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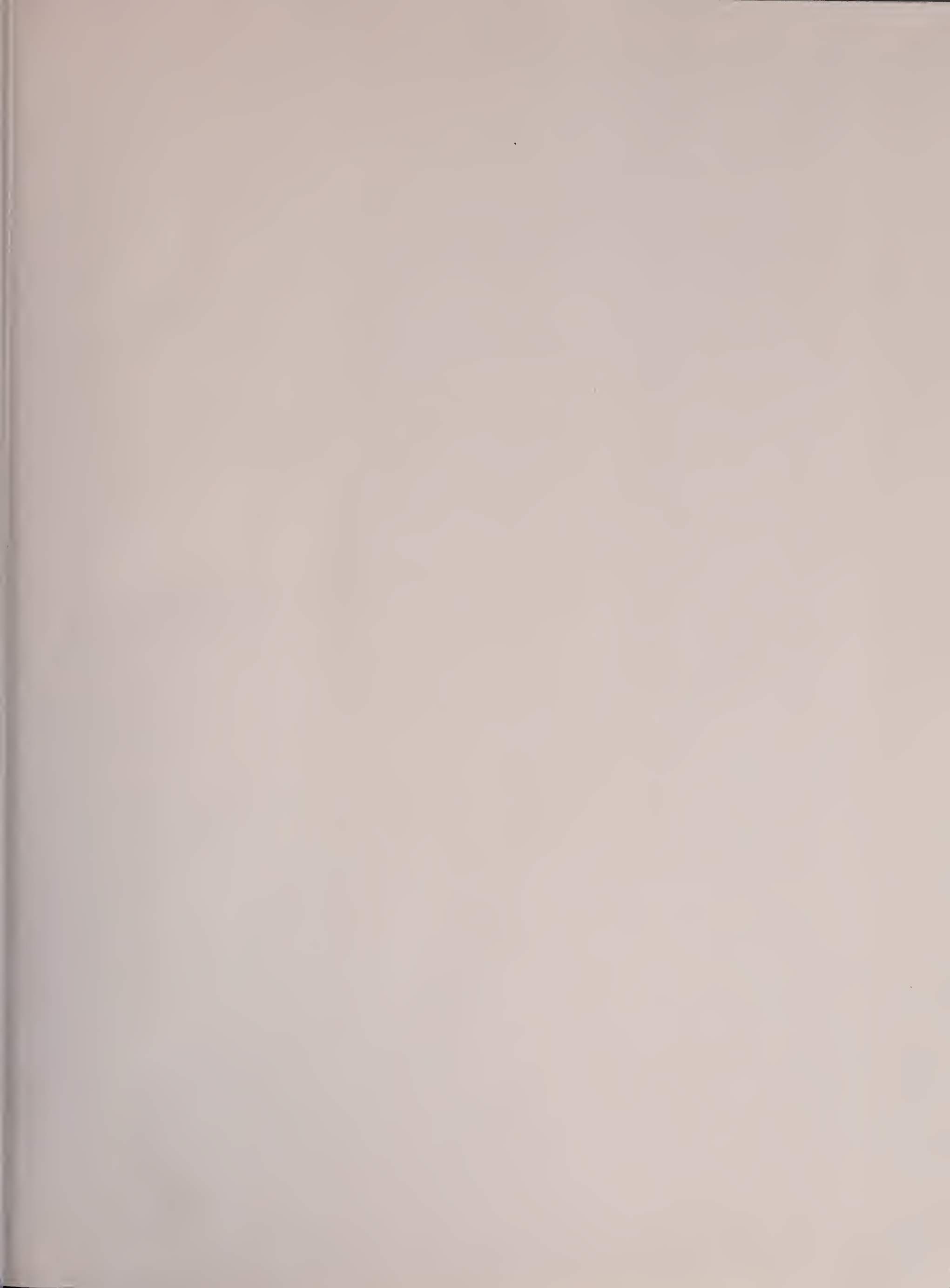
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**UNDERSTANDING VOICE IN THE DISCIPLINES: THE STRUGGLES OF
LATINA NON-TRADITIONAL STUDENTS AND THEIR INSTRUCTORS**

A Dissertation Presented

by

DORIS M. CORREA

Submitted to the Graduate School of the
University of Massachusetts Amherst in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

February 2008

Education

Language Literacy and Culture

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A Dissertation Presented

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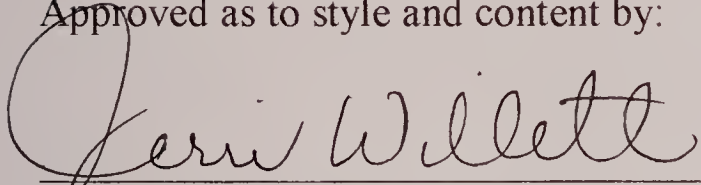
**UNDERSTANDING VOICE IN THE DISCIPLINES: THE STRUGGLES OF
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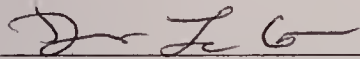
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DEDICATION

To my family, my friends, and the faculty in the LLC program who always supported me and never doubted my abilities, even when I did.

ACKNOWLEDGMENTS

It is said that it takes a village to raise a child. I believe the same applies to the pursuit of a doctoral degree and the writing of a dissertation. Had it not been for the countless people who helped me in one way or another, through the long years I spent in this country in pursuit of my doctorate, I would have never been able to finish. My mother, who passed away many years ago, is the first person I want to thank for this accomplishment. She had a passion for education that inspired all of us at home, especially me. She worked from dawn to dusk so that we could go to school and then go to college. To her, an education was the most precious gift she could give us.

Then there was my aunt, Margarita. She took my sisters, my brother, and I under her wing and helped my mother make her dream for us come true. I owe my interest in languages to my aunt and sisters, Gloria and Carmenza, who supported me to complete high school in the United States. No less important were my university friends: Vicky, Berenice, and Nora Alicia. They were so bright and so passionate for knowledge that I could not but follow their footsteps. They taught me that our education should serve not only our own individual purposes but the purposes of our communities.

I would not have become an educator, however, had it not been for my mentor and friend, Cristina Frodden. She believed I could be a good teacher at a time when I had not considered teaching as a career. She encouraged me to pursue a specialization in foreign language teaching, and then my master's and doctoral degrees. Her permanent support, trust, and encouragement were vital for succeeding in these endeavors. When financial matters were an obstacle to my studies, she was the first one to lend me a hand.

With the help of professors Gloria Idárraga and Jerri Willett, she sent me abroad in pursuit of my dreams.

Once away from the University of Antioquia, my family, and my friends, it was Professor Willet who took me under her wing. I have no words to express everything Professor Willet has done for me in the course of these 8 years. She has been my benefactor, my mentor, my chair, my advisor, and my employer. She trusted me even when I did not trust myself. She inspired me to continue, and pushed me just hard enough so I would give the best that I had, without losing trust in myself or feeling discouraged. When I felt that I would have to give up my research interests for lack of a proper setting, she not only pointed this setting for me but hired me as a Program Assistant, so that my work and research interests could go hand in hand.

It was this setting, which saw my life and my research unfold and change for four years. In it I met the most wonderful people I have met in my life and learned the lessons that I would have never anywhere else in terms of collaboration, community, support, perseverance, courage, persistence, and resilience. To the BGS students who taught me those lessons, the BGS faculty and Director, to Dr. Theresa Austin, the Program, who made those experiences and lessons possible, and to Nancy my focal student and co-researcher, who spent numberless hours with me, analyzing her papers, I will be eternally grateful.

When Professor Willett could not be there for me, it was Professor Meg Gebhard who kept me going. She met with me in her home, in cafes and in her office, and never got tired of reiterating to me that I was good and I could do it. During the hard days that followed the presentation of my dissertation proposal, it was she who took me by the

hand and showed me the way. Professor Donna LeCourt was no less reassuring. She gave me her honest opinion about my work, provided me with references, met with me every time I needed more guidance, and encouraged me to follow my hunches and my chair's advice.

But I was not alone in a strange country, my family was there, supporting me through my sister Carmenza, who never stopped checking on me, serving as the link with my family and friends in Colombia, visiting me, and encouraging me to keep going in times when I thought it was easier to give up. My friends from Colombia were there also, supporting me with e-mails and prompts to finish so that I could come back home. The friends I had made here in the U.S. were also there, reassuring me, comforting me, making me see that I was not alone, and taking me away from my books from now and then so that I could experience other things. Angela and Erik, Andres and Natalia, Juan Pablo and Maria Eugenia, Thelma, all made me see that there was more to life than just studying. With their company and friendship, they kept me from quitting or going back home without finishing. During those crunch days of writing before the defense, it was them and my sister Carmenza who helped me keep my sanity and my self-confidence. I would not have survived those final days before my defense had it not been for them. So, to my community of family, friends, mentors, and colleagues, thank you. Without you, I would have never gotten this far.

ABSTRACT

UNDERSTANDING VOICE IN THE DISCIPLINES: THE STRUGGLES OF LATINA NON-TRADITIONAL STUDENTS AND THEIR INSTRUCTORS

FEBRUARY 2008

DORIS M. CORREA, B.A., UNIVERSIDAD DE ANTIOQUIA COLOMBIA

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For years, university faculty has complained that students come to the university unprepared to meet the demands of their content courses. In particular, they complain that students do not know how to cite or how to quote the work of others. To help students, university and content faculty have taken a series of measures which include creating a series of junior and academic writing courses, developing academic honesty policies and bringing APA or MLA handouts to class, and including in their syllabi academic honesty policies. All these measures come from a view of writing as a set of rules that can be applied across contexts, situations, and audiences. Given that students continue to struggle with *issues of voice* in their academic writing, it is important to review these views and practices and find other ways to help students. In the past 40 years, genre and SFL scholars have been arguing for a more situated view of writing in which writing is a social practice that varies from one context to another and from one discourse community to another. Drawing on these theories, this study explores how content faculty can more effectively help students in general, and ESL nontraditional students in particular, develop their disciplinary voices. This study examines the

difficulties that a group of undergraduate Latina nontraditional students encountered while adopting a disciplinary voice and incorporating the voices of others in their texts, including the reasons for these difficulties and faculty support received. Ethnographic, Critical Language Awareness, and Systemic Functional Linguistics methods of data collection and analysis were used to explore these issues. Findings suggest that to effectively help ESL students respond to the different writing and voice demands of their disciplinary courses, content faculty need to work collaboratively with students and college ESL and writing instructors in adopting and presenting a more dynamic view of writing and voice. In this dynamic view, students are not required to memorize rules for attribution of voice applicable across disciplines, but to analyze the situation and the audience before deciding what voices to use and how to use them.

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CHAPTER 1

INTRODUCTION

For years, faculty has complained that students come to college unprepared to meet the writing demands of content courses. This lack of preparation becomes evident when students begin taking interdisciplinary courses and writing the so-called *research papers*. In these papers, students are often asked to present a point of view and support it by citing the authors read in class or other authors they have consulted as part of their assignments. Students not only struggle with citing these authors but with adopting the type of voice which members of the discipline are expected to adopt. Consequently, many students resort to text borrowing practices that gain them accusations of plagiarism.

To respond to this issue, universities and content faculty have taken a series of steps. These steps include the following: (a) the design of a series of Junior writing and academic writing courses which intend to familiarize students with the rules for writing academic papers, general conventions for citing and referencing other people's work, (b) the adoption of academic honesty policies, and (c) the inclusion of academic honesty policies in course syllabi. Three important facts about these measures are the following. First, they have been ineffective in helping students deal with issues of voice. Second, they have done very little for ESL nontraditional students who not only possess fewer linguistic resources than native speakers but often have not been in contact with the academy for years and therefore need a greater amount of support with their writing. Third, they typically assume a view of writing as a set of rules that can be applied across contexts, situations, and audiences.

In recent years, scholars have begun to change these views for others that can be considered more *socio-cultural*. According to these views, writing is not a fixed set of rules but a *social practice* that varies from one context to another and from one situation to another. As such, the instructor's job is not to teach the conventions for writing in each of the disciplines but to make students aware of the multivocal and disciplinary nature of texts and of the need to consider situation, purpose and audience before making their choices regarding voice for the construction of their school-based texts.

The purpose of this study is to find out how socio-cultural theories of writing, texts and voice, particularly those proposed by Systemic Functional Linguistics (SFL) theorists, can shed some light on the issues discussed above. Specifically, this study is concerned with how university faculty, especially teacher educators, can better help students in general and ESL nontraditional students in particular develop an understanding of voice that can help them both make situated choices regarding the types of voices to use in their papers and effectively assist their students in doing the same.

To achieve this purpose, this study explores the support that a group of bilingual nontraditional students taking general education courses in a bachelor's of general studies program received from the group of interdisciplinary faculty participating in the program and from me, the writing tutor, in the development of their inquiry projects. The study also examines the difficulties that students had with the development of a disciplinary voice, and the reasons for those difficulties.

To conduct this ethnographic longitudinal study, I drew on ethnographic methods of data collection, analysis and verification. I also drew on the above-mentioned socio-cultural theories of writing, text and voice. In particular, I drew on SFL theories proposed

by Halliday (1978); Bakhtin (1981 & 1986); Halliday & Hasan (1989); Martin & Rothery (1993); Kress (1993); Cope & Kalantzis (1993); Callaghan, Knapp & Noble (1993); Eggins (1994); Butt, Fahey, Feez, Spinks, & Yallop (2000); and Schleppegrell (2004).

Specific questions addressed by this study are the following: (a) What is the nature of the support provided to BGS students in the writing of their disciplinary projects and the development of a disciplinary voice? (b) Which are some of the difficulties concerning voice that students in the BGS program encountered in the writing of their inquiry projects? (c) What are the reasons for these difficulties? How could BGS instructors have more efficiently helped students with their difficulties developing a disciplinary voice?

The importance of this study lies in its singular nature. Ethnographic longitudinal studies such as the one proposed here-- which use ethnographic, SFL and Critical Language Awareness theories to explore how to help ESL nontraditional students develop an understanding of voice in the disciplines have not yet been conducted. The few longitudinal studies of this same nature, -- i.e., studies which follow students through the different classes they take as part of their undergraduate programs -- reported in the ESL writing literature, explore other issues.

These issues include the following: (a) challenges that stemmed from the students' individual backgrounds (Bronson, 2004), (b) challenges students faced with writing for their individual disciplines (Hu, 2001; and Leki, 2003), (c) difficulties students had with writing throughout their program (Zhaozhi, 1999), (d) students' academic writing development in ESL courses (Cooper, 1999; and Hansen, 2000), (e) students' development of rhetorical knowledge (Tardy, 2005), (f) students' sense of

adjustment to their disciplines (Casanave, 1995), (g) problems caused by students' lack of English language proficiency (Schneider & Fujishima, 1995), (h) changes in student writing (Sasaki, 2004), and (i) response to teacher feedback (Hyland, 1998 & 2001).

A noticeable difference between most of these studies and the study proposed here is the educational background and academic writing experience of the research subjects. Most of the above mentioned studies; except for those conducted by Spack (1997), Leki (2003), Sasaki (2004), and Hyland (1998 & 2001); have been conducted with ESL graduate students who have had at least four years of experience writing academic papers. Also, most of these studies, except for those conducted by Leki (2003) and Schneider & Fujishima (1995), have been conducted with traditional ESL students. One characteristic of these students is that they have come to the university straight from high school and, for the most part, studied full time. This means that they have had more time to dedicate to their academic work and to meet with faculty and writing tutors than non-traditional ESL students have. Moreover, none of these studies has been conducted with students who are preparing to be teachers. Finally, although many of the above mentioned studies combine ethnographic methods (i.e., interviews and observations) with linguistic methods (i.e., rhetorical analysis), none of these studies uses genre-based theories as a framework and Systemic Functional Linguistics as a tool for analyzing the students' texts.

The setting for the study is the Bachelor's of General Studies, Interdisciplinary Studies in Culturally and Linguistically Diverse Communities, a program offered by WNE University with funds from a Title VII federal grant. This program intended to help a group of bilingual nontraditional students achieve academic literacies that would

position them well to pass state mandated teacher's tests and become highly qualified elementary teachers, capable of helping the increasing number of ESL students in the area succeed in school.

Findings from this study suggests that in order to enable students to make appropriate choices regarding what type of voice to use and how to interweave it with the voices of others in their texts, students first need to be made aware of the range of choices they have and how these choices can position them to their audience. They also need additional support locating, accessing, and choosing their sources. Instructors can help students by engaging them in discussions of the issues with voice that they are confronting and providing enough practice, feedback, and opportunities to re-write their papers based on the feedback.

However, content instructors usually do not have enough time to dedicate to apprenticing students into disciplinary ways of writing while covering all of the objectives of the course. Neither do they have the declarative knowledge of the choices that they make as active members of their disciplinary communities or the pedagogical knowledge they need to apprentice students into their ways of writing. Therefore, careful planning of courses and writing sessions would need to happen at the program level. In addition, discussion sessions in which teacher education faculty have a chance to gain some of this knowledge would need to be incorporated as part of the package offered to faculty for their participation in the programs.

Next, since most current school teachers hold similar traditional views of writing to those held by most university faculty, teacher preparation programs would need to look for funds to organize teacher workshops or seminar in which school teachers can

start implementing other views of writing in their classrooms. Finally, given that in their school classrooms most teachers are preoccupied with preparing students to pass tests, conversations between university and school faculty need to be programmed in which state officials can realize the importance of making tests correspond with new ways of conceptualizing academic writing.

Overview of the Chapters

This dissertation is organized into six chapters. Chapter 2, *Developing a Disciplinary Voice*, reviews how students' lack of understanding of voice in the disciplines has been an issue that content instructors have been discussing for years and the measures taken by universities and writing and content faculty to solve it. The chapter points to the views of writing behind these measures. It also suggests that Systemic Functional Linguistic views of writing can shed some new light both on the nature of the struggles students have with voice and on how to help students acquire a functional view of writing that allows them to meet the demands of content courses and prepares them to more effectively help their own students later on.

Chapter 3, *Views of Writing, Text, Voice, and Subjectivity*, describes traditional views of writing, text, voice, and subjectivity, which have been informing both L1 and L2 writing teaching practices and current policies concerning academic writing in the last 40 years. These views range from product-based to process-based views. In product-based views, writing is a set of rules that students need to memorize, texts are a collection of sentences, and voice is univocal and personal. In process-based views, on the other hand, writing is a creative multi-staged linear process in which writers, with the help of

the instructor, discover their own voices and selves, and decipher by themselves the most appropriate ways to express these.

In addition, the chapter explores how these views have been informing ESL writing teaching and tutoring practices, creating a series of approaches that vary from Skills-based to Controlled Composition. Next, the chapter examines some of the critiques to product and process-based approaches and methodologies. Finally, the chapter explores how critiques have allowed us to move the field forward and to try new ways of helping ESL students with their writing.

Chapter 4, *Socio-cultural Views of Writing, Text, Voice, and Subjectivity*, provides a theoretical framework, and discusses how theory is being used in this study to analyze voice issues in the interdisciplinary writing projects conducted by BGS students in their classrooms. The chapter begins with a description of new ways of writing not as product or as process but as a set of practices that varies from one context to another and from one situation to another. It chapter highlights new views of texts as *genres* the content and form of which are shaped by the context of culture and the context of situation of the text, the purpose or function, and by the potential audience in which texts will be used and judged.

Following Halliday (1978), the chapter presents the three levels which comprise the context of situation: *field, tenor and mode*, and discusses how each of these influences and is influenced by the choices that writers make in regards to the incorporation and documentation of other people's voices in their texts. Finally, the chapter presents a new view of voice as multivocal and genre-specific; and a view of writers as subjects who, due to their affiliation to multiple "*discourse communities*",

posses multiple conflicting “*identities*” or “*subjectivities*,” all of which are constantly being constituted and reconstituted as students participate in the various classroom literacy practices, and as they create their texts.

The design of the study is presented in Chapter 5, *An Ethnographic Longitudinal Case Study*. The chapter includes a brief discussion of what it means to do ethnographic longitudinal case study research and why my study can be described as such. Next, the chapter presents the purpose of the study presented here and specific questions to which the study intends to respond. In addition, the chapter provides an overview of the BGS faculty, including William, the instructor whose course I describe in detail in Chapter 7, and the origin and academic paths of the 22 students who began and the 18 students who finished the program, including the academic path taken by Nancy, the student on whom I focus in Chapter 7. This section also includes a description of the multifaceted role I played in the program as a researcher, BGS Program Assistant, and writing tutor. Then, the chapter describes the methods of data collection, analysis, and verification used. In particular, the chapter describes the procedures employed to conduct the observations and write the fieldnotes, the types of interviews conducted with BGS students and faculty, including the Critical Language Awareness interviews done with Nancy.

