Teacher conceptualizations and implementation of textual borrowing in genre-based FL writing instruction

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Teacher Conceptualizations and Implementation of Textual Borrowing in Genre-Based FL Writing Instruction

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Writing in collegiate FL contexts

- No unified sense of purpose (Reichelt, 2001; Hubert, 2014); often seen as a vehicle for linguistic practice (Hubert & Bonzo, 2010)

- Opportunities lack for learners to analyze and appropriate various types of FL discourses (Sagnier, 2016)
Genre-based writing pedagogy & textual borrowing

- Genre: “a staged, goal-oriented social process” (Martin, 2009, p. 13)

- Model texts provide learners with resources for their own writing

- **Textual borrowing** refers to learners’ uptake of model text features at the word, phrase, and discourse levels for making meaning in their own written texts (Maxim, 2009)
Research on genre-based pedagogy in collegiate FL contexts

● Little research on collegiate FL instructors’ knowledge & application of genre-based pedagogy (Hubert & Bonzo, 2010)

● Reflective of the larger trend of a limited knowledge base on how L2 instructors teach & learn to teach writing (Hedgcock & Lee, 2017; Leki, Cumming, & Silva, 2008; Worden, 2014)
Research questions

1. How do French teaching assistants conceptualize textual borrowing?
2. How do French teaching assistants implement textual borrowing in the classroom?
Theoretical framework: Sociocultural theory

1. Learning is a socially mediated activity; mediation connects the social and the individual

2. Tools and signs (e.g., concepts, language) mediate and regulate activity

3. Mediational means (i.e., tools and signs) are internalized, or appropriated, to aid future problem-solving activity

4. Learning, mediation, and internalization are best examined through developmental analysis

(Johnson, 2009; Lantolf, 2000; Vygotsky, 1986)
Theoretical framework: Sociocultural theory

- *Everyday concepts*: learned through cultural practice, tied to specific contexts, and allow for limited generalization to new situations
- *Scientific concepts*: learned through formal instruction, grounded in general principles, and more easily generalized to new situations
- *Affordance* = an opportunity or possibility for action; the affordances taken up by teachers are dependent on their goals and what is perceived as useful to attain them (≠ constraint)
Study context and participants

Cohort of three graduate teaching assistants of French:

- American, L1 speakers of English
- 4th semester in French literature MA program
- 4th semester teaching in lower-level French program
- Had completed one required methods course & were enrolled in a second required pedagogy course
- All teaching 2nd semester French
Data sources

1. Writing workshop lesson plans and materials
2. Writing workshop observations
3. Post-workshop semi-structured interviews
4. Artifacts from advanced methods course (reading reflection blog, final project)
Data coding and analysis

- Multi-cycle inductive coding using MaxQDA
  - Intercoder reliability: 100% agreement, code existence in documents; 96% agreement, code frequency in documents
- Frequency and summary grid analyses in MaxQDA to identify themes
### RQ1: Conceptualizing textual borrowing, Frequency counts

<table>
<thead>
<tr>
<th>CODE</th>
<th>EDWARD</th>
<th>KARIN</th>
<th>MOLLY</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexico-grammatical features</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Structural features</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Transformation</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Direct borrowing</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Support writing process</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Interpretation</td>
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<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Transferrable</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
Vivre à Montréal : le témoignage de Natacha

1 DÉCEMBRE 2014 BERÉNICE

Natacha, étudiante en communication, est partie Vivre à Montréal, au Québec. Elle revient sur son expérience datant de l’année dernière et vous donnera quelques conseils pour vous aider à partir étudier à l’étranger !

Peux-tu nous en dire plus sur toi ?

Bonjour à tous ! Moi c’est Natacha, 24 ans, et il y a un an j’ai eu la chance de pouvoir étudier 4 mois à l’Université de Montréal, dans la province du Québec au Canada. Je suis partie dans le cadre de ma dernière année de Master Communication d’entreprise que j’effectuais à l’université de Grenoble...

Comment se passe la recherche de logement à Montréal ?

Il faut savoir qu’à Montréal, il est très facile et rapide de se loger, donc beaucoup d’arrivants font le choix de rester quelques jours en auberge de jeunesse et de chercher une fois sur place. Mais c’était ma grande angoisse avant le départ, j’avais besoin de savoir où j’allais ! Grâce à des groupes Facebook spécialisés, j’ai trouvé ma coloc de rêve depuis la France. Nous étions 5 français, logés dans le quartier populaire de Côte-des-Neiges, non loin de l’Université de Montréal... cependant la vie en colocation m’a permis de rencontrer des gens de tous les horizons !
### RQ2: Implementing textual borrowing

<table>
<thead>
<tr>
<th></th>
<th># TB activities</th>
<th>Time spent on TB activities</th>
<th>Focus of TB activities</th>
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</thead>
<tbody>
<tr>
<td>EDWARD</td>
<td>1 (4)</td>
<td>10.5 minutes (31)</td>
<td>Transforming model text language (sensitizing students to textual moves, linking specific model text language to moves)</td>
</tr>
<tr>
<td>KARIN</td>
<td>6 (8)</td>
<td>27.5 minutes (38.5)</td>
<td>Identifying types of content in model text, linking specific model text language to moves, transforming model text language (sensitizing students to textual moves)</td>
</tr>
<tr>
<td>MOLLY</td>
<td>1 (3)</td>
<td>9 minutes (31)</td>
<td>linking specific model text language to moves (sensitizing students to textual moves, pre-writing by selecting vocabulary &amp; transforming model text language)</td>
</tr>
</tbody>
</table>
RQ2: Implementing textual borrowing, Frequency counts

<table>
<thead>
<tr>
<th>CODE</th>
<th>EDWARD</th>
<th>KARIN</th>
<th>MOLLY</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td><strong>Instructional considerations</strong></td>
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<td></td>
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<tr>
<td>Making TB explicit to students</td>
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<td>5</td>
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<td>9</td>
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<tr>
<td>Scaffolding instruction</td>
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<td>7</td>
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<td><strong>Affordances for implementing TB</strong></td>
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<tr>
<td>Consulting published sources</td>
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<td>4</td>
<td>2</td>
<td>9</td>
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<tr>
<td>Learning through teaching</td>
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<td>3</td>
<td>1</td>
<td>7</td>
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<tr>
<td>Collaborating with colleagues</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>
Conclusions

● It should not be assumed that teacher learners have developed explicit understandings of how language works in texts they are teaching and requiring their students to write (Gebhard, Chen, Graham, & Gunawan, 2013)

● Participants’ evolving understandings of textual borrowing and its implementation point to the need for sustained professional development, including the use of a repertoire of resources to support conceptual understanding and implementation of genre-based pedagogy