

TRANSLINGUAL STUDENTS' DIALOGIC INFLUENCE ON TEACHER CENTRIC PEDAGOGIES

BY

HANNAH HARRIS

THESIS

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Advisers:

Associate Professor Randall W. Sadler
Professor Paul Prior

ABSTRACT

Current research regarding dialogic teaching practices is directed towards improving teachers' pedagogical practices, student performance, and teacher training programs as a form of professional development (Lyle, 2008; Haneda, 2017; and Caughlan et al., 2013). Acknowledging the influence that students possess in a teacher's repertoire of teaching practices appears to be an implicit factor in teacher research of pedagogical dialogism. The role and influence of students as agents of change in classroom ecologies has not been as frequently represented as that of teachers' guidance, and students' contributions in classrooms has been still been addressed as supplementary to teachers' reflections in teacher research (Canagarajah 2015).

The paper addresses these concerns from a study with English for Academic Purposes (EAP) writing teaching assistants in a Master's level ESL teacher training program at a Midwestern US land grant university. The data set is triangulated by including pre and post lesson interviews with the teaching assistants using a stimulated-recall method, group interviews with the translingual students from their classes, video and audio recorded classroom observations, and syllabi and other relevant course documents. This qualitative research approach draws from Alexander's (2008) analysis of dialogic pedagogies, Britzman's (2003) critique of teacher training, and Canagarajah's (2015) integrative approach of translingual students' identities in academic writing.

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In my personal teaching experience as well, evaluative observations focused primarily on improving my pedagogy to support student learning outcomes. Changes and interventions were structured with the intention of helping students improve their English proficiency. As a novice teacher, the nuances of developing a pedagogical repertoire would have been incomplete without listening and designing tasks reflexively to my students, either through their blank stares or wildly raised hands. I would like to dedicate this thesis to the students who helped me learn to listen and showed me how to align my teaching philosophy with my pedagogy.

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CHAPTER 1: INTRODUCTION

In the current atmosphere of teacher training, teachers plan for, receive training for, and presume to be in control of the pedagogical decisions impacting students. The development of teachers' philosophies and pedagogies is largely presented as a process controlled by teachers themselves, and the roles of students appears to be an understudied area in teacher research. Many articles imply that the importance of further research within dialogic teaching is to better improve pedagogical practice, student performance, and teacher training programs as a form of professional development (Lyle, 2008; Haneda, 2017; Caughlan, 2013). However, the principles of dialogics in a teaching and learning context give credence to a heteroglossic, multi-voiced orientation between students, teachers, and their ideas (Britzman, 2003). While this is a move to support students, there is need for critical assessment of the role of students in developing teachers' pedagogies and philosophies.

In an action-research article, these teacher-centric perspectives were shown in Canagarajah's (2015) reflection on the expression of his personal voice in the feedback he gave in the writing process to translingual students (p. 133). The negotiations of his identity as a writer and the confines of academic writing, unsurprisingly, were challenged in view of the students' writing and his responses. A critical aspect from his article was the difference he found between the philosophic viewpoints he embraced and the practices he employed in his classroom. In Canagarajah's (2015) own words "I expanded my notion of how criticality might find realization in ways suitable to students' own cultures; how academic textual hybridity might accommodate a higher level of feelings and expressivity;

and how students' weak language competence should not be mistaken for lack of reflexivity or subtlety" (Canagarajah, 2015, p. 137). For Canagarajah (2015), reflecting upon translingual students' drafts, journaling, and classroom interactions revealed his particular biases and led him to a raised awareness of the political values he placed on students' writing. In summary he states the importance of teachers engaging in rhetorical listening to confront the dominant assumptions made about institutional and instructional norms (Canagarajah, 2015, p. 137). Although he continues to propose implications from his research for future studies, the perspective that is given is still teacher-centered. The critical component of his students aiding to raise awareness of his bias was not included among implications of future research. Rather, teachers would be able to "Analyze the types of negotiation that go into voice construction and also assess how classroom ecologies are taken up by students for their writing development" where the teacher maintains the all-knowing figure in the classroom (Canagarajah, 2015, p. 137). Clearly, students' contributions in the classroom have still been addressed as supplementary to teachers' reflections in teacher research. Attention in teacher research should be intentionally channeled in research to observe the dynamics between teachers and students to analyze how students within the dialogic framework impact teachers' pedagogies and philosophies.

The discussion of teachers and students roles in pedagogy is a topic that has been addressed by many researchers. As Canagarajah (2015) experienced it, reflective practices marked a beginning in the conversation for teachers to explore their practices and even become aware of the teacher-centric tendencies. Woodard (2015) highlighted this concern about student and teacher voice in education "If teachers are encouraged to see themselves

in their curriculum and instruction, they will be more open to and capable of seeing their students as well, both important tasks in an era of standardization” (p. 56). The importance of reflection upon students roles in addition to teachers’ roles is imperative for reflective practice to be balanced. At the same time, Britzman (2003) notes that “Most teaching academics believe that they have learned to teach on their own” (p. 55). This study seeks to question how natural and unassuming this claim has become in teacher education. The nuances of student voice and agency will be further explored to analyze the ways that students reveal the variance between practice and beliefs that teachers hold about the nature of learning and teaching using a dialogic teaching framework. One explanation of dialogic teaching is “The key instructional issue here is not whether language can ever be inherently dialogic or univocal, but rather whether teachers treat source texts, students’ utterances, and their own statements as either ‘thinking devices’ or a means for transmitting information” (Nystrand, Gamoran, Kachur, & Prendergast, 1997, p. 9) In other words, dialogic teaching addresses students’ ideas, writing, and comments as valuable contributions to a classroom.

The current study proposes to focus its attention on an analysis of how students are agents of change in their respective learning environments as opposed to a generalized stance that student engagement is a means to an end of improving their grades. Haneda, Teemant, & Sherman (2017) tout the relevance of dialogic teaching approaches in large scale studies “That have been shown to be highly effective in increasing academic achievement among marginalized multilingual and multicultural student populations in the USA” (p. 48). While these goals are necessary and relevant to teaching, the improvement of students’ scores has dominated teacher research in a way that has clouded and reoriented

teachers' reflective practices to revolve around curricular and institutional goals. Competing voices such as curricula, overhead directives, and learning achievement benchmarks denote an authoritative discourse that may undercut the recognition of students' roles in teachers' developing pedagogies (Britzman, 2003, p. 42). The current research questions are fundamental to understand dialogic classrooms practices and ensure that students are seen equitably by teachers as co-collaborators in the learning process.

Given that knowledge is dialogic in a sense that it is a shared process of meaning making, the research questions are positioned to explore how students and teachers co-construct knowledge in their learning environment. At the onset of this project, there were specific research questions that emerged from the literature review. In contrast to the aforementioned studies, the current project is not a large scale initiative primarily focused on classroom dialogue. Caughlan, et al. (2013) and Nystrand et al.'s. (1997) reports coded classroom talk using a dialogic teaching framework. Caughlan et al. (2013) looked at classroom dialogue to assess how student teachers were able to integrate the practices into their pedagogies. Nystrand et al. (1997) assessed how students' learning was impacted by dialogically organized instruction. Coding and analyzing classroom remain current themes in dialogic teaching research. However, the following research questions attempt instead to integrate the mediated actions of the teaching contexts and follow the teachers' and students' experiences throughout the semester. The assessment of teachers' abilities to leverage students grades will not be the focus nor will teachers' abilities to enact certain practices. Rather, the discussion is simply about translingual students' roles in their

learning environments with an understanding from previous scholarship that dialogic teaching practices support all learners.

The first question centers on describing dialogic teaching:

- 1) What dialogic learning and teaching practices are teachers and translingual students engaging with (including composed utterances and classroom dialogue)?

This question focused on the dialogic teaching practices that include classroom dialogue and other relevant coursework materials such as homework, writing assignments, etc. in the real-time classroom observations. It assumes that learning is dialogic and holistically includes the roles of students and teachers. The current study acknowledges that learning like teaching is inherently dialogic, so the question focuses on the learning context of each classroom.

This study seeks to understand the roles of students' activity on teachers' pedagogies. The question of how students actually do change how teachers teach and think about teaching has been scarcely seen or discussed in research. Discussions of student voice in Canagarajah's (2015) article seemed to imply that student voice does not intersect with that of the teacher's. Therefore, the following two questions explicitly address the my approach to understanding this phenomenon:

- 2) To what extent do translingual students perceive their engagement in an academic writing classroom as dialogic in a sense of being influential in their teacher's pedagogy and philosophy of teaching?
- 3) How do teachers' pedagogies and philosophies about the roles of translingual students inform their understanding of students' roles in shaping their practice?

Inquiry into the student perspective on dialogic teaching is relevant. After all, students' opinions, from a dialogic perspective, are as pertinent as that of teachers'. The final question seeks to shift an approach of pedagogy away from quantitative improvement of students' scores to consider how teachers' practices are reflective of the students' roles in their repertoire of teaching practices. These three questions are designed to both analyze current practices and to open up new ways of thinking about dialogic teaching.

CHAPTER 2: LITERATURE REVIEW

Dialogic teaching is considered a balance in interactions between teachers and students in classrooms as they act as co-collaborators in the learning process. The concept of dialogism moves from the guise of an individual's control to the situated nature of knowledge within a classroom ecology as a socially negotiated process (Lyle, 2008, p. 225). The origins of dialogic teaching reflect the concepts of Bakhtin's dialogism and Vygotsky's sociocultural theory of learning (Roth, 2013). Both perspectives are influential in the current pedagogical use of the terminology. Other researchers' perspectives on these themes are presented here as part of a theoretical framework for dialogic pedagogy. This chapter will describe key terminology as it relates to Bakhtin's (1986) dialogics such as current sociocultural theory, an *utterance*, heteroglossia, and internally and externally persuasive discourses. Freire's (2014) work *The Pedagogy of the Oppressed* also informs the discussion on how expressions of pedagogy can best serve students as Freire identified monologic teaching methods. Then Vygotsky's intermental and intramental processing will be addressed in light of the Zone of Proximal Development. The chapter will conclude by addressing ways that dialogic teaching has drawn on the theoretical framework outlined and has contributed to how a dialogic approach is understood in the context of formal schooling.

Sociocultural Theory

To begin the discussion of dialogics, Wertsch's (1991) work *Voices of the Mind* situates the connection between Bakhtin and Vygotsky within a sociocultural approach. Wertsch (1991) draws upon the key principles of dialogics and Vygotsky's social approach

to understanding language to conclude that, “One should identify historically, culturally, and institutionally situated forms of mediated action and specify how their mastery leads to particular forms of mediated action” (p. 48). A research approach with sociocultural theory values the diverse situations of participants that accounts for their social, historical, and cultural experiences. Wertsch (1991) further proposed that research does not delineate only the capacity and capabilities of individuals:

Differences in mental functioning between one group and another are often not so much a matter of distinct processes as they are a matter of the same process (for example, mode of reasoning) used in different contexts... This point is especially important in considering the endless, often bogus arguments about whether or not a group ‘has’ a particular concept or scheme, or some other form of mental functioning. (pp. 94-5)

Continuing with this perspective, the current research study seeks to situate itself to depict dialogics in education that maintains the integrity of all persons involved. The dialogic approach will seek to understand what each individual contributes to the learning process as opposed to what they lack.

A dialogic approach views the *utterance* or unit of speech in question as not constrained by a linear timeframe. Wertsch (1991) explained Bakhtin’s idea noting that “The voice or voices to which an utterance is addressed may be temporally, spatially, and socially distant” (p. 53). The dialogic nature of an utterance is not constrained by a linear timeframe but rather is woven around and through its given context. Although an utterance may be viewed on such a wide spectrum of influences, it is not analyzed in isolation from the surrounding factors. Bakhtin (1986) explains:

The single utterance with all its individuality and creativity, can in no way be regarded as a *completely free combination* of forms of language, as is supposed, for example, by Saussure (and by many other linguists after him), who juxtaposed the utterance (*la parole*), as a purely individual act, to the system of language as a phenomenon that is purely social and mandatory for the individuum. (p. 81)

A Bakhtinian approach to understanding an utterance is different from what a traditional linguistic understanding would entail. Wertsch (1991) explained Bakhtin's perspective on utterance as a social entity as "A link in the chain of speech communication" (p.70). An utterance in a dialogic sense is viewed in the context of other utterances as opposed to a strict linguistic interpretation of the represented semantics in the sole utterance (Wertsch, 1991, p. 108).

When scholars refer to language as an *utterance*, there are different understandings of what forms of an utterance entails. Bakhtin's (1986) description of an utterance was in reference to literary theory and analyzing institutional texts. Bakhtin often focused on literary texts, but he notes utterances of many kinds in many social settings and explicitly made it clear that utterances could be oral or written. Within the field of writing studies, researchers understand dialogue and writing in comparable terms. In what Prior (2009) calls *composed utterances*, the situation of the utterance is not just a final product but is a moment-to-moment activity "The composed utterance is not limited to written texts; it also applies to talk-to formally composed speech, repetition of memorized text, and even events that are worked out orally in advance" (p. 21). For the purposes of the current study, the understanding of an utterance will be considered to be spoken or written language and is grounded in the idea that all utterances are necessarily dialogic in nature. From both of

these standpoints, the relevance of intentionally including writing in a study of dialogic teaching is clearly seen.