Chapter 6, *Cottonville and the BGS Program*, familiarizes the reader with the context of culture of the research. Following SFL guidelines according to which the broad context in which texts are analyzed is key in the interpretation of the texts, the chapter includes a description of the community in which the BGS Program offered its courses. In addition, the chapter presents the specific situation of the schools and teachers in this community. Moreover, the chapter describes the BGS Program, its design, its

goals and objectives and the beliefs and assumptions upon which these goals and objectives were built. Finally, the chapter provides an overview of the courses that composed the BGS program, the types of academic literacy activities in which students participated, including some of the inquiry projects that students developed, and the efforts made by faculty across the different courses to help students develop an academic disciplinary voice.

Chapter 7, *Attempts to Develop a Disciplinary Voice*, describes the types of inquiry projects that students produced in some of the courses. This findings chapter emphasizes the peculiar nature of the projects and the voice choices students made. Next, the chapter explores some of the reasons for those choices, and the feedback they received. Finally, the chapter discusses how these projects and feedback helped students understand the disciplinary, situated, purposeful, and dialogic nature of writing. To illustrate the struggles of the BGS students with issues of voice in their disciplinary papers, the chapter zooms into the human geography course, presenting a detailed description of the course, its purpose, the writing assignments, and the term paper, inquiry project, or "research paper," that the students had to write based on their experiences of place.

The chapter also examines the choices made by Nancy in the writing of her inquiry project, the difficulties Nancy had understanding what type of voices she was supposed to adopt and incorporate in her paper, the reasons for her difficulties, and the support she received from both William and I in the production of her text. The chapter ends with a description of how the help BGS instructors and I provided to Nancy in particular and to BGS students in general, although exhaustive, did not really help them

develop a better understanding of the disciplinary, situated, purposeful, and dialogic nature of writing.

Finally, Chapter 8, is divided into three parts. The first part of the chapter, *Discussion*, analyses what those difficulties mean and how they are similar or different from those experienced by traditional NES. The section also examines the reasons for students' difficulties with voice and how these relate to their status as ESL non-traditional students. Finally, the section examines the views of writing text, and voice from which faculty support seemed to come and how this support was different from or similar to that provided to most university students.

The second part of the chapter, *Conclusions*, provides some conclusions which can be drawn from the study presented here. Specifically, the section argues that in order to help students with the development of disciplinary voices, universities need a radical change in views of writing, texts and voice. The section also argues that until universities and faculty change these views of writing text and voice, all efforts to help both traditional and non-traditional students, ESL and NES, with the adoption of a disciplinary voice are going to continue to fail. ESL and nontraditional students, especially those who come from non-academic backgrounds, will continue to have trouble attending to the demands of university courses and passing university entrance exams and teacher's tests. Finally, the section claims that to change these views of writing, text and voice is not easy. It implies concerted efforts by university writing and content instructors; university programs, especially teacher preparation and writing programs; university administrators, school teachers, and departments of education

The third part of the chapter, *Implications*, discusses three main questions: first, what is it that content faculty can do to help the increasing number of ESL nontraditional students in our classrooms develop a more disciplinary, situated and purposeful view of writing and voice? Second, what can programs do to make sure that faculty hired to teach these courses have the tools they need to develop this type of knowledge? Finally, what are some issues with writing in the disciplines that still need to be explored so that we have a better idea of how to help our ESL nontraditional students succeed in college?

CHAPTER 2

THE PROBLEM:

DEVELOPING A DISCIPLINARY VOICE

For many years, university faculty has complained that students come to the university unprepared to handle the academic language demands of their courses (Burrell, Tao, Simpson, & Mendez-Berrueta, 1997). One aspect of disciplinary writing, which, although difficult for all students, is particularly difficult for ESL and other minority students, is the adoption of a disciplinary voice and the incorporation and documentation of the academic “voices” of others in their disciplinary texts. Not knowing how to adopt a disciplinary voice and how to interweave it with the voices of the people they read, they end up writing papers that are a series of quotes they have taken from other articles or the internet, without paying much attention to where the information comes from, how reliable it is.

To deal with these problems, universities have taken a series of steps. These steps include offering junior writing courses, English for Academic Purposes (EAP) and Writing Across the Curriculum (WAC) courses to all students, and designing specific courses for ESL students such as ESL and ESP courses. Universities have also opened writing centers, and strengthened their Academic Honesty Policies. Junior writing courses are those general academic writing courses in which both ESL and native English speakers (NES) get acquainted with some general features of academic writing (e.g., use of formal as opposed to informal language, use of reliable sources of information, several ways of citing academic voices). These courses normally address general conventions for writing academic texts such as how to cite, how to use APA or other styles for citing and

how to write summaries and persuasive essays. Rarely do these courses include writing of other text types such as narrative sketches, oral histories, book reviews and other text types that may carry value in other disciplines such as geo-science, sociology or literature. Neither do they analyze how conventions for structuring texts and for attribution of voice vary according to discipline. Finally, they do not examine how even within the same discipline these texts may be written differently depending on situation, purpose and audience. As a consequence, both ESL and NES often exit these writing courses unprepared to meet the situated demands of their content courses.

In addition to Junior writing and academic writing courses, many colleges and universities have designed a series of remedial and ESL courses, which ESL students are supposed to pass before they are allowed to take the junior writing course (Matsuda, 1999, p. 708-713). In these courses, ESL instructors, often concentrate on developing what they call the four basic skills” reading, speaking, listening, and writing. In terms of writing, the focus usually falls on orthography, sentence level structure, discourse level structure and the way ESL texts deviate from texts written by native speakers (Matsuda 2006, p.19). Seldom does it fall on developing knowledge of the types of texts that will have to write in the general education and other interdisciplinary courses that they will need to take as part of their programs or the types of voices, stances and that they will be expected to take when writing for each of the different discourse communities.

In the last twenty years, universities have also begun to offer English for Specific Purpose (ESP) courses and *Writing Across the Curriculum* (WAC) courses (Matsuda, 2006). ESP courses, on the other hand, are those intended to familiarize ESL students

with the features of academic writing inside the disciplines and with “the formal, staged qualities of genres so that they could recognize these features in the texts that they read and use them in the texts that they write” (Hyon, 1996, p.701). Lastly, WAC courses, or *linked courses*, are those courses in which “ESL teachers attend the lecture class with which their ESL course is paired, adapt their curriculum to that of the content class, and ensure that the material is comprehensible to the ESL students” (Benesch, 1992, p. 1). In spite of the success of some of these writing teaching models in getting students to notice disciplinary differences in the ways of writing (Benesch, 1993, and 2001), the models continue to present writing in the disciplines as fixed. Students study the text written by other people in the discipline and try to copy those ways of writing. Very little discussion is done about how these ways of writing reflect specific ways of viewing the world. Also, no discussions are carried out about the context of culture and situation, the purpose and the audience influence and are influenced by these ways of writing.

To help students taking courses outside of disciplinary programs, universities have opened writing centers. There are some problems with these centers, however. First, writing center tutors are not always familiar with the specific genres and ways of displaying knowledge of each of the disciplines for which students have to write. Therefore, they can provide general recommendations in terms of organization, grammar, syntax, and have students reflect on how they are meeting expectations for the task but they cannot provide specific guidance in terms of how to structure their texts, what voice to use, what stance to take, how they are expected to position themselves, and so on. Second, due to their multiple responsibilities at work and at home, nontraditional students

do not often have time to come to campus during regular hours to attend tutoring sessions at the writing centers.

Finally, universities have implemented a set of policies for writing that students need to follow at the expense of being accused of plagiarizing and being expelled from the university. Since the institutionalization of ownership rights, universities have not only increased their policies but have begun to pressure instructors to punish those who use the voices of others without giving proper credit. They have also formed committees with the power to sanction students who do not follow disciplinary convention for attribution of voice, and they have even provided faculty with access to computer software, which can be used to identify the source of the information of a myriad of voices used by university students in the preparation of their texts.

In sum, universities have taken a set of measures which although successful in drawing students' attention on issues of writing and use of voice have not been able to successfully address the difficulties that ESL and other students experience when writing their disciplinary papers. Although willing to help, content instructors can seldom provide much support due to time constraints and lack of both the meta-linguistic knowledge necessary to explain what they do when they do writing for their disciplines and the pedagogical knowledge required to provide adequate scaffolding and feedback on writing to students whose language is not English.

Students continue to struggle to meet the writing demands of content courses, especially in terms of incorporation of other people's voices and the adoption of a disciplinary voice. Although ESP models seem to work quite well when students have chosen a major, students continue to face an enormous amount of challenges when taking

general education courses or doing interdisciplinary majors. They often have to take, sometimes simultaneously, courses in science, social studies, history, and the like, and have to produce different types of writing for different fields of study at a time.

Students who only have received support in the kinds of genres that are common to their specific discipline are left to their own resources in courses outside of their discipline. Hence, when they start taking disciplinary courses, they do not usually know how what types of voices to adopt and incorporate in their writing. They tend to use too many or too few quotes, and are unaware of specific disciplinary conventions for attributing voice. In addition, they are often times confused about what to cite or what not to cite, how, when, where, and for what purposes. Finally, students are usually unaware of how their use and documentation of academic or nonacademic voices in their writing can position them in positive or negative ways to their audience.

Common practices among ESL students that contribute to their being unfavorably positioned include using old and/or unreliable sources, using general sources as opposed to disciplinary and more specialized sources, and copying passages without using appropriate conventions for attribution of voice. Technological advances in the last two decades such as the internet have complicated the picture even more since it has greatly facilitated students' access to any kind of text, and the unlawful appropriation of other people's voices (Trimbur, 1994).

Although incorporating and documenting the academic voices of others into their texts is merely one of the issues that many ESL and other students have to confront in their development of academic writing, it is still a big issue for students in general and for ESL students in particular. Currently, accusations of plagiarism carry severe

implications for students whose academic records can be damaged and whose whole careers can be threatened. Even though all students have been affected by institutions' increase in measure to control plagiarism, non-native speakers of English are in a particularly vulnerable position. Pressed to demonstrate that they have both understood the ideas and the terminology used by the authors they read, but lacking the command of the language or the confidence in their own language proficiency necessary to conduct this task in a way that sounds "academic," they often choose to copy the words of the authors they are asked to read.

When the ESL students come from poor economic backgrounds, the situation is even worse since they usually do not possess the linguistic resources that many mainstream kids have. Nor have they had the easy access to libraries, computers, internet, and highly qualified teachers that middle class students usually have. For students who come from poor economic backgrounds, are ESL and non-traditional (i.e., adults who have come back to school after some years), making it through the university becomes an even bigger ordeal. Not only do they come with little in the way of educational economic resources. They are in the process of learning a new language, with all of the linguistic limitations that this implies. In addition, they have to deal with the fact that they studied at a time when ways of accessing information were different so they may not even know how to look for sources anymore. Finally, the types of texts and ways of thinking and writing that they have been familiarized during their school years may be completely different from the ones been valued in schools nowadays.

According to Ivanič (1998) and Lillis (2001), non-traditional students face extraordinary challenges, which traditional students usually do not have to face. These

challenges include the following: (a) lack time to work on their writing, produce several drafts, integrate feedback, consult sources because of their multiple family responsibilities, such as caring for children and or other family members, and working day jobs (Lillis, 2001, p.112); (b) lack of a smooth, uninterrupted path through the education system; (c) have ambivalent feelings about the prestigious but alien identities supported by this type of language; (d) have a sense of inferiority, a lack of confidence in themselves, a sense of powerlessness, and a view of themselves as people without knowledge, and hence without authority; and (e) are uncertain as to whether they and the right to be members of the academic community at all (Ivanič, 1998).

In previous work, I have discussed the struggles faced by Marina, one ESL nontraditional student, to understand the feedback she had received from one of her content instructors regarding the ways she was using and attributing the voices of others in her term paper. I also described the struggles of her instructors and my own as her writing tutor, to help her understand how she was breaking disciplinary conventions without positioning her as incapable or destroying her confidence. In this work, I also discuss how, in spite of all our efforts, Marina still felt completely frustrated by this experience, to the point of wanting to quit the program. Finally, I highlight the importance of further studying and addressing issues with voice before the stigma and shame that usually accompanies accusations of plagiarism make more knowledgeable, capable, and extremely valuable students like Marina, consider throwing their dreams of getting a bachelor's degree down the drain.

In a similar line of research, Ivanič (1998), drawing on Bakhtin (1981) and others, investigated student-selected essays written by eight first generation nontraditional

Mexican students who were doing their second and third year of their postgraduate studies at four British universities. She suggests helping non-traditional students with the following: (a) deciding what kind of voice and identity they want to project in their writing; (b) understanding how different types of voices are connected to specific types of genres and discourses; (c) recognizing alternative voices that might be available to them; (d) learning to use source texts creatively to word their meanings in a way that is in accord with the person they want to project; and (e) deciding whether they want to critically accommodate or resist dominant conventions.

Given that traditional views of writing, text and voice, and the ensuing approaches, methodologies and policies, have not been able to successfully address the difficulties both ESL and NES have with writing in the disciplines, it seems peremptory that universities examine the views of writing, text and voice that have been informing their efforts to help students meet the writing demands of their interdisciplinary courses. So far, university efforts to deal with the problem of writing in the disciplines, including efforts to develop academic writing courses, and to strengthen Academic Honesty policies, all seem to come from a view of writing as a set of rules that can be followed across disciplines.

These views contrast with the views of writing by SFL. According to these views, writing is a social activity that varies according to context, situation, purpose and audience (Halliday, 1978; Halliday & Hasan, 1989; Martin & Rothery, 1993; Kress, 1993, Cope & Kalantzis, 1993; Callaghan, Knapp & Noble, 1993; Eggins, 1994; Butt, Fahey, Feez, Spinks, & Yallop, 2000; and Schleppegrell, 2004). Instead of asking how we can make students follow the rules, scholars taking this view are more likely to ask the

following questions: How is students' writing responding to purpose, context, situation and audience? Why are they writing this way? And what can we teachers do to help students understand how the choices they are making in regards to voice respond to the above four aspects?

For students who are preparing to be teachers the situation is even more urgent. They need to pass state- mandated teachers' literacy and subject matter written tests which demand that they use a certain voice and display knowledge in agreed disciplinary ways. In addition, they need to be able to provide guidance and support to our students in developing an understanding of voice in the disciplines that can help them attend to the demands of the different discourse communities in which they want to participate while simultaneously meeting their own individual purposes.

CHAPTER 3

LITERATURE REVIEW:

VIEWS OF WRITING, TEXT, VOICE AND SUBJECTIVITY

ESL writing instructors, and content instructors serving as such, usually do not adhere to one single approach or teaching methodology but draw from different approaches and methodologies, regardless of how old or new. In their writing sessions, for example, instructors may insist on students writing grammatical sentences and well-structured paragraphs, a methodology usually associated with pre-process approaches. However, they may also encourage students to express their own voice and opinions freely without any concern for grammar at first, a methodology usually associated with process approaches. Finally, they may ask students to name the type of text they are trying to produce and to pay close attention to how this type of texts are structured, a teaching methodology usually associated with post-process approaches.

The fact that instructors continue to use approaches that were common place many years ago makes it difficult to describe ESL writing teaching approaches and methodologies in a chronological sequence. Therefore, in the following sections, I explore the theories of writing, text, voice and subjectivity that have been informing and continue to inform both Academic Honesty university policies and L1 and L2 writing approaches and methodologies. In an effort to understand how the above views and approaches have helped or failed to help ESL students with the development of their disciplinary writing, I also present some of the main critiques to these approaches and methodologies.

I have divided this chapter into three main sections *Writing as Product, Writing as Process, and Writing as Social Practice*. I begin each section describing views of writing, texts and voice and then move on to describing how these notions have influenced the teaching practices of instructors who have adhered to those views. After this, I summarize the main critiques that can be found in the ESL writing literature to the writing approaches and methodologies associated with each of these views of writing, text, voice and subjectivity. At the end the chapter, I provide some conclusions regarding the above issues and discuss what theories of writing, text, voice, and subjectivity this study supports.

Writing as Product

For scholars who take a view of writing as a product, writing is not a social practice, as many genre scholars see it now. It is a set of skills, a matter of using correct syntax, spelling, punctuation to produce accurate and correct, well-constructed sentences, paragraphs, and essays which fit prescribed patterns. Academic texts, on the other hand, are not the creative, unrestricted expressions of the self, as they are to process oriented scholars. Neither are they “genres” with specific social functions and organization, both of which are shaped by audience and the students’ academic history, as they are seen by scholars taking a writing as a social practice view. They are merely collections of sentence patterns and vocabulary items or, as Silva (1996) would put it, “a collection of increasingly complex discourse structures (sentences, paragraphs, sections, etc) each embedded in the next larger form” (p.14). Finally, voices are not even a consideration. At most, they are ways of parroting what others have or may say in specific situations.

These views of writing, texts and voice are directly connected to views of writers as “*recipients*” of knowledge, imitators of patterns and structures whose identities, background and individual histories are irrelevant, and whose individual voice can only come out once mastery of the basic patterns is achieved. They have generated a series of product-based approaches, which are characterized by a strong focus on grammar and structure and an almost complete disregard for the writer’s personal goals, purposes and voice. These approaches comprise all of the approaches to academic writing that were in vogue during the 1960s, all of which have been grouped under the name of “*product-based approaches*,” and which comprise approaches such as the *skills-based approach* (Delpit, 1988), and *Controlled Composition* (Silva, 1996), or *Current-traditional Rhetoric* (Matsuda, 2003).

According to Bizzell (1986), product-based approaches or models originated in the need for action regarding the multitude of students errors when writing their essays for their classes. English instructors who at that time concerned themselves only with receiving the finished products and correcting and evaluating students’ papers, decided that they needed to do something, and began to incorporate grammar in their teaching through a variety of activities (p.51). To them, the teacher’s role was and still is to help the students create perfect sentences which they learn to classify as topic sentence, support sentences, concluding sentences, and so on, and which they later have to put together to create different types of paragraphs such as illustration, exemplification, comparison, contrast, partition, classification, definition, and causal analysis paragraphs (Silva, 1996).

They also instruct students on how to write narrations, descriptions, expositions and argumentative essays, by first substituting, transforming, expanding, and completing model passages and then trying to form similar texts. Their main emphasis is on how to write these text types, which students then hand in to the writing instructors. These instructors are not only the target audience. They are the editors, proof-readers, experts, authorities, and the ultimate word. As such, they provide grammar corrections and grades but, since their concern is not on process but on product, they do not ask students to revise their work, nor do they provide feedback (Matsuda, 2003).

Although these views of the writer, academic writing, texts and voice soon began to change, it is important to note that many of these writing teaching practices still subsist in many ESL classrooms, often combined with newer teaching methods and approaches, which we will study in the next sections.

Critiques to Product-Based Theories and Approaches

The main critique to product-based approaches and methodologies, as they were being applied in ESL writing have come from contrastive rhetoricians such as Kaplan (1966), Land & Whitely (1989), Silva (1993), and Fox (1994). These scholars critique product-based instructors for treating grammar and the conventions for writing texts as “universal” when, in reality, these vary from culture to culture and from one generation to the next.

The Contrastive Rhetoric (CR) movement is said to have begun in the 1960s when Kaplan (1966) analyzed six hundred compositions written by ESL and native speakers of English (NSE). He was searching for differences in paragraph development.

Instead of concentrating on the differences between the ways ESL and NES wrote, Kaplan concentrated on the regularities in the writing of each group of students. Based on his analysis of these compositions, Kaplan reached one main conclusion: The language of a culture influences the way writers from that culture organize written texts, the kinds of inferences they make, and the different understandings of audience they have. Therefore, writers who spoke different languages produced rhetorically different texts. Based on his findings, Kaplan proposed that composition teachers be aware of three things: (a) the different composing conventions and grammatical features of the students' native language, such as its morphosyntax, its coherence mechanisms, etc; (b) the "distribution of reader/writer responsibility" in the composition process; (c) the strategies for text organization; and (d) the writer's background knowledge (p.408).

In a different but related study, Silva (1993) carried out an analysis of seventy-two research studies comparing the writing of ESL and NES undergraduate college students. He reports how in these studies ESL writing was more constrained, more difficult, less effective, and simpler in structure than NES' writing; and that ESL writers did less planning, had more difficulty with setting goals and generating and organizing material, reflecting on their written texts, and revising their work (p.668). Based on the analysis of these studies, Silva concluded that ESL writing "is strategically, rhetorically, and linguistically different in important ways" from the writing of NES. Therefore, ESL writing specialists need to look beyond writing theories based on the writing of NES and look into the potential sources (e.g., cognitive, developmental, social, cognitive, educational, linguistic) of this uniqueness, to develop theories that adequately explain the phenomenon of ESL writing (p.669).

Land and Whitley's (1989) in a study of freshmen students, both ESL and NES taking composition classes rate the papers of other students, found that NES rated the papers of ESL writers lower than the papers of NES but ESL writers rated essays from both ESL and NES as being of about equal quality. Based on their findings, Land & Whitley claim that asking NNSE to follow English rhetorical conventions without questioning them constituted "colonization" (p.289). They also contributed to "the death of our culture" since we are not allowing students to bring "their own storehouses of experiences" into the process of writing (p.286).

