, or habits of practice. Despite the disagreement on defining novice teachers in the literature, I will claim this identity in

the present study. Following the description of my interest in genre pedagogy, I will detail the rationale for situating this study within novice teacher research. Finally, I will describe my teaching role to close this section.

My experience with genre pedagogy. My first experience with SFL and genre pedagogy was in June 2013, where I enrolled in a graduate-level pedagogical grammar class required for K-12 ESL licensure. This happened to be the first semester where the focus of the class shifted from a structural orientation on language forms to a functional approach informed by SFL and genre pedagogy. I have always been interested in the methods people use to communicate messages for specific purposes, so I was excited to learn about grammar from a functional perspective. While I recall that the class was challenging, especially as I attempted to process complex language functions and technical terminology, I created additional challenges for myself. For instance, I decided to apply functional text analysis to a poem, something that the professor had not seen a pre-service teacher try before. My willingness to try new ideas and engage critically with new material were contributing factors that helped me connect with genre pedagogy.

This experience was invigorating and I had a strong desire to continue applying genre pedagogy to my volunteer work with adult ELs. As I have continued learning about the potential to support ELs in their development of language and knowledge of work and life contexts, I have had the privilege to co-present at conferences with colleagues who are also applying genre pedagogy to their language teaching contexts. This community learning experience has been crucial to my continued development in using genre pedagogy in my language teaching practice.

Unfortunately, I have had limited success applying these experiences to my classroom teaching. As an ESL teacher at an urban K-8 charter school, I was able to introduce genre concepts into some curriculum units, but I was not able to sustain these efforts. A lack of support to continue this innovation from administrators stagnated my development, and I questioned the value of my specific applications of genre pedagogy to language teaching. I was concerned that my apprenticeship in genre pedagogy gave me enough knowledge to confuse learners, while I lacked the expertise needed to provide learners with the quality instruction they deserved. This frustration continued through the first two years of my teaching experience, and has only changed recently with my new position as an adult ESL teacher.

My language teaching context. Presently, I am teaching adult ELs at a community-based program in an urban area. English classes are offered in the morning, afternoon, and evening. Students who are enrolled in English classes can also receive tutoring in math, computer skills, and citizenship. The site has achievement goals based on the learners' standardized scores on the CASAS test, which serves as the school's accountability measure for the National Reporting System (NRS) for adult ELs (CASAS, n.d). My English class during the study period had high-beginning to high-intermediate students, corresponding to NRS ESL functioning levels two, three, and four (CASAS, n.d). Learners had a variety of language backgrounds, including Somali, Spanish, Amharic, and Oromo. They also varied in the amount of formal education. While two students had high school diplomas from their native countries, most of the class were Students with Limited or Interrupted Formal Education (SLIFE), some of whom began attending school after arriving in the U.S. The class met for three hours in the evening,

four times a week. Included in this class schedule was one day of computer literacy for one and a half hours, and one day of math instruction for one and a half hours. These two periods comprised the instruction for Thursday, while Monday through Wednesday lessons addressed life and work skills content based on the CASAS competencies (CASAS, 2008).

My identity as a novice teacher participant. Establishing my identity in this study as a novice teacher speaks to my experiences thus far with integrating genre pedagogy into my language teaching practice. At the time of the study, I felt that I had not made a sustained attempt at providing language instruction using genre pedagogy. This perception of relative expertise – or the lack thereof, in my case – aligns with the findings of Golombek and Johnson (2004) and Tsui (2003), who separately concluded that an individual's assessment of their teaching expertise can shift depending on the skills considered and the context for teaching. While I considered myself a novice in many facets of teaching, and I was in the first year at a new teaching position, my primary distinguishing novice quality was the lack of experience I had with implementing the instruction that I had learned as part of my pre-service teacher-training program.

My identity as a phenomenological researcher. Phenomenology describes the investigation of a participant's experience through a detailed account of the events from the participant's perspective (van Manen, 1997). Such studies seek to relate the essential elements of these experiences through thematic analysis. These elements are referred to as *pedagogic themes* by van Manen. It is important to note that van Manen's conception of pedagogy is not restricted to the field of teaching. We can think of moments where we engage in pedagogical practice – either as learners or teachers – in our roles as parents,

children, friends, or colleagues. Although this perspective is beyond the scope of the present study, it underscores the various interactions that take place in our daily lives. Phenomenological study is a method that describes these events and interprets them from the perspective of the experiencer. In one sense, my status as a participant and a researcher makes this task less difficult because I will interpret my experiences. Conversely, establishing the trustworthiness of such a study is made more difficult because of my two roles. Since there are no outside participants who can cross-check my conclusions, I will make my stances as a researcher and a participant clear to the audience (Lincoln & Guba, 1985; Mackey & Gass, 2016). Therefore, as a researcher, I intend to describe the experience in the greatest detail possible and justify my analysis given the data and methodological tools. Despite the potential difficulties of creating data and reaching conclusions about my experience, this approach provides an introspective view of genre pedagogy from the diary of myself as a novice ESL teacher working with adult ELs.

Guiding Questions

This study investigates the intersection of genre pedagogy and novice teacher reflective practice through a diary study. The specific research questions are as follows.

- How does a novice ESL teacher experience the implementation of genre pedagogy through the teaching/learning cycle with adult ESL students?

- What themes emerge from the diary of the novice ESL teacher?

Chapter One Summary and Capstone Overview

In this phenomenological study, I analyzed my diary in order to discover themes that emerged as I implemented genre pedagogy through the teaching/learning cycle in my

language teaching practice with adult ELs. This introduction has situated the study with respect to genre pedagogy and novice teacher research. Furthermore, I have explained my roles as a participant and a researcher in this study and the potential effect on results due to this interaction. This study will be useful to several stakeholders. First, through this diary study, I discuss themes that emerged from my practice and the development of these themes through the course of the study, which may support teacher colleagues who wish to apply genre pedagogy in daily practice. The study also highlights the role of reflective practice in novice teacher development, the implications of which are significant for teachers and teacher-educators. The remainder of the capstone is divided into the following chapters.

Chapter Two reviews the literature of genre pedagogy in education, novice teacher research, and diary studies in language education, with special attention to the diaries of researchers who also participated in their studies. Chapter Three presents the methodology, rationale, data collection, and data analysis techniques used for this study. Chapter Four describes the data from my diary entries and tracks the thematic developments over the course of the study. Chapter Five presents the major findings of my teaching diary study, offers some tentative implications for the field, and suggests topics for future research in genre pedagogy and novice teacher reflective practice. The chapter concludes with my personal reflection on the process of producing this study.

CHAPTER TWO

Literature Review

Chapter Two Overview

This study uses my teaching diary to analyze my experience as a novice ESL teacher who applied genre pedagogy through the teaching/learning cycle. In order to situate this study within the existing literature, the present chapter considers three bodies of research: genre pedagogy, novice teacher research, and diary studies, specifically those of researchers who also are participants in their study. The section on genre pedagogy explores the potential benefits of explicit instructional focus on functional language to support learners' academic language development. It also addresses some complications of implementing genre pedagogy in teaching practice. While the bulk of the research is in K-12 contexts, some research in adult learning contexts is also reviewed. Next, novice teacher research is presented from two perspectives: the research questions addressed in the field, and the relationship between novice teachers and researchers in diary studies. This section of the review includes the considerations that previous research has made to ensure the trustworthiness of diary studies, thereby informing the methodology of the present study (Bailey & Ochsner, 1983; Lincoln & Guba, 1985). The notion of trustworthiness, as explicated by Lincoln and Guba, includes credibility, transferability, confirmability, and dependability. An intersectional analysis of genre pedagogy, novice teacher research, and researcher/participant diary studies will reveal a gap in the current literature. For one, there is an opportunity to extend research in genre pedagogy to include more detail on the practice of novice ESL teachers. Secondly, there is a need to enhance the voice of novice teachers who participate in research. To address these two

research gaps, I conducted a study of my teaching diary to respond to the following questions.

- How does a novice ESL teacher experience the implementation of genre pedagogy through the teaching/learning cycle with adult ESL students?

- What themes emerge from the diary of the novice ESL teacher?

Genre Pedagogy

SFL theory, the guiding framework for genre pedagogy, emphasizes the social purposes of communication and the language functions used to realize these purposes (Halliday & Matthiessen, 2014). Research on language from this functional perspective has influenced literacy education in Australia since the 1980s, resulting in genre instruction that explicates specified knowledge of language choices that authors make depending on the context of communication (Martin, 2009). Martin's review of genre theory development illustrates the profound influence of this research in Australia on education. For instance, the national literacy curriculum sets standards for learners' knowledge of content and knowledge of language use to construct meaning in context. Lately, research on genre pedagogy has expanded geographically; for the purposes of this study, the case of the United States will be considered. The CCRS requires adult ELs to meet the same rigorous content standards as their peers, meaning that these learners must navigate contexts that may pose social, cultural, and linguistic challenges (Pimentel, 2013). The following section will explore research that suggests the potential of genre pedagogy to promote language development for ELs in these varied contexts.

Genre pedagogy research in K-12 contexts. One method of research used to study the application of genre pedagogy in K-12 environments is the collaborative

instructional project (Brisk, Hodgson-Drysdale, & O'Connor, 2010/2011). This model

approaches research as an effort by university researchers and teachers to support the

language development of learners in the context of academic content by using SFL and

genre pedagogy as a lens to analyze academic language demands (Gebhard, 2010). In the

cycle of research, university researchers provide professional development to content

teachers on SFL and genre pedagogy. Some studies have focused attention on the

discourse features of specific genres; for example, teachers learned the language features

of a scientific information report in Brisk, et al. (2010/2011). Other studies have

examined the use of metalanguage in classroom discourse, such as discussing the

author's purpose with learners in the context of science (Moore & Schleppegrell, 2014;

O'Hallaron, Palinscar, & Schleppegrell, 2015; Schleppegrell, 2013).

The research in Schleppegrell (2013) and Moore and Schleppegrell (2014) came

from a 3-year collaborative project between the researchers and urban fringe schools,

where 90 % of learners were multilingual. The goal of the project was to integrate

metalanguage awareness into the schools' literacy curriculum for grades two through five

(Moore & Schleppegrell, 2014). The project began by exploring the effects of

metalanguage instruction on classroom discussion (Schleppegrell, 2013), and continued

by expanding and deepening metalanguage awareness in the second year (Moore &

Schleppegrell, 2014). This process demonstrates the significance of context to this

approach, and the collaboration needed between researchers and teachers in order to

design units that address the language needs of learners. These are essential

characteristics of this collaborative research model. These studies will be reconsidered

below with respect to their findings of ELs' language development with the support of genre pedagogy.

Making meaning: genre in the K-12 classroom. These studies contribute more than a collaborative model for practice; the learner data analyzed in this literature justifies continued study of genre pedagogy in the United States. Brisk, et al. (2010) investigated the process of producing procedural recounts in science for pre-kindergarten to fifth grade learners. They found that through modeling and guidance from teachers, learners developed an understanding of the purpose of information reports and were able to provide information that met the expectations of the audience. However, learners had difficulty with organizing the text into subtopics, instead of by chronological sequence, as in a personal narrative. This evidence of genre crossing between information reports and narratives is also reported by O'Hallaron, et al. (2015), as learners used language arts terminology when they discussed the author's point of view in a science information report. While the learners appeared confused in this part of the learning process, they demonstrated the ability to use the linguistic resources available to them in order to co-construct meaning in novel environments. They connected language arts terminology to author's purpose, even as they were working in the context of science information reports. Furthermore, Brisk, et al. (2010) include data from one learner that concluded the information report with "that is the end of my story" (p. 6, emphasis in original). Such genre crossing appears consistent with elementary learners engaged in language learning; these points of difficulty were also explored by Christie and Derewianka (2008, as cited in Brisk, et al., 2010) in the context of Australian education.

In order to provide learners with the linguistic tools appropriate for discussions of specific genres and language features, researchers have worked with educators on instructing learners in metalanguage; in other words, specific language that is used to discuss features of language and the resulting meanings that are made through these language choices (Moore & Schleppegrell, 2014; Palinscar & Schleppegrell, 2014; Schleppegrell, 2013). One criticism of genre pedagogy is that the theory is overly complex for teachers to be used in practice (Bourke, 2005, as cited by Gebhard, 2010). Despite this criticism, these metalanguage studies demonstrate the facility with which learners and teachers interact with language and meaning by using metalanguage based on SFL concepts (Moore & Schleppegrell, 2014; Schleppegrell, 2013). Special emphasis must be placed on *based on SFL concepts* to address the criticism by Bourke (2005, as cited in Gebhard, 2010).

For example, Schleppegrell (2013) noted that one second grade teacher used *voice* to discuss what SFL refers to as *mood*, namely, the purpose of an utterance, such as extending an offer or asking a question. It was important that the teacher used this language consistently and the data showed that learners were able to identify declaratives, interrogatives, and imperatives that expressed the *mood* of a command (p. 159). This example illustrates that language is a system of choices; genre pedagogy does not entail the adoption of linguistic jargon in the classroom, as Bourke (2005, as cited in Gebhard, 2010) assumed. Rather, Schleppegrell (2013) emphasizes the importance of developing metalanguage that the learners use as part of their own repertoire to interact with texts and each other to make meaning of language. Moore and Schleppegrell (2014) analyzed data from a fifth-grade class where learners used the metalanguage "turn up" and "turn

down" to discuss specific words that authors use to amplify ("turn up") or soften ("turn down") the feelings of characters (Moore & Schleppegrell, 2014, Table 1, p. 93). By providing a table including both the classroom's metalanguage and the technical equivalents in SFL, Moore and Schleppegrell demonstrate that metalanguage use in genre pedagogy can be adapted to the cognitive and linguistic needs of students.