As previously established, utterances are dialogic and have sociocultural histories. The dichotomy of different voices within communicative practices represents the fundamental tenets of Bakhtin's dialogic understanding. A dialogic approach proposes that knowledge is not isolated and individual even when it is momentarily part of a process where an individual is alone. To claim that an idea exists in isolation without the presence of external implications ignores the social nature of knowledge (White, 2014, p. 227). Dialogism descriptively portrays heteroglossia, multiple voices, as present in a given utterance. This development comes forth in situational, personal, and cultural-historic perspectives (Roth, 2013, p. A37). Bakhtin's (1981) work *The Dialogic Imagination* explained these dynamics by stating that "Language is not a neutral medium...it is populated-overpopulated-with the intentions of others. Expropriating it, forcing it to submit one's own interests and accents, is a difficult and complicated process" (p. 294). The essence of dialogism portrays the complexity of knowledge and how it is shaped by multiple voices through past situations and present reinterpretations.

From a Bakhtinian perspective, the development and use of discourse includes two forms, the *internally persuasive* and the *authoritative discourse*, that are evident in every sphere of society (Britzman, 2003, p. 42). The internally persuasive discourse is underrepresented and characterized by a struggle to iterate its meaning due to the constriction of static ideals reinforced by fixed or authoritative positions. Understanding dialogism as a situated sociocultural process explains that neither an individual nor an institution are ultimate stakeholders even though an internally or authoritative discourse

may favor one over the other. Wertsch (1991) clarifies that “This does not mean that one should simply dismiss the transmission model as inadequate and replace it with one grounded in his ideas about the dialogicality of texts and in Bakhtin's ideas about internally persuasive discourse. Texts may simultaneously serve different functions” (p. 79).

Analyzing the purposes of texts and utterances is necessary before making judgements about the type of discourse they lean towards. Britzman (2003) explained the tension between the two as “The discursive practices that we can make sense of these competing conditions even as these competing conditions ‘condition’ our subjectivity in contradictory ways” (p. 71). Understanding the function of the discourse shows how meaning evolves and the complex connections between types of discourse.

Discourse in a dialogic sense evokes a heteroglossic stance that acknowledges the conflicts present in any effort to make meaning. A dialogic perspective does not aim to produce or maintain a majority consensus (Nystrand et al., 1997, p. 8). Rather, the development of thought is a complex phenomenon that involves conflicting voices that reflect a process of assimilation associated not with a particular status of right or wrong but their contributions to the ongoing conversation (Woodard, 2015, p. 39). Because dialogism is present in authoritative and internally persuasive discourses as contingent in the process of knowing, the contrast to a dialogic approach is seen in the theoretical and pedagogical underpinnings of monologic practices.

In contrast to a dialogic perspective, Bakhtin (1986) presented that some utterances attempt to be monologic and authoritarian. Within a teaching context, the use of language to create a forced sense of unity reverts to a form of monologism that attempts to censor the different voices involved (Nystrand et al., 1997, p.12). With a monologic approach, the

nature of ideas becomes a one-sided authoritarian stance instead of a dynamic representation of thought. The monologic condition is engendered in teacher-centric practices that purport an ideology of a monolithic culture although classrooms are dynamic displays of diverse backgrounds (Britzman, 2003, p. 71). Monologic ideals stifle this interchange of thought between students and teachers by giving precedence to one voice that is predominantly by those in authority such as teachers, administrative dogma, and scripted curricula (Lyle, 2008, 225). Nystrand et al. (1997) analyzed that the instructional choices of a teacher do not reflect their philosophical stance towards dialogic or monologic practices as much as the intent in the devices that they employ exhibit “Whether teachers treat source texts, students' utterances, and their own statements as either ‘thinking devices’ or a means for transmitting information. In other words, what counts is how teachers organize instruction” (p. 9). His research with teachers synthesized the importance of teachers’ organization as instructional choices. Although a teacher may attempt to present a monologic lesson, students’ engagement with the content has potential to shift the learning environment towards dialogism.

Maintaining the theme of a dialogue in contrast to a monologue is a critical tenant throughout literature about teaching to respect to all voices represented. Freire’s (2014) perspective about authentic pedagogy complements Bakhtin’s (1986) dialogics. “Whoever lacks trust will fail to initiate (or will abandon) dialogue, reflection, communication, and will fall into using slogans, communiques, monologues, and instructions” (p. 66). His position on the role of dialogue and communication, utterances, shares mutual philosophical orientations to dialogism and heteroglossia that values multiple perspectives. Dialogue is a means to promote communication that is fostered with an atmosphere of

trust. In contrast to this ideal environment, Freire's (2014) description of education as a "d" technique also depicts teachers as monologic when they justify their authority with the assumption of being the sole possessor of knowledge that is to be deposited to students who are regarded as ignorant (p. 72). The opposition to this oppressive mode of education is how Freire (2014) envisioned dialogue as concomitant to creating equitable classroom ecologies where "Through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist... The teacher is no longer merely the-one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach" (p. 80). The reciprocity of learning mirrors the idea that dialogic negotiations are evident wherever thought occurs. As Freire (2014) wrote, trust created through dialogue should be evident in the nature of a classroom reflective of the various perspectives included (p. 80).

A discussion on dialogic perspectives is incomplete without also addressing the works of Vygotsky. Both Bakhtin and Vygotsky's works prove to be complimentary when using a dialogic framework. In Vygotsky's (1962) work *Language and Thought*, he portrays how theories defining semantics in psychology have shifted historically. He proposed that the intricacies of language and the meanings taken up from expressions are intricately woven since "The meaning of a word represents such a close amalgam of thought and language that it is hard to tell whether it is a phenomenon of speech or a phenomenon of thought" (Vygotsky, 1962, 212). From this outlook, the process of speech, thought, and the meanings associated with both are in union with each other. Not that the phenomenon is synonymous, but rather their relationship evokes an osmosis-like process that alleviates the necessity to see thought and spoken words as autonomous functions.

Vygotsky's aforementioned stance on the process of language and thought are demonstrated in independent and social contexts. The cognitive development of thought is seen as the *intermental* perspective that is forged through social interactions that also informs the *intramental* process that occurs at an individual level. The role of talk and thought are relevant to the theme of dialogics because "It explains not only how individuals learn from interaction with others, but also how collective understanding is created from interactions amongst individuals" (Mercer & Howe, 2012, p. 13). The terms are used to describe psychological engagement in relation to social interactions. A further explanation of Vygotsky's ideals is to consider that "Every higher order psychological function has been a relation in, and constative of, society" (Roth, 2013, p. A42). These tenets express that learning and the use of language connects an individual's thought and talk with the social sphere around them.

In addition to the concept of intramental and intermental processes, Vygotsky's *zone of proximal development* (ZPD) contrasts what a child can do in intermental collaboration with others as the ZPD with what a child can do independently on an intramental level as their actual development (Vygotsky, 1978, p. 86). The relevance of this framework is that it "Permits us to delineate the child's immediate future and his dynamic developmental state, allowing not only for what already has been achieved developmentally but also for what is in the course of maturing" (Vygotsky, 1978, p. 87). Learning with this framework releases a learner's potential from preconceived limitations to capitalize on the benefits of collaboration. Vygotsky's position challenged traditional assumptions that narrow a learner's capabilities to their independent capacities to consider "What children can do with the assistance of others might be in some sense even

more indicative of their mental development than what they can do alone” (Vygotsky, 1978, p. 85). Vygotsky’s framework supports a dialogic approach to learning because of the collaborative roles of students and teachers. As students gain independence through collaboration with adults and other students, the roles that each assume shift as the student becomes more autonomous (Nystrand et al., 1997, p. 95). The strength of the ZPD is the panorama it provides to widen educators and psychologists’ perspectives on the interconnected nature of learning and thought in individual and social spheres.

While the ZPD does allow educators and researchers a perspective on how children develop in social contexts, the approach may also be ethnocentric when considering how analyzing learning in terms of dialogue privileges certain demographics over others. Wertsch (1991) commented on this point by citing the work of Kearins who analyzed the differences between the performance of aboriginal children with European Australian children on verbally mediated strategies (p. 31). The findings from this research suggest that “Instead of jumping to the question of how effective subjects are at employing a certain verbal strategy, Kearins’s studies suggest that, at least in some cases, it is appropriate to ask whether verbal strategies in general are useful” (p. 31). There is a bias that can be reinforced with research that privileges a mode of learning as the successful form. A dialogic response should address what a learner’s actions and ideas accomplish in their learning trajectory without valuing the culture, history, or institution over another (Wertsch, 1991, 32).

So far, Bakhtin’s dialogics entails a heteroglossic stance, a conflict between internally persuasive and authoritative discourses, and can be understood in contrast to monologic expressions. Freire’s (2014) critique of pedagogy that reflects a banking

approach explained the monologic and dialogic perspective in the context of how teachers and students relate to each other to share the responsibility of the learning process. Vygotsky closely viewed thought and talk as mutually informed on individual and social levels. He identified the ZPD as a space where students' intramental processes can develop through intermental collaboration with other students and teachers to further foster their development. Both of the theorists contributed to their respective areas of expertise touching on core topics that are relevant to the present discussion on dialogic teaching. The current landscape of dialogic teaching derives its name from Bakhtin's dialogics but also has roots that trace to Vygotsky's theories, and implications from the presented models can readily be applied to pedagogy. The next portion of this review will focus on the current discussion of dialogics as it relates specifically to pedagogy.

As dialogic teaching has gained momentum, researchers have applied the term to include a spectrum of practices that are unique to the learning environments in which they are found. An understanding of the fundamental qualities of dialogic theory helps maintain the essence of dialogic teaching (Lyle, 2008, p. 237). Dialogic teaching originates in the talk of classrooms and has expanded to include other features of classroom practices. Although dialogic teaching has its roots in the discourse of classrooms, the term has been dialogically negotiated beyond its initial context. Academics generally agree about the nature of dialogism, but the term has been disputed as to how broadly the concept should be applied in strictly classroom dialogue or discourse at large (Mercer & Howe, 2012, p. 14). The scholarly discussions about dialogic teaching are a starting point to depict ideal instructional approaches and explain the relevance of this study in light of current research

trends. The presentation of concepts from Bakhtin and Vygotsky can readily be traced throughout the following discussion on dialogic teaching.

Dialogic Teaching

Because dialogic teaching has its foundation in dialogism that supports a heteroglossic understanding of utterances, the dialogic teaching framework is not employed to generate a ready-made or easily duplicable list of teaching strategies. Using a dialogic approach has specific pedagogical implications, but this is with consideration of the unique ecology of the classroom in which they are employed that will vary from one context to another. Wertsch (1991) reiterated this when he wrote “There are so many ways that a speech genre or social language, or a register of either, may differ from others that it is more reasonable to expect a long, often disorganized, and constantly changing list” (p. 127). A rough outline of specific dialogic teaching practices are discussed further, but it is with the perspective that the quality of the pedagogy is analyzed and not merely the linguistic forms. Within dialogic teaching frameworks, a holistic approach considers the critical quality of the learning, “How it is shaped and constrained by these wider aspects of teaching (let alone by culture)” (Alexander, 2008, p. 114). Various researchers give definition to common features and examples of dialogic teaching. By sharing multiple perspectives of dialogic teaching, the focus is to help describe the learning process instead of delineating preferred descriptions.

The extent that dialogics reaches is wider than the context in which dialogue is found. Roth (2013) explained dialogics through classroom conversations because, “When the students speak, they do not only change their own language ability but also language as a whole” (p. A39). Dialogic praxis essentially evolves with its use as it is an active process

of making meaning and negotiating ideas. The dialogic process primarily challenges the assumption that teachers naturally hold power in a classroom setting because students' engagement qualifies them as agentive members. Dialogic teaching practices shift control from a teacher to the ideas discussed to reflect the value of heteroglossia described by a Bakhtinian perspective. Dialogic teaching is a phenomena occurring in environments that welcome change and where teachers and students are mutually accountable for their shared learning experiences. As Lyle (2008) wrote about the power-relationships of teachers and students, "Is therefore potentially threatening to teachers and emancipatory for their pupils" (p. 230).

The nature of dialogic teaching probes at conventional standards that teachers assume power by viewing students' initiative as derivative of a teacher's authority. The dialogic perspective of a classroom ecology "Encourages role shifting because it creates fluid boundaries between student, teacher, and text" (Nystrand et al., 1997, p. 82). Dialogic processes also demystify territorial traditions of educational power that represent teachers' autonomy and students' submission to their ideologies. Alexander (2008) spoke about teachers' attitudes in the learning process in that, "It is accepted that students sometimes know things that the teacher does not; and that the teacher wants to hear about them" (p. 130). Dialogic teaching expresses the complexities that arise when students and teachers are seen as joint learners of knowledge. Multiple perspectives are shared and celebrated when positioned in a dialogic framework that understands learning as transitory and exploratory journey. Britzman (2003) affirmed how the role of dialogism impacts student voice because "This dynamic quality propels the struggles between authoritative and internally persuasive discourse and between concrete and symbolic

practices” (p. 22). Lyle (2008) reiterates the idea that learners are engaged in a process of knowing where their participation and struggles are not set benchmarks but are part of an ongoing learning trajectory (p. 230).