To Land & Whitley (1989), ESL writing instructors need to realize that the fact that some ESL students have trouble with U.S. academic prose "does not mean that they are bad writers or that their essays are 'badly organized'; it could mean instead that they are very skillfully manipulating patterns of organization that we don't recognize" (p.288). To improve ESL writing instruction, they proposed, among other things, that we change the way we read, respond to, and evaluate ESL writers' work at all stages of its development, (p.286); that we become familiar with the rhetorical traditions our students bring with them, (p.290); and that we broaden our concept of what constitutes good writing (p.291).

Finally, Fox (1994), after analyzing the writing of numerous international students from two universities, found that the writing of ESL students had the following characteristics: (a) it used indirect as opposed to direct style; (b) used passive as opposed to active verbs; (c) it emphasized the surrounding context rather than the subject itself; (d) it viewed audience as the one responsible for doing the analysis; (e) it drew meaning from context as opposed to having everything explained for the reader; (f) it used

verbosity and vagueness as opposed to conciseness; (g) it had a holistic, not a detailed orientation; (h) it was full of feelings and repetitions as opposed to distant, and detached; (i) it used a lot of euphemisms, innuendos, hints, and insinuations; as opposed to words that showed precise and explicit relationships; (j) it lack positioning as opposed to urgent the reader to take a position or a stance from the beginning; (k) it showed appropriation of ideas as opposed to concern for correct documentation of these; and (l) it contained a lot of digression as opposed to tight woven connections between ideas and support, center and periphery, and background and thesis.

Guided by her findings, Fox (1994) concludes that there are other factors affecting the writing of international students, which may be as important as cultural differences. Among the factors that she mentions are some which Land & Whitley (1989) had previously mentioned. These factors include experience, will, interest, resistance, character, gender, the status of students at home (both in the larger society and within their own families), the area of the country where they grew up, the degree of their family's "westernization", the amount and type of writing students have done in the past, their fluency in English, and their understanding of US culture and the culture of the university. Land & Whitley (1989) had called these factors the "everything else" in texts. Also, as Silva (1993), Fox (1994) proposes that teachers refrain from making generalizations in terms of culture and that they become familiar with the individual students--their personalities, their educational backgrounds, their levels of understanding and maturity--and their cultures so that they can make informed assumptions, have more realistic expectations, and modify their view of themselves and their students.

A second set of critiques to product-based approaches has come from writing “process” scholars. These scholars basically disagree with the focus “product” scholars place on form and structure. To them, this negates the existence of the writers and their purposes, motivations, opinions and individual histories, and puts them in a peripheral place in the classroom, instead of at the center. Apart from the focus on form, these formerly “product-oriented” scholars critique the following: (a) the grammar drills which do not seem to be re-mediating any of the problems of students given that they continue to bring essays full of errors (Bizzell, 1986, p.52); (b) the linearity and prescriptivism of these approaches which discourage creative thinking and writing (Silva, 1996, p.15); (c) their neglect for the individual reader and writer, their meanings, their motivations, and their voices (Johns, 1997, p.8); (d) the approaches’ lack of concern for the audience of the texts; (e) the central role the approaches give to the teacher; (f) the minimal role they give to reading; and (g) their view that ideas are finished once they are written, as opposed to needing refinement and rethinking.

Writing as Process

Although process approaches have been in existence since the 1960s, they did not acquire popularity in ESL writing research and scholarship until the 1980s (Matsuda, 2003). Of these approaches, which comprise expressivism, creative writing, and whole language, expressivism is the one that has received the most attacks probably because it was the approach that can be said to have initiated what scholars now call *the Process Era*. But what was this movement all about? And which were the views of the writer, voice, academic writing, texts, and voice of the teacher’s roles most commonly held by

supporters of expressivism and other process approaches? As in the previous section, in the following paragraphs, I will explore the views of writers, texts, voice and subjectivity held by process scholars and some of the critiques that process approaches have received, mostly from scholars and instructors who now identify with more socio-cultural views of the same.

For process theorists, academic writing is thrown out the window in the hope of a major good, that of “authentic writing.” The latter, however, is not the mechanical process it is for product-oriented scholars. It is a creative multi-staged linear process in which writers, with the help of the instructor, discover their own voices and selves, and decipher by themselves the most appropriate ways to express these. Academic texts are not fixed structural patterns that writers need to follow to the letter, as they are by product-based scholars, nor are they the fluid, historic, and evolving, yet stable pieces they are to scholars who take a socio-cultural view of writing. To process scholars texts are creative “anti-academic” pieces, which are created through the linear process of outlining, drafting and revising, and which express the students’ inner thoughts and most personal feelings.

To process scholars, writers are seen not as imitators of patterns, as they are seen by product-based scholars. They are unified, coherent, autonomous, and non-contradictory individuals with something important to say, with their own ideas and opinions, and capable of making their own decisions about writing, depending on their individual goals and purposes. Since writers are unified, coherent, rationale selves, “with personal, authentic writing styles” (Bizzell, 1986, p. 53), their *voice* is also unitary and easily distinguishable from other voices. It is both self-expressive and introspective, as

when it is used in poetry and creative writing; and “clear, overt, expressive, assertive, confident and aggressive” (Ramanathan & Atkinson, 1999, pp. 48 & 56), as when it is used to create personal essays.

These new views of the writer, writing, text and voice bring with them a series of new approaches to teaching writing. These approaches emphasize individual motivation, personal freedom, self-expression, and learner responsibility (Hyland, 2003, p.19).

According to Bizzell (1986), process approaches, and expressivism in particular, were invented by academics for three basic purposes: (a) to protect students from the “academy’s oppressive requirements” (p.54), (b) to liberate students from the “verbose, indirect, and impersonal” academic expository prose of academic settings, and (c) to help students from “less privileged social groups who had trouble mastering academic writing—so as to give them equal access to the knowledge generated and maintained by the academy” (p.60).

As such, the role of the teacher is no longer to teach grammar and structural patterns of text formation or to serve as editors, proof readers, authorities, fact dispensers, and graders, as is for product-based scholars. The teacher’s role is to act as coaches or facilitators by responding to students’ writing, encouraging revision, and providing a positive and collaborative classroom atmosphere in which students discover their own meanings and purposes through writing. They help students develop their personal voices through the writing of self-reflective pieces like poetry, creative writings, journals, and reflections, which the students write mostly on their own.

Finally, process writing instructors take it upon themselves to help students develop appropriate writing strategies such as the following: (a) strategies for getting

started (e.g., finding topics, generating ideas, and information, focusing and planning structure and procedure), (b) strategies for drafting (e.g., encouraging multiple drafts), (c) strategies for revising (e.g., adding, deleting, modifying, and re-arranging ideas), and (d) strategies for editing their mostly reflective pieces (e.g., attending to vocabulary, sentence structure, grammar and mechanics) (Hyland, 2003, p.15).

Process views of writing, writers, texts and voices, as well as the methodologies derived from these views, are still alive and well in many ESL settings, where writing instructors either combine them with product-based or genre approaches to better serve the writing needs of their particular students.

Critiques to Process-Based Theories and Approaches

Critiques to process pedagogies have to do with a myriad of aspects among which are the following: (a) the discrimination they brought upon students who did not belong to the white middle and upper classes who were not used to this personal style of writing (Bizzell, 1986 and Kalantzis & Cope, 1993); (b) their assumption that the successful writer typically moves through the composing process linearly without backtracking or omitting any stage (ibid, p.53); (c) their autonomous orientation which denies that speaking, reading and writing are always shaped by one's social and cultural background and by the political relations this background creates with audiences or similar or very different background (ibid,p.55); (d) their neglect for differences in language use among students of different social classes, genders and ethnic backgrounds (Giroux, 1983 in Faigley, 1986, p. 534); (e) their reluctance to seriously consider variations in writing processes due to differences in individuals, writing tasks and situations; (f) their choice to

ignore both theories and insights that were being advanced at the time such as schema and contrastive rhetoric theories, and insights on the importance of students' language proficiency and students' level of cognitive development; (Silva, 1996, p.16); (g) their failure to provide necessary support and introduction to language, tasks, and texts with which students have had little or no experience (Johns, 1997, p.14); (h) their "deskilling of teachers," the reduction of their role to "managers" and "orchestrators" of student activities, and the unrealistic expectations these methods have for teachers who are asked "to cater for all individual learning styles" (Kalantzis & Cope, 1993, p.59); and (i) their privileging of expressive types of genres over "factual" types of genres (ibid, p. 62).

One of the most ardent critiques to process approaches has to do with the types of voice it promotes—the self-expressive and introspective but also the analytical, objective, rational, individual, autonomous, assertive voice, --and the dire consequences this view of voice has for minority and ESL students. Two scholars who are well known for their critiques to process approaches and their emphasis on an expressivist voice are Delpit (1988) and Inghilleri (1989). In Delpit's view, process instructors' emphasis on self-discovery, instead of on conventions, discriminate against African American children. The reason for this is that these often have not had the same educational opportunities as white middle class children. Also, they are frequently less familiar with the conventions for writing academic papers than most mainstream students. To solve these problems, Delpit proposes two major steps: (a) explicit teaching of the "codes" used by the culture in power as well as of "the arbitrariness of those codes" and "the power relationships they represent"(p.296), and (b) helping students understand the value of the code they already possess (p.293).

As Delpit, Inghilleri (1989), claims that “the implicitness of the [process] approach may prove disadvantageous for non-mainstream students whose notions of appropriate rhetorical forms and discourse strategies are incompatible with those of the school” (p.393). Therefore, in demanding that students follow this style and use specific rhetorical forms, which are also unknown to them, instructors are neglecting more important issues for students. These issues are related to understanding the content and developing analytic skills. Inghilleri (1989, p. 407) proposes that teachers “help students retain, not sacrifice the critical and creative abilities which they bring to the classrooms, while learning a system of meanings which may be culturally opposed to their own.”

Among the scholars who critique the individual, autonomous, assertive voice so common in process approaches are Scollon (1994 & 1995), Pennycook (1998), Ramanathan and Kaplan (1996), and Ramanathan & Atkinson (1999). Scollon (1994), for example, argues that for some ESL students displaying this type of “authorial presence” may be even more difficult than mastering the conventions for “*attribution of authorship*”—such as quotes, indirect quotes, paraphrases and references—that we often ask our students to master. Caught between a rock and a hard place, students whose selves and ideologies do not match those of individualist societies do not find another option but to resist. This, unfortunately, always brings with it accusations of plagiarism, with which we are all so familiar. To Scollon (1994) “the issue of plagiarism masks major ideological conflicts, which are both historical and cultural” (p. 45). As a solution, he proposes that ESL instructors “reopen the question of academic plagiarism” and realize that “accusations of plagiarism may all too easily mask ideological arrogance” (p.45).

Following Scollon's (1994 & 1995) ideas, Pennycook (1998), in an article that has become a landmark in academic writing, argues that process notions of individual creativity and voice run against postmodern views of language, discourse and subjectivity. According to these views, "text is a multidimensional space in which a variety of writings, none of them original, blend and clash" (Pennycook, 1998, p.273 citing Barthes, 1977). Accepting this postmodern view of language, according to Pennycook (1998), implies becoming more "flexible," not more "dogmatic," about the use of conventions for text borrowings" (p.290). Being flexible, on the other hand, does not mean we do not sanction "inadequate borrowing practices." It just means not making "unilateral accusations of plagiarism," and revising the ways we approach plagiarism (p.289). For example, we need to revise our practice of asking undergraduates to write using their own words while at the same time insisting that they use "a fixed canon of terminology to go with it" (p.276). Practices such as this create confusion in ESL students and puts them in a position of not knowing what to do.

Next, Ramanathan and Kaplan (1996), after analyzing ten composition textbooks for NES published between 1990 & 1995 and used frequently with ESL students, suggest that the main problem ESL students may find with the individual voice that these composition textbooks encourage, is that it is highly "*decontextualized*," i.e. it is not directed towards any particular audience from any particular discipline (p.29). To address this problem, Ramanathan and Kaplan (1996) propose that writing instructors take a more "*discipline-oriented approach*" to the teaching of English writing (p.22).

Finally, Ramanathan and Atkinson (1999) critique both the personal voice that is required of students in process approaches and the individualist ideology these

approaches both stem from and help to promote. To them, when we demand that students use this voice we are not only participating in this ideology of individualism, but promoting a view of texts in which texts are “their author’s personal property and helping oneself to a text without permission from the author amounts to stealing” (p.62). We are also, and at the same time, marginalizing students from other cultures who may find the concept of personal voice quite foreign and difficult or inappropriate (p.54), and basically demanding that they “become someone else” (p.56).

Conclusions

ESL and content scholars do not hold the same views of academic writing, texts, voice and the writer. While some view the writers as imitators of other people’s words, structures and styles with a voice and identity, which is basically irrelevant to the process of writing, others view writers as unified coherent selves whose voices and opinions are even more important than the form of their writing. Similarly, while some scholars see writing as a skill developed through memorization, practice, and repetition; other scholars see it as a multi-staged creative and internal process, and still others see it as a social practice that varies from one context to another and from one situation to another. Finally, while some ESL and content scholars do not even consider voice in their teaching of writing, some not only conceive of it by consider it as univocal and personal, and some view it as multivocal and filled with “echoes and reverberations” of other people’s words.

Different conceptions of academic writing, text, and voice have propitiated the design of different approaches and methodologies, some of which have focused on

developing students' knowledge of grammar and vocabulary, and some of which have emphasized individual self-expression. In each of these approaches, the role of the writing instructor is different. While some are authorities in charge of proof reading, correcting, and grading the students' work; others are coaches and facilitators whose job is to help students discover appropriate forms of writing and self-expression and to provide a positive classroom atmosphere.

All of these approaches have been critiqued by scholars who informed by new theories of language and the subject have proposed other writing approaches and methodologies. Critiques to product-based approaches include the following: (a) their view of grammar and the conventions for writing texts as "universal;" (b) their focus on form and structure; (c) their denial of the writer's purposes motivations, and opinions; (d) the approach's lack of concern for audience; (e) the central role of the writing instructor; (f) the peripheral role of the student; and (g) the minimal role of reading, revising, proof reading and editing. Finally, critiques to process approaches are mostly related to the types of voice it promotes—the self-expressive and introspective, individual, autonomous, and assertive voice, --and the dire consequences this view of voice has for minority and ESL students.

Having reviewed the theories of writing, text, voice and subjectivity which have been informing both L1 and L2 writing teaching practices and current policies concerning academic writing, in the following chapter I review socio-cultural theories of writing, text and voice. I also discuss how I will be using these to analyze voice issues in the interdisciplinary writing projects conducted by BGS students in their classrooms.

CHAPTER 4

THEORETICAL AND ANALYTICAL FRAMEWORK: SOCIO-CULTURAL VIEWS OF WRITING, TEXT, VOICE AND SUBJECTIVITY

As mentioned in the previous chapter, product and process-based views of writing are the views that have most directly influenced both teaching writing practices and university writing policies. However, in the last few years, instructors who disagree with the product orientations of most product-based scholars and with the expressivist orientations of process instructors have been taking a more socio-cultural approach to writing. Trimbur (1994) calls this “turn” to more socio-cultural views and approaches as “the social turn.”

In the following sections, I provide an overview of socio-cultural theories of writing, text, and voice, and discuss how these views differ from those proposed by product and process theorists. I begin the chapter describing the two main characteristics of texts: their intertextuality and contextuality. Then, following Halliday (1978), I present the three main of the context of situation: *field, tenor and mode*, and discuss how each of these influences and is influenced by the choices that writers make in regards to the incorporation and documentation of other people’s voices in their texts. Finally, I discuss socio-cultural scholars’ views of voice as multivocal and genre-specific. Finally, I examine how these views of writing, text and voice stem from a view of writers which is significantly different from that held by product and process scholars.

Writing as a Social Practice

To socio-cultural scholars, writing is neither the mechanical activity it is to product-based scholars, nor is it the cognitive activity it is to process scholars. It is a social practice that varies from one context to another, from one situation to another, and from one community to another. *Academic writing* or *academic discourse*, as Bloome et al. (2005) call it, “refers to the organization, selection, and display of knowledge consistent with the practices of a disciplinary community” (p.53).

As scholars have adopted more socio-cultural ways of seeing writing, they have also developed new writing approaches and methodologies among which we can count English for Academic Purposes (EAP), English for Specific Purposes (ESP), and the genre-based approaches and models proposed by Australian genre scholars of which the most well known are Martin & Rothery’s (1989) “Curriculum Cycle.”¹ Bizzell (1986) claims these approaches emerged as a reaction to the non-academic orientation of process approaches and as a way “to serve the needs of the students who were having trouble mastering academic writing—so as to give them equal access to the knowledge generated and maintained by the academy” (p.60).

¹ To design this model, Martin & Rothery conducted a series of studies on the textual demands of school literacy, the sorts of texts schools expected students to generate, the reasons for considering some texts as more successful than others. He found that the genres most important to school literacy were: report, explanation, procedure, discussion, recount and narrative. He then devised a model that was later used in the Disadvantaged School programs in Sydney as part of a project called the LERN Project. Hyon (1996) describes The LERN teaching cycle as a pedagogical tool that provides language instructors with a schema for sequencing tasks and that leads students to write in various genres on their own.

Socio-cultural Views of Texts

To socio-cultural scholars, academic texts are not just a collection of sentences, as they are conceived by product-based scholars, or the means for the expression of voice, with no concern for form, context, situation or academic audiences, as they are thought of by process theorists. Academic texts are *utterances* or *speech genres* (Bakhtin, 1986, p.78) the content and form of which are determined not only by the context and the situation but by the purpose or function and by the potential audience or discourse communities in which texts will be used and judged. Benesch (2001), citing Mauranen (1993), describes genres as “a social activity of a typical and recognizable kind in a community, which is realized in language” (p.18). To her, “genres go beyond texts to take social purposes into account, including ways members of discourse communities are guided by shared rhetorical purposes when they speak and write” (p.18)

Pennycook (1998, p.273), citing Barthes (1977), describes texts as “a multidimensional space in which a variety of writings, none of them original, blend and clash.” This means that the content and form of texts is determined by the situation in which the text is produced. However, as will be discussed later on in this chapter, the situation is not the only determining element of texts. Other determining factors are purpose, or function of the text, and the potential audience or discourse communities in which texts will be used and judged. This conceptualization of texts differs greatly from that held by product and process scholars (Atkinson, 2003 and Trimbur, 1994). To these scholars, texts were widely conceived as collection of sentences (product scholars), or as means for the expression of voice, with less concern for form, context, situation or academic audiences (process scholars).

Intertextuality

Two main characteristics of texts, as they are conceived by socio-cultural scholars are their intertextuality and their contextuality. To Fairclough (1992) *intertextuality* is the “property texts have of being full of snatches of other texts, which may be explicitly demarcated or merged and which the text may assimilate, contradict, ironically, echo and so forth” (p.84). Intertextuality can also be seen as one of the multiple mechanisms people use to produce texts. These mechanisms are constrained by members’ (or writers’) resources. *Members’ resources*, as defined by Fairclough, are “effectively internalized social structures, norms and conventions, including orders of discourse and conventions for the production of texts” (p. 80). They are acquired through “social practice and struggle” (p.80), and through support from instructors and tutors over several years. This is why, in the case of many ESL and minority children, who may not have been socialized into academic ways of writing from early years, these resources need to be explicitly taught and practiced before they can be internalized.

Fairclough (1992) also divides intertextuality into two different kinds: manifest and constitutive. *Manifest intertextuality* occurs when “other texts are overtly drawn upon” or juxtaposed within a text (p.85). *Constitutive intertextuality*, also called interdiscursivity, refers to the way discourse is constituted by different elements such as styles, genres, register and discourses. Besides manifest and constitutive intertextuality, we can also distinguish horizontal and vertical intertextuality; and sequential, embedded and mixed intertextuality. *Horizontal and vertical intertextuality* are terms Fairclough (1992) borrows from the work of Kristeva (1986). *Horizontal intertextuality* refers to the intertextual relations between one text and those that precede and follow it. *Vertical*

intertextuality refers to the relations between a text and those other texts which constitute its more-or-less immediate or distant contexts (p.103). *Sequential, embedded and mixed intertextuality* are concepts Fairclough (1992) proposed to explain the phenomena he was seeing occur in the texts he analyzed. *Sequential intertextuality* occurs when different texts or discourse types alternate within a text. *Embedded intertextuality*, on the other hand, is where one text or discourse type is clearly contained within the matrix of another. Finally, *Mixed intertextuality* is when texts or discourse types are merged in a more complex and less easily separable way.

Fairclough's (1992) views and classifications of intertextuality are expanded by Bloome & Egan-Robertson (1993). To these scholars, intertextuality can occur at many different levels: At the level of words, of the organizational structure of texts, of register, of genre, and of the situational contexts in which texts occur. Moreover, intertextuality can happen in many different ways: By mixing registers, genres, content, social situations, and so on. Finally, intertextuality can be located in many places: In the text itself, in the reader and the writer, and so on (Bloome & Egan-Robertson, 1993, p.309). To them, intertextuality is located in the social interactions that people have with each other.