Research has also explored genre pedagogy by focusing on the experiences of pre-service teachers (Gebhard, 2010; Gebhard, Chen, Graham, & Gunawan, 2013). Gebhard, et al. (2013) conducted a case study of ten participants to examine the extent to which pre-service ESL teacher attitudes changed as a result of courses in genre pedagogy and curriculum design as part of a Master's program in Teaching English to Speakers of Other Languages (MATESOL) for teachers in foreign or U.S. schools. The findings indicate that participants were able to use SFL metalanguage to analyze text from models and learners. In addition, these pre-service teachers noted how their initial conception of grammar as a sentence-level entity had expanded to include discourse considerations, including information flow, reference devices, and the author's relationship to the audience. Gebhard, et al. note that while the pre-service teachers only had a 14-week experience with SFL concepts, this foundation provided them with the tools to focus on genre to support the language development of their future learners.

Genre pedagogy in adult ESL Although there are connections between K-12 and adult ESL education, built primarily through the corresponding standards frameworks of the CCSS (National Governors Association, 2010) and the CCRS (U.S. Department of Education, 2013), it is also necessary to review some literature of note from adult contexts. Burns and de Silva Joyce (2007) detail the process of implementing

genre pedagogy on a national scale in adult ESL education in Australia, while Feez with Joyce (1998) contribute a syllabus design framework modeled on the teaching/learning cycle for adult ELs. Caplan and Farling (2017) investigate the efficacy of the teaching/learning cycle, specifically the joint construction stage, to support writing in a U.S. university's Intensive English Program (IEP) at the high intermediate level. Herazo (2012) offers an exploratory treatment of genre pedagogy's potential to provide a structure for authentic oral language practice in English foreign language (EFL) classes in Colombia.

As previously stated, genre pedagogy practices began in Australia in primary education during the 1980s and early 1990s (Burns & de Silva Joyce, 2007; Martin, 2009). These practices were introduced into the Adult Migrant Education Program (AMEP) and later developed into the foundation of the Australian adult ESL standards framework (Burns & de Silva Joyce, 2007). Using SFL theory and analysis, researchers identified the genres that adults needed to be successful in social, workforce, and academic contexts. While some genres in the AMEP curriculum share features with the academic genres found in primary education, such as information reports and procedural texts, research also specified genres that adults must interact in to gain employment, make purchases, and negotiate problems in daily life (Burns & de Silva Joyce, 2007; Feez with Joyce, 1998). These genres include *transactional exchanges*, which are used when purchasing goods, or borrowing an item from someone, and *formatted texts*, which refer to a variety of forms that may require several fields of information, including personal information (Burns & de Silva Joyce, 2007, Table 1, p. 11; Feez with Joyce, 1998). By providing explicit instruction on the discourse structure and the language needed to

construct meaning in each genre, the AMEP curriculum provides a macro-level scaffold to support adult ELs in Australia (Burns & de Silva Joyce, 2007; Feez with Joyce, 1998).

Caplan and Farling (2017) augment the curricular level view of genre scaffolding seen above with a particular focus on the effects of joint construction on high-intermediate ELs' control of written genres in a university IEP. The authors developed a writing curriculum that used the teaching/learning cycle to support learners' familiarity and use of written genres. One problem identified with previous practice was that writing instruction, particularly on the five-paragraph essay form, did not connect to real-world communication expectations or produce authentic purposes for communication. Instead, a general function, such as a compare/contrast essay, was constructed to fit the form of the five-paragraph essay. Thus, learners practiced a form that had no practical use because it wasn't a meaningful genre, and their writing lacked the structure and features that would enhance the communication of their ideas to the reader.

In the resulting study of learner outcomes after genre instruction through teaching/learning cycle units, Caplan and Farling (2017) found that learners incorporated genre features from joint construction samples into their independent practice, even without access to the created texts. The authors propose that joint construction, where teachers collaborate with learners to write a text in the genre being studied, has a profound influence on learners' approximation of the genre through new language choices. For example, in a descriptive writing task, learners used more descriptive resources, such as adjectives, adverbs, and relative clauses, with greater frequency than in their pre-assessment writing sample. The joint construction stage of instruction provided

learners with explicit guidance for using these grammatical structures and their contribution to the purpose and meaning of descriptive texts.

Herazo (2012), like Caplan & Farling (2017) begins with criticism of a problematic language teaching practice, though for Herazo, the context is an EFL classroom in Colombia that emphasized oral language communication. Pedagogical practice as observed in a classroom did not provide learners the tools to authentically communicate (Herazo, 2012). Rather, the dialogue practice served as a method for the teacher to deliver error correction on target grammatical forms. However, the context for communication was contrived and did not relate to dialogues that learners would participate in. To address these shortcomings, Herazo presents a potential teaching/learning cycle for oral language that meets Colombian EFL standards. The paper details genre, register, discourse, sentence, and phonological level goals for a unit on factual and transactional conversations used to buy food. A potential teaching/learning cycle is presented that incorporates the five stages of building the field, text deconstruction, joint construction, independent construction, and linking texts to similar or different situations. Although there is no research presented on the results of implementing this unit in a Colombian EFL context, Herazo's work serves as an initial exploration of the potential of genre pedagogy in contexts that have not been widely researched, such as EFL. Thus, there is the potential to enact and modify Herazo's unit in order to provide a broader perspective on genre pedagogy applications through the teaching/learning cycle.

Implementing genre pedagogy: challenges and considerations. As the research above indicates, genre pedagogy holds promise for supporting the academic language

development of learners, especially ELs. Despite this potential, there are areas of the practice that have proven problematic in implementation. One issue is the challenge of incorporating SFL metalanguage into collaborative discussions about text. This is evident from the attempts of learners and teachers to engage with the author in a science text while using the language of language arts to support this interaction (O'Hallaron, et al., 2015). However, a review of genre pedagogy literature illustrates that complications are not limited to using SFL metalanguage in the classroom. Achugar, Schleppegrell, and Oteíza (2007), as part of the California History Project, developed a workshop for history teachers to show the importance of genre and literacy in their discipline. Even though the teacher participants saw the value of genre pedagogy in their practice, they taught genres as a set of facts, not as a resource for students to engage critically with historical texts. This shows the degree to which teachers may rely on their previous experience to inform their new learning. This will be furthered explored below in the context of grammar pedagogy, and the experience of novice teachers.

Selecting genre elements for instruction is another potential complication for implementing genre pedagogy. In their study of middle school narrative writing, Aguirre-Muñoz, Park, Amabisca, and Boscardin (2008) found that teacher participants focused on tended to avoid instruction on tenor as part of their application of genre pedagogy. In SFL, *tenor* refers to who is taking part in the communication and their relationship to each other based on factors such as familiarity and relative power (Halliday & Matthiessen, 2014). Based on the conclusions reached by Aguirre-Muñoz, et al. (2008), teachers may have felt more comfortable providing instruction in the areas of field and mode, whereas they may have felt less certain in their knowledge of tenor. The authors

also indicate that effective tenor requires a vocabulary that learners may have not been ready to use in their writing. Even so, the dearth of instruction in tenor is noteworthy, given the overall willingness of teacher participants to implement genre pedagogy to support writing.

Another constraint found by Aguirre-Muñoz, et al. (2008) was the lack of administrative support and crowded classroom environments that were not conducive to effective instruction in genre pedagogy. In Gebhard, et al. (2013), these institutional constraints were not experienced; rather, they were anticipated by the pre-service teacher participants before they began their licensed teaching practice. Thus, teaching practice may be influenced by the expectation of future challenges, even if none exist in the present environment. The experience of constraints, both institutional and in the discord engendered by new practices, aligns with the findings of novice teacher research, notably the studies of Golombek and Johnson (2004) and Tsui (2003), which propose that novice teaching experiences may not be limited to novice teachers. Thus, the experiences of teachers implementing genre pedagogy, when classified as a novice-type experience, align with the themes that researchers have discovered in the field of research on novice teachers. It is this area of research that I consider in the following section.

Research on Novice Teachers and Their Practice

This section considers research on novice teachers with respect to research questions posed and the roles of novice teachers in these studies. Despite the ill-defined concept of a novice teacher noted in this capstone's introduction and the previous section's discussion, reviewing novice teacher research is essential to establish this study's place in this body of literature. Research questions in the field are as varied as the

definition of novice teachers. However, there are some themes in the research that are highlighted in the following subsection. Participant roles of novice teachers are examined based on their proximity to the researcher. On one end of this spectrum are novice teachers who are distant participants, such as survey respondents, and on the other end are novice teachers who serve as co-researchers in the study. First, I discuss the prevalent questions in the field of novice teacher research.

Describing the experience of novice teachers. Within the past decade, case studies and meta-analyses of novice teacher experiences have made particularly strenuous calls for examining issues unique to this group of educators (Baecher, 2012; Farrell, 2012; Watzke, 2007; Wright, 2010). One striking example of this increased interest was *TESOL Quarterly*'s third issue of 2012, devoted entirely to novice teacher research. In the introduction to this publication, Farrell (2012) calls for more studies analyzing novice teacher induction, and for more novice teachers to engage in reflective practice, specifically in the form of narrative inquiry (for an overview, see Bell, 2002; for examples, see Farrell, 2003; 2006; Golombek & Johnson, 2004; Tsui, 2007). One advantage of narrative inquiry for Farrell (2012) is that it exposes the challenges novice teachers face as they move from pre-service teacher education programs to in-service positions as language teachers, and the attempts they make at solving these challenges (2012).

An example of this practice is Farrell's (2006) case study of a first-year English language teacher in Singapore. Through class observations, interviews, and the teacher's diary, Farrell found three significant challenges, referred to as *complications*, that the teacher had to reckon with: a divide between pre-service learning of best practice and the

expectations of the school, content expectations from the school, and relationships with colleagues. Farrell argues for the need for teacher education programs to train and support pre-service teachers in reflective practice, as this skill set will translate to an assortment of situations that novice teachers confront in their first years. Similarly, Golombek and Johnson (2004) assert the advantages of narrative inquiry for teachers at different stages in their careers. In this case study of three teachers, the teachers' diary and their analyses provided insights into their own practice, and promoted an opportunity to engage in inquiry of their practice. Moreover, Golombek and Johnson suggest that new teaching contexts may disrupt an experienced teacher's self-concept, leading to negotiation with their practice, and potentially engaging with challenges that novice teachers sometimes face. In the case of the experienced teacher in this study, identification of problematic practices in a secondary literature class created an opportunity for collaborative professional development with a co-teacher.

It is worth noting here that Farrell (2006) is interested in the potential for reflective practice to improve teacher-education programs; conversely, Golombek and Johnson (2004) place their emphasis on the connection between emotion and cognition for teachers engaged in narrative inquiry. While the difference is perhaps one of emphasis, it highlights one of the characteristic themes of novice teacher research: the interest in self-perception, identity, and their relationship to the practices of novice teachers.

Two examples of such studies are Faez and Valeo, (2012) and Kanno and Stuart (2011). Faez and Valeo (2012) surveyed 115 teachers of adult English language courses and conducted eight interviews. They found that self-assessed teacher efficacy increased

moderately – from 6.7 points out of 10 after TESOL training to 7.9 points out of 10 as teachers in practice – and that most novice teachers valued the classroom experience portion of teacher-training. However, this study also found that confidence in individual skills was context-dependent and variable, especially in teaching literacy and English for academic purposes, which had the highest standard deviations. One reason for these disparate results may be the diversity in personal and professional development of novice teachers. In Kanno and Stuart (2011), this relationship between the personal and the professional is central to their case study research on two novice teachers who were developing their identity as language teachers. Findings from this study indicate that as novices gain experience in the classroom, they become more assertive and confident in their language teaching roles. This process is marked by identity negotiation that the teacher undertakes with respect to self, learners, and colleagues.

Another aspect of novice teacher research is the influence of prior experience and beliefs on novice teachers' practice. This prior experience can include teacher-training programs and the teacher's history as a learner, among other experiences that inform their practice. Numrich's (1996) diary study of 26 practicum students revealed that some elements of practice were adopted from training, and some were rejected. Novice teachers rationalized their decision-making by appealing to their previous experience as language learners. Where there was agreement, such as integrating United States culture in teaching or providing a reason for communication, teachers drew on specific experiences from their own language-learning histories to justify their practice. However, when there was discord between the teachers' histories and best practice, this sometimes led to rejection of teacher-training practice. Some teachers reported negative feelings to

error correction as language learners, and some remained ambivalent about the practice at the end of the study, even as they recognized that learners wanted more corrective feedback. Numrich reports these discoveries as evidence for enhancing teacher education programs and learning more about pre-service teachers in order to better meet their needs, which in turn would allow the novice teachers to better meet the needs of learners.

However, this use of prior experience and beliefs to rationalize practices that are counter to teacher-training is not universally understood as a call for action. Watzke (2007) presents similar findings in foreign language novice teachers' initial practice, but over the course of the two-year study, teachers began to emphasize task performance and communicative competence. Watzke claims that the early practices are not cause for alarm, but an important part of the stages of professional development whereby novice teachers are inducted into the field of language teaching. By engaging in instructional choices, novices can learn by teaching and observing the quality of learning that follows. From this perspective, novices may have a better grasp of best practices with the experience of implementing methods that did not result in satisfactory learning.

Participant roles in novice teacher research. Even though the content of novice teacher studies is important to understanding the current body of research, it is also necessary to examine the participant roles of the novice teachers. Researchers have noted that novice teacher practice is dependent on context and that prior experience can have an appreciable effect on decision-making (Farrell, 2006; Golombek & Johnson, 2004; Numrich, 1996; Watzke, 2007). Given this personal dimension of novice teacher experience, it is essential for researchers to maintain the voice of participants in these studies to the greatest extent practicable. While the following discussion employs a

continuum based on the distance between researchers and participants, this should not be construed as an evaluation of the methodological choices of these studies. Individual case studies and broad surveys contribute different perspectives of novice teacher experience. As such, they serve as complementary pieces to constructing a nuanced understanding of novice teacher induction. Before proceeding, it is worth noting that mixed methods research has been used by some researchers to combine the value of a broad, more generalizable study with the depth of data possible in qualitatively oriented case studies (Baecher, 2012; Faez & Valeo, 2012).