The current research on dialogic teaching in this thesis focuses primarily on the dialogue of a classroom and the ontological learning processes teachers and students undergo. Features of a current synthesis of dialogic studies by Haneda (2017) revealed that the dialogic classroom exhibits the, “open exchange of ideas, jointly undertaken inquiry, mastery of disciplinary knowledge and ways of reasoning, engagement with multiple voices and perspectives, and respectful classroom relations” (p. 1). The various forms of dialogic teaching aim to strengthen a mutually supportive relationship between students, knowledge, and teachers. Nystrand et al. (1997) described quality classroom dialogue as, “the extent to which students are assigned challenging and serious epistemic roles requiring them to think, interpret, and generate new understandings” (p. 7). Beyond the method of pedagogy, quality ensues when learning welcomes sharing experience but also entails the critical inquiry into content that weighs the implications of the ideas presented. Rather than analyzing a specific set pedagogical techniques, the present study views the quality of the dialogic exchange between students and teachers as critical to understanding dialogic teaching. Prominent researchers of dialogic teaching such as Alexander (2008) and Nystrand et al. (1997) pinpoint different qualities of dialogic teaching based on their research. The absence of dialogic teaching strategies promotes the professionalization of teachers to critically engage in the classroom by employing approaches that appear most suitable to students. Understanding multiple researchers’ perspectives of essential qualities of dialogic teaching help to explain the phenomenon.

Alexander's (2008) appraisal of dialogic teaching in the UK yielded five key principles that comprise dialogic teaching from his extensive research; dialogic teaching is respectively "collective", "reciprocal", "supportive", "cumulative", and "purposeful" (pp. 112-3). He considers these to be "indicators" of dialogic teaching "To support professional reflection and development, not as a checklist for professional accountability" (Alexander, 2008, p. 114). The first criteria is that learning is a social or collective endeavor (Alexander, 2008, p. 112). The reciprocal quality refers to how teachers and students respect and share their alternative perspectives (Alexander, 2008, p. 113). The supportive nature of a dialogic classroom points to having an environment where students can share their ideas "Without fear of embarrassment over 'wrong' answers" (Alexander, 2008, p. 113). Cumulative dialogic teaching happens when students and teachers link their ideas to previously shared content making connections across lessons (Alexander, 2008, p. 113). Finally, Alexander views dialogic learning as purposeful since there are targeted learning goals (Alexander, 2008, p. 113). From these five qualities, the notion of cumulative learning is the one that Alexander (2008) finds is the most crucial and yet most difficult to achieve (p. 136). He proposed that cumulative teaching is essential for classroom dialogue in relation to the questioning practices of teachers because, "The most refined and searching questioning technique is pointless if the teacher does nothing with the answer that the student provides other than pronounce it correct or incorrect, or-equivocating to avoid that elementary judgement-'interesting'" (Alexander, 2008, p. 137).

The text *Opening Dialogue* overviews a large scale study of dialogic teaching practices in terms of the questions that teachers ask because, "Questions presume answers. As negotiations of sorts, question-answer sequences reveal important features of teacher-

student interaction and hence the character of instruction” (Nystrand et al., 1997, p. 37). While focusing primarily on questions, the main themes that were analyzed considered the authenticity, uptake, and level of cognition as a result of the question (Nystrand et al., 1997, p. 37). Authenticity is described as teachers investing interest in a student’s thinking regardless of their ability to regurgitate a predetermined answer (Nystrand et al., 1997, p. 38). Authenticity is more than asking a question relevant to the given topic. It speaks to the value that teachers and students have when they share their voice, "When students are asked to recite for teachers who have no need to be informed, they produce ‘pseudo-discourse.’ Authentic discourse occurs only when some information or interpretive stance is really at issue. Only authentic discourse can engage students" (Nystrand et al., 1997, p. 72). Uptake in classroom dialogue is comparable to Alexander’s (2008) example cumulative learning in that students or teachers respond to previously shared ideas (Nystrand et al., 1997, p. 39). The cognitive level that students engaged with in the classroom discourse were impacted by factors such as the “Source of the question... experience, ability, and prior knowledge... nature of the instructional activity... and source of information” (Nystrand et al., 1997, p. 40). The depth of cognition was important to gauge how student learning outcomes improved within a dialogic teaching perspective.

To frame practices that are reflective of dialogic teaching, examples of monologic pedagogy stand in contrast to the quality instruction that dialogic teaching aims for. Questioning methods and how they are used in the classroom can lead to dialogic or monologic pedagogy. A common teacher centric questioning technique is characteristic of the “banking” description given by Freire (2014) where teachers ask specific questions to assert their control (p. 72). In the US, scholars have described IRE patterns of discourse

where there is “Teacher *initiation* (question), student *response*, and teacher *evaluation*” (Nystrand et al., 1997, p.12). This pattern is called IRF in the UK for initiation, response, and then feedback (Lyle, 2008, p. 225). This is commonly known as *recitation* where teachers ask questions with predetermined answers to maintain a sense of their control and authority in the classroom (Lyle, 2008, p. 225). Nystrand et al. (1997) also referred to such questions as *test* questions since students had no control over the conversation (p. 38). Although IRE questions can lead to dialogic conversations, the crux of the question format narrows the attention of learning to an analysis of content as (in)correct as opposed to the ideas of the student (Nystrand et al., 1997, p.38). Questioning practices outside of IRE have different characteristics that relate the ideas of teachers and students as authentic and shared concepts. Authentic questions in discourse are idiosyncratic to dialogic teaching methods (Nystrand et al., 1997, p.38). The drawback to relying on teacher directed transmission type questions is seen in how students respond to teachers’ consistent use of them. Wertsch (1991) concluded from his analysis of classroom dialogue of questions where the authority of knowledge is directed by the teacher that, “Even if another form of description-or perspective-could be used to describe an object or event accurately and usefully in a particular problem setting, teachers send a strong implicit message that the speech genre of formal instruction is the appropriate one to use” (p. 116). Questioning is one main way of analyzing dialogic teaching because it can depict a teacher’s actual philosophy of learning through the types of questions that they ask as reflective of monologic or dialogic ideals.

The previous methods of dialogic teaching practices have been presented from the perspective of how a teacher can create a dialogic environment. Wertsch (1991) explained

a method of teaching where students incorporate dialogics from a study by A. S. Palincsar and A. L. Brown (1984, 1988) called *reciprocal teaching* (p. 139). This form of teaching focuses on questioning that is not teacher directed; it happens when students engage in the role of asking questions to their peers, “The speaker has the right to ask such questions and the interlocutors have the responsibility to answer them... Students are asked to appropriate it along with other aspects of the speech genre normally reserved for the teacher” (Wertsch, 1991, p. 141). This method of instruction has strong dialogic potential since the power dynamics shift from that of teachers to students to create a shared learning experience.

So far the focus of dialogic teaching has centered upon the forms and methods of dialogue in the classroom. The majority of dialogic teacher research also orients itself in favor of analyzing classroom dialogue over other forms of composed utterances. Caughlan, Juzwik, Borsheim-Black, Kelly, and Goldenring Fine (2013) researched how teachers in training develop dialogic practices. They included that a dialogic negotiation of voice is evident beyond dialogue because, “Such classroom interaction can include spoken, written, and multimodal utterances and texts” (Caughlan et al., 2013, p. 215). Still, the focus of the analysis from the study solely focused on classroom discourse in the following ways, “a) the ratio of student to teacher utterances, b) types of questions posed by teachers and students, c) the nature of teacher responses to students, and d) the presence of discussion” (Caughlan et al., 2013, p. 215). Nystrand et al. (1997) also acknowledged the importance of writing in his analysis of dialogic pedagogy in educational writing practices including peer-response groups, collaborative or small-group participation, and specific writing formats like journals (Nystrand et al., 1997, p. 99-103). Nystrand et al. (1997) explained that the

inclusion of different language domains in dialogic teaching is essential since, “Teachers who continuously interrelated writing, reading, and talk significantly improved the ability of students to remember the important details of the literature they had studied” (p. 105). While he included the relevance of discussing writing instruction, the research data centered upon the verbal engagement amongst students, their peers, and teachers.

In summary, Wertsch’s (1991) approach to mediated action addressed the need for an increased interdisciplinary approach to social sciences (p. 146). Mediated action goes against the segregation of thought, speech, composition, and action in contrast to a given culture, history, and social setting. A dialogic approach to utterances by Bakhtin (1983) promotes shared learning environments in contrast to dominant educational discourse that favors monologic, teacher centric dialogue. Vygotsky’s (1962) ZPD reimagined how students and teachers socially negotiate ideas, similar to a dialogic approach. Dialogic teaching emerged from the literary theory as an effective approach to foster supportive environments and thoughtful engagement with learning. Dialogic practices have most recently focused on the dialogue of classrooms, specifically uptake, authenticity, and cumulation among other criterion (Alexander 2008; Nystrand et al. 1997). The research in the field of dialogic teaching has focused almost exclusively on classroom talk while still citing the importance of other modes of learning such as writing (Nystrand et al. 1997; Caughlan et al. 2013). This is not uncommon, however, when researchers express their interpretations of dialogue juxtaposed with writing.

Translingualism and Student Voice

Until now, the focus of the literature has been primarily upon theory and current trends in research that are directed towards L1 learning contexts. The focus of dialogic

teaching research presented solely focused on English classrooms that did not explicitly acknowledge the presence or impact of linguistic diversity. As the title of this research explains, there is a specific focus on translingualism in the current study. Canagarajah's (2014) *Translingual Practice* details the way that researchers and teachers can benefit a language ideology that deviates from a multilingual perspective that supports the native-English speaker and non-native English speaker binary, "These binaries treat certain languages as owned by and natural to certain communities, when languages are in fact open to being adopted by diverse communities for their own purposes" (p. 8). The importance of a translingual orientation is that it is a theory that aligns itself with individuals' everyday language use as opposed to researchers' pre-determined notions of communicative competence. With this reasoning, a translingual approach to students and teachers' engagement centers on the meaning making strategies and processes rather than form, "Translingual practice focuses on accounting for communicative success based on negotiation strategies, treating form as emergent from these strategies...Translingual practice focuses on account for communicative success based on negotiation strategies, and not purely or primarily on shared form" (Canagarajah, 2014, p. 65). This understanding validates the communicative competence of all individuals and seeks to understand language practices as they occur. The translingual approach also complements Bakhtin's (1981) dialogics because both focus on meaning making as a process instead of an acquired skill.

The remaining topics to be discussed include the practice of rhetorical listening, the role of voice, and the respective intersection of each. Situated in a L2 writing course, Canagarajah's (2015) action research article addressed this concern, "I describe how a

dialogical pedagogy I adopted, with an ecological orientation to the learning environment, helped my students construct their voices” (p. 123). He pays particular attention to the co-construction of student and teacher voice in his writing which the next portion more fully explores as a starting point for the present study’s research questions. Crucial to developing an understanding of voice was rhetorical listening that Canagarajah (2015) adopts in his action-research, drawing on Ratcliffe’s (2005) feminist scholarship:

Rhetorical listening turns hearing (a reception process) into invention (a production process), thus complicating the reception/production opposition...Second, rhetorical listening turns the realm of hearing into a larger space, one encompassing all discursive forms...Third, rhetorical listening turns *intent* back on the listener, focusing on listening *with intent* to hear troubled identifications, instead of listening *for intent* of an author. Fourth, rhetorical listening turns the meaning of a text into something larger than itself...Fifth, rhetorical listening turns rhetoric’s traditional focus on the desires of the speaker/writer into a harmonics and/or dissonance of the desires of both the speaker/writer and the listener (Radcliffe, 2005, p. 46, emphasis in original).

This perspective of rhetorical listening disrupts the reader’s ability to assume the author’s meaning and results in a dialogic discussion of ideas. Thus, rhetorical listening broadens the potential for student voice to be appreciated alongside the nuances of teachers’ perspectives. It challenges and speaks to the complexities of negotiations and processes that develop in communicative practices.

Because dialogic teaching pedagogies have primarily focused on L1 learning contexts, the present study turns its attention to linguistically diverse classrooms and learning contexts which attention given to student voice. The academic discussion of student voice has been contested within L1 and L2 pedagogies. However, it has not been as thoroughly understood in the later. A sociocultural account of voice has been recognized and adopted in scholarship on voice. Prior (2001) outlined different ways that voice has been explored through a dialogic framework. As is wont to do, voice tends to become capitalized as a potential teaching strategy. Rather, “A dialogic approach suggests less debate on such labels and principles and more attention to the specific practices of pedagogies-in-use” (Prior, 2001, p. 78). Tardy (2016) also aligns with a sociocultural perspective of voice and calls for understanding linguistically diverse student voice beyond isolated texts and associations of ESL or labeled classroom settings (p. 355). Tardy (2016) adds in conclusion that, “Classroom-based studies of voice may help to shed more light on pedagogical techniques that aid students in developing control over their written identities” (p. 359). However, this discussion of student voice still propagates the notion that students lack control of their postionality and are in need of guidance from their teachers. Instead, the understanding of student voice presented in this study is that voice does have pedagogical implications, but students’ expressions of voice in their writing are emerging holistically in students’ lived experiences. Canagarajah and Matsumoto (2017) expound on the data from the *“Blessed in my own way”* article to explain the pedagogical implications of student voice, “The objective is to enable students to negotiate these competing discourses and norms for their voice rather than be pressured to adopt the preferred norms of the instructor or the institution.” While voice maintains its pedagogical

implications, the purpose of including scholarship on student voice in writing is, as the title of this study suggests, to foster a greater reflexivity in teachers' appropriations of their pedagogies to align with students' actualization of their voice.

CHAPTER 3: METHODOLOGY

Context of the Study

Before introducing the methodologies for this study, the context of the study will be introduced as Pahl and Allan's (2011) research article also prefaced their methodologies with a detailed account of their research site. The context of the program is necessary to understand the classroom learning environments. The site of the summer pilot and fall semester study was the University of Illinois Urbana-Champaign's (UIUC) English as a Second Language (ESL) writing program. First, students' enrollment in the ESL program and then teaching assistants roles in the program will be addressed.