Each discourse community has its own ways of organizing these voices, a set of voices that are highly valued and a set of rules as to how these voices should be reported. The way we combine voices in a certain discipline is determined by "discourse communities". *Discourse communities*, as described by Hyland (2003), are "the systems where the multiple beliefs and practices of text users overlap and intersect" (p.23).

Swales (1990) claims that discourse communities have six defining characteristics: (a)

they share common goals, (b) they use the same mechanisms of communication, (c) they use the same genres, (d) they provide information and feedback to their members, (e) they have acquired some specific lexis, and (f) they have a certain amount of members who act as experts. Discourse communities can be, for instance, students aspiring to a Bachelor's degree at WNE University, the students in the BGS program, or the students in the human geography course.

In these communities, members share the same academic and writing goals (e.g., get their bachelor's degree, develop academic writing practices that enable them to pass tests and get desired jobs). They also write similar kinds of projects, follow the same basic guidelines, get feedback from one another, present their papers to one another, read the same texts, and have their own agreed ways of organizing and presenting the information to other members (e.g., through the production of expository essays). They also have members who act as experts and have the power to decide the criteria for good and bad grades (e.g., instructors) and they share some basic values (e.g., value of funds of knowledge, use of primary or secondary sources of data), and beliefs (e.g., form and content are equally important). However, due to their multiple roles (e.g., as parents, teachers, paraprofessionals), each of the members of these communities belongs to other discourse communities (e.g., the UMass students, Latina working women pursuing their bachelors), each of which has, among others, its own and often overlapping goals, means of communications, preferred genres, and means of providing feedback.

Contextuality

A second important characteristic of texts is that they are always produced in context. Systemic functional linguists divide context into two categories: *context of culture*, and *context of situation*. These two contexts not only influence the way students write but are influenced by it. In the following paragraphs, I describe each of these contexts. I also explain what each context is all about and how knowledge of each of these contexts can help students make informed decisions regarding what voices to bring into their writing, when, how, and why to bring those voices in (e.g., as knowledgeable of the topic, as insiders or outsiders to the disciplinary community, as novices or mature writers). Next, I discuss how an examination of the texts produced by students at each of these levels of context can provide readers and discourse analysts with a deeper understanding of the voice choices being made by writers. Finally, I examine how these choices might have been influenced by the purpose of the text, the situation, and the audience.

Context of Culture

The context of culture describes the overall purpose of the interaction or its genre. Benesch (2001), citing Mauranen (1993), describes genres as “a social activity of a typical and recognizable kind in a community, which is realized in language” (p.18). Textbooks often seem to equate genre with text types, a structural template. Genre theorists, however, propose that genres go beyond text types (Benesch 2001; Eggins, 1994; Callaghan et al., 1993; Martin & Rothery, 1993). For example, Benesch (2001) suggests that “genres go beyond texts [types] to take social purposes into account,

including ways members of discourse communities are guided by shared rhetorical purposes when they speak and write” (p.18). Examples of these rhetorical purposes include the following: (a) to describe, (b) to narrate, (c) to report, (d) to explain, and (d) to argue (Martin & Rothery, 1993).

In general, genres can be very broadly divided into academic and non-academic. *Academic genres* are those genres most widely used in school settings such as recount, narrative, procedure, report, account, explanation, and exposition (Martin & Rothery, 1993). Martin (1989) divides school genres according to their general purpose into *personal* genres (i.e., those that present personal experience, such as recounts and narratives), *factual* genres (i.e., those that present factual information such as procedures and reports), and *analytical* genres (i.e., those that analyze and argue such as accounts, explanations, and expositions). Of all these genres, analytic genres are believed to be the last to acquire by a writer. The reason for this is that, unlike personal and factual genres, which are organized temporarily, analytic genres are organized logically and pose more complicated grammar features (Christie, 1998). *Non-academic genres*, on the other hand, are those typically used outside the school context. Some examples of these are letters, poems, and songs.

Although each of the genres in each genre category (e.g., personal, factual, analytic) shares a common general purpose (e.g., to present personal experience, to present factual information, or to analyze and argue), each has its own specific purpose. For instance, narratives and recounts belong to the same genre category (personal). However, the purpose of narratives and recounts differs in nature. While the purpose of narratives is to “report and evaluate problematic events and their outcome,” the purpose

of recounts is to “retell a series of events, drawing on personal experience” (Schleppegrell, 2004, p. 85). In the same way, while procedures guide us through a series of steps in order to achieve a specific goal, reports arrange and store information (Butt et al., 2000). They relate a set of facts using specific statements to back up general ones, are organized by classification or part-whole relationships, and focus on classes of things rather than on individuals (Schleppegrell, 2004).

To achieve their social purposes, genres are associated with a configuration of distinguishing grammatical features. Narratives, for example, are characterized by dependent time clauses (e.g., “when I was walking home from school”) with circumstances of place to build setting (e.g., home, school), past tenses with complete aspects (e.g., happened, was walking), and participants acting as predominant themes (e.g., I, he). They contain sequences of past tense material processes (e.g., rode, kicked, jumped) verbal processes (e.g., yelled, said), mental processes (e.g., thought, mind), and relational processes (e.g., is, was). These are used to evaluate events, to slow down action to build up suspense (Butt et al., 2000), and to evoke a sense of place and time. Reports, on the other hand, are typically characterized by “relational and existential processes which describe characteristics and present generalizations, generic participants, timeless verbs in simple present tense” (Schleppegrell, 2004, p.85).

Finally, genres within each category are structured in different ways: Narratives, for example, prototypically contain four parts or stages: First, they contain an orientation, which sets up what is to follow by introducing who, where, when. Next, they have a complication or disrupted sequence of events which creates a problem or crisis for characters. Then, they present a resolution in which problems or crisis are resolved and

normal events resume. Finally, they include a coda which shows how characters have been changed by the events. Reports, on the other hand, contain only two parts or stages: First, they contain a general statement to identify and classify the topic. Second, they include a description of appearance or behavior in which information is organized in bundles or subheadings (Butt et al., 2000).

This does not mean, however, that all narratives, reports, or expositions use the same language and structure or organize information in the same way. Disciplinary distinctions exist. For example, while narratives in literature, allow students to use their creativity with language without such restrictions as documenting sources of information; in human geography, students are encouraged to combine their creative narrative voices with the academic voices of published authors, in a movement which takes the reader in and out of the personal experiences of place narrated by the writer. Similarly, while reports in science use extensive technical language, have a rigid structural organization and try to suppress agency, reports in human sciences use less extensive technical language, have a flexible organization and allow for agency to be displayed in the writing.

Knowledge of the genres, text types, and ways of structuring or organizing texts most highly valued by the discourse community in which their texts will be produced and judged gives writers freedom to choose whether they want to align themselves with the genre conventions of the discourse community or whether they want to challenge these. Writers could challenge specific genre conventions by, for example, expressing their ideas in genres that are not highly valued by the discourse community, by choosing a different text type, or by organizing their texts in ways that do not correspond with the

organization that readers would expect. In terms of voices, knowledge of the context of culture allows readers to decide what kind of voice they need to use themselves (e.g., their narrative, descriptive, reporting voice). It also provides clues as to what kinds of external voices to bring into their texts (e.g., the narrative voices of their family and friends, the academic voices of the authors they read), and how to document them (e.g., without citations, using citations and references).

A SFL analysis of texts at the level of genre allows readers and discourse analysts to consider not only the possible social purpose (or genre) of a particular text in question, but also how the text may be achieving the overall social purpose for which it was intended. It also tells analysts how well the writer is meeting the expectations of the discourse community in terms of the structure and organization of the text. Finally, it allows readers to see how the genre related choices made by the writer are aligning or challenging disciplinary conventions. In terms of voices, an analysis of the genre of a text can illuminate how writers are using their own voices and the voices of others to achieve the purpose of the text. The kinds of questions that can be asked regarding voice when analyzing the context of culture of a text, and some examples of how these questions could be answered is provided in Table 1.

Table 1

The Context of Culture of Geographical Writing

Context of Culture (GENRE)	
QUESTIONS	EXAMPLES
How are the voice choices made by writers helping them achieve the overall social purpose of the text?	To build a geographical description of a place
	Geographical writing
How are these choices helping the	Introduction, body, conclusion.

writer structure the text in disciplinary ways?	
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Context of Situation

The *context of situation* is the immediate situational context or *register* in which the text is produced (Eggins, 1994). As described above, texts are organized in specific ways. They also hold different lexical, grammatical and textual features depending on the ideological positions, values, perspectives, and the genre knowledge of writers--or those that writers assume of their audience. However, texts also meet the expectations of people in the immediate context (e.g., the expectations of instructors in particular classrooms). For example, expository texts written for Geography 101 with Dr. Perano, although similar in purpose, organization, structure to those written by students taking the same course with Dr. Sutano, would always look different from expository texts written for Dr. Perano's class. Even though Dr. Perano and Dr. Sutano may share some of the same basic values, beliefs, assumptions, and purposes, they have their own values, and their own unique ways of doing writing in their disciplines, which members of the classroom soon learn to accommodate.

For SFL, the context of situation is comprised of three levels *field, tenor and mode*. These levels, which are briefly described below, closely correspond to the three metafunctions of language proposed by Halliday (1978). Those metafunctions are the following: To express the topic (Ideational metafunction), to express the writers' role relationship with the reader and the writer's stance towards the subject matter (Interpersonal metafunction), and to organize as a piece of writing or speech (Textual metafunction) (Eggins, 1994). In the following paragraphs, I explain how writers can use

voice to develop each level and how, through the analysis of each level, analysts can discover how writers are using voice to position themselves as knowledgeable of the topic, to create particular relationships with their audience, and to organize their texts in disciplinary ways.

Field. Field refers to the topic of the text or what the text is about (Eggins, 1994). It influences the lexical, grammatical and textual choices writers make at the clause level to develop their topic (e.g., what participants, processes, and circumstances to represent). However, field also influences the texts or voices writers incorporate in their texts to develop their topic, including their own and others' authorial academic voices, and the non-academic voices of others (e.g., voices of friends and family members).

Knowledge of field, therefore, helps writers make decisions about what lexical, grammatical and textual resources to use to construct their topics. It also assists students in choosing what voices to bring in and which to leave out. Moreover, it gives them an idea of how to use these voices to help them build their topic and how to document those voices, depending on how knowledgeable of the topic they want to appear (e.g., as knowledgeable members of the community, as outsiders). Finally, it informs their choices about what types of sources to use (academic or non-academic, reliable or non-reliable) to meet the expectations of the audience.

An examination of the field of texts allows readers and discourse analysts to see what voices the students are bringing in and leaving out and how they are using their own voice and the voices of others to develop their topic (e.g. to make claims, to support claims, to present facts, to provide evidence, to define terms). In addition, they allow them to see how they are positioning themselves as knowledgeable of the subject. Table 2

shows the types of insights about field that can be drawn from an analysis of the voices writers bring in their texts.

Table 2

Voices and Field

Field		
REFERS TO	QUESTIONS R/VOICE	EXAMPLES
Topic	Whose voices are being brought in and whose are being left out?	Updated, reliable voices from books and peer-reviewed journals
	How are writers using these voices to develop the topic and construct reality?	Used to narrate experiences of place, to provide factual information about the place
	How are writers using these voices to position themselves as knowledgeable of the topic?	Use of outdated as opposed to updated sources, non-reliable as opposed to reliable sources, non-disciplinary as opposed to disciplinary sources, and use of certain authors as opposed to others may all position the writer as not knowledgeable

Tenor. The Tenor of a text comprises all of the lexical and grammatical choices writers make to construct different relationships with the reader (e.g., relationships of power, distant or close contact, high or low involvement), and to take or have the reader take certain roles (e.g., as friends, as student-instructor, as outsider-insider), and stances (e.g., attitudes toward the information being presented). Lexico-grammatical resources writers normally used to build and maintain these relationships and roles and stances as the text unfolds include polarity (e.g., positive or negative), mood (e.g., imperative, declarative, interrogative), modality (e.g., degree of certainty, authority, and agency), and appraisal (e.g., attitude toward reader and subject matter). However, resources also

include how multiple voices are interwoven with our own voices (e.g., narrative, reporting, descriptive voice), and all of the academic and nonacademic voices we bring into our texts since these also allow for the creation of particular relationships with the reader, particular sets of roles, and the adoption of particular stances.

Knowledge of tenor, therefore, enable writers to not only effectively use polarity, mood, modality, and appraisal, but also to use their own voices and the voices of others to position themselves in strategic ways to their audiences and to negotiate particular types of relationships with them. Writers who lack knowledge of tenor may use all of the above resources, including voice, in ways that position them negatively to their audience or in ways that position their audience negatively (e.g., as too personal, or too distant, too academic or too informal). In addition, they may adopt roles that are inconsistent with the roles they want to adopt (e.g., as friends, colleagues, experts).

An examination of the tenor of a text enables readers and discourse analysts to find out not only how writers use grammar to build certain roles and relationships for themselves and their audience and what stance writers are taking but also how writes interweave voices to create these roles and relationships. Table 3 below shows how writers can use the voices of others as resource to build tenor. It also provides a graphic view of how the analyst can use tenor to analyze the voice choices writers make.

Table 3

Voices and Tenor

Tenor of Discourse		
REFERS TO	QUESTIONS R/VOICE	EXAMPLES
WRITER'S POSITIONING OF THEMSELVES AND THEIR AUDIENCE	How are writers using their voice and the voices of others to position themselves in strategic ways to their audiences	To present self as thorough, insider, outsider To position the reader as an academic, as outsider, insider, knowledgeable, not knowledgeable
TYPES OF RELATIONSHIPS WRITERS BUILD WITH READERS	How are writers using their own voice and the voices of others to create particular types of relationships with the audience?	Friend/friend, colleague/colleague, instructor/ student
ATTITUDES TOWARD THE TOPIC	How are writers using their own voice and the voices of others to create particular types of demonstrate their attitude toward the topic?	As something important or trivial, as simple or complex, as valuable or not very valuable

Mode. Mode is usually associated with the channel of communication chosen by the speaker/writer (e.g., electronic, visual). However, mode also refers to texture, medium, and functions of texts. Texture, as described by Eggins (1994) is “what holds the clauses of a text together to give them unity” (p.85). Linguistic resources commonly used to achieve texture or unity are conjunctions, connectors, referents (e.g., pronouns and deictics), and theme patterns (e.g., the topic of the rheme is picked up in the theme). Nonetheless, these resources can also manage the interweaving of voice. Interweaving of voice not only plays an important role in giving the text texture, but also is included into the text with its own mode (e.g., oral or written) which may or may not agree with the mode of the text in which they are being incorporated.

Medium refers to the vehicle used to present the written text (e.g., a journal article, a book, a power point presentation, a clipped paper). Medium is constrained by several factors such as length, and certain forms (e.g., forms of citation) and revisions suggested by referees, in the case of published articles (Lewin, Fine, & Young, 2006) or

by instructors, in the case of course assignments. *Function*, on the other hand, refers to whether the text is being written to be published, to be handed in to the instructor, or to be read in public.

Knowledge of mode enables writers not only to use connectors, conjunctions, referents and theme patterns strategically to give texts texture. It also allows them to use their own voices and the voices of others in ways that are consistent with the channel of communication, the medium, the disciplinary conventions for each medium (e.g., using author's last name and year immediately after a quote or paraphrase, or placing numbers after the quote or paraphrase and using footnotes), and the function of the text (e.g., to be published, to prove knowledge of topic to the instructor). An examination of mode, helps readers and discourse analysts to see how writers are using grammar to give their texts texture, to respond to medium restrictions, and to match the function of the text.

However, it also helps them see how writers are using their own voices and the voices of others to achieve these same purposes. Table 4 shows how writers can use the voices of others as resource to build mode and how analysts can use mode to analyze the voice choices writers make.

Table 4

Voices and Mode

Mode of Discourse		
REFERS TO	QUESTIONS R/VOICE	EXAMPLES
CHANNEL OF COMMUNICATION	How do the voice choices made by writers match the channel of communication?	Using oral language as opposed to more densely structured academic written language
RESTRICTIONS AND OPPORTUNITIES PROVIDED BY MEDIUM	How do the voice choices made by writers take into account restrictions and opportunities provided by the channel of communication?	Restrictions: Following conventions for attribution of voice Opportunities: Being able to engage in conversation with different types of audience
TEXTURE	How are writers using their voices and the voices of others to give their text texture?	Interweaving narrative voice with the voices of academic others, separating their narrative voice from the academic voices of others
FUNCTION	What are the functions of the voices?	To be published, to prove knowledge of topic to the instructor, to engage audiences, to support claims

Socio-Cultural Views of Voice

As mentioned above, in constructing genre-specific texts, writers draw from other texts or voices available to them by their affiliation to different discourse communities. But to socio-cultural theorists, *voices* are not just words; they are “a packet of discourse replete with an ideology.” They are “the verbal-ideological perspective expressed within a particular utterance” (Kamberelis & Scott, 2004, citing Bakhtin, 1981, p. 211). The process of drawing from other people’s voices (Bakhtin) or texts (Fairclough) into our own is what Bakhtin (1981 & 1986) calls “*double-voicedness*” and what Fairclough (1992) and other critical realists like Bloome & Egan-Robertson (1993) and Bloome et al. (2005), drawing from Kristeva (1966 published in 1986), call “*intertextuality*”. Therefore, to socio-cultural theorists our voice is not our own. Our speech, at least

initially, is not our own. "It is filled with echoes and reverberations of other's utterances" (Bakhtin, 1986, p.91) and it is "populated with the social intentions of others" (Bakhtin, 1981, p. 300). Because it comes from the past, it is not only "social" but also "historical" and "political" (Kamberelis & Scott, 2004, p.247). Because it includes other peoples' voices, it is always multivocal. *Multivocality*, according to Bakhtin (1981) is that property our speech has of containing at least two speakers, two intentions (the direct intentions of the character who is speaking and the refracted intentions of the author) two voices, two meanings, two expressions, two world views, two languages.

Socio-Cultural Views of Subjectivity

Socio-cultural scholars' views of writing, texts and voice all seem to derive from a notion of writers which is significantly different from that held by product and process scholars. To socio-cultural scholars, the notion that writers are unified, coherent, autonomous, and non-contradictory selves, with a coherent voice which can be easily identified in their written texts is obsolete. Instead, writers are widely considered as subjects who, due to their affiliation to multiple "*discourse communities*", possess multiple conflicting "*identities*" or "*subjectivities*," all of which are constantly being constituted and reconstituted as students participate in the various classroom literacy practices, and as they create their texts. Identities, on the other hand, can be classified into two: "*core identity*" and "*situated Identities*" (Gee, 1999). Core identity is the part of ourselves that is "relatively fixed" (p.39). Situated identity is the part of us that is constantly changing (p.39). Weedon (1997) calls this part "*subjectivity*." In her view, subjectivity is "the conscious and unconscious thoughts and emotions of the individual,

her sense of herself and her ways of understanding her relation to the world” (p.32).

These situated identities or subjectivities are always changing, are always in a constant battle. The individual then is not the unified, rational, objective subject that process scholars theorized but “a site of disunity and conflict” (p.21).

As views of writing, text and voice have changed, so have the roles of writing and content instructors whose job is conceived by socio-cultural theorists as at least fivefold: (a) introduce and analyze texts from various genres, (b) deconstruct and analyze their language and structure, model writing similar texts, (c) scaffold learning mostly at the early stages, (d) strategically diminishing support as students progress in the construction of texts, (e) assist the students through several drafts, provide teacher and peer assistance until the learner has the knowledge and skills to perform independently, and (f) help students write in a way that is in accord with the norms of the academic community for which they are writing (Hyland, 2003, p.27).

In addition, they are expected to engage students in conversations about the following: (a) the context of the text (e.g., the value of the genre in society, and in that specific context the cultural conventions for structuring/writing that genre); (b) the situation of the text (e.g., the discipline, the expectations for the task); (c) the purpose (e.g., to describe, to argue); (d) the audience of the text (e.g., the teacher, the students in the class or the whole school, the parents, the discourse community); (e) how the writing they have to do in school is different from the writing they have to do in other contexts; (f) how informal spoken genres are different from written academic genres; (g) how different discourse community have their own preferred text types, ways of displaying knowledge, communicating with one another, values conventions, and practices; and (h)

how text types such as narratives, reports, and explanations are not structured the same way, fulfill the same purposes, include the same genres, or have the same lexical, grammatical, and syntactical features in all of the disciplines, and in all situations and contexts (Schleppegrell, 2004)

CHAPTER 5

RESEARCH DESIGN:

AN ETHNOGRAPHIC LONGITUDINAL CASE STUDY

The study presented here can be classified as an ethnographic longitudinal study using a case study methodology. In the following sections, I describe the purpose of the study, the specific research questions it intends to answer, and its rationale. Aware of the different definitions ethnographic, longitudinal, and case study that exists in the field, I also define what each of these terms mean in the context of this study. Next, I present a brief description of the research participants, including the faculty that taught the interdisciplinary courses that comprised the BGS program, the students who we had the privilege to work with during the four years the program lasted, and myself, the writing instructor, writing tutor and project assistant. Finally, I describe the methods of data collection, analysis, and verification used. In doing this, I emphasize the procedures I employed to conduct the observations and write the fieldnotes. I also, highlight the types of interviews I conducted with BGS students and faculty, some of which turned into Critical Language Awareness sessions.