Researchers have recognized the value of having some degree of voice from novice teachers in their study. Even in survey studies, where the social distance between researchers and participants is the greatest, attempts are made to mitigate this distance with open-ended survey questions and individual or group interviews with select participants (Baecher, 2012; Faez & Valeo, 2012). It appears that the goal of these mixed methods approaches is to provide some narrative commentary to support the survey results. This can be achieved by commentary from the narrative body as a whole (Baecher, 2012) or in personal vignettes (Faez & Valeo, 2012). In the case of Baecher's (2012) study, narrative support is provided, but not credited to individual participants. This is not a detriment to the data because the study primarily surveyed a range of novice teachers and did not intend to analyze individual experiences. Faez and Valeo (2012) provide some degree of personalization through brief vignettes; this reporting device approaches some of the case studies discussed previously.

Through interviews and classroom observations, the next category of studies increases the visibility and voice of novice teachers in the study (Kanno & Stuart, 2011;

Watzke, 2007). While the participant numbers are necessarily low for case studies, Kanno and Stuart (2011) and Watzke (2007) provide for some intragroup comparisons; however, the distinguishing feature here is the closer proximity of the participants to the researchers. Kanno and Stuart (2011) achieve this proximity by focusing their study on two novice teachers of university ESL classes for one year. They conducted weekly classroom observations, nine interviews for each participant, and the participants' journal record. These multiple data sets provide for deeper analysis than the broad surveys and one-time interviews reviewed above. Watzke (2007) establishes proximity in a similar fashion; one significant difference is that Watzke's study lasted two years, providing an opportunity to compare changes in novice teacher practice over a longer period. By exploring changes in identity and practice, these studies take a situated approach to novice teacher research, and in the process, focus more on the voices of novice teachers in order to develop theories of practice.

The studies reviewed thus far present data that explores the perspectives and experiences of novice teachers; however, Golombek and Johnson (2004) and Numrich (1996) engaged novice teachers as more involved participants, namely, as data analyzers. This increased participatory role for the novice teacher created an additional layer of data, namely, the reflections of teacher participants on their practice. In these cases, participant reflection led to a commitment to future action. Although the new practice may not be implemented completely, it is significant to note that the process of reflection enables teachers to connect practices with their beliefs and prior experiences, a process advocated by Farrell (2012) in novice teacher induction. Consequently, this research practice of enlisting novice teachers as data analyzers benefits the participants and the interested

audience: the participants learn about themselves as teachers through reflective practice, and the audience develops a deeper understanding of novice teacher development. Farrell (2006) increased the participant's role even further by asking for feedback on the study's analysis before publication, a process designed to increase the trustworthiness of the study by providing an opportunity for the participant(s) to corroborate the researcher's conclusions (Lincoln & Guba, 1985).

Producing trustworthy qualitative research. Case studies rely on trustworthiness to establish their purpose and value to the body of literature (Lincoln & Guba, 1985). Trustworthiness entails the study's credibility, transferability, dependability, and confirmability; establishing trust means promoting these four factors and mitigating any elements that may corrupt the data (Lincoln & Guba, 1985). The studies surveyed above establish credibility by thickly describing significant events in enough detail for the audience to comprehend what was experienced. In addition, these studies collect data from multiple sources in multiple modes; for example, Kanno and Stuart (2011) collected data from interviews, class observations, and journal entries. Transferability relies on the detailed descriptions that also increase the study's credibility; accurate, detailed descriptions allow the audience to make a judgment on the extent to which the context and findings presented relate to their circumstances. Extensively quoting diaries, such as in Golombek and Johnson (2004) and Numrich (1996), and providing details on the instructional setting, are important elements for the audience to assess the degree of transferability. To address confirmability, the researchers maintain the data used in the study so that outside reviewers may check the original data (Mackey & Gass, 2016). The discussion on diary studies below examines this technique in greater

detail. Enhancing dependability involves an accurate, detailed account of the data, and may include a participant review of data, as in the example of Farrell (2006). This process of review increases the study's trustworthiness because the data have been reviewed by someone other than the researcher (Lincoln & Guba, 1985; Mackey & Gass, 2016). These four characteristics of credibility, transferability, confirmability, and dependability are critical in qualitative research. For participant observation studies, establishing trustworthiness is even more necessary, and more challenging, because the researcher is participating directly in the study.

Diarist as a Researcher and a Participant

The previous section on novice teacher research reviewed research designs that progressively decreased the distance between researchers and participants. This section will survey diary studies where the researcher is also a participant; since this is the model of the present study, the following discussion illustrates the approaches previous researchers have used to conduct diary studies and the steps taken to establish trustworthiness in these studies. The following discussion will draw attention to research choices that contribute to trustworthiness, and highlight some practices that may result in questions of trust from the audience. The first subsection will survey the various approaches that researchers use to design, conduct, and analyze studies with researchers who serve as participants.

Participant observation diary studies: elements and styles. Researchers conducting diary studies on their teaching or learning processes must consider several elements that contribute to an effective study. One such element is a teacher or learner history, which sets the stage for the research questions addressed by the diary study

(Bailey & Ochsner, 1983). These histories can provide details on what the learner or teacher has experienced before in order to contextualize their experiences in the study. History with the target languages (Bailey, 1983; Carson & Longhini, 2002), or teaching context (Jeffrey, 2007) provide essential background information to the audience. Another aspect of scene-setting is the conditions of the study, including the environment of the experiences recorded by the diarist, the frequency of entries, and the duration of the study. Bailey (1983) provided a thorough background of the French class that served as the setting for diary entries, including information on the teacher, pedagogical style, and other learners in the class. Similarly, Schumann and Schumann (1977) detailed their learning contexts of Arabic and Persian before discussing themes from their diary entries. While Carson and Longhini (2002) and Jeffrey (2007) described their settings in comparatively less detail, their descriptions clearly communicate their respective contexts. The level of detail used needs to satisfy the audience's need to connect the previous history with the present data in order to provide context for the results and to allow judgments on the data and analysis, given the researcher's previous experiences (Bailey & Ochsner, 1983).

Although some diaries indicate individual review (Bailey, 1983; Jeffrey, 2007; Schumann & Schumann, 1977), there are cases of diarists enlisting peers as mentors to facilitate the reflection on the diary entries. This dynamic occurs most often with researchers conducting diary studies of others, where diarists discuss entries with each other, as in Kember and Kelly (1992, as cited in Richards & Lockhart, 1994) and Numrich (1996), or with the researcher, such as in Farrell (2006) and Peirce (1994). Alternatively, Carson & Longhini (2002) present a diary study where the learner, Carson,

details conversations with two informants – the co-researcher Longhini, and Susana, who hosted Carson's stay in Argentina – who answer language-learning questions first raised in Carson's diary. This collaborative approach to a diary study is not remarked on in previous surveys of diary studies (Bailey, 1983) or in methodological analyses (Bailey & Ochsner, 1983; Long, 1980). It appears this involvement of a mentor in Carson and Longhini (2002) is based on the relationship of the two researchers during the study, rather than an intentional methodological approach. Notwithstanding the conclusion's lack of discussion of the influence of mentors in Carson's language learning experience their contributions suggest an important role in the language development that is reported by the study.

Establishing trustworthiness of diaries written by researchers. For researchers conducting studies on themselves, establishing trustworthiness is a crucial element towards producing a contribution to literature. For language learning and teaching research, Bailey (1983) identifies five practices for diary studies: a description of prior experience as a learner or teacher, a confidential record of events during the experience, revision of the diary entries, analyzing entries for significant themes, and making a connection between these themes and research questions in the field. While Bailey specifically framed these practices for language learner diaries, they have equal relevance to teacher diary studies.

Editing diary entries for publication is one method by which researchers can increase the trustworthiness of their study (Bailey, 1983; Campbell, 1996; Schumann & Schumann, 1977). This is a practice recommended by Bailey and Ochsner (1983) in order to make the edited data available for outside review. This contributes to the

confirmability of data and the dependability of the researcher's report of findings and their data analysis, two concepts central to trustworthiness in qualitative studies (Lincoln & Guba, 1985). However, it is not always clear from studies if the diarist has made available an edited version. For instance, there are quoted excerpts in Jeffrey (2007), but there is no reference made to publicized entries that could be reviewed by the audience to confirm the findings in the study. Although Carson and Longhini (2002) date diary entries and quote from them extensively – practices not seen in Jeffrey (2007) – there are no references to a public diary. In fact, Carson & Longhini (2002) confirm that the diary entries "have not been edited" (p. 405), even though this is one of the recommendations for publication of research diaries (Bailey, 1983).

In addition to the elements of a diary study identified in Bailey (1983), there are further considerations that researchers must make to gain the trust of the audience: believability, relating with the audience, and recognition of the researcher's role as a participant (Bailey & Ochsner, 1983). Believability refers to the potential that the researcher engaged in the events described; it is not a measure of honesty, but of plausibility (Bailey & Ochsner, 1983). For example, the tone of surprise by Carson when reflecting on the question, "Puedo ponerlo asi? [can I put it this way?]" (Carson & Longhini, p. 410) fits well with Carson's self-description as "false-beginner" (p. 404), with one university course in Spanish and a two-week abroad experience in Ecuador. Thus, a description of the researcher's history can figure prominently as the audience assesses the believability of the data and analysis (Bailey & Ochsner, 1983). Moreover, presenting a believable person as a participant and a researcher in the study supports a connection with the audience. However, failures to connect with the audience, according

to Bailey and Ochsner, may result from technical language used in diary entries, and writing as a multi-voiced author, using a personal tone for diary entries and an academic tone in analysis. To bridge this divide, Bailey and Ochsner suggest limiting the distances between author and audience by adopting a less academic tone in analysis and directly engaging with the diary as the participant and the researcher. An example of this style is Campbell (1996), where there is no personal distance between the researcher and participant. While Carson and Longhini (2002) refer to the participant as "Joan" (passim) in their analysis, this is likely to avoid a confusing *I* in a co-authored study. The use of the given name works in the same fashion as *I* in single-authored studies.

Finally, Bailey and Ochsner (1983) contend that researchers must provide the introspective data that sets diary studies apart from other forms of language learning and teaching research. A study that does not sufficiently demonstrate the connection between the participant's experiences and literature does not advance the field of study. The extent to which a study succeeds, for Bailey and Ochsner, is a product of attention to the elements of diary studies identified by Bailey (1983) and the stylistic considerations noted above.

Research Gap

Despite the challenges of producing an effective diary study, considering the points raised by Bailey (1983), Bailey and Ochsner (1983), and in general qualitative terms by Lincoln and Guba (1985), there is a sufficient need in the literature of genre pedagogy and novice teacher research to produce studies of novice ESL teachers applying genre pedagogy in their practice. With respect to research in genre pedagogy, the studies reviewed indicate the potential to promote the academic language

development of ELs. Although such research is extensive in K-12 contexts (Brisk, et al., 2010; Gebhard, et al., 2013; Moore & Schleppegrell, 2014; O'Hallaron, et al., 2015; Schleppegrell, 2013), research on genre practices in adult ESL appears to lack the context of high-beginning and low-intermediate learners who are learning life and work skills content. Herazo's (2012) advocacy for an oral-focused genre pedagogy is notable, but it is also speculative and does not contain primary research. Regarding novice teacher research, studies have examined multiple factors that may affect the developmental practice of a novice teacher (Farrell, 2006; Golombek & Johnson, 2004; Kanno & Stuart, 2011; Watzke, 2007). However, these studies have not yet considered genre pedagogy in ESL. Lastly, the tool of a diary study is the most appropriate for revealing the internal factors related to my teaching practice; analyzing these factors will provide some implications for others who are interested in supporting ELs' academic language development through genre pedagogy.

Therefore, this study extends the fields of genre pedagogy, novice teacher research, and diary studies, specifically in the area of researchers investigating themselves as participants. The intersection of these three fields provides a new lens for research into these topics. The field of genre pedagogy can be furthered by contributions from language teachers applying this practice in their teaching contexts. Novice teacher research will benefit from a novice voice conducting reflective practice research. The use of a diary study will personalize the findings and provide descriptive, introspective data on these experiences.

Research Questions

By operating at the junction of research on genre pedagogy, novice teacher research, and diary studies, this phenomenological study seeks to answer the following questions.

- How does a novice ESL teacher experience the implementation of genre pedagogy through the teaching/learning cycle with adult ESL students?

- What themes emerge from the diary of the novice ESL teacher?

Chapter Two Summary

This chapter provides an overview of the literature of genre pedagogy, novice teacher research, and diary study practices for researchers who are participants. Research indicates the potential of genre pedagogy to support ELs' academic language development so that they may meet rigorous content standards, such as the CCRS (U.S. Department of Education, 2013). Novice teacher research finds that several factors may contribute to a novice teacher's professional development experience, including prior learning experiences and environmental factors. Diary studies of researchers who are participants demonstrate the importance of establishing trustworthiness in order to contribute a credible study to the literature. In the following chapter, I will detail the methodology of this diary study and argue for its suitability to answer the research questions posed.

CHAPTER THREE

Methodology

Chapter Three Overview

This study examines my diary as a novice ESL teacher who is using genre pedagogy to support the language development of adult ELs. Three bodies of research have been considered for their relevance to the present study: genre pedagogy, novice teacher research, and diary studies of researchers, specifically those researchers who are also participants. By addressing the intersection of these three bodies of research, the present study contributes to each body of literature. The following chapter presents this study's research paradigm and rationale, based on educational research and methodological commentaries. Thereafter, I discuss the data collection methods of this study. This will include a description of myself as a participant, my setting as an ESL teacher, and a description of my process for recording diary entries. I address the establishment of credibility, transferability, confirmability, and dependability in this study (Lincoln & Guba, 1985; Mackey & Gass, 2016). Finally, I consider ethical questions specifically related to this diary study (Bailey, 1983). I have designed this diary study to address the following questions.

- How does a novice ESL teacher experience the implementation of genre pedagogy through the teaching/learning cycle with adult ESL students?
- What themes emerge from the diary of the novice ESL teacher?