The UIUC policy for placement in ESL courses begins with students' status as either international students or citizens ("University of Illinois," 2014). This distinction means that students in the ESL program are considered non-native English-speaking (NNES) undergraduate and graduate students. Undergraduate and graduate students enroll in ESL courses in specific ways. Undergraduate students have the choice between taking an ESL writing, Rhetoric (RHET), or Communication (COMM) 111-112 course as a Written Communication requirement if they have a high IELTS or TOEFL iBT score ("Department of Linguistics," n.d.). Undergraduate students who do not have a high IELTS or TOEFL iBT score are required to take UIUC's English Proficiency Test (EPT). If a student is able to make the highest-level score on the EPT, they also have the choice between taking an ESL, RHET, or COMM course. However, students who do not make the highest-level score on the EPT are mandated to take an ESL class ("Department of Linguistics," n.d.). Undergraduate students are placed into different leveled courses based on the results and receive credit for the course. Graduate NNESs who are admitted to their program with a limited status

due to their English proficiency are also required to take an ESL course (“Department of Linguistics,” n.d.). Graduate students also take the EPT and are placed into different leveled courses based on the results. ESL graduate courses are not for credit but are still mandatory for students. Students are required to pass the course with at least an 80% (“Department of Linguistics,” n.d.). To my knowledge, there is no NES equivalent of the mandatory, zero credit, ESL academic writing courses. All ESL classes at the undergraduate and graduate level were capped at 15 students.

The instructors for the ESL program primarily consists of contracted instructors and teaching assistants (TAs) who are in the Linguistics Master’s Teaching English as a Second Language (MA-TESL) degree program. NNES applicants accepted into the MA-TESL program applying for a TA position, “must present a TSE/SPEAK score of 55 (or greater) for full consideration” (“Department of Linguistics,” n.d.). Criteria for native English-speaking (NES) students to receive a TA position are not detailed on the MA-TESL program website. Prior teacher training or teaching experience is also not an explicit requirement to receive a TA position in the ESL writing program. To support the TAs, the ESL writing program has built in professional development requirements since each TA has varying levels of teaching experience and training.

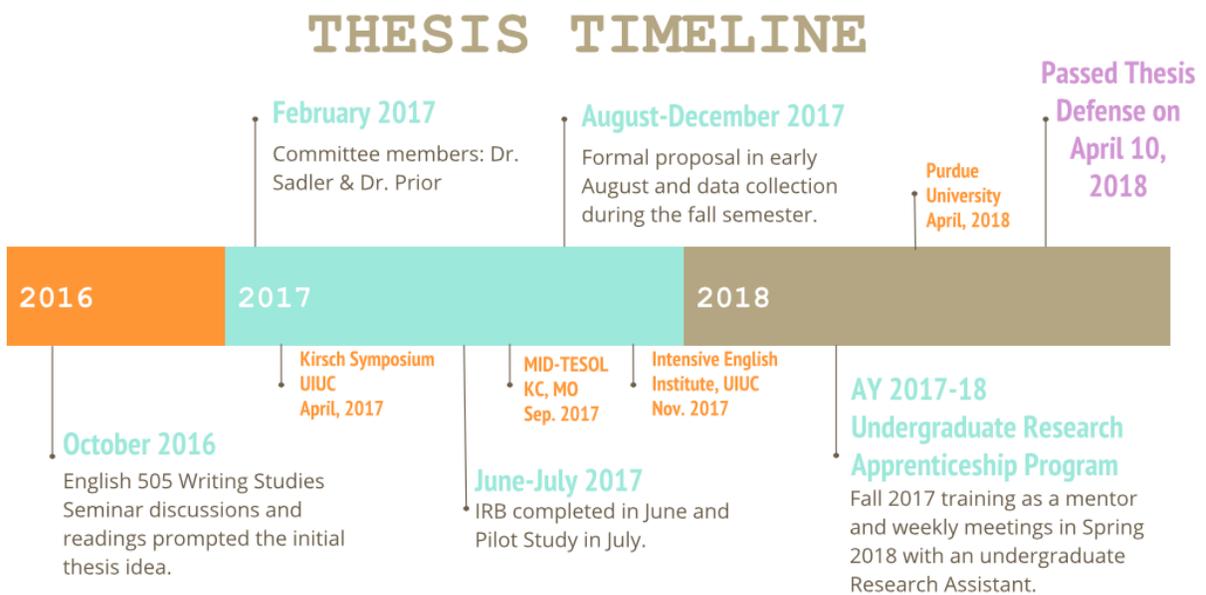
While the majority of MA-TESL students have a TA position in the ESL program, some MA-TESL students have different positions such as the ESL pronunciation course, the Intensive English Institute, language courses, or UIUC’s Writing Center. Although the I was in the MA-TESL program during the study, I did not have first-hand experience teaching in the ESL program and received a TA position through different units. In the academic year prior to beginning the study, several of my classmates were TAs in the ESL writing

program. The MA-TESL coursework afforded the my initial understanding of the ESL writing program. After building rapport with my peers, I decided to pursue research within the ESL program based on TAs expressions of the ESL writing program as a rich and rewarding teaching experience. Each TA, when asked by myself, demonstrated interest in the project and generously agreed to share their time and open their classrooms. The structure of the ESL program or how students and TAs joined their respective programs is not the focus of the research. Knowledge of the ESL program context will be useful in later discussions of data and is relevant to the following discussion on methodologies.

Thesis Timeline

Before overviewing the data collection process, the timeline below shows the scope of the project. The purpose of including the timeline is to show the energy and effort that was needed to complete the project as well as the steps to complete this type of research.

Picture 1: Thesis Timeline



The dates that are noted include milestones in the turquoise color and conference presentations in orange. The dates in turquoise indicate that I met the particular benchmarks to pass to the next portion of the thesis project. I was very active in sharing my work at different conferences including the graduate student Kirsch Symposium at UIUC, MID-TESOL (a regional TESOL conference) at Kansas City, Missouri, the Intensive English Institute at UIUC, and lastly at Purdue University for the Purdue Linguistics, Literature, and Second Language Studies Conference in Lafayette, Indiana. Outside of the marked dates on the timeline, there were many other conversations, events, and discussions that led up to the completion of the thesis. Office hour visits, emails, appointments, and discussions with colleagues are not included, however, they were crucial in building a successful project. This timeline is an attempt to give a holistic perspective of all the time and effort invested into this thesis.

Data Collection Process

This study will further explore the influence that students bring as learners into classroom ecologies in the context of UIUC's ESL writing program. Both students and TAs received no compensation as participants in the study. This decision was intentional to recruit participants who were engaged in the study regardless of their chances of winning a gift card. Pseudonyms were given to each teacher and student in the study. Table 1 outlines the specific information for the TAs, including number of observations, interviews, and the respective amount of time that was allotted for each. Table 2 details the interview data collected from the student participants. Interview times were rounded up to the nearest minute. Because there was a relatively low number of student participants per class, the

total amount of interviews that were possible is reflected in the data. If an interview was sixteen minutes and forty seconds, then it was listed as seventeen minutes long.

Table 1: Data collected from each Teaching Assistant

Teaching Assistant & Course	Number of Classroom Observations	Length of Each Observation	Total Observation Time	Total Number of Teacher Interviews	Total Interview Time
Javier (ESL 115)	4	50 minutes	3 hours and 20 minutes	8	2 hours and 5 minutes
Mari (ESL 511)	3	1 hour, 20 minutes	4 hours	6	1 hour and 34 minutes
Niki (ESL 511)	4	1 hour, 20 minutes	5 hours and 20 minutes	8	1 hour and 57 minutes
Yasmine (ESL 505) (Pilot Study)	1	1 hour, 50 minutes	1 hour, 50 minutes	2	33 minutes
Totals:	13		14 hours and 30 minutes	20	6 hours and 9 minutes

The study began with a pilot in the summer session in 2017, and the formal study was initiated in the fall semester of 2017. The benefit of completing a pilot study was to sharpen the IRB paperwork, prepare for practical needs such as setting up a camera, and to become more familiar with the nuances of conducting interviews. The methodologies included the use of video and audio classroom observations, pre- and post-lesson interviews with TAs, student interviews spread throughout the semester, and the collection of relevant course documents. TAs provided me access to their course websites on Moodle, one of UIUC's online platforms for courses. Documents from each instructor were also collected primarily for my familiarity with the course and content. The documents included

the syllabi, instructional units of the course, project descriptions, PowerPoints, and in-class tasks. As part of the IRB protocol, student participants were recruited in the respective TA's class when I presented the purpose of the data and the informed consent paperwork.

Students signed informed consent forms to indicate the level to which they were comfortable to engage with the data collection process.

Table 2: Data collected from each Teaching Assistant's Student Participants

Teaching Assistant & Course	Students	Length of First Interview	Length of Second Interview	Total Interview Time
Javier (ESL 115)	Hamad	18 minutes	22 minutes	40 minutes
Javier (ESL 115)	Logan	24 minutes	26 minutes	50 minutes
Mari (ESL 511)	Hao	21 minutes	38 minutes	1 hour and 6 minutes
Yasmine (ESL 505) (Pilot Study)	Claire	21 minutes	---	21 minutes
Totals:		1 hour and 23 minutes	1 hour and 25 minutes	2 hours and 57 minutes

The classroom observations and interviews with the teacher were based on mutual availability and the number of times that they were comfortable with being observed. In general, observations were spaced over the course of the semester to gauge the growth and progress of the course. Classroom observations were always videoed recorded. Depending on students' preferences, the videos were positioned to focus on the teacher to avoid recording specific students. Pre- and post-lesson interviews with instructors were scheduled within 48 hours before or after the respective observation at the instructor's

preferred time and location (Gass & Mackey, 2016, p. 26). The questions asked in the pre-lesson interviews with teachers were open ended and focused on how the teachers planned for the lesson and their expectations for how students will perform (Caughlan et al., 2013, p. 230). Scheduling a pre- and post-lesson interview was strategic for teachers to reflect on any potential changes that they made during the lesson, reactions to what was unexpected, or detailing how the lesson went as expected. A pre- or post-lesson interview on its own could have limited a TA's ability to share the growth and limitations faced during the class.

As I saw appropriate, the post-lesson interviews with teachers used the video recordings in a stimulated recall approach as outlined by Gass and Mackey (2016). The inclusion of stimulated recall interviews helped triangulate the data and maintain the authenticity of the claims made to gain a better understanding of the teacher's cognitive processes because, "The focus is on using an event to be in itself the stimulus to reveal more general aspect of teacher thinking" (Denley & Bishop, 2010, p. 114). Each interview with TAs was approximately 18 minutes. I took field notes during observations to note themes and potential questions to ask the TA in the post-lesson interview. The interviews with the teachers were audio recorded.

The interviews with the students were scheduled based on the mutual availability using an online scheduling software Doodle. Students who participated did not have overlapping times that they were available, so the interviews were individual. Interviews were held at UIUC's Undergraduate Library. In the pilot study, the student was only interviewed once. For the fall semester, students were interviewed twice. The interviews were scheduled midway through the semester and then at the end of the semester as students' availability allowed. As previously mentioned, students were not compensated or

given any incentive for their participation in the study, which may implicate why Niki did not have any student participants from her class. The student interview questions were also open ended to learn about students' perspectives on the classroom. The nature of the questions included students' language backgrounds, educational backgrounds, their experiences in higher education, and their perspective of the class. Students were invited to bring an optional writing sample that they wrote to discuss their writing process. The interviews with the students were also audio recorded and ranged from 17 to 38 minutes in length.

Data Analysis

University-level teacher training programs have frequently been sites for research. The present study follows Britzman's (2003) approach of learning to experience teach and teaching in *Practice Makes Practice*. In her account of undergraduate student teachers, "Learning to teach—like teaching itself—is always the process of becoming: a time of formation and transformation, of scrutiny into what one is doing, and who one can become" (Britzman, 2003, p. 31). She addresses the developing identities of the participants using narratives because, "The investigation of personal practical knowledge results in narrative accounts of how particular teachers come to know and understand classroom life... Teachers are represented as complex beings, struggling to make sense of their work" (Britzman, 2003, p. 65). The formation of her study constructed student teachers' experiences holistically to follow the narrative of the students and teachers from a sociocultural perspective.

In addition, I was a graduate mentor in UIUC's Undergraduate Research Apprenticeship Program. I met with the research assistant Xue on a weekly basis during

the spring semester of 2017 to review the data and provide perspective on the collected information. The collected data including transcripts, classroom observations, field notes, course documents, and the interviews with teachers and students were compiled to represent a complete data set. Then I reviewed the data for analysis through the stages of “Interactive reading, thematic analysis of transcripts, and reanalyzing transcripts with the narrative in mind” (Denley & Bishop, 2010, p. 133). The themes that arise will be unique to the teachers and students’ identities as is the nature of qualitative research. The research also met periodically with the professors on the thesis committee to discuss the themes and trend of the research. The transcriptions that are presented follow loose transcriptions as Prior (2010) presented where, “Pauses are not marked. Ellipses indicate elisions of text. Unintelligible speech is marked by XX, and any uncertain transcription is surrounded by parenthesis” (p. 234). Double parenthesis were used to represent the students and teachers’ physical actions and orientations. Quotes also were unedited and grammatical errors were not changed.

