

## INDEX

INDEX.....	9
INDEX OF TABLES.....	15
INDEX OF FIGURES AND WORKSHEETS.....	17
1 INTRODUCTION.....	19
1.1 Thesis Primary, Secondary Objectives and Research Questions.....	24
2 FOREIGN LANGUAGE STUDIES IN U.S. HIGHER EDUCATION.....	29
2.1 The Ideology of Nationalism and Language in the US .....	29
2.2 History of language teaching and learning in the U.S.....	32
2.3 Spanish Language Departments at American Universities.....	34
2.4 Current Situation: reuniting language and culture.....	36
2.5 Abroad Programs.....	39
2.6 Research on Language Learning Abroad.....	43
2.7 FSU Valencia.....	46
3 THE HARKNESS METHOD .....	52
3.1 Prologue: The Gift. ....	53
3.1.2 Other Harkness practicing schools. ....	62
3.2 Teachers' experience on the ways of the Harkness classroom and pedagogy.....	67
3.2.2 Religion, Music, Latin and Performing Arts. ....	75
3.3 Role of writing in the Harkness class and in developing advanced foreign language literacy, writing exercise and model text. ....	78
4 WRITING EMPHASIS .....	86
4.1 American and other research on second language writing development.....	87
4.1.1 Writing progress: syntactic abilities and textual meaning-making.....	92
4.2 Systemic Functional Linguistics (SFL): a textual and functional interpretation of grammar. ....	93
4.2.1 Metafunctions and genres.....	96

5	IMPLEMENTATIONS OF A GENRE-BASED INSTRUCTION OF FOREIGN LANGUAGE WRITING DEVELOPMENT .....	101
5.1	The construct of genre. ....	101
5.2	Foreign Language Writers Making Selections. ....	104
5.2.1	Example of a text progression with a series of historical genres. ....	109
5.2.2	Illustration of a series of memoir genres from the Spanish Civil War....	112
5.3	The personal essay genre, introduction, themes and forms.....	122
5.4	Translating insights about the personal essay genre into genre-based writing tasks.....	138
6	METHODOLOGY.....	142
6.1	Participants. ....	142
6.2	Description of curricular scope and sequence Answering question 1.1 How students produce syntax within the writing tasks assigned.....	145
6.2.1	Field, Tenor, and Mode.....	150
6.3	Generating an idealized writing profile for our level: discourse, sentence and lexicogrammatical characteristics expected Answering Question 1.2 How to monitor and negotiate curriculum and pedagogical actions through forms of assessment .....	153
6.4	Writing Instruction: Rothery's and Harkness pedagogy .....	158
6.4.1	Principles of scaffolding and modeling .....	166
6.4.2	Harkness discussions as narrative in class and independent construction: PE based writing tasks and drafts.....	170
6.5	End of level writing task - Prototypical writing Task (PPT) for levels I and II Answering Question 1.2 How to monitor and negotiate curriculum and pedagogical actions through forms of assessment.....	181

APPENDIXES:

Answering question 1.2 How to monitor and negotiate curriculum and pedagogical actions through forms of assessment	
6A End-of-level Writing Performance Profile, Level II.....	183
6B PPT for Level II.....	185
6C Example of a Student’s Performance from Saint Anselm College.....	187
6D FSU 2016 Spring Roster with their authorization to publish and to work with their compositions.....	190
7 RESULTS .....	193
7.1 Results for Research Questions 2 & 3 - Assessment of foreign language student learning with the personal essay genre approach.....	193
7.2 Results for Research Question 1.3 - Design of assessment rubrics with level specific writing expectations .....	197
7.3 Data collection of meaningful writing exercises.....	200
7.4 Results for Research Question 2 - Data coding methodology for extracting meaningful and reliable observations from the learners’ PPT writing performances.....	205
7.5 Results for Research Question 2 - Data analysis report .....	210
7.6 Results for Research Question 2 - Comparative Study of Baseline Writing Task and Prototypical Performance writing task. ....	215
7.6.1 Results for Research Question 2 - Further comparisons of PPT from two different instruction routes (genre-instructed class vs. traditional instruction on same level) .....	221
8 CONCLUSIONS .....	227
8.1 Research Question 1: The specific focus, a worthwhile contribution .....	227
8.2.1 Research Question 1: Benefits of genre-based writing progress .....	229
8.2 Research Question 2.....	231
8.3 Research Question 3: The Harkness method and its meaningful educational change in foreign language studies education.....	233

8.4 Conclusion.....	239
9 ANNEXES .....	242
9.1 Different versions of the Harkness Table.....	242
9.2 Scoring rubrics for writing assessment .....	244
9.3 Writing prompts for Level II and Example performance of one student with major syntactic statistics related to his essays .....	246
9.4 SAC Compositions 3 and 4 Samples.....	257
9.5 PEA Compositions Samples and Subordinate Clauses per T-Unit.....	268
9.6 Original size Figures.....	272
10 BIBLIOGRAPHY.....	274