Research Purpose and Questions

The purpose of this study is to explore how socio-cultural theories of writing, texts and voice, particularly those proposed by Systemic Functional Linguistics (SFL) theorists, can shed some light on why traditional university efforts to help both ESL and native speakers of English develop a disciplinary voice have had such limited success. The study is also concerned with how university faculty, especially teacher educators,

can assist students in general, and ESL nontraditional students in particular, be better prepared to make voice choices when writing their disciplinary texts.

Specific questions addressed by this study are the following: (a) What is the nature of the support provided to BGS students in the writing of their disciplinary projects and the development of a disciplinary voice? (b) Which are some of the difficulties concerning voice that students in the BGS program encountered in the writing of their inquiry projects? (c) What are the reasons for these difficulties? (d) How could BGS instructors have more efficiently helped students with their difficulties?

Research Methodology

The study presented here is a longitudinal ethnographic study which uses a case study methodology. In the following paragraphs, I describe the major features of ethnographic research and case study methodology. I also explain how the research presented in this dissertation drew from both research and methodological traditions.

Conducting Ethnographic Research

An Ethnographic study is “the study of an intact cultural or social group (or an individual or individuals within the group) based primarily on observations and a prolonged period of time spent by the researcher in the field” (Thomas, 1993 and Wolcott 1987 in Creswell, 1998, p.246). Ethnographers collect much of their data from interviews. They use interviews as a “crucial way of collecting data.” They ‘converse intensively’ with the participants in their study” (Carspecken, 1996, p.42). This, according to Carspecken (1996), “democratizes the research process” (p.42), as it seizes

to be based only on the interpretations of the researchers and starts to take into account interpretations drawn by all participants in the study.

Following Australian genre theorists' beliefs, the research presented here is based on the assumption that ESL and other minority students have traditionally been denied access to the "powerful discourses" and this has reduced their access to higher education and to social mobility (Cope & Kalantzis, 1993). However, this study, as other genre theorists' studies (Martin and Rothery, 1989; Kress, 1993; Callaghan, Knapp and Noble, 1993 and others), contends that positive change is possible. In addition, it claims that it is at the classroom level that change should begin and that a huge part of producing this change is by creating awareness in the students of the choices available to them and of how they are representing themselves by the lexical, grammatical, textual and voice choices they make.

Finally, this research acknowledges the power issues involved in mainstream research, where it is mostly the voice of the researcher the one that is heard, where the interpretations of the researcher are the ones presented, and where the members of the community studied do not usually have an input in how the findings are interpreted and presented. Recognizing the problematic nature of these practices, I strived to include the voices of the participants throughout the study, as well as to have them take part in the analysis and interpretation of the data, and to get their input on how the findings are presented.

Developing Case Studies

Case studies, as are a type of qualitative research whose focus is “either the case study or an issue that is illustrated by the case (or cases)” (Stake, 1995 in Creswell, 1998, p.249). Creswell (1998) complements this definition by adding that a case study “provides an in-depth study of [a] ‘system,’ based on a diverse array of data collection materials, and the researcher situates this system or case within its larger context or setting” (p. 249). Case study research can have multiple purposes: To study typical cases which represent “a larger whole or aggregate”, to use cases to test theories, and to find out “how the workings of particular processes are illuminated by singles cases (Hamersley, 1985 in Scott, 1996, p. 151). Case study researchers can use a range of strategies to select participants. These strategies include the following: critical case, typical case, convenience, theory base and combination or mixed (Creswell, 1998, p.119)

In this study the focus is on both the case study (i.e., Nancy and her struggles to develop a disciplinary voice and to use the voices of others in disciplinary ways); and on the issue illustrated by the case (i.e., the struggles that many ESL and other minority students may go through while trying to develop academic literacy and voice). The purpose for choosing an individual within a group as opposed to the whole group is to find out how the workings of particular processes (e.g., the development of a disciplinary voice), are illuminated by a single case (e.g., the case of Nancy and her struggles using her voice and the voices of others in disciplinary ways). By selecting and individual, one can focus more intensely and more in depth in the meaning of developing a disciplinary voice.

The *strategy* or criterion used for selection of Nancy as the main participant in this study was *combination or mixed*. Creswell (1998) describes this strategy as one that allows the researcher to meet multiple interests and needs (p.119). In this particular case, I had multiple research interests. First, I wanted to develop the case for this study with an ESL student who was representative of the main characteristics of the student population in the BGS program. Second, since many students in the program were struggling with the incorporation of their own voice and the voices of others in their academic texts, I also wanted the student selected to be representative of students with issues of voice. Third, given that students' struggles with representation of voice were evident since the beginning of their academic program, I wanted to explore this topic with students who had been in the BGS program since day one, and who had taken all of the courses. In addition, given that the BGS program's main goal was to position students well to become licensed teachers, I wanted to develop this study with a student who was familiar with and in fact working with a local school system. Finally, given the amount of time that the participants would have to dedicate to the project, I wanted to work with a student who had the time and the disposition to meet with me, and who had a genuine interest in analyzing his/her writings and finding ways to improve them.

A participant who fulfilled these criteria was ideal for this study for several reasons. First, the fact that Nancy had been in the BGS program since its inception allowed me to have a complete set of data to work with (e.g., writings from all of the courses taught as part of the program). Second, Nancy's presence since the beginning of the program enabled both of us to analyze how her development of academic literacy in general, and her understanding of voice in particular, was useful to her work as educator.

Third, her full involvement as a participant in this study facilitated the presentation of multiple perspectives on the issue of voice in academic writing, as opposed to just my own researcher's perspective. Finally, her close participation in the study allowed me to better help her improve her writing.

Research Participants

Main participants in this study are the students in the BGS program, Nancy, the focal student with whom I had the pleasure to work during the 4 years the program lasted and William, the instructor of the human geography course, whose strenuous work on helping us achieve the objectives of the program always impressed me. In the following paragraphs, and aware that I could never begin to describe in fairness the wisdom and the multiple talents of this group of students and instructors, I will provide a brief description of the BGS students, Nancy in particular, and the BGS instructors, William, in particular.

The Profoundly Committed BGS Faculty

The BGS faculty was a diverse group of people, which included faculty members and doctoral students from different departments across campus, including education, Latin American Studies, Communications, Sociology, Linguistics, Theater, Geosciences, Public Health, Mathematics and History. Among this group of faculty, four were men and fifteen were women. Eleven of the nineteen members spoke Spanish, nine of these identified as Hispanic or Chicana, four identified as African American, five identified as white, and one identified as American, Japanese, Okinawan.

Most of this faculty spoke the language of the students and were aware of the challenges that students have to confront when the language they speak at home is

different from the language of instruction and the language in which they are expected to communicate. However, most faculty members did not have experience teaching ESL nontraditional students or students preparing to be teachers, and only three of them had experience in teaching writing. In spite of all this, faculty members were all willing to learn how to work with these students and program administrators to incorporate in their syllabi a series of academic literacy activities among which were the writing of disciplinary genres, and the writing and presentation of inquiry or research projects. They also were willing to include in their syllabi opportunities for students to explore how the content they were investigating could be used in their classrooms with their own students. In addition, they were willing to modify their syllabi to include both the content required by the university and the content that the students needed to know in order to pass elementary licensure tests. Finally, they were willing to let program coordinators and peers guide them into how to best provide guidance and support to students with the production of their disciplinary genres.

To get this guidance and support, faculty attended faculty meetings twice per semester. In these meetings, they got acquainted with the specific needs of the students, the curriculum students would need to know in order to pass tests, and the type of writing they would need to produce for these tests. In addition, they shared their experiences teaching the courses, listened to other speak about theirs, and provided suggestions for future instruction. They also provided feedback to one another on instructional techniques that might work and ways to help students with the reading and writing assignments they had to do for their courses. Table 5 shows the composition of the BGS faculty.

Table 5

BGS Faculty Composition

Name	Nationality/Descent	Course	Department	Sex
Doris	Colombian	Critical Reading and Writing	Education	F
Mauricio	American /Puerto Rican	The Internet for US Latinos/as	Latin American Studies	M
Alvaro	American /Puerto Rican	Urban Sociology & Political Sociology	Sociology	M
Ilda	American/ Dominican	Information Literacy	Library	F
Julia	American/ European	Urban Sociology, Political Sociology & Spanish Language Media	Education	F
Maribel	American/Chicana	Spanish Language Media	Communications	F
Gilda	American/ Puerto Rican	Spanish for Native Speakers	Latin American Studies	F
Patricia	American/European	Linguistics	Linguistics	F
Brenda	American/European	Child Development	Education	F
Sandra	Uruguayan	Child Development	Education	F
Pepita	American/Mexican	Theater and Social Action	Theater	F
Nubia	American /Puerto Rican	Multicultural Children's Literature	Education	F
Vivian	American/ African	Mathematics for Elementary Teachers I & II	Mathematics	F
William	Irish-American	Human Geography	Geosciences	M
Linda	American/European	The Earth	Geosciences	F
Isolda	American/ Puerto Rican	Community Health	Public Health	F
Elsa	American/European	Community Health	Public Health	F
Sally	American/ African	Critical Reading and Writing II	Education	F
Cecily	American/European	Men and Women in Literature	Literature	F
Carl	American/ African	History of African- Americans in the U.S.	History	M
Tatiana	American/ Japanese/Okinawan	Methods & Theories of Sheltered Instruction, and Seminar on Bilingualism	Education	F

The Nontraditional BGS Students

The BGS students were a heterogeneous group in many respects but also a homogenous group in other respects. Nineteen of the twenty-two BGS students are Puerto Rican women. Of these, ten were born and raised on the island. They came to “the mainland” for different reasons, including looking for better job opportunities for them and their families. Some like Nancy, however, came looking for better health care for

their children. Finally, others came escaping from domestic violence or to be with their relatives, most of whom were already here. As many other Puerto Ricans, these students moved back and forth from Puerto Rico, where they still had a lot of relatives and friends.

Before moving to the mainland, many of them had completed their high school, had gotten married, and had started their own families. Once in the Massachusetts, and usually while they volunteered for work in their children's schools, they pursued their Associates Degree in one of the community colleges in the area. Having pursued their elementary and high school in Puerto Rico many years ago, many of them came to college with a developing English proficiency and very little or no experience with computers, or the internet. Also, as most of them had to work, study, and attend to their families and church, they never had much time to socialize with other students in their classes, participate in study groups, attend tutoring sessions, or fully develop their English and their computer literacy. Once graduated from college, they found jobs as Head Start teachers, community educators, or paraprofessionals in the schools of Cottonville or Center, where most of them lived, while they waited for an opportunity to go back to college and finish their Bachelor's Degrees.

The other eight Puerto Rican students were born and raised in this area. As opposed to the previous group of students, they grew up in a bilingual English/Spanish environment and completed their high school in the mainland. However, their stories are not as different as they would seem. Most of them started families and began working before they went to get their associates, and discovered the complications of going back to school when you have families demanding your time and dedication, a very low

income, and ways of learning and writing that are different from those of most of the other students in your class. As the students who had been born and raised in Puerto Rico, they had little time to dedicate to their studies and to fill in the gaps that school had left in terms of academic literacy and computer literacy. In addition, as the students in the previous group, many of them became community educators, paraprofessionals, or Head Start teachers before they had the opportunity to resume their studies and finish their Bachelor's degrees. Although they had not grown up in Puerto Rico, their ways of talking and behaving immediately revealed their Puerto Rican ancestry, which some of them only learned to value through the program.

Completing the group of women are two women of Polish and French descent, both of whom work as Head Start teachers, and had followed similar paths to the ones followed by the US born Puerto Rican students in the program. Then there is Mario, the only man in the program. Mario is from Chihuahuas, Mexico where he completed his middle school, before coming back to the U.S to finish high school and complete his Associates Degree. Mario worked as a janitor as he completed his associate degree and then got a job as a paraprofessional in one of the schools. As most of the women in the program, he did not think he would ever finish his bachelor's degree. However, at the time this dissertation was written, he and fifteen other BGS students had graduated from the program, and the majority of them had graduated with honors. Of the six remaining students two were still completing requirements due to institutional regulations which did not allow these students to transfer the totality of the credits they had taken as part of their Associate's Degrees and four had dropped out or died.

Table 6 shows the cultural and academic background of the 18 students who completed or were about to complete the BGS program.

Table 6

BGS Students' Cultural and Academic Background

Pseudonym	Job Description	Born in	Residence	High School Studies	College	Associates Degree in	Time in the US
Alba	Head Start teacher	Northtown	Cottonville	Northtown	Cottonville	A.A. Early Childhood Educ.	All her life
Marcia	Computer technician	Puerto Rico	Cottonville	Cottonville	Cottonville	A.A. legal studies	except for 3 years
Mario	Para-professional	Northampton	Belchertown	Beavertown	Cottonville	A.A. liberal arts	At 15 years of age
Martha	Head Start teacher	NY	Centerville	NY	Cottonville	A.A. Early Childhood Educ.	all her life
Maya	Community Educator	Puerto Rico	Cottonville	Puerto Rico	Cottonville	AA Business Info. Technol.	16 years
Isabel	Head Start teacher	Puerto Rico	Cottonville	Puerto Rico	UPR-NF, Cottonville	A.A. Early Childhood Educ.	17 years
Glenda	pre-school teacher	U.S.	Cottonville	Cottonville	Centerville	AA liberal arts	all her life
Sara	Head Start teacher	U.S.	Ludlow	Centerville	Cottonville	A.A. Early Childhood Educ.	all her life
Matilde	Paraprofessional	Puerto Rico	Centerville	Puerto Rico	Centerville	AA Travel agent	15 years
Yilda	Community Educator	Puerto Rico	Cottonville	Puerto Rico	PR	N/A	16 years
Nancy	Para-professional	Puerto Rico	Centerville	Puerto Rico	PR.	N/A	12 years
Alma	Head Start teacher	U.S.	Cottonville	Centerville	Cottonville	A.A. Early Childhood Educ.	All her life
Yadira	Head Start teacher	Puerto Rico	Cottonville	Puerto Rico	Centerville	N/A	?
Marina	GED Instructor	Puerto Rico	Cottonville	PR & Cottonville	Cottonville	AA Human services	25 years
Selina	Para-professional	Centerville	Centerville	Cottonville	Centerville	AA liberal arts	All her life
Diane	Head Start teacher	U.S.	Centerville	Centerville	Cottonville	A.A. Early Childhood Educ.	All her life
Victoria	Foster parents' trainer	Puerto Rico	Cottonville	Puerto Rico	Cottonville	N/A	24 years
Cecilia	Head Start teacher	Puerto Rico	Cottonville	Puerto Rico	Cottonville	AA??	??

Nancy: An Example of Perseverance, Resilience and Strength

Nancy is a middle age woman whom I had the privilege to meet four years ago when the program started and who, through these years, never ceased to amaze me for her perseverance, her toughness, her humor, her resilience, and her incredible strength. As many of the students in the BGS program, Nancy was born and raised in Puerto Rico. She grew up in a small town in the south part of the island, where she completed her elementary and one high school.

By the time she came to college, Nancy already made part of those two groups that are called ESL and nontraditional, which means she spoke English as her second language and she came to college at an older age, having first worked and raised a family. As most ESL and nontraditional students, Nancy had a well of knowledge that came from her vast experience, from having been born and raised in another culture, from having attended college in that other culture, and from speaking another language.

Nancy's Academic History

Unlike most of her BGS peers who did not have the opportunity to go to college on the island and moved to the US mainland without any higher education experience, Nancy study pre-med at the University of Puerto Rico under a scholarship. However, she soon realized that her academic preparation was not enough to succeed in the competitive field of medicine and switched to other programs. After switching several times, Nancy fell ill and had to leave the university. Below is how she describes her experience at the university.

I majored in natural sciences, for it was my dream to study medicine. My academic foundation was not as solid as the other city students I was competing

with, thus I put in a double effort. I began to get frustrated. Then I did courses in education concentrating on biology. Due to illness, unfortunately I had to leave the university. (Urban Sociology Term Paper, paragraph 6)

After taking care of her health, Nancy found a job as receptionist at a medical office. There, she met her current husband with whom she had two beautiful children, a girl and a boy. Two years after she had her son, and five years after she had met her husband, Nancy, as many of the BGS students, left the island with her two children and her husband, and moved to Massachusetts. A few years after her arrival, she began working as a paraprofessional in one of the schools at Centerville. It was working at this school that she heard about the BGS program.

A Chance at Getting a Bachelor's Degree

In the spring 2003, Nancy and 20 other bilingual educators from the area were awarded a Title VII Federal grant scholarship after having worked for several years in the schools or Head Start centers of the area. As most of them, Nancy had been waiting for a long time for an opportunity to continue her studies that could fit her tight budget, her transportation, and her time limitations as a working person with family. The fact that classes would be held in Cottonville, a city twenty minutes away from where she lived and that she would need to take two buses to get to the place where classes would be held did not discourage her from enrolling. At around three in the afternoon, when school was out, she took the first bus to Cottonville. Classes did not start until six in the afternoon, so she often had to hang around until classes started. Getting back home after class was another ordeal for Nancy since classes did not end until 9pm. She had to take a ride with

one student who also lived in Centerville. In the spring 2006, classes were moved to one of the schools, about 2 miles from Main Street and the community organizations that had hosted us for so long, so after leaving the bus, Nancy had to take a ride with me to the new BGS location.

In spite of all of the ordeals Nancy was one of the most punctual and frequent students in the BGS program. She seldom missed a class and was always on time. The fact that she was just beginning to learn English, had not been in college for so many years, and was unfamiliar with the ways of thinking and writing with which BGS instructors were trying to familiarize her did not stop her from handing in all of her papers diligently and on time. Her determination and resilience and proving to all of us that, with these two attributes, many things can be accomplished in life. With still one course to finish, in the summer 2006, Nancy proudly walked with eight other classmates under a raging sun covering all of the areas of the magnificent WNE University stadium where the graduation ceremony was being held.

William: An Example of Commitment to Students and to Human Geography

The human geography course was taught by William, a doctoral candidate at the Geo-science Department of WNE University. From the beginning of his involvement in the program, William showed that he not only shared the philosophy of the program, but also that he was committed to helping students develop what he called a “sense of place.” As a sign of his commitment, he modified the syllabus that had previously been used to teach this course on campus to take into account the program goals,

In talking to faculty, something that resonated very strongly for me was this social justice activism component and this is not one of the interests of the person who

designed the courses at the university. So, that was something I wanted to integrate into the course: Teaching experience of places and appreciation of places and having that lead directly into activism in the sense of stewardship because that is where my interests are and I thought it worked well with other courses they had taken. (Class1, Human geography course, William, January 18, 2007)

William shared many things in common with most BGS students. For example, as many of the students in the BGS program, William grew up in the area, walked its streets and parks of the hand of his father, and learned Spanish from the enormous number of people surrounding him who spoke the language,

I am from Centerville. That is where I was born and where I grew up. I have spent time in different places but mostly I always go back to Cottonville. I lived in the northeast in different places and a couple other places for brief periods, in other parts of the country, a little bit in other parts of the world, mostly in Central America which is where I learned for the most part to speak Spanish, other than in Centerville and in Cottonville, and growing up in this area. But mostly I am from Centerville, and I, that is how I introduce myself. (Class1, Human geography course, William, November 10, 2005)

In spite of having taught a couple of courses before, William had little experience working with ESL nontraditional students. Up to the beginning of the course he had been traveling, conducting research in the area and in Guatemala and doing other jobs while he tried to finish his schoolwork. Below is how he summarizes his academic trajectory and his working experiences.

I have since done a lot of things. In my young adult life, I graduated from high school in Centerville. I went to WNE University; I got a bachelor's degree in geography. So, then, after my Bachelor's degree, I had some time to travel and to work in some really interesting jobs that kind of pushed me towards going back to school and studying geography, and I have been kind of doing this mix of graduate school and teaching CPR, and working at an ambulance in Centerville and Cottonville since that time; mostly based here, and making trips to Central America during the summer, which is where my research is. (Class1, Human geography course, William, November 10, 2005).

Doris: The Writing Instructor, Writing Tutor, and Program Assistant

I am a doctoral candidate who came to the United States from Colombia eight years ago to pursue graduate studies at WNE University after having worked as an adjunct at the ESL teacher preparation program at a large public university in the country for six years. My interest in ESL education began in 1993 when I took a job teaching English to students who wanted to become teachers of English as a Foreign Language. A year later, I found myself beginning graduate studies in TESOL. I was not sure where this would take me but my professors' passion and love for the job soon got me too and I decided to make teacher education my life-long career. I finished the program with honors and, not long after that, began working with pre-service and in-service teachers from marginalized neighborhoods in two different universities.