The data presented from observations and interviews with TAs is considered a developmental representation of the teachers’ identities rather than absolute positions. The process of building identity is not formulated with predetermined outcomes because the TAs are enrolled in a teacher training program. The same approach is extended to understanding the role of a student, as dynamic roles informed by sociocultural theory (Mercer & Howe, 2012). Teaching, learning to teach, and students’ learning develops through situated social, cultural, and historic experiences that go beyond the confines of a University program. The other main focus of the project is to understand students’ perspectives of themselves and their teachers. Referencing Foucault, Kamerelis (2001)

explains that power is negotiated and situated in relationships not a procession.

Kamberelis' (2001) hybrid discourse analysis in classrooms explained that to understand students' roles in, "requires a theory of power that can account for contingency, negotiation, and the idea that power is a relation rather than a commodity" (p. 94). The thesis of the project will continue to explore the dialogic negotiations that exist between teachers and students as they navigate their relationship.

CHAPTER 4: RESULTS

To equitably depict the teachers and students in the study, the data presented attempts to trace the ways that teachers and students navigate learning. This follows Latour's (2005) Actor Network Theory (ANT). ANT is useful to depict rich data because, "Network is an expression to check how much energy, movement, and specificity our own reports are able to capture. Network is a concept, not a thing out there" (Latour, 2005, p. 131). Latour's (2005) 'flat' representation of social relationships challenges assumptions that can easily be formulated with common tropes. ANT proposes a closer look at the actors and mediators in a given data set to consider their influence before presupposing hierarchical language. To introduce the results, each teacher will be introduced with relevant background information and teaching experience. Following the teachers, students' language and education background will be introduced. While the political nature of an ESL program is not the focus of the study, students' perceptions of the ESL courses set the tone on how they engage with the coursework. Then the discussion of the results will focus on how the research questions emerged by looking at each class individually. All teachers' courses will be covered, but the majority of the analysis will focus on Javier's class since he had the most available data. Common themes across classes will be discussed in the conclusion, the subsequent chapter, along with considerations for future studies.

Yasmine

Yasmine was the only teacher during the 2017 summer semester pilot study. She is originally from Illinois. Yasmine had four prior years of teaching experience divided evenly

between two years of full time teaching and two years of part time teaching while she was completing her first master's program in education. Her experience teaching one year full time and two years part time teaching was primarily Spanish at a foreign language in elementary, middle, and high schools. Her last year of teaching was as an ESL TA in a public high school. At the time of the interviews in the summer, she had completed the first year of her program in the MA-TESL program. Her TA positions included teaching one academic writing class for graduate students in the fall, spring, and summer. The summer class was an eight week class for academic business writing. Due to personal reasons, she was not able to continue the study in the fall. The course she taught in the summer was an academic business writing course for graduate students, ESL 505.

Javier

Javier is from Canada and previously taught English in Japan in elementary schools for four years. Afterwards, he was in a pathway program in Canada to receive a teaching license and worked with adult learners for a year. Javier exited that program early to join the MA-TESL program. At the time of the study, he was beginning his third year in the program. Javier had three semesters of experience as a course leader, an administrative position in the ESL writing department in addition to being a TA each semester. Responsibilities of a course leader include leading a bi-weekly meeting with other instructors teaching the same class, being observed by new TAs, and observing new TAs in the program. In the fall of 2017, Javier was an instructor for ESL 115, which is the upper level four-credit course for undergraduate students in the ESL writing program ("Department of Linguistics," n.d.).

Mari

Mari is from Russia and had the most teaching training and teaching experience amongst the TAs who participated. Mari holds a BA in English literature in Russia and also completed a MA in Curriculum and Instruction at a Midwestern University. She had a total of six years of teaching experience, the majority of which was teaching adults English for four years and two years teaching children English in Russia. At the time of the study, she was in her second and final year in the MA-TESL program. She had previously taught the ESL 511 class during her first semester as a TA. Mari had also taught the sequential course ESL 512 in previous semesters.

Niki

Niki was a third-year MA-TESL student from the western US. Her undergraduate studies were in business. Prior to joining the program she taught ESL as a private language tutor for a year and half. The MA program was her first formal teacher training experience. She taught three different ESL writing classes: graduate business academic writing, graduate academic writing, and undergraduate academic writing. The course that was observed was graduate academic writing, ESL 511.

Student Participant of Yasmine's ESL 505 Course

The student that was interviewed in Yasmine's class was Claire. Claire was at the university for the Master of Science in Accountancy program, which is an intensive 18-month program. Claire was from China and was fluent in Chinese and English. During the time of the interview, she was in the first semester of the program.

Student Participants of Javier's ESL 115 Course

There were two student participants who volunteered from Javier's ESL 115 class. Each have unique histories with English that complicate the political nature of the division

of the courses. As previously discussed, students who are identified as NNES need to have a test score high enough to choose an entry course that meets the English Communication requirement at the undergraduate level (“University of Illinois,” 2014). The first student participant was Hamad, a transfer student from Malaysia, who was a sophomore studying bio-chemistry at the time of the study. When asked about his language background, Hamad explained that:

“I can speak English, Mandarin, and Malay. And my native language is Malay, but however I usually communicate and practice and talk more in my mother language which is my mother tongue is English. So, second to that is probably Malay.”

Hamad’s responses shows that the nature of living in a linguistically diverse setting does not align with the cut and dry NNES and NES labels. However, Hamad was faced with the institutional norms of an ESL track writing course since he was required to take ESL 115. If he were able to choose a class, he reported that, “Maybe I still take ESL because it’s still a second language I guess.” Hamad seemed to interpret that his status as an international student in the US meant that English was a second language despite his diverse language background.

The second student that participated in the study from Javier’s class was Logan. Logan is originally from Taiwan but moved to the US to complete the last two years of high school in Massachusetts. At the time of the interview, his major was in the division of general studies, and he was seeking to be accepted into the department of Computer Science. Logan is fluent in English and in Chinese. However, he was mandated to take the ESL 115. Because he did not have a high enough test score on the ACT, he said his UIUC

advisor informed him that he had to take the ESL course. When asked what he would choose given the choice, Logan stated that he would “definitely” choose RHET over ESL given the option since he considered his English proficiency to be higher than his classmates. This was a point of contention with him, “When I first came to UIUC, I didn’t expect myself to be in ESL, honestly.” Logan gauged the appropriateness of the ESL placement based on his prior schooling in the US, “I’ve been in the States, four, this is my fifth year in the States. So, I think my English is a lot better than most of my classmates who are, you know, the first time here in the States.” Despite his past experience and preferences, his enrollment ultimately came down to the test scores and his status as an international student at the university.

Student Participant of Mari’s ESL 511 Course

Mari’s section of ESL 511 had one student participant, Hao, who studied Civil Engineering. Hao was from China and is fluent in Chinese and English. He was in his first semester of his graduate program during the study, which was also his first year studying in the US. Because of his test score, he was also required to take the ESL academic writing course for graduate students. When asked what he expected to learn from the course he explained that, “Actually, I know I have to take this class because I’m not good at writing.” From Hao’s perspective, the purpose of the academic writing course was focused on improving the technical skill of writing which he did not directly link to his English proficiency.

Yasmine’s Classroom Dynamics

Yasmine’s class was part of the pilot study which was conducted to prepare for the fall semester’s full study. The observation took place during the seventh week of the eight

week semester. Only field notes were used due to students' preferences to not be video or audio recorded. The focus from the pilot study came from an interview with the student participant that captures the essence of this thesis. The data presented focuses on a retelling of a classroom event that highlights the difference between the teacher and student's perspectives.

Disparity about Assigned Readings

Towards the end of the interview, I asked Claire if there was anything else that she wanted to share about her experience in Yasmine's class. She paused and shared this interesting story about the ways readings were assigned for the course:

"At first, our professor asked us to read the textbook. Yet, we are not that efficient on reading. So, we have a lot more harder homework to do. So, um, basically, more than three quarters of students, more than 75% of the classmates, they, hard for them to really finish the reading part. And then like, weeks later, like weeks later our teacher figured this out. And she changed her teaching style. So, ok, let's not read anything. Let me show you everything, everything important during class and that turned out more efficient."

Claire explained that class period that the teacher noticed students weren't reading was when Yasmine asked the class to indicate if anyone had done the reading by raising their hands, and only one student did. At that point, the interviews with Yasmine had been completed, but Claire's story prompted an additional interview with Yasmine.

In a follow up conversation the teacher, Yasmine reported that she did not shift how she assigned readings but recalled making an adjustment to a lesson plan. "I remember one class where everyone was supposed to have read and they didn't. And so I let them read in

class because it was necessary to do the activity. But the reading assignments were in the syllabus, so I didn't necessarily like point them out every time." Yasmine and Claire clearly had the same class period in mind, however, the implications of students' actions were interpreted differently. To clarify Claire's claim that Yasmine stopped assigning readings, Yasmine explained the incident did not cause her to stop assigning readings like Claire assumed. It happened that the syllabus took a different direction and readings weren't assigned for the remaining portion of the class. Yasmine viewed the incident as an adjustment to a lesson plan on one specific occasion and not a break in the curriculum.

Although this class period was not observed, Yasmine's response to students' needs was dialogic in the moment to shift the course of the class to give time to do the reading in class because she thought it was important to the lesson's objectives. However, Claire reported that she and several of her classmates had not completed the readings for a period of time before it was clear to Yasmine. Claire assumed that the teacher's response was to drastically change her pedagogy to eliminate the readings and bear the onus of explaining the concepts so students would not need to do the readings. This moment revealed a disconnect on both sides between how students engaged in the course and the teachers' awareness of their situation. As it is, the difficulties the class had with the readings really were not fully addressed although Claire's perspective showed that she believed it had. Yasmine made a temporary adjustment to account for students' roles in the lesson's structure, but the results of this encounter appear to be isolated to this one particular class period. The teacher made momentary adjustments to give students in class time but there are foreseeable discussions that this situation could have given way to.

Javier's Classroom Dynamics

Javier employed different strategies to create a positive learning environment. An important goal for Javier to was to lower the power distance between himself and his students. He mentioned this twice during interviews, once after the first observation and again in the third post-observation interview. He refers to the power distance in two specific ways. The first approach described focuses on how he facilitated a dialogic atmosphere for discussion by sitting when talking with students. His second approach explains his role as the instructor as he also relates to students as an international student himself to include cultural references in the curriculum. To begin with, Javier would frequently walk around the room and talk with students while sitting in an open chair or even by getting down on one knee while students were working independently or with partners. The following data focuses on how he represented this in embodied actions and conversation in classroom observations.

Addressing "Power Distance Barriers"

This was a method that Javier used throughout each of the four observations, so it appeared to be a staple practice of his teaching pedagogy. Javier explained his rationale for this when discussing how he responded to students:

"When I am talking to students, I like to sit down with them. That's very much on purpose. I want to get on literally their level to try and break down those power distance barriers... I think that really helps with the power dynamics in the class. I try really hard to lower that so they feel comfortable talking to me about stuff."

Javier was proactive in this way to present himself as approachable and encourage student engagement by walking around the room while students were working in small groups.

This was one move that he made in each observation to frequently circulate the room and position himself on an equal or even lower stance of students. At the same time, he acknowledges that students may not find him approachable without making himself accessible to students during discussions and pair work. The importance of working with students “literally on their level” was his way of attempting to break the traditional stance of the monologic, authoritarian teacher.

One particular example of this shows how he does physically situate himself to help a student but retains his authority in the way he responds. In the first observation, Javier is circulating around the room and stops to talk with a student while completing the task. This was during Unit 2 of the course when students were supposed to evaluate organizations’ validity to “Decide whether an organization would be a reliable and appropriate source for your research paper” according to the worksheet directions.¹ The following conversation occurred after directions had been given by Javier (J), and he had begun to circulate the room. The student (S) was navigating the website www.TeenHelp.com in order to fill out the worksheet and indicated that Teen Help was a charity, which was an incorrect answer. Javier had previously walked past the student and returned to gauge the student’s progress. The student in the interaction was not a participant, so his perspective on the occurrence was not available.

1 J: ((Pauses behind student’s computer.))

2 ((Points to screen))

3 Sup [student name], how do you know that Teen Help is a charity?

¹ A copy of the Unit 2.5 Worksheet “Evaluation Organization Websites” and the answer key are provided in Appendix C.

4 ((Squats beside student's chair))

5 S: ((Looking at computer.))

6 Because it is not a government. ((Points to computer then turns towards teacher.))

Javier frequently repositioned himself either sitting, standing, or squatting near students. In that moment, it appeared that Javier positioned himself towards the computer screen and the student as a way to mitigate the "power distance" by coming closer to the student to address the student's error. Javier signaled the student's attention by simultaneously pointing to the screen and asking an open ended question while the student remained facing the screen. To show that he was invested in the moment, he squatted next to the student. The student points at the screen, where they are mutually gazing, to explain his answer and then turns to look at Javier.

7 J: But not all governments are necessarily charities.

8 S: ((Turns back to look at the computer.))

9 J: Sometimes they can just be non-government organizations.

10 So, charities are a type of non-government organization.

11 But others are not necessarily charities. It's like how a square is a rectangle but not a
12 rectangle is a square... Let's take a look at Teen Help.