Research Paradigm and Rationale

As a phenomenological study, this research is situated within the tradition of qualitative research methods (van Manen, 1997). Qualitative research is principally

concerned with detailed descriptions of participants' experiences in their lived environments; although there is no single theoretical perspective attached to this framework, studies often focus on the semiotic characteristics of the participants' experiences during the study (Lincoln & Guba; 1985; Mackey & Gass, 2016; van Manen, 1997). Qualitative studies, particularly in phenomenology, seek to highlight introspective factors that affect participants' beliefs, choices, behavior, and perspective of events. To support the conclusions of these studies, consistent data collection is needed over an extended period (Lincoln & Guba, 1985). In some instances, qualitative studies augment their descriptive data with quantitative data as a summary or as an additional source of data (Mackey & Gass, 2016; for examples, see Jeffrey, 2007; Numrich, 1996; Peck, 1996). However, Lincoln and Guba (1985) and van Manen (1997) recommend against the quantification of qualitative data because doing so could lead to a misleading analysis of significant themes for the participants. In addition, this practice may also separate the original qualitative data from the quantitative summary provided by the researcher.

I have chosen a phenomenological approach in order to investigate questions of identification (van Manen, 1997): *How* do I, as a novice ESL teacher, experience implementation of genre pedagogy with adult ELs? *What* themes emerge from my teaching diary that capture my experience? The question words *how* and *what* direct attention to the unknown factors of this experience prior to the study. Even though the research on genre pedagogy and novice teacher research is substantial, there is yet to be a study integrating these two bodies of research. Thus, detailed descriptions of my experience in this context further investigations in each field; by using phenomenological

analysis, I provide some insight into my experience for the benefit of learners, teachers, and teacher-educators in ESL (van Manen, 1997).

Data Collection

This section will describe myself as a participant in this diary study, my setting as an ESL teacher, and my process for recording diary entries. After this discussion, I will illustrate the methods by which this study creates credibility, transferability, dependability, and confirmability. First, I will begin with a description of myself as a participant.

The researcher as a participant. Conducting this study as a researcher and a participant presents opportunities and challenges. Several examples exist in second language literature of such research, and its potential to identify variables of teaching and learning that cannot be considered by experimental studies (Bailey, 1983; Carson & Longhini, 2002; Schumann & Schumann, 1977). For instance, a diary may detail decision-making processes or the interaction between student production and teaching choices that are not observable to an independent researcher. However, an independent researcher's distance from study participants provides an outsiders' perspective on observed behaviors that the participants may not be aware of (Farrell, 2006). To mitigate the gap between the advantages and disadvantages of the researcher also serving as a participant, I used several methods to collect data and provide outside checks on my role as a participant and a researcher. I will describe these techniques explicitly in the data collection section below.

I became interested in genre pedagogy during my pedagogical grammar class in the summer of 2013. I was excited to learn a new perspective on grammar that focused on

the meanings of language, and how these meanings are created by authors through spoken and written text. I have been connecting with mentor professors and colleagues in order to extend and deepen my practice of genre pedagogy in response to the academic language needs of the adult learners I serve. However, I have not previously integrated genre pedagogical approaches into my practice, so this research is also serving as personal professional development. As I reflected on my previous teaching experience with genre pedagogy, I identified some personal and environmental constraints on my practice. These included my inexperience as a novice teacher, my limited success with assessing learners' knowledge of language and content, and the environmental situations I have worked in. I did not feel supported in implementing genre pedagogy at my previous school, and I was not able to effectively advocate for the benefits of genre pedagogy with the SLIFE population.

Setting. I taught at a community-based adult education site that served ELs. The site was in an urban area, and serves approximately 400 unique ELs in one calendar year. Enrolled students also had access to tutoring in math, citizenship, and computer skills. My class included high-beginning to high-intermediate learners (NRS ESL levels 2-4, CASAS, n.d) and met four times per week for three hours in the evening. The students' home languages were Somali, Oromo, Amharic, and Spanish. While all students in the class had some formal education, a small number had graduated from high school. There were several students who only have had formal education in English, though most of the students have had some formal education in both their home language and in English. I make content decisions based on the CCRS (U.S. Department of Education, 2013) and the CASAS Competencies (CASAS, 2008).

With this diverse group of students, I used the teaching/learning cycle to support the students as they develop knowledge about different genres of spoken and written text (Feez with Joyce, 1998). For a given unit of study, students first became familiar with the context for language use. For example, students collaborated on listing reasons for doctor's visits, and what the doctor might recommend for each health condition. Then, we examined model texts that exemplify the genre in a specific communication situation. In the case of doctor's visits, we read dialogues of doctor's visits that were written for ESL students. Our next step was to analyze an important language feature that helped learners enact the goals of the dialogue participants. We used this language feature to write our own text. I provided guidance at this stage, but my primary goal was to act as a scribe and provide students an opportunity to discuss the language to include in our text. We reviewed this jointly created text before we created texts in partners. At this stage of independent creation, where students work individually or in pairs, I provided more scaffolding for the high-beginning students, though I expected them to produce the target language we have been focusing on. We reviewed our independent or partner texts together, and I provided some guidance for student feedback. Finally, we considered other genres or situations with different language choices. For example, we compared the language used by the doctor to the language a friend uses to suggest a remedy when we are sick.

Data collection technique: diary study Previous research indicates variability, even inconsistency, in the collection of data from diaries. In the case of Carson and Longhini (2002), there is collaboration between the co-authors as Carson records language-learning experiences and discusses entries with Longhini, a native speaker of

the target language, Spanish. Conversely, Jeffrey (2007) reached an individual decision that "the time had come for analysis" (p.100) after having recorded "enough entries" (p. 100) in two weeks of a daily teaching diary. While Jeffrey may have made a justifiable decision in this case, there is not enough evidence provided in the study so that the reader can make an independent conclusion. Based on recommendations from Bailey (1983) and Bailey and Ochsner (1983), trustworthy diary studies use transparent methods for data collection and analysis. The following sections describe the process I used to record entries and my approach to data analysis

Maintaining a diary. Several diary researchers have noted the advantages of collecting data in a consistent fashion using guiding questions as a strategy to create analyzable data that can respond to research questions and inform future practice (Bailey, 1983; Bailey & Ochsner, 1983; Richards & Lockhart, 1994). I wrote one entry after the class session for each teaching day from February 5th, 2018, to March 29th, 2018. The diary entries vary from one and a half to four typed pages, double-spaced in 12-point Times New Roman font. In general, the length of the entries increased as the study progressed. For instance, week one entries averaged about two and a half pages, and week eight entries averaged about three and a half pages. I began by keeping a written diary and transferred my entries to an electronic copy on Friday. After the first week, I began keeping an electronic version only to eliminate the time I had spent copying diary entries. At the end of each week, I emailed my diary entries to my mentors for their comments and suggestions. In Chapter Four, I note instances where the guidance of my mentors influenced my implementation of teaching/learning cycles. I used three guiding questions for my diary entries: 1) What situations led to student learning? 2) What

situations made student learning more challenging? 3) How did I respond to questions about language and context? I also took notes in class of moments of successes and challenges for the students, and any details that surprised me or caused me to change my plan for the lesson. These notes also assisted the organization of my daily entries. Although I focused on these three questions, I also included other details of my teaching experience in the diaries in order to record events that I had not anticipated at the outset of the study. Thus, the diary served as a record of my experience, and not an attempt to create evidence to satisfy a predetermined outcome (on maintaining receptiveness to unanticipated phenomenological data, see Lincoln & Guba, 1985; van Manen, 1997).

Credibility, transferability, confirmability, and dependability of my diary data. Qualitative researchers must establish credibility, transferability, confirmability, and dependability in the study in order to gain the trust of the audience that the research accurately represents the experiences of the participant (Lincoln & Guba, 1985). I will address each characteristic in turn, beginning with credibility.

I have addressed credibility through multiple forms of descriptive data. I provide a teaching history, with my experience applying genre pedagogy, in the introduction and in this chapter (Bailey, 1983). The following chapter describes the details of my experience and illustrates my context to offer one perspective of a novice teacher engaged in genre pedagogical practice. Furthermore, I used class notes and guiding questions to provide focus for my diary entries to ensure that I accurately describe my experiences as part of this study. These elements contribute to the credibility of my diary study reported below.

By providing detail on my context and my experience, I have considered the needs of the audience to judge transferability (Lincoln & Guba, 1985; Mackey & Gass, 2016). Although this characteristic of the study will vary depending on the situations of individual audience members, the detail contained in the entries below – and in the publicized diary – give the audience an opportunity to assess the extent to which my findings relate to their context (Lincoln & Guba, 1985). In addition, I have attempted to reduce the distance between my roles as a researcher and a participant, in line with Bailey and Ochsner (1983), in order to produce a diary study that the audience can relate to and that can promote a better understanding of my experience as a novice ESL teacher implementing genre pedagogy.

The most significant contribution to confirmability that I have made is the availability of the edited diary (Bailey, 1983; Lincoln & Guba, 1985). The diary, in edited form for analysis, will allow those who are interested to separately analyze the data and reach their own conclusions (Bailey, 1983). Moreover, the edited diary may be used for case studies or future analyses of teacher diaries (for secondary diary studies from primary diarists, see Bailey, 1983; Campbell, 1996; for a secondary review from a non-participant, see Numrich, 1996).

Dependability is the most difficult characteristic to establish in a study where the researcher is the lone participant. Thus, it is not possible to ask for a participant review to check my findings (Farrell, 2006; Lincoln & Guba, 1985). Even so, I was able to create some dependability in this process by contact with my capstone thesis committee. I also provided my edited diary to two mentor teachers on a weekly basis for the duration of the study. I note how their feedback influenced my process during this study. Although the

audience is justified in questioning a researcher's evidence created as a participant, I have attempted to mitigate this issue through my transparency regarding all steps of this research process.

Data Analysis

Researchers have noted that the data produced in diary studies can be voluminous, ranging from unwieldy to overwhelming (Bailey & Ochsner, 1983; Jeffrey, 2007). Thus, an analytic framework proves necessary for the researcher to reach conclusions based on the evidence compiled. In this study, van Manen's (1997) approach to phenomenological data analysis will be used in a modified form. van Manen notes three general layers of analysis: *wholistic*, *selective*, and *detailed*. A wholistic approach analyzes the entire text and attempts to synthesize the meaning into one line; the use of *wholistic* implies that a *holistic* mindset is used to analyze the *whole* text. However, van Manen does not explicitly discuss this language choice, but uses *sententious* as a synonym to draw attention to the meaning expressed by the text as a whole. The selective approach narrows the text to consider a passage, a paragraph, or an episode. Here, the researcher analyzes the passage for important elements in the experience of the participant (van Manen, 1997). The third choice for analysis is a detailed, or *line-by-line* analysis. This analytic tool tracks the meanings that are created sentence by sentence, and observes elements that repeat or appear significant to the passage. van Manen (1997) argues that these analytic styles may be used in the course of analyzing one text for themes of experience that illustrate the participant's perspective. van Manen stresses that it is the researcher's decision as to which techniques best suit the data, and which will contribute to the discovery of themes in the text.

I used each of these approaches to identify significant themes in my diary. My first analysis of the data looked at how separate passages combine to create thematic links in the eight weeks of the study. These links formed a perspective on themes that I considered in my planning, observations of learners, and in my reflection on my process of implementing the teaching/learning cycle in my context. After identifying major themes, I re-examined the diary line-by-line to highlight passages that described the development of the major themes throughout the course of the study. The data reported in this study provides an overview of each week's contexts for learning. This summary includes the content for the week, the teaching/learning cycle stages, language features, and activities that supported learners' development of content knowledge and language proficiency. I detail the major themes and trace their development through the duration of the study.

Ethics

I have edited my diary entries to protect the names and identifying characteristics of non-participants in this study, which is a common ethical practice for such studies (Bailey, 1983). Since this is a single participant study, there are no ethical issues to consider due to researcher and participant relationships.

Chapter Three Summary

In this chapter, I described the methods of conducting this qualitative, phenomenological diary study. I described myself as a participant in this study, detailed the setting in which I made the diary entries, and recounted the process of my diary-keeping. I addressed my efforts to create a trustworthy study by discussing the characteristics of credibility, transferability, confirmability, and dependability. I

described the data analysis procedures and detailed the steps to ensure that this study was conducted transparently, and identifiable data was edited to maintain confidentiality. In Chapter 4, I report the findings from my eight-week diary study investigating my integration of genre pedagogy into my language teaching practice.

CHAPTER FOUR

Results

This chapter will present data from my eight-week diary study that answers the two research questions.

- How does a novice ESL teacher experience the implementation of genre pedagogy through the teaching/learning cycle with adult ESL students?

- What themes emerge from the diary of the novice ESL teacher?

My diary entries directly responded to three questions. 1) What situations led to student learning? 2) What situations made student learning more challenging? 3) How did I respond to questions about language and context? In order to give a clear recount of my experience, I also noted changes in my lesson plans and other details that might not be recorded had I strictly adhered to these three guiding questions.

The chapter will answer these questions by summarizing each week's data and describing the significant thematic developments in two areas: life skills content and the technology and math lessons that took place every Thursday. In the following section, I will detail my process for developing mini-cycles and my struggles to develop a consistent teaching/learning cycle approach on Thursday, particularly with the math content. After each week is examined, I will return to the research questions and relate the data below to the two research questions.

Diary Data: Summaries and Thematic Developments by Week

The following section will summarize each week of diary data by the three content areas of life skills, technology, and math, the teaching/learning cycle stages covered each week, language features, and the learning contexts of the classroom.

Week one – February 5 to February 8, 2018. Table 1 summarizes the data from

week one of the diary study.

Table 1

Week One Diary Summary

Life Skills Lesson Content	Teaching/Learning Cycle Stages	Language Features	Technology/Math Lesson Content	Learning contexts and tasks
-Making a doctor's appointment	-Text Deconstruction	-Identify formal communication choices	-<u>Technology</u>: manipulating the mouse	-<u>whole group</u>: brainstorming, group reading, text analysis
-Talking to the doctor	-Building the Field -Text Deconstruction	-Using *wh-* question words to identify information	-<u>Math</u>: place value of ones, tens, and hundreds	-<u>pairs:</u> dialogues, re-reading text

Week one began with a review of making a doctor's appointment by

deconstructing a conversation between a patient and a receptionist. Learners identified

formal language use when the receptionist asks questions such as, "How can I help you?"

and "What is your date of birth?" The following lesson used a narrative to build the field

of talking to the doctor. The language focus of this lesson was using *wh-* question words

to identify information that the doctor wanted to know. In the technology lesson, learners

practiced using the mouse with visual and interactive support; however, there was no

specific language feature that was included in the instruction. For the math lesson,

learners used place value to identify the value of different digits. While the diary entry

referenced the target vocabulary of place value and digit, there is no indication of specific

grammar structures used by learners or the teacher.