Once I started teaching grammar and academic writing, I realized that students had a hard time with it, especially with issues concerning the incorporation of other people's voices in their texts. Along with academic writing courses, I taught English grammar courses but these did not seem to make a huge difference in terms of helping the students with the writing of their academic papers. I realized that we needed not only to revise our courses but the assumptions on which these were based.

In order to be prepared to help faculty in my school with the big task of modifying the curriculum, and encouraged by the visit of two professors from this university, I applied to the master's with doctoral program. Soon after I started my program, my department got a Title VII Federal grant and I began working with the administration in the design and implementation of the BGS program. From the beginning, I worked in different capacities: as a project assistant, a writing instructor, and

a writing tutor. As a project assistant, my role consisted of the following: (a) recruiting faculty from across campus to teach the interdisciplinary courses offered through the program; (b) helping design and implement faculty and student orientations; (c) talking to students about concerns and problems they had; (d) helping students with academic matters like registering for classes, finishing incompletes, and dropping classes on time; (e) taking extensive fieldnotes of classes, (f) collecting and copying samples of students' work, (g) audio and video-recording the activities in which students were center stage, and (h) serving as liaison between the university and the students.

As a writing tutor, I was supposed to meet with students before class to provide assistance with their writing, including looking for information online and at the library, accessing the right databases, printing the articles they found, writing the sources, and giving them feedback on their papers. This did not always work since students worked all day and barely had time to get to class on time. On Saturdays and Sundays, they had multiple commitments with their families and their church as well as class preparation. As a consequence, I often met with students during the break or after class. I also had them send their papers to me via email so that I could give them feedback.

As I taught the first writing course and provided academic writing support to students over the three years that the program lasted, I was able to see that these students, as well as those I had had in Colombia struggled with academic writing and voice. In particular, students battled with how to find reliable sources, how to decide when the sources were reliable, how to incorporate those sources in their texts, how to cite and reference them, and how to deal with different expectations professors had of them in terms of how to organize and present their texts.

Faculty, on the other hand, battled with the question of what to do to help students develop disciplinary ways of thinking and writing. They wanted to help students but they did not feel they had the time or the knowledge to do it. They were unsure about what type of feedback to provide, how to provide this feedback, how detailed to be, and so on. I wanted to help but students usually did not attend the tutoring sessions because of their multiple commitments at home and at work.

After several years of working with students and trying to help them with their writing, I decided to further investigate how we could help ESL students aspiring to be teachers develop their disciplinary voices. The objective was to help them achieve their goals of becoming teachers and be well prepared to help the increasing number of ESL students in Massachusetts and in the country succeed in school, and become active participants in society.

Methods of Data Collection

Data collection for this study extended from summer 2003 to the spring 2007, and was guided by SFL principles, according to which a deep understanding of the context of culture, the context of situation, and the students' cultural and academic background is fundamental in understanding the texts that students produce. Main methods of data collection used in this study include field observations, video-recordings of the classes in which students were at center stage, and transcriptions of audio-recordings of interviews with BGS students and faculty. For a summary of all data sources, see Appendix A.

Doing Observations in the BGS Classrooms

According to Ely, Anzul, Friedman, Garner, McCormack and Steinmetz (1991), the purpose of the observations is “to describe, not fix, not judge” (p.51). However, the same authors point to the fact that “observations can never be objective” and that “all we can work for is that our vision is not too skewed by our own subjectivities” (p.52). In the study described here, the main purpose of the observations was to take fieldnotes of each class.

While conducting observations, ethnographers may take different roles: They can be “flies on the wall”, or they can be participants in the culture. However, not all participants participate in the same way. Scott (1996) describes three different types of participants: Complete participants, participant-as-observer, and observer-as-participant. *Complete participants* are those researchers who conceal their identity to the other participants in the study. *Participant-as-observers* are those researchers who are open about their purposes and seek to experience for themselves the activities under investigation. Finally, *observer-as-participants* are those researchers who make close and detail observations but do not attempt to experience the activity for themselves (Scott, 1996, p. 145)

During the three years the BGS program lasted, one of my roles was that of “participant-as-observer”: I observed all of the classes offered by the program, took part in all of the activities the program designed (e.g., fieldtrips, oral presentations, celebrations), and actively participated in class. I asked questions about the topics being discussed, offered my opinion, and even took part in some of the group activities instructors brought to class. As I observed all of the classes and participated in some of

the activities, I also collected written, audio, and video texts. These texts included the following: (a) papers students wrote for all of the classes; (b) class documents, including syllabus, handouts, and written guidelines on how to write the papers, when available; (c) readings the students were assigned for most of the classes; (d) audio-recordings of classes which were not video-taped; (e) recordings of classes and students' final oral presentations; and (f) video-recordings of faculty meetings, field trips, and other gatherings.

Taking Fieldnotes of the Literacy Events

Fieldnotes, as described by Emerson et al. (1995) are "accounts describing experiences and observations the researcher had made while participating in an intense and involved manner" (p.5). These accounts, however, are not merely "a matter of passively copying down 'facts' about 'what happened.'" Rather, such writing involves active processes of interpretation and sense making" (p.8).

As the fieldnotes described by Emerson (1995, p.5), the fieldnotes I took through the three years the BGS program lasted were basically accounts of experiences I had had and observations I had made while participating in an involved manner in most of the classes and activities offered as part of the program. Also as the fieldnotes described by Emerson (1995, p.8), the fieldnotes I took throughout the duration of the BGS program were more than a "passive" act of copying down what was happening in class. They involved active interpretation of what was going in the classroom. As I took them, I was always very aware that my interpretations might be influenced by my multiple roles in the program as a writing tutor, project assistant, and former writing instructor; and by my

multiple identities as a working class Latina from Colombia, a single woman, and a doctoral candidate.

The purpose for writing these fieldnotes was multifold. The first purpose was to have a detailed record of the of classes taught in each course, including the date they were taught, the place where they were held (e.g., the classroom, the library, the museum, the university), the type of recording that had been done (e.g., none, audio or video), and what had happened each class (e.g., which activities were done, which issues came up, how they were resolved). Another purpose was to have a record of other events and activities that might be going on in the program, the issues that came up, and how they had been addressed. In addition, field notes were meant to record what had happened during writing tutoring sessions with students, including what the students seemed to be struggling with, how I had helped them, and what needed to be done in order to help them more effectively. Finally, field notes helped to easily locate specific parts in the video and audio-recordings. To protect the identity of participants, I used pseudonyms to replace all names of people and places in the fieldnotes.

Fieldnotes contained a heading with class number, date, type of recording, and a record of students and guests attending the session. Ensuing this was a thick description of my meetings with students before, during, or after class, and of activities conducted each class (e.g., the type of activity, the type of participation, the topic, the kind of grouping). I paid particular attention to those activities or literacy events in which students and instructors discussed the papers they were assigned, the purpose for writing these papers, or the expectations of the papers regarding field, tenor, and mode. I carefully described how students were being provided guidance and support with their

writing. Finally, I took detailed notes when the students were presenting their assignments to the group or getting feedback on them.

Conducting Interviews With BGS Students and Faculty

Interviews, as described by Ely et al. (1991) are “a purposeful conversation usually between two people (but sometimes involving more) that is directed by one in order to get information” (p.135). To Ely et al. (1991), the main purpose of in-depth ethnographic interviews is “to learn to see the world from the eyes of the person being interviewed” (p. 135). However, interviews can have multiple purposes. In the area of ESL writing, for example, scholars are now using interviews to raise students’ awareness regarding certain features of their texts. Ivanič (1998), following Fairclough (1992), refers to this type of interviews as *Critical Language Awareness (CLA) interviews*. The purpose of these interviews, which she also referred to as “discussions” or “conversations”, is “to show learners how language positions them: How language choices are shaped by conventions and construct their identities (...) not only to raise learners’ consciousness about language and social context, but also to help them gain control over their own roles in discourse, and find ways of challenging positions with which they may or may not wish to identify” (p.117)

Through the four years the BGS program lasted, I had the opportunity to meet with students and instructors both formally and informally to discuss the issues they were having with writing. Informal interviews happened before class, during breaks and after class. During these times, instructors and students would approach me to speak about their concerns, to ask for opinions on what to do, and to request my help. Formal

interviews or conversations happened also before or after class and in scheduled meetings with students and faculty. Besides informal and informal interview how I could help them an as we and to conduct interviews whose purpose was both getting their views on the courses and the writing that had been done and raising awareness about the use of voice in her texts.. In the following paragraphs, I describe each of these.

Interviews With BGS Students

The first interviews I had with students were at the beginning of the program. Their main purpose was to gather information from them about their socio-cultural and academic backgrounds, their views and experiences with writing before coming into the BGS program, and their experiences with writing inside the BGS program. These interviews were usually done in groups of two or three. During these, students and I talked about their personal and academic background (e.g., when they had come to the United States, where they had done their elementary and high school, where they had gone to college). We also conversed about their work experience (e.g., what kinds of jobs they had done before they entered our program, where they currently worked, and what their responsibilities were). Next, we discussed their experiences with reading and writing through school and college (e.g., what kinds of readings they had had to do, what kinds of papers they had had to write, which readings and writings they enjoyed the most). Finally, we talked about their experience using computers (e.g., what kind of programs they normally used, what experience they had with e-mail, internet, and databases).

Critical Language Awareness Interviews

In order to gain a deeper understanding of the specific struggles that BGS students were having with the management and documentation of the voices they had incorporated in their texts, and following Ivanič's (1998) model for Critical Language Awareness interviews or conversations, I scheduled several interviews with, Nancy, my focal student. The purpose of these interviews was to discuss the texts that Nancy had written for her courses. This included the general struggles she had with their production, distribution, and consumption. Specifically, we discussed why she decided to write the papers on those topics, how she went about searching for sources and actually writing the paper, who she was writing it for, what kind of feedback she got, and the specific struggles she had with the incorporating other people's voices.

However, during these sessions we did much more than discuss Nancy's struggles with the incorporation of other people's voices in her text. We explored, for example, how she thought faculty and I had helped her face the issues she had found in those two regards. We also discussed what could have been a better way to help her, how instructors in the BGS program differed in terms of their demands on what sources to use and how to document sources, the reasons for these differences, and how instructors had influenced many of the voice choices she had made. We also talked about the Communication and Literacy test (CLT), the basic test required of all licensure candidates in Massachusetts. We discussed how the types of writing they had done for the courses in the BGS program had prepared or failed to prepare them to take this test, the steps she had taken to prepare for it, the parts she considered to be the most difficult, and her fears of not being able to pass it.

Distancing ourselves a little from the BGS courses, we also discussed the multiple purposes for using reliable academic sources and for citing them using disciplinary conventions for attribution of voice, the issues of representation that are involved in using non-academic sources and improper conventions for attribution of voice in academic settings, and the usefulness of learning to meet disciplinary conventions for her as a future graduate student, teacher and researcher.

Even before we started the analysis of her texts, Nancy and I conversed about the theoretical framework that I wanted to use for my dissertation, Australian genre theories (AGT). We discussed the main foci and tenets of AGT. For example, we conversed about how they looked at texts as genres, how they believed texts could contain several genres and stages, and how they thought that to analyze texts we had to consider the purpose, the situation, and the audience. We also analyzed how those theories applied to the writing practices of the BGS program. We discussed, for example, the different genres and text types that they had the opportunity to work with in the BGS program, the stages into which some of these genres were organized. These conversations led to wider discussions about the difference between narratives and research papers, as conceived by most BGS instructors and students. They also explored how considering audience and situation was crucial in the writing of academic texts.

Once I had analyzed her texts intertextually, we talked about the purpose of the texts, how she had selected the topics, and how she had gone about producing the texts. We also examined how the readings for each class had helped her figure out the expectations in terms of text organization and incorporation of other peoples' voices. Finally, we discussed the feedback she had received, her difficulties finding sources, and

the ways she was representing herself to her audience by the sources she used and the way she documented them.

Interviews With BGS Instructors

In the spring 2007, I met with five of the BGS faculty who had assigned texts which required incorporation of academic sources. These interviews sought to inquire for a variety of aspects involved in the assignment, feedback, and evaluation of the students' inquiry projects or term papers. For example, I asked instructors about their criteria for choosing to provide students with feedback on specific form and content aspects and not on others. I also inquired about the rationale behind the marginal comments they made on students' papers and on the aspects that they prioritized when they gave feedback. Next, I asked them their purpose with the reading and writing assignments, the expectations they had in terms of sources students should use and the ways the students should incorporate those sources in their texts. Finally, I asked them to comment on the feedback they had given students in general and Nancy in particular, and on their assessment of Nancy's paper. For a summary of all the data collected, see Appendix A.

Methods of Data Analysis

In this study, I use several methods of data analysis that include broad data analysis, intertextual analysis of the texts written by Nancy, my focal student, and coding of fieldnotes and interviews with faculty and students. In the following sections, I describe each of these methods and how they helped me analyze the enormous amount of data I had collected during the three years the program lasted.

Broad Analysis of the Data

Ely et al. (1991) claim “the start of the analysis comes early, with the very first log notation (p.86). For them, as for me, “analysis is part and parcel of the ongoing, intertwined process that powers data collection” (p. 86). Therefore, my analysis of the data I collected in the BGS program broadly began the first day of classes, when I began teaching the first course of the program, and started to receive papers back from students, to provide feedback to them, to confer with students in and outside class, and evaluated their writing portfolios. The process continued the next class when I adopted the role of writing tutor and project assistant. I began observing all the classes, meeting with students for writing tutoring sessions, providing feedback and support students with the writing of their papers, meeting with faculty after class and in faculty meetings, and speaking with the program director about the issues students were confronting in their development of academic literacies and voice.

It was this deep involvement with the students’ writing and academic experiences that allowed me to see how most of the students struggled with issues of voice. I noticed, for example, that they sometimes adopted a voice that did not agree with the situation, the expected purpose, and the audience. In addition, they used unreliable sources, they were unsure about how to document their sources, and often did not document them. It was also this involvement and broad data analysis which enabled me to make decisions concerning the focus of this dissertation and the selection of Nancy as my focal student.

Intertextual Analysis of the Data

Intertextual analysis of Nancy's term papers began in the spring 2006. This analysis, as described by Fairclough (1992 & 2003) emphasizes how, in creating their texts, students draw on other texts or voices. To conduct this analysis Fairclough (2003) proposes that we ask ourselves the question "which relevant 'external' texts and voices are included in a text and which are (significantly) excluded; and where texts are included, whether or not they are attributed, and how specifically" (e.g., through direct reporting, indirect reporting, free indirect reporting or narrative report of speech act) (p.61).

Drawing on Fairclough's (2003) suggestions for the analysis of voice, I developed analytical charts for each of the term papers that Nancy wrote which required the incorporation of others' voices. These papers comprised those she wrote for the following courses: Urban Sociology, Linguistics, Child Development, Human Geography, and Community Health. In order to reveal the organization of her text and to apply more effectively SFL models of text analysis, I separated each text into paragraphs. Then, I separated each paragraph into clauses and each clause into theme and rheme. Finally, I coded the voices on each of the texts. I used red to represent Nancy's narrative voices (see "Narrative") and green for her reporting voice (see "Reporting"). A description of each of the lexico-grammatical characteristics of narrative and reporting voices is found in Chapter 4.

I then highlighted in blue the external voices she documented (see "Documented"), whether or not they were documented according to the conventions outlined in the courses. Finally, I marked with purple the external voices for which she

seemed to need documentation (see “Loosely Documented” or “Undocumented”). This particular layout of each text and color-coding allowed me to see more easily the voices that Nancy was including and excluding in her texts. It also made salient how she was attributing or documenting these voices, which voices she seemed to be incorporating without proper documentation, how she was distributing or interweaving them in the text, and how she was using them to structure her text (See Appendices E & F).

Since the drafts that Nancy wrote for the human geography course seemed to have been the most troublesome for her, I wrote a *horizontal analysis* of Nancy’s draft two, and a *vertical analysis* of drafts two and four. Both of these terms are defined in Chapter 2. I analyzed draft two for the same aspects I had analyzed all of the other texts. Specifically, I took a close look at which texts or voices Nancy was including in her texts, and which she was excluding, how she was attributing or documenting these voices, which voices she seemed to be incorporating without expected documentation, how she was distributing or interweaving them in the text, and how she was using them to structure her text. I analyzed Nancy’s second and fourth drafts of her final paper for the changes she had made in regards to her own voice and the external voices she was bringing in. Examples from both of these analyses are presented in Chapter 6.

Transcribing the Interviews

The analysis of interviews started with the process of transcription. Through transcribing, I became familiarized with the data and was able to ground codes and categories more effectively. The crucial role of transcribing in the analysis of interview data is described by Debbie Goldberg, one of the students with whom Ely et al. (1991)

worked. Goldberg claims, “Transcribing interviews helps to recall experience, expand the details, and often provides a fresh perspective on the material” (p. 82). To transcribe the interviews I had with Nancy and William, I numbered the lines, a feature that was very helpful in getting easy access to excerpts during the analysis and writing of the dissertation.

A number of excerpts from interviews, fieldnotes, and students’ term papers have been inserted in the dissertation. All excerpts were transcribed verbatim and included in the dissertation as originally said or written by the participants. For excerpts in a language different from English, translations have been provided in brackets. Lastly, all through the dissertation, pseudonyms were used to replace the names of participants, and the names of the persons, places, and institutions mentioned in the interviews and other data sources.

Coding Fieldnotes and Interview Transcripts

The process of coding, or creating categories of the data, as described by Ely et al. (1991) is “a very close, intense conversation between a researcher and the data that has implications for ongoing method, descriptive reporting, and theory building” (p.87). Coding supports the researcher’s inquiries, the comparison across data, as well as the data selection, and organization. Coding of the fieldnotes and of the transcripts of interviews with research participants went from January to June 2007. I first coded fieldnotes and then moved on to coding the interviews. To code both of these types of data I used marginal notes. After initial coding of all of the data into categories I started created some subcategories for each category.

Examples of categories created during this process are the following: Support, instructions, feedback, expectations, oral presentations, term papers, courses, personal history, academic background, and library sessions. Examples of subcategories created are sources, citations, and references.

Methods of Data Verification

According to Creswell (1998), four common verification techniques in ethnographic research are prolonged engagement and persistent observation, triangulation and member checks (p.201). In the following paragraphs, I describe each one of these verification techniques. I also explain how I used each one of them in this particular study to verify or validate my findings.

Prolonged Engagement and Persistent Observations

Prolonged engagement and persistent observation are two major ways of “building trust with participants, learning the culture, and checking for misinformation which stems from distortions introduced by the researcher or informants” (Creswell, 1998, p.201), and as such, these two and methods of data collection should also be counted as valid ways of verifying the data. Creswell’s (1998) claims are based on Fetterman (1989) who contends that “working with people day in and day out, for long periods of time, is what gives ethnographic research its validity and vitality (Fetterman, 1989, p.46 as cited in Creswell, 1998, p.201).

As mentioned above, I was involved in the design and implementation of the BGS program from the beginning and I attended most of the classes and events that took place throughout the program. As I conducted participant observations in each class, I had the

opportunity to meet with students to talk about both personal and academic matters. My complete and immersed involvement with the program not only served to build trust with students and many of the instructors, but also to develop friendships with many of them which I hope will last forever. By observing classes, listening, and talking to students, I contributed to the construction of the BGS culture and, in addition, learned a great deal about the students' home cultures; their socio-cultural and socio-economic backgrounds; and the struggle, suffering, resilience, joy, gratitude, and braveness with which they faced life everyday.

Triangulating the Results of Multiple Analyses

Triangulation is the methods in which “researchers make use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence” (Creswell, 1998, p. 202). In this research, I triangulated the results of the broad analysis of the students' texts, with my fieldnotes for each class, the video tape data, and the audiotaped data that I had gotten from interviews with Nancy and her instructors. Once I met with Nancy and decided to work with her closely, I triangulated the data with the charts I had created of her texts.

Conducting Member Checks

Member checks are the process in which “the researcher solicits informants' views of the credibility of the findings and interpretations. According to Lincoln & Guba (1985, p. 314) cited in Creswell (1998) this technique is “the most critical technique for establishing credibility” (p.203). The approach consists in asking participants for their views on the data analyses, interpretations, and conclusions we have reached so that they

can “judge the accuracy and credibility of the account” (p.203). In case study research, member checks play a major role. Stake (1995, p. 115) cited in Creswell (1998, p. 203) suggests that case study participants be asked to examine rough drafts and to provide alternative language, and ‘critical observations or interpretations.’

In the study presented here, interviews with students and instructors not only served the purpose of providing information about the participants or the participants’ backgrounds and struggles with academic literacy in general and with voice in particular. The last two conversations with Nancy and William and the previous conversations with five of the instructors also served as an opportunity to get their input on the analysis, findings, and conclusions that I was presenting and to offer them a chance to confirm, add or contradict them.

In the last two interviews with Nancy, for example, we read together and discussed those parts of the dissertation that had already been written (e.g., her description, the purpose, research questions, and research methodology) and conversed about findings, conclusions and implications, and how these would be reported. Since the concrete examples I had provided of the BGS students’ struggles with voice, were drawn from the interviews I had with them and from our analysis of Nancy’s texts, I wanted to make sure that she and William agreed with both the findings being reported and the way I was reporting them. For a chart containing a summary of the in chronological order the data collected for this study, the methods of data analysis used, and the research questions to which each type of data analysis was trying to respond, see Appendix B.