13 S: ((Student navigates website.))

14 Like this is Teen Help right? ((Turns to look at teacher.))

15 J: Yeah.

16 S: ((Turns back to look at the computer.))

Again, the student maintains his attention on the computer screen and only deviates from the computer to make eye-contact with Javier to affirm that he is on the correct

webpage. Goodwin (2007) analyzed participation frameworks to explain how a father and daughter navigate completing a homework through different stances. Citing Goffman's (1981) "footings" as a way to understand participants' roles, Goodwin (2007) explains that a general purpose for a the physical stance is because participants, "arrange their bodies precisely to accomplish such work-relevant perception" (p. 61). The student shows a "cooperative stance" by turning towards the teacher when sharing his answer (Goodwin, 2007, p. 62).

17 J: ((Looking at computer))

18 So first of all, is there anywhere they're asking for donations for money?

19 S: No. ((Scrolling through the webpage.)) Nooo.

20 J: Charities in general rely on donations. ((Slowly stands up.))

21 S: Oh, so this is not a charity.

22 J: No, it's not a charity.

23 S: So what is this?

24 J: It's like just an information website.

25 S: OK.²

Javier's next question in line 18 and lines 19-20 is an example of an IRE sequence. Javier initiates with the "test" question in line 18, the student responds with the correct answer in line 19, and Javier's feedback in line 20 leads the student towards the original question. When Javier stands up in line 20, his movement away from the student signals Javier's impression that the student does not need further assistance to correct his mistake, which the student realizes in line 21. However, the student follows Javier's answer by

² Javier, Observation 1, MVI_0820, 20:51-21:58

asking explicitly for the answer to the question “2. What type of organization is it (e.g. charity, government agency, etc.)?” on the worksheet. The student maintains autonomy by navigating the webpage himself throughout the interaction, however, he explicitly asks the teacher in line 23 for the answer. While this could be seen as cooperative, the student surrenders his original line of thought that a non-government organization must be a charity and relies on the teacher’s knowledge. Javier’s response was to give the student the answer in line 24 that was similar to the curriculum’s answer key. According to the accompanying answer key, the answer to question two is that, “TeenHelp.com is not a charity or government agency. It is an online information resource. There is no information on who runs the website.” In the moment following line 25, Javier walks the student through the website to show him where to look on the website to find the information. The student uses the mouse to follow Javier’s directions and both maintain a mutual gaze on the computer screen.

In summary, a dialogic teaching approach focuses on how questions are used to facilitate discussion rather than what specific type of questions are asked (Nystrand et al., 1997). At the onset of the interaction, Javier begins with an authentic question, a question with no set answer mind, in line 3. While that question was open for the student to share his thought process, the following discussion shows how the student receives the correct answer from the teacher with heavily directed guidance. Javier’s move to squat beside the student was a physical attempt to mitigate the “power distance”, but the student’s approach to ask Javier for the answer explicitly still is an acknowledgement of Javier’s authority since Javier initiated an IRE sequence. The transition between line 23 and line 24 is a place Javier may have been able to engage the student with another authentic question

as opposed to giving the student the answer. This example is a mixture of a dialogic and monologic learning sequence that could have given way to more student autonomy.

Throughout the data collection, Javier also addressed the perceived “power distance” between students and himself by adding his own personal flair to the curriculum. The third observation happened to be schedule the day before Halloween, and Javier had planned for students to have a costume contest. Javier brought candy for each student in the class, but the students who wore a costume received extra candy. At the end of the class period, students voted by clapping the loudest for the student with the best costume, who also received additional candy. Javier was not shy about the Halloween costume contest either because he also came dressed as one of his favorite characters, Totoro. Students responded very positively to the activity on that day, and some even took pictures with him in his costume. Javier’s position as an international TA of “ESL” students gave him an unique perspective on what it was like to live in a different culture. This understanding of his role as a teacher and his personal background inspired him to integrate his experience and knowledge of US customs into his class as he explained in the post-observation interview following the contest:

“The specific rules and etiquette about writing is the culture that we share. I like to make it much more down to earth when possible, and try to incorporate things like famous events, popular events from Halloween, or Thanksgiving, and Christmas in class... And as teacher, I also think it lowers the power distance in my classroom, so students feel like they’re having fun. And class shouldn’t always be just fun, but I think if you can make it fun while accomplishing your goals and creating a positive atmosphere, it’s something that is really beneficial.”

Here, Javier balanced the role of academics with his decision to have a costume contest and bring in other cultural events. Through this example, Javier expanded the scope of his role to not only follow the dominant position of the curriculum focused on academic writing. Rather, he found ways to help students have fun and acclimate to US culture without distracting from the goals of the course. This again was a way to address the issue of the “power distance” between himself and students.

One final teaching strategy of Javier was to use a visual timer during classes to show how much time students had to complete a task. In a class focused on peer feedback, he used the timer to pace the amount of time students spent giving feedback in groups of three. There was a five minute warm up followed by three sets of seven minute feedback sessions, so students would rotate between giving and receiving feedback. While two students gave and received feedback, the third student worked independently to integrate the feedback during each of the seven minute sessions. Javier started the class with a five minute “warm-up” for students to scan and review the feedback they completed in the previous class. He stated:

“I’m going to give you guys about five minutes right now to refresh your memory about what you worked with on Friday. And then we’re going to start the oral feedback session when you guys talk to each other.”

In his directions for the warm up, he did not mention that students should not talk to each other, but students’ conversations halfway through the warm-up appeared to be a cue to him that they had begun to give feedback.

During the warm-up, Javier stood behind the desk and scanned the classroom. Before the first minute of the warm-up was over, some students began to talk to each other

about their papers. Logan approached Javier in the front of the room to ask about how to cite a source after two minutes had passed. Immediately after Javier answered his question, Javier told the class at the two minute and thirty second mark that students were halfway, “You got about two and a half minutes left to get ready, and then you guys are going to go into the first feedback cycle.” In the following moment, Javier moved beside the desk to face the class. Students were beginning to talk more in low voices to their partners and appeared to have begun giving peer feedback. He then signaled to four of the groups individually by giving a thumbs and asking one student by name in each group, “[Student Name], Are you guys good?” Students confirmed this with either a nod or positive reply. Javier changed the timer early at the one minute and forty-three second mark and said, “Alright, seems like everyone is starting to move into the feedback stage. So, so let’s start right now where the first pair starts giving the feedback.” While he said this and gave further directions about the next session, students continued to talk to each other in their groups. In this opening moment of the class, some students went by their own pace to complete the warm-up task and began discussing the feedback which led the instructor to adjust the time.

Hamad’s Perspective of Javier’s Class

Javier’s student participants Hamad and Logan were previously introduced. The overarching thesis question focuses on students’ roles in developing teachers pedagogies and philosophies. Inquiry into students’ perception of their role in their teachers’ pedagogies revealed that each student had individual expectations and interpretations of their learning experiences. Beginning with Hamad, he had a very positive impression of Javier, the content, and structure of the course. All ESL writing instructors of graduate and

undergraduate courses administer an “Informal Early Feedback” Google Form to assess students’ perceptions of the course around midterms. The second lesson I observed in Javier’s class was when he overviewed the results of the Informal Early Feedback with his class. Javier also shared the Google Form data with me afterwards.

When I asked Hamad if Javier had made any changes or adjustments to his pedagogies, Hamad referred to the early feedback form. Homework assignments were typically due on Fridays, but Javier changed it to Sunday based on students’ preferences in the early feedback form, “Like [Javier], he had this feedback form (XXX) homework submission put it due on Sunday, so I think that’s pretty good.” Hamad also mentioned how Javier would respond to students if he noticed a common error. Hamad voiced his impression of Javier giving feedback as, “We’re going to talk about it over and over again. Trying to catch us up on things we don’t understand. Mostly just touching stuff up.”

Javier also referred to his approach to discuss students’ errors in the first pre-observation interview. He was explaining how he engaged with the provided curriculum, and he saw the lack of cumulative assessment as a weakness in the curriculum. “The writing program in general is that they lack forms of cumulative assessments that take place every day. In general, it’s like every day’s a new topic. You don’t go back and revisit topics very often.” Javier recalled that he integrated cumulative assessments in previous courses by doing a “warm-up” activity that would review the previous class period’s content. Alexander’s (2008) study of dialogic teaching also highly esteemed cumulative instruction as a marking of dialogic pedagogy because it made connections with previous discussions and curricular objectives (p. 137). Overall, Hamad positively viewed the feedback, formal and informal, that he and his classmates gave. “I think it’s definitely

required to have this feedback, not just for students. Lecturers are also human, so they might make mistakes. Giving comments to them, they will learn and be a better lecturer overall.”

Logan’s Perspective of Javier’s Class

As previously outlined, Logan had a strong opinion about his placement in the ESL program. Despite these factors, he was still optimistic about learning to write in his ESL class. He compared the AP English class he took in high school that prepared him to write large quantities in timed settings with the ESL class offered a process based approach to write drafts and receive feedback from his instructor, Javier. The amount of feedback that he received in his ESL classes was different also from Computer Science, where answers were either right or wrong, and writing in Chinese language courses, where student writing was limited to favoring the teacher’s perspective. Logan acknowledged this shift in pedagogy and philosophy from focusing on grades to content:

“I think the instructor’s role change because the instructor is no longer just giving grades.

It’s also because she is giving feedback and is evaluating our ability to convince him that, even though we have a different side from his view.”

Logan shared that he did not hesitate to write about his honest opinion on controversial topics (such as being in favor of Confederate Monuments) because he knew the evaluation was not on his position but on the soundness of his argument.

Javier shared all of the results from the Informal Early Feedback with the students, and I was present for the class period in the middle of the semester. Logan presented himself as a very hardworking student as well and focused his feedback about having

multiple drafts, “In my feedback, I wrote that we should have more drafts. And [Javier] said that we can actually submit any draft we want during office hours.” Even though he did not envision himself in an ESL class, which seemed to mean it was a remedial course to him, Logan still submitted his writing early to capitalize on receiving more feedback about his writing. The feedback that Logan received on his writing seemed to be the highlight of his experience in the course. “I think [Javier] is a very, very good instructor not only because he always gives us very constructive opinions...also he really change my writing skills.” In addition to writing multiple drafts, Logan also started to plan more before he wrote a paper instead of writing a paper the night before it was due.

When asked about modifications that should be made to the course or Javier’s teaching practices, shared a specific way he thought Javier could improve. Logan voiced his concern for his international classmates that might not have much confidence in speaking freely in a classroom setting:

“My only opinion on him is that he should listen more to students and have more interactions with them...Many times when the students speak like five seconds and he knows what he is saying, he will just interrupt them. I think that it really hurts students’ confidence.”

While Logan addressed this in the interview, the issue was not addressed in the Informal Early Feedback from the class. Many of the students indicated on the anonymous Informal Early Feedback indicated that they enjoyed the classroom discussion. One of the questions asked students to answer to the question, “What has been the best part of the class so far for you?” with their own response. Seven of the fifteen students wrote responses related to classroom conversations such as, “Group discussing; Group discussion; The interactive

learning environment; Group Discussion; Group discussion; The group discussions; Discussion”.³ When Javier reviewed this particular question in the class, the results were projected from the teachers desk. He said, “Yeah, I try not to talk too much. I think people learn better by doing than by me talking, even though I’m talking a lot right now. I want you guys to learn by doing stuff.” In this way, the discussions in groups, not the lecture, was a highlight of students’ experiences.

Both Logan and Hamad were positive in regards to the explicit request for feedback and their instructor’s response. Logan commented that he respected Javier’s openness to the student comments on the informal early feedback, “I think there’s a lot of things for [Javier] to improve, but he will improve really fast because he’s very open to all kinds of opinion.” Only one of the seven students who enjoyed the group as a positive aspect of the course answered the following question in relation to class discussions. In response to the next question, “What suggestions do you have for making the class better?” the student commented that, “We can have some more team work to engage in the class for more.” The issue of Javier interrupting students was not addressed on the Informal Early Feedback form or vocalized by students in the class to my knowledge. Logan’s comment about this could be unique to the interview between the student and myself, and this comment may represent that students have opinions about their teachers that they do not voice in classroom settings.

Mari’s Classroom Dynamics

Mari’s class was a graduate academic writing course which she had taught her first semester in the MA-TESL program. Due to some students’ preferences, the positioning of

³ The ESL 115 Informal Feedback Survey Results are listed in Appendix A.

the camera only captured the teacher during the lesson, so I took field notes about how students were engaging in the course. The discussion of her classroom highlights how she understood her role as a TA to train students in academic writing topics.

Establishing the Teacher's Role: Academic Training

In the first pre-observation interview, she described how she created her own rubric for students to use as a guide to give feedback on their peer's writing. The topic of the lesson was to learn about peer review, which she preferred to call peer perception. She presented herself as "trainer" when teaching students new concepts. "They need to be trained a little bit because otherwise they wouldn't know what to comment on...They aren't expected to be teachers. This will probably be more comfortable for them to just be readers."

There was one point when students were supposed to highlight their peer's argumentative essay on their computers to identify the different parts of the paper that were expected to be included. Mari (M) used a student example on the projector, which all students could see. It was very clearly highlighted in red, yellow, and green to make a "stoplight" featuring the elements that students should be looking for to comment on. The following dialogue follows her closing directions about the task and a subsequent student (S) asking a question about highlighting.