Theme development: implementing mini-cycles in the teaching/learning cycle.

Although mini-cycles did not appear in any form in week one, there was a section of the

diary that foreshadowed their development in subsequent weeks. After I described

introducing question words to identify information in conversations between doctors and

patients, there was a reflection on the teaching/learning cycle. I noted, "At this stage, I

need to model more of the deconstruction." (Week one, p. 6). The concept of active

teaching was also reflected by the comment, "I need to be more involved to guide

learners through this stage" (Week one, p.6). Before I was able to cycle between text

deconstruction and joint construction, it was essential to understand the teacher's role in

these stages. I used the phrase "directed text analysis" to underscore the type of activity

– close reading of text – with an active teacher guiding the learning by focusing learners'

attention on significant language features that help communicate meaning in specific

situations.

Theme development: implementing the teaching/learning cycle for technology

and math. The week one diary entry from Thursday was significantly less focused on the

teaching/learning cycle than the previous entries. In fact, I observed this characteristic by

writing, "While I'm very aware of this necessary balance between content and language

in an ESL class, this computer class led me to focus too much on the content and not

enough on the language supports that students need to be successful." (Week one, p. 7).

Similarly, the second-half of class was described as "math-focused" (Week one, p. 8), an

apt term that showed no explicit language focus beyond the math vocabulary.

Despite the lack of language development instruction in either lesson, there was

some reflection that indicated potential for implementing a teaching/learning cycle on the

genre of procedural recounts. I stated the need for more focused language instruction on

"complex procedures" because "breaking these down for students would support both their development of language and computer skills." (Week one, p. 7).

Week two – February 12 to February 15, 2018. Table 2 shows a summary of the learning contexts from week two of the diary.

Table 2

Week Two Diary Summary

Life Skills Lesson Content	Teaching/Learning Cycle Stages	Language Features	Technology/Math Lesson Content	Learning contexts and tasks
-Talking to the doctor	-Text Deconstruction -Joint Construction -Independent Construction	-Using *wh*-question words to identify information -Commands and levels of modality used to give advice	-<u>Technology:</u> hardware and software components -<u>Math</u>: word problems with addition and subtraction	-<u>whole group</u>: brainstorming, group reading, text analysis, creating text -<u>pairs:</u> dialogues, re-reading text, creating text

The content for week two continued with conversations at the doctor's office. In the teaching/learning cycle, the class returned to text deconstruction to review content and language from week one, and proceeded to cover joint construction, and independent construction. Language instruction addressed *wh-* questions and levels of modality to communicate obligation. The technology unit introduced learners to the different parts of a computer, and the math lesson centered on word problems with addition and subtraction.

Theme development: implementing mini-cycles in the teaching/learning cycle. In the diary entries from week two, there were two instructional moments that connected to the implementation of mini-cycles, though the initial reflection only focused on one.

This reflection addressed the difficulties that learners experienced during independent construction. The first sentence after this lesson was "I am not sure how much – or what type – of support I should have given during independent construction tonight" (Week two, p. 5). I noticed that many learners copied the joint construction dialogue, using the same questions, illnesses, and advice. These copied texts dominated the language produced by learners, even though I provided other illnesses, questions, and advice that was also covered in the unit. While the last part of the diary entry looked at the positives of learners using a model text when they needed it, I wanted a balance in independent construction between "their [the learners'] English and the exemplar's English" (Week two, p. 7). This concern about learners' language use during independent construction would reappear in subsequent weeks.

Another instructional decision that received less reflection was the movement from *wh-* question words as a language focus to the use of commands and modals to express different levels of obligation for the listener. The context remained a visit to the doctor's office, so there was no need to build the field of learners' content knowledge. Instead, we began the lesson on commands and obligation words by analyzing statements that differed only in the level of modality. Learners were able to discern the differences between commands and high obligation words, like *need to*, with low obligation words, like *may want to*. Furthermore, when learners created a dialogue with the teacher during joint construction, they "incorporated [the] two nights of work into a brief dialogue" (Week two, p. 6). This passage indicated that learners were using *wh-* questions and differing levels of modality to model a conversation in a doctor's office with my support. This success contrasted with the challenges that learners faced in creating conversations

more independently. In later weeks, these repeated observations would be explicitly reflected in the instructional decisions and my reflections.

Theme development: implementing the teaching/learning cycle for technology and math. Although the content of the week's technology lesson was on identifying the hardware and software of a computer, I generated ideas for teaching future technology lessons. The reflection in week one that there were "complex procedures" (Week one, p. 7) was repeated in week two, with an explicit mention of language features, such as "technical verbs" and "circumstances (prepositional phrases) of location" (Week two, p. 7). Becoming more explicit about some of the language features of technology procedures seems to have helped me develop ideas for lessons that combined computer skills and language use. This reflection was significant because understanding the form of communication and its specific language features supports the text deconstruction, joint construction, and independent construction stages of the teaching/learning cycle.

The math portion of Thursday produced similar learning and reflection. The instruction focused on word problems; however, there was no explicit language teaching. Rather, the goal was to assess the strategies that learners used to solve problems. Reflecting on the math lesson revealed a connection with technology: both content areas can use procedural recounts. In a math context, this would involve learners describing how they solved a problem. I noted that the class had been a disconnected "mishmash" (week two, p. 9), but felt more positive about future lessons that would build around the common genre of procedural recounts. This hope was captured by the final sentence: "[Thursday class] will be a mishmash no more!" (week two, p. 9).

Week three – February 19 to February 22, 2018. Table 3 shows a summary of

diary data from week 3.

Table 3

Week Three Diary Summary

Life Skills Lesson Content	Teaching/Learning Cycle Stages	Language Features	Technology/Math Lesson Content	Learning contexts and tasks
-Talking to the doctor	-Text Comparison	-modality to show high and low obligation	-Technology: introduced procedural recounts, recounted procedure for making tea	-whole group: brainstorming, group reading, text analysis, creating text with teacher
-Identify information on medicine label	-Building the Field -Text Deconstruction	-Commands -Dosage -Frequency		-small groups: text analysis, reading text
-Pharmacy conversations	-Text Deconstruction -Joint Construction	-Commands -Dosage -Frequency	-Math: solving word problems with a procedure	-pairs: dialogues, re-reading text, creating text

In week three, the content context changed from the doctor's office to the

pharmacy. To conclude the doctor's office unit, learners compared texts that used

different levels of obligation depending on the situation and who was in the conversation.

As the context moved to the pharmacy, the language focus shifted to the primary

information given on medicine labels. Learners began identifying commands, phrases

that identified dosage, and phrases that described frequency. This information was then

used in conversations between a pharmacist and a patient. Learners worked in one of

three small groups differentiated by English reading proficiency, two of which were led

by volunteers. For technology and math, procedural recounts were introduced to learners

by deconstructing a procedure for making tea. In math, procedural recounts were introduced, but maintaining this focus through the lesson did not happen.

Theme development: implementing mini-cycles in the teaching/learning cycle. The thematic development of mini-cycles continued in week three, as we moved from reading medicine label text to communicating with pharmacists. Thus, the cycles in week three changed the mode of communication, which differed from week two's cycles of different language forms, namely, question words and modality. Learners deconstructed the text of simplified medicine labels into commands, dosage amounts, and frequency. For the first time in the study, this text deconstruction happened in small groups which were divided roughly by English proficiency level. The high-level and mid-level groups were led by volunteers and the lower-level group was led by me. One reflection was "Learners reported feeling positive working in small groups, and the volunteers gave positive feedback from their groups, too" (week three, p. 4). Later, I would explicitly plan for these small groups to work in the text deconstruction and joint construction stages of the teaching/learning cycle.

Theme development: implementing the teaching/learning cycle for technology and math. Introducing the genre of procedural recounts appeared to be more successful in the technology portion of Thursday's class than in the math section. In order to expose learners to the genre, the process of making tea was examined using a video, and specific commands were identified. The reflection noted, "it seemed that learners had difficulty with the verbs, such as 'fill,' and 'add,'" (week three, p. 6), so learners watched the video again, focusing on the commands. After completing the procedure, learners said that Somalis made tea differently, so the class jointly constructed a procedure for making

Somali tea. I intended to compare the procedures in the next lesson to draw attention to the language features of procedural recounts. Although the lesson was not oriented to technology, learners were introduced to the procedural recount genre they would interact with in future technology lessons.

The text deconstruction and joint construction stages evident in the technology lesson were not present in the math lesson. Instead, the lesson's language component was limited to vocabulary, namely, synonyms used for addition. While the reflection noted that learners used both addition and multiplication strategies to solve problems during work time, learners only shared addition methods to solving problems. Even though I mentioned procedural recounts as a method for exploring different solving methods in next week's lesson, the math lesson did not have clear teaching/learning cycle stages that were apparent during the technology lesson.

Week four – February 26 to March 1, 2018. Table 4 displays a summary of the teaching and learning the class engaged in during week four. In week four, I planned to compare the written and spoken pharmacy texts we had worked with the week before. However, this plan quickly changed when I observed that learners were still struggling to deconstruct commands, dosages, and frequencies into three separate pieces of information. Based on this observation, we reviewed a conversation and deconstructed text and jointly constructing a text with the target language features. For the next lesson, we considered how to ask clarifying questions in general, and applied clarification strategies to information received at the pharmacy. After deconstructing and jointly constructing clarification questions, we used the same two stages to practice answering clarification questions.

Table 4

Week Four Diary Summary

Life Skills Lesson Content	Teaching/Learning Cycle Stages	Language Features	Technology/Math Lesson Content	Learning contexts and tasks
-conversation between pharmacist and patient	-Text Deconstruction -Joint Construction -Independent Construction	-Commands -Dosage -Frequency -Asking/answering clarifying questions	-<u>Technology</u>: *procedures* for sending texts and leaving voice mail messages -<u>Math</u>: solving word problems	-whole group: text deconstruction, review of language features -<u>small groups</u>: text deconstruction, co-creating texts -<u>pairs</u>: dialogues, re-reading text
-interpreting medicine labels	-Text Deconstruction	-Commands -Dosage -Frequency		

For the technology segment, we started by comparing and contrasting the tea-making procedure we watched with the one we jointly constructed. Learners were able to compare ingredients and tools used in each recipe, but I had to direct attention to the commands used in each step of the two procedures. Our next procedure was sending text messages based on instructions found on wikiHow (n.d.). Learners generated a comparison to sending a voicemail message, which we discussed from the perspective of meaning and actions.

The math lesson focused on multiplication in the context of frequency and dosage of medication. Learners seemed to be able to separate the two pieces of information, which was a development from the content lessons earlier in the week. Some learners

wanted to compare division and multiplication; the data indicate that this comparison happened for the math content, but not for the language that expresses the operations.

Theme development: implementing mini-cycles in the teaching/learning cycle.
Week four presented a more consistent application of mini-cycle planning, even though I did not explicitly view my instruction in this fashion. The movement from text comparison to a review of text deconstruction for commands, dosages, and frequencies was an instance of an unplanned mini-cycle, where the return to a previous stage was triggered by an observation of learner confusion with the information that belonged in each category. While I did not report actively thinking that comparing texts was inappropriate, I did assert that "[m]y more immediate concern was helping learners break down the information from the pharmacist into separate chunks." (Week four, p. 1). The phrase "break down…into separate chunks" evoked text deconstruction, and I used "break down" again to describe our work on correcting errors as a class (week four, p. 2).

The use of mini-cycles was also evidenced by the language of clarification within the context of pharmacy dialogues. The language focus was guided by a conversation with my mentors, who suggested that clarification of complex information would be an important part of conversations at the pharmacy. Although I referred to introducing clarification language as "build the field," it is more accurately depicted as part of text deconstruction (week four, p. 2). Addressing language features and register (i.e., more formal communication to a pharmacist) can be done in the text deconstruction stage (Feez with Joyce, 1998). To describe this instructional move, I used the metaphor "circled back" to emphasize that I was returning to a previous stage of the teaching/learning cycle before concluding the larger cycle of pharmacy communication

(week four, p. 3). Moreover, "circled back" foreshadowed my use of "mini-cycle" in later weeks of the diary to emphasize my planned return to text deconstruction and joint construction within a content unit.

Theme development: implementing the teaching/learning cycle for technology and math. The distinction between technology and math in terms of the teaching/learning cycle continued in week four. In the case of the technology lesson, learners compared the procedural texts that were created last week to describe different methods of making tea. Learners distinguished ingredients and tools that were different in each recipe. Even though I noted that "I could've done a better job directing more focus to grammar" of procedural recounts, learners were able to use vocabulary to draw distinctions between the two processes (week four, p. 9). I surmised in the diary that the learners were focused more on making meaning and less on the structure of procedures. I also wrote that we could develop our knowledge of procedure structures further as we addressed different technology procedures.

We continued our focus on technology procedures by looking at sending a text message, another familiar procedure for most learners. Because of the familiarity of the context, we spent much of our time on text deconstruction. For example, we discussed the commands *touch* and *tap* in the context of using a smart phone. Learners generated a text comparison by asking about voice messages. Here, the purpose was the same, but the methods and steps were different. Despite not comparing the language of the two procedural texts, learners were able to compare the meaning and context of these different message types. At the end of the reflection, I stated an intention to compare the message procedures with an explicit language focus in week five.

Such an explicit planning focus for language appeared to be absent again from the math lesson. The lesson did include the language of commands, dosages, and frequencies from the week's life skills lessons, but attention to math language was missing. I reported that learners would "jump ahead" to answer the problem instead of using a procedure (week four, p. 10). Even though I had modeled a procedure at the beginning and had highlighted some language features, I did not report that learners carried out the same task in small groups. Thus, it seems that for week four, there was some progress in highlighting math language at the beginning, but this language focus did not continue when learners solved problems in small groups. By losing the language strand of the lesson, learners attempted to solve problems using numbers without a clear procedure to help them produce solutions.