THE CONTEXT OF CULTURE:

COTTONVILLE AND THE BGS PROGRAM

According to Halliday & Hasan (1989), the context of culture refers to the broader background against which texts have to be interpreted. It includes, among other things, the school as an institution in the culture, the notion of curriculum and of school subjects of the institution, the roles of the teaching staff and departments of education, and the unspoken assumptions about learning and the place of language within it. Aware of the strong influence that the issues in the community affected the structure of the BGS program, in the following sections, I provide a description of Cottonville, the community where half of the BGS students resided and where the program held its courses and developed most of its activities for a period of four years. Then, I provide a description of the BGS program, its main beliefs, goals, and procedures to achieve these goals. Finally, I present an overview of the BGS curriculum, including the types of courses offered, the main objectives of each of these courses, and the series of academic literacy activities that instructors planned to support students with the development of a disciplinary academic voice.

Cottonville: A City of Immigrants

Cottonville is a small city in Western Massachusetts. This former industrial center with big cotton and paper factories where immigrants from Poland, Canada, Ireland and Italy had migrated looking for jobs, is a tribute to the separation between the rich and the poor. The poor part of town shows torn down houses, dried canals, desolated railroads,

and understaffed poorly maintained schools. The rich part, on the other hand, shows imposing houses, well-maintained roads, and high fences built to keep the few but powerful white-collar inhabitants from the gaze of the majority of the population, i.e., the unemployed or the underpaid blue collars. It is located a few miles from Cottonville, the city where the other half of the BGS students lived and worked.

The population at Cottonville is a mix of Puerto Ricans, Dominicans, Colombians, Salvadorians, Hondurans and others, with Puerto Ricans constituting the majority at 20.9% (US Census Bureau, 2000). As many other immigrants, many Puerto Ricans came to the area looking for better employment opportunities. However, during the urban sociology course, instructors and I had a chance to realize, from the experiences of migration that BGS students told, that many of them also came following relatives who were already here, running away from violence in their homes, and looking for better health care for their children.

Since their arrival, and due to the status as US citizens and their strong ties to their family back on the island, many Puerto Rican have been moving back and forth from the island. This movement back and forth has not only allowed them to keep their ties to their families but to keep their culture and traditions alive. Nowadays, as you walk down the streets of Cottonville, you cannot help but notice the nice Puerto Rican music playing in the stores and houses, the smells of the fabulous Puerto Rican dishes coming out of the restaurants, and the joy and cheerfulness that characterizes Puerto Rican people.

In spite of the joyfulness that you can feel in the environment, the city currently faces many problems. In Cottonville, 26% of the population, or 39,830 inhabitants, live

below the poverty level. The unemployment rate is 6%, compared with 5 % in the state and in the country. Violence now inundates the segregated streets of the poor neighborhoods, constituting 2% of reported crimes, compared to the 3% for the state and the country. Even though the majority of the population is white, at a 65%, the Hispanic population has been on the increase and now reaches 41%. Blacks follow Hispanics with a 3.7% (US Census Bureau, 2000). These percentages contrast with those provided by the Mauricio Gaston Institute for 2003, according to which the Hispanic or Latino population in Massachusetts was only 6.8%, the percentage of the White population was 82%, and the percentage of the Black population was 5% (Gaston Institute, report 2003). The percentages, however, match those provided by the US Census Bureau (2005), according to which 42% of the population in the city speaks a language other than English (US Census Bureau, 2000).

Spread all through the city are the thirteen public schools, eleven of which were considered underperforming in 2006 (Massachusetts DOE, report 2006-2007). These schools host a student population constituted by 74% Hispanic, 20.9% White non-Hispanic, and 3.2% African American students. A large percentage of this school population, 76.8%, is considered low income. In addition, 25 % of them are considered Special Education (SPED), and 23.8% are considered limited English proficient (LEP) (Massachusetts DOE, report 2006-2007).

According to the DOE only 20% of the students at grade 3, passed the Massachusetts Comprehensive Assessment System (MCAS) reading tests in 2006; 17% passed science; 21% passed English Language Arts, and only 11% passed math (Massachusetts DOE, report 2006-2007). Remarkably, between 2005 and 2006, 11.6% of

the school population dropped out of school (Massachusetts DOE, report 2006-2007). Unprepared to find high paying jobs, this population are now trying to make a living by engaging in mostly low paid jobs, as they see their dreams evaporate behind the racked buildings of the poor neighborhoods.

As students, most teachers from Massachusetts have to endure the effects of a series of new regulations. These regulations include the passing of Question 2, which banned bilingual education for Massachusetts, turned successful ESL programs into so-called one-year instruction immersion programs, and made teachers who dare to speak the language of the students liable for lawsuits. They also include a new state mandate that teachers in English language classrooms² demonstrate fluency and literacy³ in English (Massachusetts Department of Education, 2003). In addition, they included new licensure and training requirements for teachers. According to these requirements ESL teachers must now work in conjunction with a specialist in a content area (e.g., mathematics), and Early Childhood or Elementary licensed teachers must prove that they

² English language classrooms encompass both sheltered English immersion classrooms and English language mainstream classrooms. Teachers in classrooms other than English language classrooms (e.g., bilingual education and foreign language classrooms) do not need to meet the English literacy and fluency requirements of Section 2 of Question 2.

³ Literate in English being defined as "Teachers who possess a Massachusetts teaching license or vocational approval fulfill Question 2's requirement for literacy in English. Any teacher who does not hold a Massachusetts teaching license but who has received a Bachelor's degree from a college or university where the language of instruction was English fulfills Question 2's requirement for literacy in English.

Fluency is defined as having oral proficiency in English that consists of comprehension and production. Production is defined as accurate and efficient oral communication using appropriate pronunciation, intonation, grammar, and vocabulary in an interactive professional context. The fluency determination must be made upon one or more of the following bases: a) Classroom observation and evaluation by the teacher's supervisor, principal, and/or superintendent or charter school leader; b) an interview and evaluation by the teacher's supervisor, principal, and/or superintendent or charter school leader; c) the teacher's demonstration of fluency in English through a test accepted by the Commissioner of Education; or d) another method determined by the superintendent or charter school leader and accepted by the Commissioner.

have taken or are taking professional development courses in sheltered English immersion strategies, second language acquisition, and linguistics. Moreover, they included MCAS tests for students in grades 3 (reading and math), grades 5, 8, and 10 (English language arts and math), and grades 5 and 8 (science). Finally, they included new requirements for instructional paraprofessionals⁴ by which they must either hold at least an associates degree or “have completed at least two years, or 48 hours, of study at an institution of higher education or taken and passed a formal assessment measuring one’s knowledge of an ability to assist classroom teachers in reading, writing and mathematics.” (Massachusetts Department of Education, 2003).

All these changes, on top of low salaries and lack of support or financial incentives to continue their professional development, have forced many in-service teachers to quit. Others have moved to other places where they can find better salaries, more incentives, better working conditions. They hope in these places they do not have to wake up everyday with the mandate of teaching to the test so that their students can pass MCAS tests.

Fortunately, for the children of Cottonville, a great number of teaching assistants working in their schools are bilingual women with children. These women, like Nancy, know their language and share their culture and their ways of being and acting. Most of these women begin their involvement with schools by volunteering their time at the schools where their children study. As years go by and the school administrators realize

⁴ “As defined in US department of Education Guidance, an instructional paraprofessional is an individual who has instructional duties. An individual who works solely in non-instructional roles such as food service, cafeteria or playground supervision, personal care service, and non-instructional computer assistance are not considered to be instructional paraprofessionals” (Massachusetts Department of Education, 2003).

they are a great resource, they are hired to assist the mostly monolingual teacher population in Massachusetts. Not holding a bachelor's degree and/or unable to pass state mandated teachers' tests, these women have to retain their positions as paraprofessionals for years.

The Innovative BGS Program

The BGS Program was an innovative program offered by the School of Education of WNE University with funds from a Title VII Federal grant. The program was designed as a response to the shortage of highly qualified Hispanic teachers who understood the culture of the ever-increasing Hispanic population in the area, spoke their language, understood what it was to learn a second language, and were committed to helping them succeed in school. The program opened its doors in the summer 2003 in a large computer equipped classroom that one of the non-profit organizations (NGO) in Cottonville had provided for us so that the students did not have to commute to the university and could have easy access to computers and the internet. In the following sections, I describe the program's particular configuration, its main tenets, beliefs and goals and a brief description of the BGS curriculum, all of which made the program different in many ways from traditional university baccalaureate programs.

The BGS Program Goals

Two of the main tenets of the BGS program were appreciation and respect for the students' funds of knowledge and for the funds of knowledge of people in the community, and commitment to helping students draw on these funds of knowledge to develop disciplinary knowledge and disciplinary ways of writing. These tenets were

formulated based on the following five beliefs: (a) that ESL students do not have to erase their funds of knowledge and identities to learn ways of being and writing in the academy. On the contrary, they need to build on them to be successful participants in this society, (b) that each disciplinary or discourse community has their own ways of presenting knowledge and it is in the best interest of the students to learn to differentiate these ways, (c) that part of developing academic literacy is to learn to respond to the specific conventions of each disciplinary community, (d) that teacher candidates need more than any other students to be able to appreciate their own knowledge so that they can both respect the funds of knowledge of their students, and (e) that they need to learn disciplinary ways of writing so that they can help their students achieve academic success.

Based on these five main beliefs, the program developed a series of goals which included the following: (a) helping a group of twenty-one ESL nontraditional students, most of whom were of Hispanic descent, earn their bachelor's degrees and be well positioned to pass state mandated elementary teachers' tests, (b) drawing on students' funds of knowledge to develop "official knowledge" required to pass these tests (c) engaging students in inquiry-based projects that would expand their knowledge of the issues affecting their own culturally and linguistically diverse communities, (d) providing students with the support they needed to write their knowledge and experiences in interdisciplinary and test-like ways.

To achieve the above goals, the program recruited a diverse group of faculty from the university who were committed to helping non-traditional language minority students earn their bachelor's degree, develop disciplinary knowledge and language practices, and

provide them with the necessary tools to pass state mandated teachers' tests. The program also provided guidance and support to this faculty for the incorporation in their syllabi of a variety of academic literacy activities, including the writing of a series of disciplinary inquiry projects. Finally, the program hired me, a graduate student with some experience in teaching academic writing and a speaker of English as a second language, to provide writing support to the students through the program.

The BGS Curriculum

The BGS curriculum was a very unconventional program in many aspects: First, as mentioned above, courses were specifically designed taking into account the main goals of the program, among which were the following: (a) to draw on students' funds of knowledge to develop "official knowledge" required to pass these tests, (b) to engage students in inquiry-based projects that would expand their knowledge of the issues affecting their own culturally and linguistically diverse communities, and (c) to provide students with the support they needed to write their knowledge and experiences in interdisciplinary and test-like ways.

Second, students moved as a cohort through the program with other students who like them, worked and studied at the same time, had not been to college for several years, spoke English as a second language, and had multiple commitments at home and at work. Third, classes were offered at night at a time that was convenient for all students. They were also offered at a location near their house so that they would not have to commute to campus.

The curriculum was composed of 21 interdisciplinary courses. The first three courses intended to prepare students for the content courses by familiarizing them with ways of acting and writing in the academy, i.e. using computers to research and write their papers, consulting databases, and writing academic texts. These courses consisted of two critical reading and writing courses, taught one in the beginning and one at the end of the program, and an information literacy course, also provided in the beginning of the program.

In the writing course, for example, students were given extensive practice with writing summaries and opinion essays. They had to revise these essays and summaries several times, proof read, and compile them in a portfolio to be handed in to the professor at the end of the semester. Next, in *The Internet for United States Latinas/os*, students learned how to use e-mail and the internet (e.g. Google and other search engines) to find the myriad of resources available to teachers in the development of their lessons, especially sources useful for teaching Latina/o students. Finally, in the information literacy course, the focus was on familiarizing students with the resources available to them at the different local libraries, and on how to find academic sources on different topics in the databases of each of these libraries.

The eighteen "content" courses had the following five objectives: (a) to cover some of the content knowledge that students would need to pass the elementary test; (b) to apprentice students into how to apply the official knowledge that they were learning in class to the critical analysis of the issues affecting their own communities; (c) to provide intensive practice with academic genres, especially with those most often used in gate-keeping mechanisms; (d) to develop a critical knowledge of these genres and an

appreciation for the discourses that they themselves possessed, and (e) to develop the academic writing knowledge required to help other ESL and minority students pass state mandated subject matter exams, complete high school, and move on to college.

To achieve these purposes, course instructors planned a series of academic literacy activities that apprenticed students to the disciplinary genres, while also enabling them to connect these genres to the school genres they would eventually need to teach in schools. These academic literacies included writing a series of school genres such as reflections, movie reports, journals, book reviews, the writing of discipline specific texts such as plays, lesson plans, narrative sketches and family literacy narratives, and the writing of essays and inquiry projects which students would have to present orally and in written. A chart containing all of the courses that were taught throughout the program is included below.⁵

⁵ The original names of the courses have been altered to symbolize exactly what each course was about

Table 7

The BGS Courses

BGS Plan of Studies

First Year

Summer 03	
Critical Reading and Writing	The Internet for U.S. Latinos/as
Fall 03	
Urban Sociology Information Literacy	Spring 04 Political Sociology

Second Year

Summer 04		
Spanish Language Media		
Spanish for Native Speakers		
Fall 04		Spring 05
Linguistics	Child Development	Theater and Social Action

Third Year

Summer 05			
Multicultural Children's Literature			
Mathematics for Elementary Teachers I			
Fall 05		Spring 06	
Mathematics for elementary teachers II	Human Geography	The Earth Critical Reading and Writing II	Community Health

Fourth Year

Summer 06	
Men and Women in Literature	History of African Americans in the US

CHAPTER 7

FINDINGS:

ATTEMPTS TO DEVELOP A DISCIPLINARY VOICE

In an effort to help students develop the academic literacies that would position them well to pass state mandated tests help their students with the same; faculty from the BGS program developed a series of academic literacy activities. These included the writing of inquiry projects, often referred to as “research papers.” In the following sections, I describe the nature of these projects; the support students received for their development; the difficulties students experienced, particularly those they had with the development of a disciplinary voice; and the reasons for those difficulties.

To provide a specific example of the inquiry projects in which BGS students were engaged throughout the program, in the second part of the chapter, I zoom into the human geography course. In this section of the chapter, I also illustrate more clearly the specific difficulties that students in the BGS Program had with the writing of their inquiry projects, and the kind of support and feedback they received. I begin with a description of the writing assignments that students were asked to produce for this course and then focus on one particular assignment: The “research paper on a place.” Once I have described the difficulties that students had with the assignment in general, I examine the difficulties that Nancy, my focal student and co-researcher, had understanding what type of voices she was supposed to adopt and incorporate in her paper. I also explore the reasons for her difficulties and the support she received from both William and I in the production of her text.

The Inquiry Projects

In at least seven of the BGS courses students were asked to write inquiry projects, which students often referred to as “research papers.” One of the main goals of these inquiry projects was to position students well to pass written state mandated tests in which they had to produce this kind of language. In addition, the projects intended to help students see themselves as researchers of their own classrooms and communities. Finally, the projects were aimed at providing students with the tools needed to help their own students develop academic literacies as well. Specific objectives were the following: (a) to have students apply the knowledge acquired in class to issues affecting their own communities, (b) to familiarize students with the resources and the well of knowledge of the community in which they resided, (c) to familiarize students with conventions for writing academic papers.

True to these objectives, BGS instructors asked students to find out what people from the community, including neighbors, teachers, parents, and students knew and said and to report their findings in discipline specific genres or text types ranging from narratives, to theater plays, expository essays, and narrative sketches. They also asked students to draw from academic sources when writing their texts and insisted that students document these sources using disciplinary conventions for attribution of voice.

Courses in which students had to develop inquiry projects or research papers for which they had to both adopt a disciplinary voice and incorporate the academic voices of others using disciplinary conventions for attribution of voice were the following: The Linguistics course, the Child Development course (second year), the Human Geography course, and the Community Health Course (third year) (See Appendix A).

Although each inquiry project was unique in its purpose and audience, all of them had some aspects in common; for example, they all required that students choose a topic and look for information regarding that topic, which they could report in an expository way. Expository writing is that type of writing in which students are expected to “effectively introduce a topic, state a position or thesis related to the topic, incorporate or acknowledge the writing of others” (Gadda, 1991 in Schleppegrell, 2004, p.88), and make some conclusions regarding what they found.

Support With Inquiry Projects

To support students with the writing of their projects BGS faculty took a series of actions. These actions included the following: (a) conducting whole class explanation sessions, (b) scheduling visits to local libraries, (c) holding internet sessions with students, (d) incorporating quoting and paraphrasing exercises into the curriculum, and (e) bringing handouts with instructions on how to quote and how to cite. In the following sections, I describe how this support took place and the great extents to which some of the instructors went to make sure that students had the scaffolding they needed to write their inquiry projects.

Brainstorming Sessions

In order to support students with the writing of their inquiry projects, BGS instructors often held whole class sessions in which they brainstormed with students ideas for their papers, primary and secondary sources of data they could use, and even how they could organize their papers into a coherent whole. Examples of courses in which instructors conducted such brainstorming sessions are the Child Development

course, and the Community Health course. In the Child Development course, for example, the instructors, Sandra and Beth, brought a handout explaining the project to the students. Then they read and discussed the handout with them, responded to students' questions, analyzed what a "successful" topic would be--one the students were interested in,--provided some ideas on specific topics that they could research, and even gave examples of keywords they could use to search for these topics on the databases. Some of these ideas included: effective teacher practices to enhance child language, programs to help parents who do not speak English to support their children's school work, and factors affecting children's friendship choices (Fieldnotes, Class 2, Child Development, February 3, 2005).

In a posterior class, upon students' requests that they provide more ideas for their papers, instructors suggest they look at the topics briefly discussed in the main textbook or go to the end of each chapter, where there are very good questions on various topics. In addition, Sandra Provides some ideas from her own dissertation research, specifying the questions she was trying to respond to, the sources she consulted, what she found, and the conclusions she drew ((Fieldnotes, Class 4, Child Development, February 24, 2005).

Wanting to have a range of both primary and secondary sources of data, the instructors from the same course included in their final paper handout some samples of primary and secondary sources of data. They also examined with students what primary sources were, and what each of these types of sources had in common with other sources of the same kind. In addition, they warned students that they need to change the topic if they cannot find both primary and secondary academic sources of data in the beginning from the beginning (Fieldnotes, Class 2, Child Development, February 3, 2005).

Similarly, in class 2 of the Community Health course, instructors conducted a brainstorming activity of the topics they might want to work on throughout the semester. For this activity, instructors asked students to get together in small groups and discuss, using a list as the basis, what topic they would be interested in teaching, researching, and what topics they felt uncomfortable with. Next they asked students to mark as follows: OK for the topics they would like to research, IC for topics that were important for the community, U for uncomfortable with the topic, and TO for would like to teach to others. After doing this, instructors asked students to go around set up tables with posters and put their names in front of the topic they had chosen. When students had finished going around the tables, instructors asked students to rank the topics they said they would be interested in order of importance by writing a 1 or a 2 or a 3. Next, instructors asked students to take one of the posters and stand in a circle holding the poster so that other students could see what topic they chose first, second, and third. Finally, they asked students to go around saying why they picked the topics they picked. This gave students the opportunity to not only brainstorm ideas for topics but to reconsider their chosen topics based on the reasons and comments provided by other students working with them in their small groups and in the big circle (Fieldnotes, Class 1, Community Health, March 14, 2006)

Visits to Libraries

To encourage students to use reliable sources of voice in their inquiry projects, several of the BGS instructors incorporated in their course syllabi visits to the local libraries. They also coordinated with me, the writing tutor, and the library staff so that we

could all be there to assist students. Finally, they scheduled class sessions during this time, so that all students were encouraged to attend. Courses in which instructors incorporated visits to the local libraries as part of the curriculum were the following: The Child Development course, the Human Geography course, and the Community Health course.

During these visits library staff would show the students the main resources that the library offered, take us all on a tour of the library and make themselves available for consultation. Then students had some free time to go look up some of the sources they wanted to use in their inquiry projects. Library staff, instructors and I would be circulating trying to help students find relevant academic sources of voices both in the library catalogues, online, and in the shelves, and conferencing with students on which could be the most appropriate sources for their purposes.