26 M: ((Facing students.)) So for each part you need to highlight and to comment.

27 M: So what we're going to do is you will have twenty minutes to read the essay

28 M: and provide comments. I'm going to walk around in case you have questions.

29 M: I'm happy to help you with those. If you have questions now, let's discuss.

30 M: So we're going to work the way you sit.

31 M: ((Walks towards students.)) I think you sit really well today.

32 S: (This, so) about the color, we have to use?

33 M: Yes, so you will have to highlight in the body paragraphs.

34 S: Ok.

35 M: For example, point you highlight it in red. Then illustration, highlight it in yellow.

36 M: Explanation in green. Hm. So, you guys work together, you guys work together.⁴

Following this exchange, Mari continued to direct students to work in pairs. Mari set a visual timer on the projector for twenty minutes. In the twenty minutes of work time, she walked around the room observing students' progress. However, some students didn't follow the directions to highlight the document. In the post-observation interview, Mari observed that:

“Several were struggling with highlighting. I don't know why they didn't do it, ask. I'm going to address it next time. Also, just tell them I'm happy to help them. I'm wondering why they didn't ask me, maybe they were shy.”

In both the classroom directions and in her post-observation interview, Mari iterated that she was available to help students and happy to do so. From her perspective, the students who didn't follow the initial directions should have known to ask her about it but did not due to their personalities. When asked if she would do anything differently in the lesson, she explained that she would want to see more of students' written comments:

“I would really like to see their notes, what they wrote to each other. Because right now I know they highlighted things, but I don't really know. I circulated, and I looked at those. But to see more specifically would be helpful.”

⁴ Mari, Observation 1, MVI_1039, 13:20-14:00

In this situation, the role of highlighting the document was a visual cue that communicated to Mari that her students did or did not understand the task. However, it could be possible that students were giving feedback to their peers without explicitly highlighting the desired sections the way that the teacher preferred.

From this scenario, Mari's reflection appeared to have a preference for students to complete the task based on her directions. Additionally, students who failed to ask for clarification or to follow Mari's directions to highlight appeared to need more than a reminder from the teacher to ask questions. This is an example of her move towards creating a dialogic stance between herself and students however, it still favors a monologic approach. Mari's perspective of students' needs to ask questions was based on their ability to complete the peer perception of an essay in the way that she directed as opposed to the content of their remarks. Still, she acknowledged that the ideal direction of the task would move towards a dialogic approach for students to discuss and improve the content of their feedback.

In the post-observation interview, she again highlighted the need to "train" students on how to give feedback because it might be their first time to do so. She mentioned that there was another class scheduled to focus on peer perception, "So I think maybe I will revisit and add some more. I will still include some training for them or maybe we can even reflect on our previous perception and then go from there." An additional class covering the topic will support a cumulative approach as an additional opportunity for students to sharpen their skills.

Hao's Perspective of Mari's Class

From Mari's class, one student Hao participated in the interviews. From the conversations, he addressed many of the different aspects of the course, but his responses highlight the research questions in regards to his perception of his role in discussions and a proposed change to better facilitate group work. In general, he viewed his role as a student to prepare for the class and interact with the teacher and his classmates. During the classroom observations, Hao also would frequently volunteer ideas or share an answer to Mari's question. When asked how he engaged with the teacher in an interview, he shared that, "Because sometimes our class will be really awkward ((laughs)) nobody tells anything, nobody is talking. At this point, I might just say something. Even I don't know what to say." Hao chose to engage in discussion regardless of what he necessarily said to avoid any awkward silence in the conversation. From his perspective, learning about concepts is not purely about being the most knowledgeable but keeping a certain pace and environment that is comfortable.

When asked about any changes he would like to see in the course, Hao mentioned changing students' seating arrangements based on the layout of the rooms. In the classroom, students sit on opposite sides of the room facing the computers on the walls and tables are in rows in the middle of the classroom facing the projector, which is typically where the Mari was standing. He proposed that students should sit in the middle where the rows of tables are and use their personal laptops. He cited the benefit of the arrangement as, "If we can sit just like a normal class, we can easily to interact with the people around you... It's easier. You can interact with more people, with more students." In this proposed arrangement, Hao also thought that students would use their laptops more, but Hao was

not sure why students did not use a laptop. Based on the then current arrangement of students, sitting in front of computers did not appear to give students the need to use a personal electronic device. He believed that students used their laptops in most of their other classes, and Mari did not discourage students from using their laptops during the class. A key concern for Hao was how students interacted in the class through either filling a long pause with a comment or proposing a change of seating arrangements for students. His ideas suggest that he was invested in the course to contribute to a positive learning environment.

Niki's Classroom Dynamics

Niki's ESL 511 class was also an academic writing course for graduate students. Although her section did not have student participants, the interviews, observations, and handouts from the lessons helped to explain her teaching pedagogies and philosophies. The data from her course explores how she aligns her pedagogies and philosophies as observed in her classroom with her explanations of her role that she gave in the interviews. Because no students volunteered to participate in the study, there is no interview data available from the students. While the student perspective is not collected through data, students' engagement during the classroom observations was helpful for discussion.

An Experimental Approach

In initial pre-observation interview, Niki shared her perceptions of her role as an instructor and also students' roles:

“My role is to better them in the skills they need to succeed in the rest of their academic careers...A student's role ideally will be to be receptive to this information,

and to do their best to help promote a positive environment for their learning and other students.”

In this explanation, the focus of students and teachers appears to be reciprocal and focused on students’ learning content knowledge presented by the teacher, not far off from Freire’s (2014) banking analogy. Niki also presented herself as an authority figure to understand the dynamic of the relationship between students and herself, “I do feel like having some maybe authoritarian component is important because, you know, there needs to be some organization.”

Niki (N) was very specific in giving directions for student expectations during lecture portions of the class. The classroom observations showed how she directed students’ attention from their computer screens to look towards the project. The classroom was a U-shaped room with computers facing all the walls except the white board and projector in the front of the classroom. The following excerpt is from the beginning of the first observation just after she finished taking attendance. 5:32

37 N: ((Standing by the board.))You’re going to do two things with the document

38 N: you downloaded. So we covered outline and thesis statements.

39 N: ((Writes an asterisk on the board)).

40 N: We’re going to use that. So first I want you to find your thesis statement

41 N: in your document, and you’re going to highlight it.

42 N: ((Appears to write “highlight thesis” on the board.))

Niki said “You’re going to highlight it” in line 41 at which point some students who were facing her turned towards their computers again to highlight their thesis statements. Niki

continued though with her directions. A mixture of students remained facing her while others continued to work on their respective documents.

43 N: Ok, you can use the highlight feature, you can make it a different color.

44 N: Whatever, just make it stand out.

45 N: Um, if you're clicking around, ((Motions for students to face her. Some turn.))

46 N: turn up here for just one second.

47 N: If you're clicking around, ((Motions again for students to face her.))

48 N: Everybody up here. ((Students face the teacher.)) Good. So highlight your thesis.

So, Niki motioned with her hand to beckon students to face her and repeats the phrase "If you're clicking around" in line 47 with emphasis to direct where she ideally wants students' attention to be. The phrase of "up here" is also repeated in line 46 and line 48. This exchange is brief but speaks to her perspective of organization. Niki's presentation of the directions is an example of how she exerts her authority as a teacher in an effort to organize the activity.

The way she expressed her authority was typically through giving directions, but she would also make efforts to show that she enjoyed her work, "I try to make myself sound excited to be there, try to joke with my students or whatever. I think that affects things, you know, my dynamic with them." The element of humor is a consistent thread throughout the observations of her class. During the first observation, she saw an unclaimed water bottle on the desk in the middle of the classroom and asked for the owner of it. There was no response to which she replied, "It's mine now" followed by students' laughter. In a different moment, after she explained the directions for a task she told students to, "Find a good looking person" to ask for help if students still have questions. While the element of

authority is present in the structure of how she gave directions, Niki also built rapport with students through making jokes or comments.

CHAPTER 5: CONCLUSION

The conclusion covers an overarching review of the research questions focusing on dialogic teaching, the teacher perspective, and the student perspective. The final portion reviews the limitations of the study and offers considerations for future projects building on this thesis. My approach in this study is to analyze students' roles in their teachers' pedagogies and philosophies that vastly understated by teachers when considering students' actual influence. The importance of including students' perspectives on teacher's pedagogies is to balance the dominance of teachers' perspectives in research. The first question about dialogic teaching practices was unique to each teacher's classroom. Student contributions also shifted with the learning dynamics. Each teacher exhibited specific preferences and decisions about their pedagogical choices.

Claire retold a story of how Yasmine accommodated students' lack of preparation in the moment which the student perceived as a direct change to her teaching approach. While the situation exhibits dialogic sympathies by Yasmine, the issue of students' efficacy to complete reading assignments was not completely addressed. In this situation, it seems that the issue is not just about students' responsibilities to do the assignments but about communicating expectations and the implications of student engagement. The impacts of Claire's engagement in the course is somewhat mixed between implicitly perceived influence and actual pedagogical and philosophical shifts. One consideration is that a dialogic approach might have made this problem about the readings visible earlier. Perhaps Yasmine would have reduced the reading or tried to offer more support and time for students. Dialogic teaching promotes conversations about students' progress to create a

shared responsibility between teachers and students to foster a classroom environment that might prevent future disparities.

Javier specifically focused on the “power dynamics” of his class by integrating his interests in local culture and even by physically sitting with students while talking with them. In one example, he opens a conversation with an authentic question and brings himself to the student’s level by squatting. However, the remainder of the dialogue turns towards Javier giving the student the answer through an IRE question sequence moving away from the initial dialogic interaction. One way that teachers can accommodate students is by adapting the pacing of a task. While the warm-up directions Javier gave for peer feedback did not discourage students from talking, their discussion prompted him to check-in with their progress and start a new timer for the seven minute peer feedback session. In that example, students did not wait to begin the main task based on the teacher’s directions but followed their own. In this way, Javier adapted his plan and changed the time frame based on students’ engagement.

Mari viewed her role in what may be considered more traditional ways since she planned the lesson to help “train” students to learn content. In the observation described earlier, her focus in once class when giving students directions appeared to be their mastery of her description of the task (e.g., by accurately highlighting their documents for required elements). Niki presented herself as an authority figure but also perceived that her sense of humor softened that dynamic. Dialogic teaching practices were mixed and reflected teachers’ preferences and philosophies about teaching. Teachers did exhibit some dialogic ideals, but the consistent cultivation of a dialogic learning environment requires explicit efforts to reflect and receive feedback from students.

The roles of TAs and students are structured differently in the way that they receive feedback. Students are generally in a position to receive constant feedback, grades, advice in conferences, office hours, email reminders, discussion sections, notes, readings, etc. Although TAs are not technically graded by students, they do have formal opportunities to receive feedback from students. The ESL writing program embedded the Informal Early Feedback form along with other required forms of professional development for TAs to do so. Even with this required feedback, a TA would still decide how to enact rhetorical listening to understand students' perspectives throughout the semester. Throughout the study, the I acted as a "sounding board" to facilitate teachers and students' thoughts about their learning environments. As an intermediary, I was an outsider in the classroom. Students were able to share their perceptions without repercussions to their grades or relationship with their teachers since participants were kept anonymous.

The nuances of students' learning experiences are directly impacted by the University's admissions and immigration policies. At the undergraduate level, students do not have a choice as to which class they can take based on their test score. Graduate students who are deemed NNES may be required to take an academic writing course without receiving credit based on their test scores. Imbalances are seen in the policy that favor NES students that have no commensurate academic writing requirement. When asked about these issues, Logan voiced his concern about his placement, but he continued to do his best to learn in the environment by submitting multiple drafts of his work.

Student interviews brought up ideas of how students' experiences with TAs were generally positive yet still had room to improve. Both Logan and Hamad knew that their teacher needed to improve. When asked about changes that they thought should happen in

the course, the concept was not difficult for them to articulate. The difference in teacher and student perspectives about changes made to the curriculum or pedagogical approaches are perceived as healthy. With the variety of learning and training experiences, each teacher's class is customized to their specific preferences. The response of students and teachers should reflect this diversity.

Limitations to the study reflect the formation of the project. The pilot study helped to hedge against certain technical difficulties, served as a test run of coordinating schedules, asking and questions related to the observation. Still, I acknowledge that the video recording of the classes could have been improved. Based on available technology, a GoPro, Cannon video recorder, and an iPad were used to film at different points. Having more cameras available a different angles would be beneficial. In the course of conducting interviews and observations, there are more elements to the ESL writing program that would be worth exploring. For example, TAs have bi-weekly level meetings where they discuss student concerns and review curriculum. Attending those meetings would widen the scope of how teachers rely on each other to problem solve and how they navigate the politics of curricular expectations. It is important to note that because TAs and students were volunteers, the sample size was smaller than originally expected. The views of individual students did not necessarily reflect that of the whole class as was seen with Logan's critique of class discussions.

Future considerations for the study include doing a longitudinal project that could chart how teachers change their pedagogies based on multiple factors. Working with TAs over two semesters would also bring different student groups into consideration. Over the course of collecting data, there were other elements that were not included in the original

IRB that could prove helpful for future research. For example, students were given the option to bring a writing sample with them to an interview. Because it was not required, students' writing was not a focal part of the discussion. Attending a conference session between a TA and a student discussing the student's writing would also be a cite for rich data and dialogic negotiations. Another consideration includes the different elements of the ESL program. TAs have a beginning orientation for each semester that overviews the expectations and requirements of teaching in the ESL writing program. It may also be relevant to attend a level meeting which is a weekly meeting for teachers of the same course attend and discuss teaching concerns. When discussing the policies of the ESL program, I realized that students had different levels of awareness of the program. Hamad did not know that some students had the option to choose between an ESL, COMM, or RHET course. So, talking with UIUC administrators about the policies would also be insightful to depict students' experiences in higher education.