Week five – March 6 to March 9, 2018.

Table 5

Week Five Diary Summary

Life Skills Lesson Content	Teaching/Learning Cycle Stages	Language Features	Technology/Math Lesson Content	Learning contexts and tasks
-Health conversations: receptionist, doctor's office, pharmacy	-Text Deconstruction -Text Comparison	-Commands -Dosage -Frequency -Asking clarifying questions -Modality	-Technology: joint construction for text messaging procedure, built field of computer log-in procedure -Math: recount procedure for one and two-step word problems	-whole group: brainstorming, group reading, text analysis -small groups: text deconstruction, co-creating texts -pairs: dialogues, re-reading text
-Nutrition: giving advice to friends	-Building the Field -Text Deconstruction	-Modality (high and low obligation words)		

Week five concluded the health unit by comparing the conversations with friends, receptionists, doctors, and pharmacists. Before comparing these texts, the class reviewed the various language features that had been studied in each context. I also reviewed the deconstruction of medicine labels to reflect the order that the information most often appears: command, dosage, then frequency. After this text deconstruction stage, learners compared texts and decided the participants in a conversation. They would also identify the language features that characterize different conversations. For example, the doctor uses high modality words such as *need to* and *must* while friends may use lower modality words like *should* or *can*.

The nutrition unit began with building the field with healthy and unhealthy foods. Learners displayed a great amount of background knowledge about food, and what is healthy and unhealthy. At this point, I planned on developing the language of persuasion, and persuading people we know compared with persuading people we don't know. We also read a narrative about supermarket shopping that contained several technical nutrition words (e.g., "preservatives" and "artificial flavor"). Learners wanted to know more about these technical words, and I wanted to find out what vocabulary we would need in "our upcoming cycles" (week five, p. 5).

The technology lessons began with a joint construction of the procedures for sending text and voice messages. Learners were able to develop the procedure with minimal assistance from me. Their procedure included commands and specific information about the command "Type the person's phone number." Our first computer procedure was logging in. I provided an oral recount in English, and I also told learners the command verbs in Somali. By the end of the lesson, all learners were logging in

independently, so I was ready to write our procedure together for the following week's lesson.

In math, learners were improving at reporting their procedure to solve word problems for one-step and two-step equations. I used our language focus of clarification questions to emphasize the need to report how we get answers in math and this seemed to have a positive effect on stating procedures later in the lesson.

Theme development: implementing mini-cycles in the teaching/learning cycle. The development of mini-cycles in week five was primarily seen in the depth of the health unit text comparison and the intended planning for the nutrition content unit. Learners reviewed modality in different contexts and the use of clarification questions when speaking with doctors or pharmacists. Learners identified the relationship between speakers using greetings, and were also able to connect the context with target language features. For example, doctors may use high modality to suggest action by the patient while a friend may use lower modality. The course of the text comparison was a contrast to week four's entry that "I'm still not really sure what we should be comparing," (week four, p. 3). With more language features to draw on, it seemed that learners were better able to connect communication contexts with specific textual features.

Planning for mini-cycles in the nutrition unit were developing after the first lesson. The unit goal at this point was to "write about how someone can eat healthier" (week five, p. 3). Although I stated some ambivalence about the usefulness of writing in this context, I had decided on two general mini-cycles. I wrote, "I'm planning on moving from personal persuasion (with a friend or a family member) to a more general audience," (week five, p. 4). This movement from personal connection to less personal

mirrored the health unit's progression from advice to friends and family to advice from doctors and pharmacists. Since learners were developing knowledge about the relationship between communication contexts and language choices, I wanted to move from less formal to more formal communication in the nutrition unit.

Theme development: implementing the teaching/learning cycle for technology and math. The implementation of the teaching/learning cycle for the technology lessons continued the patterns that began in week four. Beginning with a brief review of the previous week's procedure, sending a text message, learners produced a procedural recount in a joint construction with me. Learners used the emphasized language feature of commands, and were able to identify the commands when we reviewed our text for procedural language. The following procedure of logging in to the computers used Somali to describe the actions. This use of first language helped learners comprehend the procedure. The intention for the next week's lesson was to write the procedure of logging in, and to possibly combine steps in the procedure to reduce the number of steps. This plan would maintain the pattern of jointly constructing a past procedure and reviewing its language features before introducing a new technology procedure.

The use of joint construction to write procedures during the technology lesson was not used in math. While I reported that more learners were recounting their procedures for math, there was no evidence of examining the language learners would use to recount their procedures or jointly construct an example. Rather, the language focus remained on math operation vocabulary, such as "how many more" and "how many less" (week five, p. 7). I attempted to address why we need to recount our procedure to solve problems using the notion of clarify from week four's life skills lessons, but the

procedural recounts lack the specificity and attention to language that are evident in both the life skills content and technology lessons.

Week six – March 12 to March 15, 2018. Table 6 provides a summary of diary data from week six.

Table 6

Week Six Diary Summary

Life Skills Lesson Content	Teaching/Learning Cycle Stages	Language Features	Technology/Math Lesson Content	Learning contexts and tasks
-Nutrition (giving and receiving advice)	-Text Deconstruction -Joint Construction -Independent Construction	-low obligation language to make suggestions -politely receiving advice -using verbal and non-verbal communication -making language choices based on relationship to the audience	-Technology: joint construction of log-in procedure, building the field of saving documents -Math: using guiding questions to solve word problems	-whole group: modeling text analysis creating text -small groups: reading text, text analysis, creating text -individuals: creating text

Week six lessons all addressed giving and receiving advice on nutrition in different contexts. Three language features were developed: low obligation language, verbal and non-verbal forms of communication, and the relationship between the speaker and the audience (register of communication). For each language feature, learners engaged in text deconstruction and joint construction, and some learners also moved into independent construction. The language features were also referenced in following lessons, so the focus on register included low obligation forms and choices between verbal and non-verbal communication.

In the technology lesson, learners jointly constructed the procedure for logging in. Our next procedure was saving a word document. We gained familiarity with the process and we talked through the procedure. I provided support to learners as we worked on saving a document together. Learners were able to successfully save documents by the end of the session, and I planned on writing a procedure for the lesson in week seven.

In the math lesson, I attempted to focus more on language by using guiding questions, and leaving numbers out of the word problems to examine the language that constructs meaning in math. Learners were able to use the guiding questions before they solved the problems. However, some learners struggled with the numberless word problems.

Theme development: implementing mini-cycles in the teaching/learning cycle. Week six marked the first explicit identification of "mini teaching-learning cycle" (week six, p. 7) and an elaborated rationale for the use of this instructional focus. By creating "a string of connected cycles" (week six, p. 6), I guided learners through several language choices that they can consider when they give advice. We addressed low obligation language in order to give advice to friends. Then, we examined situations where we might not give verbal advice, but our ideas are communicated non-verbally, such as by head-shaking, or reducing salt during cooking. Finally, we used the relationship between the speaker and the audience to decide whether to use high obligation or low obligation language. While I reflected that we should have started the unit with a discussion of audience, I noted that learners progressed from known information about obligation levels to new information about their relationship to their audience.

Moreover, I described the structure of these mini-cycles. They were centered on "modeling-joint construction cycles" (week six, p. 6), where we would deconstruct text around a language feature and jointly construct texts to address different communication situations in one content context. For these mini-cycles, learners used their assessment of the situation to decide on the level of obligation and used obligation language from the previous mini-cycles to give advice. Higher-proficiency learners recounted scenarios they had experienced and gave advice using a level of obligation.

Theme development: implementing the teaching/learning cycle for technology and math. I connected the mini-cycle process that I identified in week six with the structure of my technology lessons. A unit would begin with becoming familiar with the procedure with visuals and/or physical demonstrations of the tasks that learners would engage in. Then, we would work through the procedure together, and I would record the steps that we took. In the following week's lesson, we would review the procedure by an oral recounting. I would record the learners' version of the procedure and we would analyze the text for language features, such as commands. These stages in the technology lesson connect with building the field, text deconstruction, and joint construction. Although these instructional moves were becoming more noticeable in weeks four and five, week six marked a connection between the instruction in the life skills content area and the technology lessons. Specifically, the concentration of instruction on text deconstruction and joint construction seemed to benefit learners' development of knowledge about content, language, and technology.

Despite these burgeoning connections in the teaching/learning cycle between life skills and technology, the math portion of instruction did not reflect my increasingly

intentional mini-cycle practices. Rather, I was still struggling to incorporate a balance between math content and language, as evidenced by the note, "I think that orienting the class to a language focus in math is exactly what we need to do, I just didn't really know how to do it, or how to frame it for learners" (week six, p. 12). An extension of this struggle with integrating language with math content was the proliferation of different strategies that I used to draw learners' attention more to language and reporting procedures. In week six, I used guiding questions from week five that asked learners to think about the context of the word problem and identify the math question before attempting to produce a solution. I also used numberless word problems both to assist learners in concentrating on language and to differentiate the computational difficulty of the questions.

Week seven – March 19 to March 22, 2018. For a summary of week seven, see Table 7. We began the week with a review of the conversation choices we investigated last week. Specifically, we considered our relationship to the listener before we decided to use high or low obligation language. I extended this discussion by connecting high obligation language to formal contexts and low obligation language to informal contexts. These are concepts we had addressed in our health unit, but we did not yet discuss in our nutrition unit. Our next unit was on reading nutrition labels, and we used a modified information text to learn about different nutrients and how they contribute to our health. We analyzed *be* and *have* verbs that define categories of information, then we jointly constructed sentences that summarized the information from the text.

Our technology lesson reviewed the procedure for saving a Word document, and learners jointly constructed a procedural recount. For the new procedure, we explored

Table 7

Week Seven Diary Summary

Life Skills Lesson Content	Teaching/Learning Cycle Stages	Language Features	Technology/Math Lesson Content	Learning contexts and tasks
-Nutrition: giving advice to friends	-Text Deconstruction -Text Comparison	-Modality (high and low obligation) -Register (formal and informal)	-Technology: joint construction of saving a word document, changing video options	-whole group: brainstorming, group reading, text analysis -small groups: text deconstruction, co-creating texts
-Nutrition: reading nutrition labels	-Building the Field -Text Deconstruction	-Technical nutrition vocabulary -Relating verbs (*be* and *have*) to define characteristics	-Math: reporting procedures when solving word problems	-pairs: dialogues -individuals: independent construction

making various modifications while playing internet videos, such as adjusting the screen

size or pausing the video. In math, we continued to work on word problems, but we (the

volunteers and I) found that we needed to spend more time on identifying math questions

for the next week's lesson.

   Theme development: implementing mini-cycles in the teaching/learning cycle.

Week seven's mini-cycles guided learners from giving general nutrition advice to

comparing nutrients in food. To link this sequence of cycles, we moved from our

knowledge of healthy food to what was in food. This activity bridged the stages of

building the field and text deconstruction. Learners displayed their prior knowledge of

nutrients for building the field, and we previewed the technical nutrient vocabulary we

would be using as an entry into text deconstruction. Text deconstruction also highlighted

be and *have* as verbs that identify nutrients in food. In addition, I used graphic organizers to summarize the nutrition information in order to introduce a format we would use to read food labels. Thus, I provided several opportunities for learners to develop language and graphic skills as we progressed through the mini-cycles.

As the planning for mini-cycles became more intentional and weaved more language and skill connections into instruction, the diary emphasized the differentiation in mini-cycles between the lower proficiency group and the middle and higher proficiency groups. I noted, "I'm using the groups to differentiate the teaching learning cycle by language proficiency, spending more time on joint construction with the lower-proficiency learners" (Week seven, p. 9). With volunteers leading the higher proficiency groups, they were able to write sentences about nutrition information, while I continued to work with lower proficiency learners on reading the text and using oral language to summarize the information. Differentiation occurred within my small group when some learners would choose to work separately on writing sentences while I continued to work in joint construction with other learners. Learners had some choice with how much support they received, which responded to the difficulty learners had had in independent construction in week two, and provided an opportunity for learners to make language choices independently.

Theme development: implementing the teaching/learning cycle for technology and math. The technology lesson for week seven continued the teaching/learning cycle stages that had begun the previous week. First, we reviewed the procedure for saving a document. When I observed that learners were struggling to recount the procedure, we practiced the procedure with support from volunteers and visuals. We created a

document, saved the document, and opened the document. We were also able to collaborate and jointly construct the procedure for saving a document. After finishing the document procedures, we began interacting with video controls, such as changing volume and screen size. Learners were able to change the screen size, but I planned on looking at volume controls in more detail in week eight.

In a reflection on learner language, I noted that "learners have become more familiar with 'click,' 'press,' and 'hold,' so these commands are being used more in our procedures without my prompting" (week seven, p. 12). This reflection showed that learners had made progress in one aspect of procedural recounts. At the same time, my week seven entry does not mention other language features of procedural recounts, such as prepositional phrases, that had been identified as potential next steps in week six.

Regarding the math lesson, I was not able to build on the progress from week six, where learners were becoming more successful in reporting their procedural thinking. Instead, I introduced a comparison between math equations and sentences. During our small groups, the volunteers and I noticed that learners were struggling to comprehend the questions in the word problems. In my group, I provided a review of question words, which seemed to help learners identify the math questions. While this mini-lesson may have illustrated some instructional responsiveness, the design of the week seven math class did not appear to support language development to the extent of week six. Moreover, the results from week seven prompted me to plan a review of math question words for week eight.

Week eight – March 26 to March 29, 2018. A summary of week eight is provided in Table 8. We began the week by reviewing our nutrition label cycle. This

Table 8

Week Eight Diary Summary

Life Skills Lesson Content	Teaching/Learning Cycle Stages	Language Features	Technology/Math Lesson Content	Learning contexts and tasks
-Nutrition: comparing the amount of nutrients in food	-Text Deconstruction -Joint Construction	-Comparative adjectives *-be* verbs	-Technology: internet searches for nutrition information -Math: information questions in word problems	-whole group: brainstorming, group reading, text analysis -small groups: text deconstruction, co-creating texts
-Nutrition: comparing government and company information	-Text Deconstruction -Joint Construction	-Adjectives (good, the best, excellent)		
-Nutrition: comparing the amount of ingredients	-Text Deconstruction -Joint Construction	-Comparative and superlative adjectives *-be* verbs		

included building the field with technical nutrition vocabulary and chart reading, deconstructing our text reports by using *being* and *having* verbs, and jointly constructing comparisons of nutrients in different food. While I had provided brief reviews in the past, there were new learners in week eight, and I felt it was a good idea to review the teaching/learning cycle from week seven. The review provided some experiences for learners to draw upon when we worked on writing our comparisons in small groups or more independently.

In the next cycle, I encouraged learners to notice all the information on a food package to build the field on nutrition labels compared to other information provided by a company. This mini-cycle came from a mentor conversation where all the information on a food package was viewed as text that we could read and analyze. We specifically looked at adjectives that companies used to make food appeal to people, and used our

understanding of formal language and informal language to compare and contrast the government food information and the company's information. These comparisons were either jointly constructed or independently constructed depending on the learner's readiness and their proficiency level. We finished our life skills lessons by building the field of ingredient lists through a model reading that demonstrated the difficulty of some ingredient names. We compared ingredient amounts using the comparison language we had been practicing.

In technology, we jointly constructed our text of video procedures. Learners provided the commands and I prompted for more specific information, such as *where* to move the mouse. I decided to connect technology with our nutrition unit and modeled a search for nutritional information using search words. However, I was not able to help learners participate in a meaningful joint construction or group learning opportunity. As a result, learners were released too early to work independently on their searches. Even though we were able to review some searches as a class, learners needed more guidance at this stage. For example, some learners focused on recipe information instead of searching for nutrient information. In math, I spent a significant amount of time modeling question words and we continued to emphasize question words in small groups to help learners comprehend this portion of math word problems. This focus was a direct result of learners' struggles with math questions the previous week.

Theme development: implementing mini-cycles in the teaching/learning cycle. Mini-cycle development in week eight appeared in two forms. First, I was able to compress the teaching/learning cycles on nutrition information and food labels into a review before moving into a comparison of nutrients in different foods. Although I did

not report explicitly thinking in terms of the nutrition mini-cycles during the review, my reflection linked our review to the stages of the teaching/learning cycle. building the field of nutrition, deconstructing text by focusing on technical nutrition vocabulary and using *be* and *have* verbs to identify information, and jointly constructing identification sentences using simplified labels. I also reported, "I decided to break up the information identification and comparison into different steps" (week eight, p. 2). Reviewing nutrient vocabulary and identifying information on labels helped lead us into the primary goal of comparing nutrients in different foods using "more" and "less." My explicit planning around mini-cycles may have influenced the form and length of this review, particularly the separation of nutrient identification and nutrient comparison as two distinct learning tasks.

Another development in the implementation of mini-cycles was the use of one academic language function to link the week's three mini-cycles. Learners compared nutrition information on Monday, then they compared nutrition labels to package advertising on Tuesday, and we ended the week's content lessons by comparing the amount of different ingredients in one food. Each mini-cycle used the function of compare and contrast while emphasizing different language features. Our comparison of nutrients used "more than" and "less than," but our comparison of ingredients also included "highest amount" and "lowest amount" because we could use superlatives to compare ingredients in a list. The comparison of nutrient labels and package advertising included adjectives for advertising and text color and size to differentiate the style of the two texts. Learners developed a further link between high obligation and the need for

companies to report nutrition information on packaging. This connection showed that learners had begun applying our language analysis in previous cycles to new contexts.

Theme development: implementing the teaching/learning cycle for technology and math. The implementation of teaching/learning cycles in technology deviated a bit from the previous sequences of lessons in week eight. As in previous weeks, the lesson began with a joint construction of the procedures that learners used to modify video screens, such as changing to full size screens and changing the volume. Instead of introducing a new procedure like in previous weeks, I modeled internet searches for nutrition information. Our comparisons this week led me to make a technology connection, and I was looking forward to integrating our life skills content work with our technology lessons. However, I noted after the lesson that I had not engaged learners enough in a joint experience of searches, and learners struggled to search for information. One factor may have been that learners worked more individually in the lab, and support from the volunteers or me did not come as quickly as the support when we were working in small groups in the classroom. Although I noted that some learners were able to search for nutrition information and share the results with the class, I expressed an intention to improve the design of future integrations of content, language, and technology skills.

The math lesson addressed the information question concerns that I noted in week seven. Perhaps the explicit recognition of language in math content allowed me an opportunity to frame my planning as a teaching/learning cycle. "I planned on having a cycle with modeling the different information questions as a class, then more practice with the information questions in small groups" (week eight, p. 14). The language of "modeling" appeared to reference text deconstruction as a class, where learners

connected information questions to specific information that was contained or asked by the word problems. Further connections to the teaching/learning cycle were made by the reflection, "After our class joint construction responding to different information questions, we worked in smaller groups" (week eight, p. 14). Although there was no explicit mention of procedure use in math for week eight, I intended on developing problem-solving strategies for the next week. I planned on connecting our work on information questions to solving for the information prompted by the math question.

Responses to the Research Questions

This section will examine the diary as a whole, and propose responses to the following two research questions.

- How does a novice ESL teacher experience the implementation of genre pedagogy through the teaching/learning cycle with adult ESL students?

- What themes emerge from the diary of the novice ESL teacher?

The following discussion will provide a basis for the conclusions that will be considered in Chapter Five.

Experiencing and implementing the teaching/learning cycle. Although there are several potential perspectives on my experience as described in the diary, engaging in reflective practice appeared to influence the themes that will be discussed below. Broadly speaking, I would identify a difficulty that learners had experienced in a lesson and generated some responses to address the difficulty. In some cases, I consulted with my mentors about potential topics and language features that the class could use to build interactive skills in different contexts. I designed instruction to address these reflections

and conversations, and I recorded my observations of learners' development in language

production and content knowledge with support from the new instruction.

Another aspect of this experience included in the diary data was my process of

gaining knowledge of the teaching/learning cycle through implementation. At the

beginning of the diary, I followed a linear order of stages: building the field, text

deconstruction, joint construction, independent construction, text comparison. Although I

returned to previous stages in the first three weeks, this instructional move reiterated past

learning instead of introducing new language features within one context for

communication, which characterized the mini-cycles that started in week four with

clarification questions at the pharmacy. Even though the mini-cycles were a specific

response to my observations of learners' successes and challenges with content and

language, they also point to my understanding of the teaching/learning cycle as an active

process engaged in by learners and teachers. However, this more dynamic and cyclical

conception did not extend to all areas of my practice. I was only able to implement a

modified teaching/learning cycle for technology lessons, and failed to provide a

teaching/learning cycle structure for the math lessons. The following two sections will

examine the thematic developments in the diary in more detail.

Theme development: mini-cycles. The reflective process that resulted in the

development of planned mini-cycles to support content and language learning began from

the first week of the study. Noting that I needed to provide more guidance and modeling

to learners during text deconstruction represented an initial thrust toward instruction that

emphasized modeling and joint construction of text. Observing learners struggle with

independent construction led me to question how I could more effectively support them

at this stage in the teaching/learning cycle. Moreover, I wondered what we were supposed to be comparing during text comparison. This situation was problematic for meaningful comparisons because we were working with texts with the same language features in the earlier weeks of the study, i.e. similar conversations at the doctor's office. While there were some instances where I introduced new language features, such as in week two where we worked with levels of modality after *wh-* questions, this instructional decision did not reference the teaching/learning cycle as the guiding structure for planning.

As I became more intentional about teaching multiple language features within one content context, my language in the diary became more reflective of the circularity possible in the teaching/learning cycle. In week four, I used "circled back" as a metaphor to describe deconstructing clarification language in pharmacy conversations after considering commands, dosage, and frequency language. This metaphor indicates a connection to my explicit reflection on mini-cycle planning in week six. It is important to emphasize that my mentors suggested maintaining the pharmacy content and teaching clarification strategies. Their input was a critical factor that supported my explicit planning of mini-cycles by the end of the diary study.

The explicit naming of mini-cycles in week six was preceded by my intention to move learners from personal communication about nutrition to communicating with a wider audience. Even though I did not implement this plan, it indicated that I began considering multiple interactions in different registers that shared a content topic. This planning would narrow into the mini-cycles that I described in week six. These cycles concentrated on the text deconstruction and joint construction stages in the area of

nutrition. By providing more support and more language choices to learners, I observed that some learners were choosing to work independently and effectively demonstrated their language development and knowledge of content. These activities also provided an explicit focus, such as writing brief nutrition information or responding to specific communication situations. This focus was missing from earlier tasks that required learners to provide much of the text of a conversation with a receptionist.

In week eight, I used the mini-cycles to practice the language function of compare and contrast in three contexts that related to our nutrition unit. Instead of organizing the mini-cycles around a common content, the repetition of comparison thinking and language specified our communication purpose within nutrition. Again, the contribution of my mentors in this chain of cycles was important. They had suggested drawing attention to the adjectives used on packaging to promote the product as an additional feature of nutrition reading. The sequence of lessons indicated that even with a unifying language function, specific contexts can influence comparative language choices. Although this discovery may have been apparent through other teaching contexts, the structure of the comparison-oriented mini-cycles directed attention to these distinct features of comparison language. Thus, mini-cycle planning developed to focus instruction on specific aspects of the units, whether they were broadly related by content, more specific communication situations, or specific language functions.

Theme development: implementation of teaching/learning cycles in technology and math. The second theme which highlighted my implementation of the teaching/learning cycle during the diary study was the growing gap between my practice in the technology lessons and in the math lessons. Both areas of instruction lacked

enough language supports in week one, and I reflected that I had focused too much on content and had neglected language instruction. In week two's reflection, I was able to identify a language connection through procedural recounts, and indicated specific language features, such as commands and prepositional phrases, that applied to technology. Our focus on commands from week three to seven illustrated that I followed through with this initial plan for the technology lessons. Furthermore, my sequencing of stages helped focus learners' attention on procedural recounts. We would begin most lessons by reviewing the procedure we learned from last week and collaborating on a text that we could review for specific language features. This activity had elements of joint construction and text deconstruction, the two stages that I was concentrating on during the life skills content lessons. I recognized this relationship between my teaching/learning cycles in these two content areas in week six, which brought explicit attention to processes that had begun several weeks previous.

Despite my continuous modifications of how we moved through the stages of the teaching/learning cycle in life skills content and technology, I did not incorporate corresponding features into math instruction. While I initially thought that procedural language would help learners connect math and technology content through language features, I often focused more on math content, such as with place value and mathematical operations. When I was able to incorporate some language, it often addressed language to solve the problem and not language that learners could use to recount their procedure. Despite these drawbacks, I noted some success in week six with learners reporting their procedural thinking, but this progress did not continue into week seven, and I felt that we had to look at *wh-* questions in the context of math. Even while

my reflection on this instruction indicated some teaching/learning cycle concepts, such as modeling and joint construction, this was not the norm for the math lessons during the period of the diary study.

Chapter Four Summary

This chapter presented the results of my eight-week diary study and answered the two research questions. First, my experience of implementing the teaching/learning cycle illustrated an initially rigid approach to planning each stage in sequence that developed into connected mini-cycles that explored several language features within one communicative context. This instructional process was influenced by my communication with mentors and my own reflective practice. I began focusing instruction more on the text deconstruction and joint construction stages before I was able to name this instructional practice. Once I did, I connected my instruction in life skills to my similar focus on text deconstruction and joint construction with procedural recounts in technology.

Second, two themes emerged from the diary: the mini-cycles of instruction described above, and the differences in my implementation of teaching/learning cycle processes in technology and math lessons. Although I made a significant connection regarding procedural language that is important in both technology and math, I was more successful in following through on this plan in the technology lessons. In the math lessons, I had difficulty combining language and content instruction, and my language features generally did not support the learners' production of math procedures.

Chapter Five discusses the results of this study within the context of the literature on the teaching/learning cycle and novice teachers that was described in Chapter Two.

Major findings are presented, which include discussion of the development of mini-

cycles, the implementation of teaching/learning cycle in technology and math, and the

factors that contributed to these developments. Implications for teachers and teacher-

educators are considered, followed by the limitations of this study. Further research ideas

are suggested, then there is a discussion of presenting this research to the ESL field. My

personal reflection on the capstone process concludes Chapter Five.

CHAPTER FIVE

Conclusions

This diary study posed two questions regarding novice teaching and the practice of genre pedagogy as realized by the teaching/learning cycle. One, how does a novice ESL teacher experience the implementation genre pedagogy through the teaching/learning cycle with adult ESL students? Two, what themes emerge from the diary of the novice ESL teacher? To answer these questions, I maintained a teaching diary for eight weeks documenting my process in designing lessons and units that used the teaching/learning cycle. I also benefited from the feedback of two mentor teachers who responded to my diary entries and provided ideas in virtual biweekly meetings. After completing the diary, I analyzed the data for themes that seemed to capture my developing practice of the teaching/learning cycle during the study.

This chapter will describe the major findings indicated by the research results, and situate these findings in the context of the literature on novice teaching and the teaching/learning cycle. Following the discussion on findings, the limitations of this diary study will be addressed. After considering limitations, potential implications for teachers and teacher-educators will be explored, and further research possibilities will be identified. The chapter will conclude with my personal reflection on the study, and my next steps as a teacher and researcher in ESL teaching and learning. In the next section, I will describe the major findings of this study.

Major Findings

Two themes emerged from my teaching diary as a novice ESL teacher implementing genre pedagogy with adult learners: the development of mini-cycles and

the discord between the teaching/learning cycles I attempted for technology and math instruction. The analysis of thematic development reveals some factors that contributed to the experience as reported and analyzed in Chapter Four. First, I will summarize the themes identified previously, and their development through the eight-week study. Then, I will consider the effects of my novice status, the significance of reflective practice, and the influence of my mentors on the study. Each of these findings will refer to relevant research that was presented in Chapter Two.