In summary, this study offers specific suggestions for individuals invested in education. Developing a teaching philosophy is standard practice when applying for a job and in answering interview questions. However, aligning a teaching philosophy with pedagogy requires a lifetime of practice. And to do so is much more complex with a culturally and linguistically diverse student population. An approach to integrating the findings of this study would be to question how teachers relate their philosophies to their practices as an open ended and continuous question. In teacher training courses, instructors can present philosophical orientations to certain pedagogical approaches as balanced with the complications of actually enacting a task. In teachers' instructional training settings, dialogic teaching approaches can be shared as a guide to promote student

ownership of ideas rather than acquiring a teacher's knowledge or preference for task completion. For teachers without much professional development or guided reflection, beginning with the assumption that students have different perspectives from teachers about a lesson is a good place to start. Students can also benefit from this study because they make teachers' positions possible. Without students' thoughtful engagement in their courses, teachers may continue to teach in the safety of familiar pedagogical choices rather than making active and aware decisions to align with their philosophies. It is not the intention of the presentation of the data to sway the audience towards one line of thought over another. Ultimately, the challenge of this thesis is for teachers to align the way they believe they teach with the actual way they teach through careful attention to their students.

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APPENDIX A: SAMPLE INTERVIEW QUESTIONS

Questions for Open-Interviews with Instructors

Certain questions for the pre-interview or post-interview are respectively labeled. Some portions of the video or audio recorded classroom observation will be played for the instructor. The instructor will be prompted to recall their thoughts and decision-making process and their students' engagement. Questions and prompts labeled (Post) may be used for the situated recall approach during the interview after the lesson observation. The following are the kinds of questions that will be asked in the semi-structured interviews. Follow up questions will seek clarification on responses.

1. Can you tell me a little bit about yourself? (Pre)
2. What is your background as a teacher? (Pre)
3. What is the role of the teacher? What is the role of a student? What is their relationship like? (Pre)
4. What influences your teaching philosophy and methods? Do you have a preferred teaching method strategy and why? (Pre)
5. Can you give an example from your experience as either a student or teacher? (Pre)
6. How did you plan for your class or lesson? (Post)
7. What has your experience been with the provided curriculum? (i.e. How do you use it?) (Pre/Post)
8. What stood out to you from today's class? (Post)
9. What went well? What went as expected? Was there anything unexpected? (Post)

10. Would you change anything from the lesson? (Post)
11. How do or would you respond to students' engagement where they spontaneously state their ideas about a topic? Can you share an example? (Pre/Post)
12. How is discussion based in your class? How do you and students discuss content in the class? (Pre/Post)
13. How do you view student questions? Under what conditions would asking questions be encouraged or discouraged? How do you determine if a question is "good" or "bad"? (Pre/Post)
14. What are people's attitudes in the ESL service courses about non-native English speakers? (Attitudes of students, professors, staff, etc.) (Pre/Post)
15. How has your experience been providing feedback and grading students' writing?
16. What is happening in the lesson here? Please provide details about your thoughts and actions and why you chose to do that. (Post)
17. Is there anything else that you would like to share about your experience in this course? (Post)
18. Is there anything that you would like to ask me? (Post)

Questions for Open-ended Interviews with Students

Some portions of the video or audio recorded classroom observation will be played for the students. The students will be prompted to recall their thoughts and decision-making process and their teacher's engagement as well. Questions and prompts may be used for the situated recall approach during the three interviews with the students. The following are the kinds of questions that will be asked in the semi-structured interviews. Follow up questions will seek clarification on responses.

1. Can you tell me a little bit about yourself?
2. What is the role of the teacher? What is the role of a student? What is their relationship like?
3. What do you expect to learn from this class?
4. What part of the class has impacted you the most?
5. How is discussion based in your class? How do you and the teacher discuss content in the class? are your expectations for this course?
6. How has your experience been in this class so far?
7. Is there anything about this course that you think should change?
8. What is happening in the lesson here? Please provide details about your thoughts and actions and why you chose to do that.
9. What are people's attitudes in the ESL service courses about non-native English speakers? (Attitudes of students, professors, staff, etc.)
10. What has your experience been with the instructor's attitude and policy about English and using your native language in class?

11. If you brought a document from the course, please share why you brought it and your experience with it.

12. How has your experience been providing feedback to your peers and communicating with your instructor about your writing and/or grades?

13. Is there anything else that you would like to share about your experience in this course?

14. Is there anything that you would like to ask me?

ESL 115 Informal Feedback Survey

* Required

How much effort are you putting into this course? *

1	2	3	4	5
<input type="radio"/>				

How helpful have the group discussions activities been? *

	1	2	3	4	5	
Not at all	<input type="radio"/>	Very helpful				

How helpful have the teacher's lectures been? *

	1	2	3	4	5	
Not at all	<input type="radio"/>	Very helpful				

How helpful have the homework assignments been? *

	1	2	3	4	5	
Not at all	<input type="radio"/>	Very helpful				

How helpful have the peer review sessions been? *

	1	2	3	4	5	
Not at all	<input type="radio"/>	Very helpful				

The content is *

	1	2	3	4	5	
Difficult	<input type="radio"/>	Easy				

I can see the relationship between what I learn in class to what I will need for the future. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	Strongly Agree				

The instructor is sensitive to student concerns. *

	1	2	3	4	5	
No, not at all	<input type="radio"/>	Yes, definitely				

How confident are you that you understand the topics covered *

	1	2	3	4	5	
Not confident	<input type="radio"/>	Very confident				

The grading is fair on assignments. *

	1	2	3	4	5	
No, never	<input type="radio"/>	Yes, always				

The instructor is well prepared for class.

	1	2	3	4	5	
No, not at all	<input type="radio"/>	Yes, definitely				

The instructor provides ample feedback *

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	Strongly agree				

The course website is clear, helpful and informative.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	Strongly Agree				

How do you feel about the feedback on your homework and essay assignments? Is it clear? Confusing? Is there too much? Too little? Is it too harsh? Too nice? *

Your answer _____

What has been the best part of the class so far for you? *

Your answer _____

What suggestions do you have for making the class better? *

Your answer _____

Additional comments

Your answer _____

SUBMIT

Never submit passwords through Google Forms.

ESL 115 Informal Feedback Results		
Question	Scale (1-5)	Average
How much effort are you putting into this course?	1-5	4.3
How helpful have the group discussions activities been?	Not at all 1-5 Very helpful	4.53
How helpful have the teacher's lectures been?	Not at all 1-5 Very helpful	4.93
How helpful have the homework assignments been?	Not at all 1-5 Very helpful	4.67
How helpful have the peer review sessions been?	Not at all 1-5 Very helpful	4.26
The content is:	Difficult 1-5 Easy	3.53
I can see the relationship between what I learn in class to what I will need for the future.	Strongly disagree 1-5 Strongly agree	4.46
The instructor is sensitive to student concerns.	No, not at all 1-5 Yes, definitely	4.8
How confident are you that you understand the topics covered?	Not confident 1-5 Very Confident	4.3
The grading is fair on assignments.	No, never 1-5 Yes, always	4.86
The instructor is well prepared for class.	No, not at all 1-5 Yes, definitely	4.93
The instructor provides ample feedback.	Strongly disagree 1-5 Strongly agree	4.73
The course website is clear, helpful and informative.	Strongly disagree 1-5 Strongly agree	4
How do you feel about the feedback on your homework and essay assignments? Is it clear? Confusing? Is there too much? Too little? Is it too harsh? Too nice? <i>(Open ended response. Each response is on a separate line.)</i>	clear maybe too nice? Clear It is clear and ample. Clear Clear and helpful More feedback It's very clear, but maybe too nice. It is very clear and useful for me to improve my essay. Too nice. I don't mind harsh feedback, especially where it is necessary. The prompts are always clear. The feedback is clear and concise at some points whereas at some points it is detailed to point out the mistake and the solution to it.	

	<p>I think the feedback is clear and I can understand the mistakes I made.</p> <p>It is very clear and constructive, directs me to the problem I have right away.</p> <p>Clear. If I am not clear, the instructor will solve my problems in his office hours.</p>
<p>What has been the best part of the class so far for you?</p> <p><i>(Open ended response. Each response is on a separate line.)</i></p>	<p>know how to writing a formal essay</p> <p>learning the structure of the writing</p> <p>Group discussing</p> <p>Group discussion and revision of essay.</p> <p>The interactive learning environment</p> <p>Got a 99% on my diagnostic essay revision</p> <p>Group discussion</p> <p>Peer editing session.</p> <p>Group discussion</p> <p>The class paraphrasing activity</p> <p>Concept learning</p> <p>The group discussions</p> <p>Discussion.</p> <p>easy going and friendly environment</p> <p>Feedbacks.</p>
<p>What suggestions do you have for making the class better?</p> <p><i>(Open ended response. Each response is on a separate line.)</i></p>	<p>improve the website</p> <p>no</p> <p>no</p> <p>less homework.</p> <p>.</p> <p>So far so good</p> <p>More drafts (even optional drafts!) so that we can have more chances to receive feedback</p> <p>It's already super perfect! I love this course.</p> <p>We can have some more team work to engage in the class for more.</p> <p>None! The instructor is great and the course is well-structured</p> <p>No more suggestions</p> <p>There should not be any attendance policy.</p> <p>The video's voice is a little bit quiet.</p> <p>Sometimes it will be confusing to where the assignment should be uploaded</p> <p>The course are excellent and the teacher is nice.</p>
<p>Additional comments</p>	<p>I love ESL 115.</p> <p>Everything is good except for the website is confusing sometimes. But it is good enough</p> <p>Gg wp Ez game</p>

APPENDIX B: CLASSROOM PICTURES

Picture 2: Niki and Yasmine's Classroom



Picture 3: Javier and Mari's Classroom



APPENDIX C: ESL COURSE DOCUMENTS

Unit 2.5 Evaluation Organization Websites Worksheet

Evaluation Organization Websites

Look at the websites of the following organizations and respond to the questions below. These questions will help decide whether an organization would be a reliable and appropriate source for your research paper:

Questions	Coalition for the Homeless	Teenhelp.com	Your organization (homework)
1. Is there an "About" or "About Us" page?	yes		
2. What type of organization is it (e.g. charity, government agency, etc.)?	charity		
3. Is there a "News" page with updates about the organization's work?	yes		
4. Can you find contact information for the organization?	yes		
5. Does the organization ask for money on the homepage?	yes		
6. Is there a tab or page that describes specific actions taken by the organization (e.g. programs, initiatives, projects, strategies, etc.)?	yes		
Based on the information above, would you consider this organization to be a reliable source for your paper?	yes		

Unit 2.5 Evaluation Organization Websites Worksheet Answer Key

ESL 112/115: Pre-Research Portfolio

Evaluation Organization Websites

Look at the websites of the following organizations and respond to the questions below. These questions will help decide whether an organization would be a reliable and appropriate source for your research paper:

Questions	Coalition for the Homeless	Teenhelp.com	Your organization
1. Is there an "About" or "About Us" page?	Yes, the organization website has an " About " page that includes the mission statement and "What we do" section.	Yes, the organization has an " About/Contact us " page, but their mission is only to "educate and bring awareness to parents and teens on these various issues".	
2. What type of organization is it (e.g. charity, government agency, etc.)?	Coalition for the Homeless is a not-for-profit organization.	Teenhelp.com is not a charity or government agency. It is an online information resource. There is no information on who runs the website.	
3. Is there a "News" page with updates about the organization's work?	The website has "The Latest" tab that includes the following sections: News, Today's Action, Blog, Voices from the Frontline, and Newsletter.	The website does not have a News page.	
4. Can you find contact information for the organization?	Yes, the website contains a " Contact us " page with the address and phone number of the organization.	Only an email address is provided for contacting the organization.	
5. Does the organization ask for money on the homepage	There is a "Donate" button in the right-hand corner, but the	No, it does not.	

ESL 112/115: Pre-Research Portfolio

(hint: it should not)?	homepage is dedicated to an overview of the website.		
6. Is there a tab or page that describes specific actions taken by the organization (e.g. programs, initiatives, projects, strategies, etc.)?	There is a " Programs " tab that describes the actions of the organization to help homeless people (e.g. Food, Crisis Services, Housing and Job Training).	The organization does not take any specific actions. Its main goal is to provide resources to educate parents and teenagers regarding various issues related to teenagers' life (e.g. mental health, physical health, teens and sex, etc.)	
Based on the information above, would you consider this organization to be a reliable source for your paper?	Yes, the Coalition for the Homeless would be a good source for the IRP. It satisfies all criteria in the checklist and takes specific actions to help homeless people in the US.	No, this organization would not be a good source for the IRP. Although it may be a reliable source of information, it does not take any specific actions to help teenagers and only provides online resources for raising awareness.	

APPENDIX D: IRB APPROVAL LETTER

12. Expected Completion Date: May 15, 2018

INVESTIGATOR ASSURANCES:

I certify that the project described above, to the best of my knowledge, qualifies as an exempt study. I agree that any changes to the project will be submitted to the Institutional Review Board for review prior to implementation. I realize that some changes may alter the exempt status of this project. **The original signature of the RPI is required before this application may be processed (electronic signatures are acceptable).**



1/10/18

Responsible Project Investigator

Date

13. (OPTIONAL) DEPARTMENTAL ASSURANCE To be completed by the RPI's Departmental Executive Officer or their designee.

The activity described herein is in conformity with the standards set by our department and I assure that the principal investigator has met all departmental requirements for review and approval of this research.

University of Illinois at Urbana-Champaign
Institutional Review Board

Approved January 11, 2018
IRB# 17869