Theme Development: Mini-Cycles. The incorporation of mini-cycles into my planning began with some difficulties I noticed as I implemented teaching/learning cycles in sequential stages. Learners did not seem prepared to produce text during independent construction, and I was uncertain about how to compare texts when we only worked with one predominant model text in a unit. My initial modifications to this linear approach were small, such as considering commands and modality for giving advice after we had practiced asking and answering information questions at the doctor's office. I gradually became more explicit about using mini-cycles in my instruction, both in my practice and in the language that I used in my reflections.

Moving from a linear lesson-to-lesson orientation to a more reflective, cyclical process also aligned with the cyclical model of the teaching/learning cycle. The stages are designed to support learners as they grow more familiar with communication in context and specific language features that make meaning in these various contexts (Martin, 2009). Thus, learners can move between stages in ways that support their learning process. In my class of adult learners, I found that we were most productive in the text deconstruction and joint construction phases, so this is where we spent much of our time.

However, individual students were comfortable creating text more independently, and the flexibility of small groups allowed learners some choice in the degree of independence at this stage, especially in weeks seven and eight.

Incorporating more language features into a content unit provided an additional benefit. We could make more comparisons of language use because we had engaged with more language choices within a content context. As Martin (2009) points out, meaning-making constructs a set of genres, and the range of possible genres contributes to a culture of shared understandings. Even though I did not explicitly use the term genre to define different communication purposes, we compared situations where we would choose either high or low obligation language depending on our audience. We also compared language features of the informational text of nutrition labels and the more persuasively oriented language used by manufacturers on food packages. These language comparisons enriched our engagement with content and deepened the learners experience with the potential meanings created by different contexts and purposes.

Theme development: implementing teaching/learning cycles in technology and math instruction. In contrast to the development of mini-cycles that supported learners' language development in different contexts, implementation of the teaching/learning cycle in technology and math did not occur to a similar extent. Although I found a unifying genre of procedural recounts in technology and math, I was only able to develop this sequence of cycles in the technology lessons. Perhaps the use of language was clearer in the technology context, and we were able to use commands to identify steps and recount procedures. By the end of the eight-week study, I was comparing my mini-cycle approach in life skills content to my structure for technology

lessons, where I planned a modified teaching/learning cycle for each technology procedure. We would interact with the procedure, and then I would guide a recount together with the learners. The following week, learners provided more of the recount's language, and after I scribed, we reviewed the target language feature before I introduced the next procedure.

Conversely, I only incorporated teaching/learning cycle language into my last week's reflection in math, and this connection was in the context of a single lesson. I had changed the language focus in math several times during the study, and this likely affected the learners' ability to develop procedural recounts to report their math thinking. While the technology lessons' focus on commands was meaningful for both comprehending and composing procedural recounts, my language teaching in math was aligned with comprehension of word problems and math equations. This language did not teach learners how to report their math procedures. I also was contending with the balance of math content and language teaching throughout the study, so I did not develop a language teaching approach that reflected the teaching/learning cycle as I had in the life skills content and in the technology lessons.

Factors of theme development: reflective practice and novice teacher experience. The two thematic arcs summarized above were made possible by several factors. Reflective practice was one such element that contributed to my increased attention to planning connected mini-cycles that targeted different language uses within a broader context. The design of the study required that I carefully record my observations of learner performance and response to my instruction. Another perspective on my development of mini-cycles is found in Farrell (2006), who used a narrative structure to

demonstrate the need for a novice teacher to develop solutions to complex problems that they faced in the first-year of teaching. Applying this narrative lens to my data, the development of mini-cycles was a solution that responded to the dual challenges of learner success in independent practice and my uncertainty with instruction in the text comparison stage. For Farrell, reflective practice is critical in this process of working through challenges, which I demonstrated as I became more explicit about my instructional decision-making and began planning for multiple language features to explore within one context.

Further instances of reflection occurred with two experienced ESL teachers who served as my mentors during the study. They offered comments on my diary entries, which helped me to become more descriptive about my practice and my inferences regarding sources of successes or challenges for learners. Their specific teaching suggestions guided my practice in a few key instances, such as when I "circled back" to asking and answering clarification questions at the pharmacy, and when I was teaching food labels and included the adjectives used in package advertising. These collaborative reflections supported my design of teaching/learning cycle practices in my class, and served as a way for me to gain knowledge about unit design in this framework. Carson & Longhini (2002) conducted a language-learning study where the researcher-participant appeared to benefit from consulting two L1 speakers about issues that arose in the diary. Although the context of the present study differs dramatically, the positive influence of knowledgeable mentors can contribute to the learning process reported in a first-person diary-study. The use of multiple data collection methods in teacher diary studies, especially Farrell (2006) and Numrich (1996), have afforded opportunities for diarists to

converse with peers or experienced mentors about the content they write in their diary. This dynamic helps the diarist to work through their experience with others who can provide ideas and support the reflective process. While I cannot determine the extent to which my practice reflected my conversations with these mentors, specific decisions on instruction demonstrate the positive influence of their guidance during this study.

Connected with reflective practice was my identity as a novice teacher during the study. While I was in my third year of teaching with an ESL license, I was in my first year of teaching ESL to adults, and I was new to curriculum writing, let alone designing units that implemented the teaching/learning cycle. Thus, my novice identity aligned with the research of Golombek and Johnson (2004), who provided evidence that a novice identity may fluctuate as teachers change positions and encounter new challenges in their practice. Even though I had interest in practicing genre pedagogy through the teaching/learning cycle, I experienced how the flexible design can be used to support learners and their growing control of language use in a variety of contexts. My novice practice was evident in my linear application through five stages of the cycle in the first three weeks of the study. As I reflected and shared details about learners' successes and challenges with my mentors, I began designing cycles that directly responded to the needs of the learners in my class. The result was that I deepened my understanding of the teaching/learning cycle by engaging in reflective practice with the support of experienced mentors.

Implications

Although the breadth of this study is narrow, it offers some implications for teachers and teacher-educators who are supporting ELs. The study highlights the success

that is possible when teachers engage in consistent reflective practice to improve learning outcomes. Reflection can help support the practice of all educators, but it is particularly significant for teachers who are implementing new practices and/or are working in new teaching and learning contexts. This study amplifies the assertion of Farrell (2012) that reflective practice is an essential element of teaching and must be included in teacher-education training.

In addition, this study provides some guidance for teachers who share a similar context, namely, who write curriculum for their courses. Generally, the study underscores the development potential of teachers who engage in reflective practice as a part of their practice. Even if teachers do not implement the teaching/learning cycle, they could use reflective practice to improve their support of learners. The study indicates that teachers can make substantial changes to their practice in a relatively short time based on observations of learners and conversations with peers and/or mentor teachers. With a focus on a specific aspect of practice, and a supportive community, diary studies can produce meaningful changes to practice for the benefit of learners.

Considering these potential contributions to teaching and learning, and the data provided by diarists in the field of ESL, teacher-educators have several resources to explore reflective practices with pre-service teachers. Although personally engaging in a diary study may result in the greatest learning of this methodology's potential, probing teaching diary studies may illustrate the benefit of this type of reflective practice. To be sure, teacher-educators have constraints and expectations on their curriculum. Even so, a survey of the literature and this study have suggested that the learning that results from reflection merits explicit attention in pre-service teaching coursework. Perhaps

engagement with diary studies can combine with existing standards of practice in existing curricula. Thus, the present study amplifies the assertions of Farrell (2012, 2006) that reflective practice can have a significant effect on the development on novice teachers and deserves more consideration in ESL research and pre-service teacher training programs.

Limitations

This study's limitations come from its research design and data collection methods. The most significant limitation is the design of a single researcher-participant case study. Because the data are confined to my teaching situation, the conclusions drawn are not generalizable to the broader population of novice ESL teachers who are implementing genre pedagogy. Another limitation is that my observations were based on what interested me about the classes, or what I found most significant about the learners' response to my instruction. Without other sources of data, it is difficult to identify issues or results of my instruction that learners may have experienced, but that I did not observe.

Further Research

To address the limitations of the study noted above, further research would incorporate the experiences of learners and their perspective on classroom practices. Analyzing learner impressions and performance as a part of future diary studies would serve to corroborate or complicate the experiences of the teacher, which would provide a richer trove of phenomenological data to explore. Describing the experience and thematic development of the novice teacher in implementing the teaching/learning cycle is only an initial step towards the study of its effective applications for adult learners.

Another method to mitigate the influence a novice teacher's level of expertise may have on research would be to pair a novice teacher with a mentor who has experience implementing genre pedagogy through the teaching/learning cycle. The mentor would ideally be able to observe the novice teacher's lessons and provide feedback that the novice may not be able to discover through personal reflection. This research structure would present the voice of the novice with the guidance of a mentor, who would be able to provide perspective on the novice teacher's development and contribute insights into the novice teacher's learning process.

Disseminating the Study

There are several audiences with whom I intend on sharing the results of this study. For a future professional development at my school, I plan to focus on the benefits of asking focused questions on our teaching practice to investigate how we can better serve learners in our classes. While phenomenological literature emphasizes the benefits of longer-term studies (Lincoln & Guba, 1985; van Manen, 1997), my experience suggests that shorter-term studies of practice can also result in meaningful improvements to instructional practice and learning outcomes, especially when the teacher has an opportunity to share their process with colleagues and/or mentors. It is important to note in this context that reflective practice is a teacher-directed process; however, I anticipate fielding concerns from my colleagues about the time it may take to carry out such an investigation of their practice. For me, even a minute or two of reflection on one area of instruction may prove beneficial if it is done regularly and with a reflective, inquisitive spirit.

To share the findings of this study with a wider audience, I plan to submit a proposal to the 2019 Minnesota English Learner Education Conference. As in my plan for presenting my findings to my colleagues, I would like to stress the benefits of reflective practice and its importance to teacher development at any stage in one's career. I intend on incorporating the feedback I receive from my colleagues to make a stronger presentation to a broader section of the ESL field.

Personal Reflection

Engaging in this research project has contributed to my growth as a reflective teacher and curriculum designer. Working through the practice of genre pedagogy through the teaching/learning cycle has revealed potential genres and language features that my learners need to be successful in work, daily life, and academic contexts. Although I had some background knowledge of genre pedagogy at the beginning of the study, I learned a great deal about the potential in applying the teaching/learning cycle model to my specific context for teaching and learning.

Despite my learning that resulted from the study, the results indicate significant aspects of genre pedagogy that I have yet to learn and implement into my practice. Most critically, the central focus of genre pedagogy is on learners gaining more control over the genres they need to communicate effectively in varied communication contexts (Martin & Rose, 2008). Notwithstanding my identification of procedural recounts to tie technology and math instruction together, there is a lack of reflection on genres in my teaching diary. Thus, while I applied the stages of the teaching/learning cycle to my instruction, it is apparent that I did not help learners engage specifically with genres during the study. For example, our discussion of receptionist and patient dialogues at the

doctor's office should have included the associated structure of these conversations. They open with a greeting, and proceed to a negotiation of the date and time for the appointment. When the appointment has been agreed to, there is a closing where the two parties conclude the conversation. Specific language functions and features serve to enact the moves that the receptionist and patient engage in to reach an agreement. Without the overarching structure of the dialogue, learners engaged in tasks focused more on structural language features and did not have an opportunity to connect these features to different communication purposes.

I must admit that even on initial reflection, I did not notice this gap in my teaching/learning cycle implementation. I owe this reflection to the insightful discussion I had in my final capstone committee meeting. While the study shows a lack of genre focus, this phenomenon may be viewed in the context of novice teacher development. At the stage of my development captured in this diary study, I was not connecting language features to their role in constructing meaning and creating discourse to achieve the communicator's purpose. While I identified language features that were useful to different contexts, I did not move a step further to examine the flow of discourse. For instance, I explicitly identified procedural recounts as a genre for technology, and I used this language with learners. However, we did not examine the moves of a procedural recount, or potential elements that may be a part of some procedures, but not others. An example of an optional move would be a list of materials needed to carry out the procedure, such as in a recipe or assembly instruction.

Apart from reflections on my incorporation of genre in the study, I have also reflected on work habits that I have developed. I have thought more about my work in

new situations, or in cases where I do not have expertise. The math lessons revealed that I had difficulty balancing content and language instruction, and I was not able to implement the teaching/learning cycle as I had in life skills and technology. Without the training in delivering math content, I was not sufficiently prepared to deliver quality instruction that combined math content and language instruction in the context of genres necessary to communicate meaning. In fact, as I discussed previously, my novice stature in genre pedagogy created a situation in the math lessons where I was effectively a double novice. I was inexperienced in designing math instruction and attempted to do so in alignment with genre pedagogy, which I was also in the early stages of development.

Another aspect of my reflection is what has changed in my practice from the time of the study to the present. I feel that I collaborate more with learners about curriculum content than I did at the time of study, and this approach has increased my confidence with moving from one content area to another. While I do not believe I plan teaching/learning cycles with the level of detail or intricacy evidenced in later weeks of the study, I still plan in terms of teaching/learning cycle stages, and I try to create multiple language-learning topics within a content area. The class dynamics have changed – there are fewer learners overall and a smaller number that attend three or four days a week. I have had some trouble planning connected cycles with this new situation, but I have built in more review each day of what we have accomplished and what we are doing next.

In order to progress further in my implementation of genre pedagogy, I plan on doing more research to keep current on developments in the field. I am inclined towards introspection and analysis, so continuing to engage with scholarship on genre is part of

my plan moving forward. In addition, I hope to stay connected with people who are practicing elements of genre pedagogy. Although I foresee some challenges in maintaining regular contact with these colleagues, I will work to maintain more regular contact with them. Communication is essential to professional development, and is an important element of reflective practice. A teacher may be able to use self-study to develop some areas of their practice to better support learners; however, the benefits of reflection extend beyond one's classroom when reflective practice becomes a shared practice. Our collective expertise is greater than our expertise as individuals; therefore, we should strive to continue sharing our experiences to improve learning in all our varied teaching and learning contexts.

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