Home, Work, and Classroom Visits

When brainstorming sessions and library visits were not enough, some instructors and I would hold individual conferences with students both within and outside class hours. We would come an hour before class or stay an hour later or come to the classroom on Saturdays to meet with students. One of the instructors from the Community Health course even kept coming an hour before class after her course had ended to meet with one of the students and provide help to her with her final project. About the effectiveness of these meetings with the students, one particular instructor says the following,

Some of them just really, like Alma, she started to get it when she got a one on one situation. And so once you take away the idea that the class is a social group,

I think she is, my whole feeling of her change, working with her one of one, is that she is very thoughtful but she hangs back and observes everybody else, and she wants to really know what is going on with the rest of the group before she has an opinion but it is not that she does not have an opinion. She just has to make sure it is really really safe before she puts them out there (Interview with Elsa, January 17, 2007, lines 330-331).

Frustrated by the fact that there was never enough time in class to help students look for sources, on several occasions, I also offered one of the BGS students to come to my house on a Saturdays so that I could help her find some additional sources for her text on the university databases. Additionally, I wanted her to get some individual practice accessing these sources, selecting the most appropriate by reading the abstracts of each, extracting the information she needed to cite and reference the sources correctly, and printing them so that she could read them at home and decide how she wanted to use them.

Besides these individual sessions with students at my home, on several occasions I programmed visits to the students' work places. On one occasion, I offered to go to a student's office in downtown Cottonville two hours before class and help her look for sources on the WNE databases because I knew that she needed help finding sources and would never have time to get the help she needed before or during class. As with the previous student, I felt this was a great opportunity to familiarize her with accessing, locating, and downloading sources from the WNE databases. However, the first thing I realized was that she could not remember her database password or the password to her e-mail account, which would provide the possibility of getting a new one. This was a reminder of how oblivious the BGS students were of the importance of using reliable sources for their papers. However, it was also a reminder of BGS students' commitment

to their studies, in spite of their lack of time and the multiple ways they had to juggle work and school.

Internet Sessions

To help students choose reliable internet sources, instructors from the Community Health course planned a session to teach students how to decide what was a reliable internet source and what was not. In this session, instructors asked students to pick a computer and, in pairs, respond to a series of questions that would help them decide the reliability of the source. These questions included the following: *Is this a personal website? What does the domain tell you about the type of group that created the website? Can you find a mission statement in the homepage of the website? What is it? When was this page last updated? Are the author's credentials listed? What sort of documentation is there? Are there endnotes, footnotes, or lists of works from which the author has cited? Are there links to other web pages? Do these pages also look reputable?*

Particularly salient in these questions were some of the notes written in parenthesis after some of the questions. After the question, *when was this page last updated?* for example, there was a note reading, *reputable sources of information will tell you this, and will generally update frequently.* In addition, after the question, *are the author's credentials listed?*, there was a note reading, *having many college degrees is NO GUARANTEE of anything, but not listing any information about oneself indicates a lack of candor?* Finally, after the question, *what sort of documentation is there?*, there was a note reading, *most credible sites will have some sort of documentation.*

Once students had responded to the series of questions, students were prompted to decide based on the information if the web page they had consulted was reliable or not and to share these impressions with their instructors and classmates. Surprisingly for students, many of the web pages they consulted were not reliable. The news was received with a smile by the instructors, who wanted students to see how many of the websites they had been using up to that date constituted unreliable sources.

Quoting and Paraphrasing Exercises

To help students with the paraphrasing of the voices of others in their texts, and with the consequent citing of the voices they were paraphrasing, before students even started the actual writing of their term papers, the instructors of the Child Development course prepared some exercises. In one of these students had to find some information in their textbook, paraphrase and quote some of the voices in these texts, and reference the sources at the end of the text. Concerning the issue with paraphrasing the voices of others in their texts, one of the faculty members said the following,

After conversations with some of the students it also became clear that with the handout and with the discussion we had, there was a still a lack of understanding about how to paraphrase in a sense but at the level of the whole paper and so we should have spent more time on it, but it was again the time crash in the final papers (interview with William, January 18, 2007)

Similarly, instructors from the Community Health course, feeling that students were struggling not so much with how to paraphrase as with the purpose of paraphrasing others. To reassure students that they had incredible funds of knowledge, and that this knowledge counted and was worth expressing, instructors of the Community Health course had students tell each other what their term papers were about and then paraphrase

what their peers had said about it. On the reasons for doing these paraphrasing activities in class, one of the instructors of the health course said the following,

It was also because we were questioning whose work has weight and students were struggling with that and feeling very intimidated that their words didn't have weight and they wanted to borrow someone else's authority because they maybe felt insecure about their own knowledge and I think that we both tried to overcome with them, to say your knowledge counts, your background counts, you are teaching us what it is like to be a Head Start teacher dealing with students who are ADHD. We are getting this incredible window into the work that you do which is really important and so in this case you are the expert and I think the whole university gets very keen about plagiarism because there is always this chance that they are going to get sued and so they get like this is wrong, it's sinful, and they never engage the students in a conversation about why this is unethical and what might be the value of writing in your own words rather than taking from another expert and what is the value of each person's individual experiences (Interview with Elsa, January 17, 2007)

Citation Handouts

To help students with the documentation of their sources, and following the program's commitment to helping students acquire both the content and the academic literacies that would position them well to become proficient teachers, instructors often asked me to bring to class handouts of APA conventions for documenting different sources. In addition, they dedicated class time to explaining to students how to use these handouts and what they needed to do depending on whether they were quoting or paraphrasing (e.g., using quotation marks and cite author year and page number or just providing author and page number at the end).

In previous work, I have reported how instructors from the Spanish Language Media course, asked me to bring some handouts describing how to use APA style to document different sources of voice. They then gave some time in class to go over the handout with students so that they could have an easier time citing the sources that they

would have to use in the writing of their essays on the goals of Spanish language media. Unaware that I usually carried the handouts with me, the instructor of the Human Geography course brought to class his own handout. This, different from the one I carried around, included some concrete examples on how to paraphrase and quote.

However, I not only carried around copies of APA conventions for citing different sources, I pulled these out every time students had a question, and then referred students back to that handout. In my mind, this not only would allow me to help them when they asked for how to cite voices that I was not very used to citing (e.g., newspaper articles, encyclopedias and interviews), but would also send them the message that citing correctly was important enough to carry a guide around. Also, even though students seldom asked me for feedback on their sources or the way they were documenting them, I took advantage of the few times they brought their papers to me for editing, to also provide them with feedback on their sources and the way they needed to document them.

Schleppegrell (2004) writes that academic writing is difficult for all students but especially for those students who have little opportunity for exposure to and use of such language outside of school. In the following paragraphs, I will describe the peculiar but very rich nature of the inquiry projects that students in the BGS program wrote, the difficulties they had with their production, through my interviews with them and their instructors and through analysis of their drafts, and the reasons they struggled with these projects and with issues of voice in particular.

Multiple Drafts and Opportunities for Feedback

In all of the courses, BGS students were allowed to do multiple drafts of their papers. Once they developed their first drafts, students had the opportunity to get feedback from instructors, and from me, the writing tutor. Often times, students were also given the opportunity to get feedback from their peers. In the Child Development course, for example, students were asked to write the papers in three parts so that they could get feedback at three different points during the semester on what they were writing before they actually write the first draft of the whole paper.

Once students wrote the first part, instructors held a whole class sessions in which students were invited to talk about what they what their topics were, where they were in the process, of writing, what resources they had been able to find, what were the controversies around that topic, and what they still needed to do. As students offered their comments on these, instructors and peers offered their recommendations on how to organize the paper, what other sources to use, and what other theories could be relevant. (Fieldnotes, Class 9, Child Development, April 7, 2005).

Feedback for the other parts of the paper was written and so was the feedback on the first draft. However, after writing their final drafts, students had the opportunity to get more oral and written feedback from both students and peers through the final oral presentations. As mentioned in Chapter 6, following the program goal of engaging students in the writing and presentation of their inquiry projects, in most BGS courses students were asked to prepare final oral presentations of their projects. The purpose of the oral presentations was to provide students with opportunities for practice presenting their work to wider audiences, engaging in conversations about their work, and getting

feedback from others regarding aspects of their work. As such, students were encouraged to invite family and friends and faculty who had previously taught courses or were scheduled to teach some courses and these were invited to ask questions and provide comments and suggestions on students' work.

As in the Child Development course, in the Community Health Course students were asked to write their inquiry projects progressively, only that this time, the sections of the paper corresponded to the different steps of the scientific method: (a) state the problem, (b) form a hypothesis, (c) make predictions, (d) test the hypothesis, (e) draw conclusions. Once they wrote each of these parts, students had the opportunity to get oral and written feedback on them from both peers and instructors.

Most of class 4, for example, was dedicated to giving students oral feedback on the topic they have chosen, and their statement of the problem. In the whole class, instructors took concrete examples of projects some of the students have proposed and helped the writers of these projects narrow down the topics, state the problem, and reformulate their questions, so that other students could have some realistic examples of what some of the issues in their assignments may be and how to deal with them. Then, in class 5, students got written feedback from instructors on the same section of their projects (Fieldnotes, Classes 4 and 5, Community Health course, March 23 & 28, 2006)

Next, on class 6, students were asked to make a circle and talk about where they were in their projects, what they had found, the problems they had ran into, the data they had collected and so on. As they talked about these points, they not only gave each other concrete feedback but also got a sense of how their projects relate to or differ from the other projects their peers are carrying out. They also collected ideas about what other

sources of data they might want to use, how they might go about collecting and analyzing these data, and how to report it (Fieldnotes, Community Health course, Class 6, March 30, 2006).

The process of getting written and oral, peer and instructor, feedback on their projects went on until the end of the semester. As in the Child Development course, the process culminated with the oral presentation of the students' inquiry projects. However, this time the audience for their presentations is a community of researchers that attend the Annual Teachers as Researchers Conference in New Hampshire. Before presenting their highly scientific but also practical community-based inquiry projects at this conference, students had a chance to present their projects to their peers and instructors and to get feedback from all of us on both the content and the form of their posters. Once at the conference, students got a second round of feedback from what was a completely new audience for them. Finally, at their return from the conference, students had a chance to process this feedback in a debriefing session held on the last day of classes (Fieldnotes, Community Health course, Classes 12 and 13, March 27 and 30, 2006)..

Although the feedback I gave students in all of these projects, by the nature of my position, focused mostly on form (e.g., grammar, punctuation, structure of the paper, sources, citations, references), the feedback students got from peers and from instructors was not. This feedback mostly focused on unconventional spelling and grammar or on content. Content related comments seemed to have four main purposes: (a) praising students for pointing out key issues or making relevant comments, (b) urging students to relate their comments and findings to the main issues studied in class or (c) asking students to be more specific or to provide examples and explanations, and (d) helping

students with organization. Seldom did instructors provide any comments regarding use of sources, citations or references.

In the Linguistics course, for example, instructors' inserted mostly praise comments such as "good history," a few comments about transitions and text organization, such as "new paragraph." In spite of the tremendous amount of unreliable sources used such as Wikipedia in the student's projects, the enormous amount of statements without support being presented as facts, and the numerous incomplete references, professors provided only a few "cite source" comments here and there. They did not include any comments or regarding sources or their reliability or question their non-disciplinary or outdated nature. Only in one of the students' papers did they write, "too much quote" when the student strung together a list of quotes and included citations for only half of them.

Students' Difficulties With Voice

As I looked at students' projects for the different courses and provided students with feedback on their writing, I was able to form a good impression of the types of academic voices students were bringing in their texts. These difficulties had to do with the following: (a) finding reliable sources, (b) documenting the voices in their texts, (c) using the voices strategically to help them make or develop points and position themselves, and (d) adopting a disciplinary voice.

Finding Reliable Sources of Voice

Main problem students had in writing their inquiry projects, at least as issues of voice are concerned, had to do with finding reliable updated disciplinary voices that

would help them meet the double purpose of the text. In most of the students' inquiry projects, you can see students made choices regarding voice that would not have been considered appropriate in other contexts and situations but were considered appropriate in the classroom situations in which she was involved, which demonstrates the situatedness of language. An analysis of their papers for the voice choices they made shows that they used very few external academic sources; most of the sources they used were unreliable, outdated, or general, as opposed to disciplinary.

Examples of unreliable, and non-disciplinary sources are found in the papers of Martha, and Yilda. In the reference list of her final paper for Linguistics, Martha writes the following reference: *Kid Source on line (2000, August 14). Info about Speech and Language Disorders. Retrieved Dec 19 2004, from <http://www.KidSource.Com/NICHYC/Speech.html>*. Similarly, in the reference list of the same paper, Yilda writes the following: www.questia.com, www.apraxia-kids.org, www.asha.org, and www.slhrs.8m.com.

Documenting the Voices in Their Texts

Once students were able to find sources for their projects, whether it was through visits to the local libraries, through instructors and friends, or through the internet, students ran into another problem. This problem had to do with making choices regarding how to document these sources both inside and at the end of the text, in what is normally called the *References*.

In-text citations. A close analysis of the citations that students included in their final drafts of their projects reveals that in spite of all of their efforts to document the voices that they were bringing in properly, students often did not document the academic voices they were bringing into their texts. In addition, they documented some of the voices loosely, i.e., they acknowledged they were not the source of the information but did not specify who the source was. Finally, they documented some of the voices improperly, i.e. they did not follow disciplinary conventions for attribution of voice.

Examples of undocumented voices are found in all of the students texts. In her inquiry project on Lupus, which she wrote for the Community Health course, for instance, Matilde makes a series of statements about Lupus, its origins, characteristics and incidence among women, which are not supported by any citations that can provide the reader an idea of where the information came from. Let us take a look at an excerpt from her second paragraph of page 1.

At this moment the cause of the disease is unknown. There is no single cause but a combination of genetic, environmental, and possibly hormonal factors that work together to cause lupus. This disease strikes mostly women such as African American, Hispanics, Asian, and Native Americans. This may be due to the fact that estrogen (a female hormone) seems to be associated with lupus. Lupus can affect persons of any age mainly from 15 to 45 years old. It happens to men too. Due to the lack of epidemiological information, the exact number of people with lupus is unknown.(Final paper Matilde, Community Health Course, Spring 2006)

Examples of loosely documented voices are also easy to find. In her inquiry project on foster children placed with kinship resources, written for the Child Development course, for example, Victoria presents findings from what she describes as several studies. However, in many of the cases, she does not specify which studies these are or who conducted them and when. In paragraph 1 of page 3, and paragraph 2 on page 5, for example, Victoria wrote the following,

Studies show that particularly for younger children, multiple placements can be serious adverse consequences. One study confirmed that those who experience more changes in caregivers during their early childhood were more likely to commit more serious crimes. (Final Paper Victoria, Child Development course, Spring 2005)

Studies show that not only grandparents are kinship resources for foster children. There are extended family like aunt, uncle cousins and friends that are willing to become kinship resources for foster children. It is good that others families relatives came for to offer their support in moment of crisis. The only problem with that is that relative members often does not follow D.S.S. rules and they are usually are against the services provided by the Department. (Final Paper Victoria, Child Development course, Spring 2005)

The first claim calls the attention of the instructor who, in a marginal comment writes, "Do you have the information to tell us which study that is?" The second claims does not receive any comment from the instructor. However, in her interview with me the instructor explains she did notice the missing reference from the other places but she did not want to point this slips out every time they happened on the paper because once was enough (Interview with Beth, January 17, 2007).

Finally, examples of improperly documented voices are found in almost every student's project. In the inquiry project she wrote on children manipulating behavior for the Child Development course, for example, Maya provides the last name of the author and the page number year, but fails to provide the year, as it is demanded by APA, the system they were asked to use. Below is an example,

"Manipulation means seeking to control the feelings, attitudes and behaviors..." (Lamanna & Riedman.95). "manipulating can be defined as the changing environmental condition to which an organism is exposed so as to bring about a definite behavioral result." (Collinsp.2)

Similarly, in her inquiry project on language development, written for the same class, Cecilia inserted a quote that she assigns to David B Chamberlain Ph.D. Cecilia not

only wrote the complete name of the article and the author, when she only needed to provide the last name but also omitted the year or the page, which she was expected to include, were she to follow APA conventions. Finally, she added the title or academic achievements of the person, which is extremely unconventional. Below is the excerpt from which this example was taken,

I read an article that goes even further, saying that a fetus in the womb, with a normal hearing ability is “prepared to send and receive messages without the benefit of the words, syllables and phrases”. Communication Before Language (by David B. Chamberlain Ph.D)

End-of-text citations. In terms of the references, students often inserted sources that had never been cited inside the text. In addition, they frequently forgot to include sources they had inserted inside the text and to provide complete information about the source they had used. In the reference list for her Linguistics inquiry project on sign language, Sara, for example, provides no more than a list of web pages that she consulted in the production of her paper. The list reads as follows:

www.deafsa.co.za/asp/signlanguage; www.infoplease.com; www.nationmaster.com;
www.wikipedia.com; www.columbia.edu; www.nidcd.nih.gov/health/hearing.

All of the above made it impossible for the reader to be able to access the source (e.g., volume, and issue in case of journal articles), buy the book from the internet (e.g., edition, and secondary authors), or order the book directly from the publishing house (e.g., publishing house and city). Furthermore, it reflected lack of understanding of what to cite, when, where, how and for what purposes.

Although instructors did not seem particularly concerned either with use of reliable sources or with adequate documentation of all external academic voices, there were a few instances in which they students' lack of documentation of their sources did

catch instructors' attention and made them take action. However, these actions were geared towards making students see the importance of giving proper credit to the authors of the texts as opposed to accusing them of committing a crime, as is common in college. In previous work, I have already documented the struggles of Marina, one of the students in the BGS program, to understand the feedback she was receiving for the mid-term paper that she had written for the media course (Correa, 2008, Forthcoming).

I also documented the struggles of Julia, one of the instructors of the media course, to help her understand, without making her feel ashamed or frustrated, how the choices she had made with regards to quotes and their documentation were positioning her negatively in front of her audience, and my own struggles to help Marina overcome her frustration with academic writing in general and with the multiple conventions surrounding the incorporation of other people's voices in academic texts in particular (Correa, 2008, Forthcoming). Below is the exact feedback Marina received in her first draft of the paper.

“Marina-you use too many direct quotes from the articles and book. We want to hear your own words, your thoughts and opinions” (Mid-term paper, Marina, Spanish Language Media Summer 2004)

Throughout the program, several other students were called on their use of other people's voices. Some of these students were called because they were using too many quotes, as Marina had. Others were called because they had not used any when, in fact, they were using the exact words of others. Finally, some others were called because they had paraphrased what someone else had written but forgotten to mention that they were not the authors of that idea. In every single case, students were given the opportunity to re-write their papers and to confer with me for help doing it. Seeing plagiarism as a

developing stage in the process of acquiring academic literacy through which students should get guidance and support instead of punishment, instructors met with students and tried to help them make better voice choices. In doing this, they tried not to sound accusatory or making the students feel ashamed.

As it was our job, both program director and I met with this faculty outside of class and provided ideas on how to approach students and discuss with them the specific problems they were seeing with the use of other people's voices. We emphasized the need to provide students with ideas on how they could use their voices more effectively to build their topics. We also highlighted the need to make students aware of the ways they were positioning themselves and their audience by the voice choices they had made and by the way they were documenting or failing to document these external voices in their texts.

When instructors' conversations with students seemed to be unfruitful, I also offered to meet with students and explain to them why we considered it so important for them to learn to use sources appropriately, and what strategies they could use to avoid accusations of plagiarism. Below are the fieldnotes I took about my conversation with one of the students who had been asked to re-write her paper because of her failure to document some of her sources.

I ask her to look at [the draft] and tell me if it is indeed the last one. She says she does not remember. All she knows is she already corrected it. I say in any case, the idea is that in that draft, she was still copying from the source and there is no need to do that. She says she knows she was and she told Rachel she knew but that was because she could not understand what the task was. However, later, when they talked about the book for a while, she understood and she was able to correct the draft. I tell her that it is indeed very important and she should not approach a task like this until she knows what she is doing. So next time, before beginning to write, she should make sure she knows so she can do a good paper and I am sure she can do a very good one because all Rachel is asking for is what

they do all the time in class, i.e., take a point and support it. I have seen her do this more than once in oral form. She says she did not know this is what she had to do. She thought it was something more complicated like telling the story and responding to all those questions she gave them. I say telling the story is not necessary since everyone has read it. She says she understood they needed to prove they had read by telling the story. I say I understand this is not what they had to do and proceed to give her an example of what I think they need to do. I say, for example, in the first book some argued the main character was depressed but some said she was not. She says she was indeed. I ask why. She gives me one reason. I ask for two more. I then say she can use this to construct an essay in which the main argument is that she thinks the main character was indeed depressed. The reasons can constitute one paragraph each and be backed up by examples from the book. I show her more or less how. She says she is going to have to correct the paper she brought for today also because in it she is also summarizing. I look at it and realize that indeed she is summarizing. I show her all the places where I think she is doing it. I also show her claims she is making that can serve as main arguments for an essay and then say I think if she shows Rachel that she brought and tells her that after speaking with me she realizes she has to correct that one also, Rachel will give her more time. She says she will talk to her. We go back to the classroom. It is 6:53. (Fieldnotes, Class 11 Women in Literature, June 20, 2006)

Using the Voices Strategically to Help Them Make or Develop Points and Position Themselves

More important than citing correctly is citing to help you make a point, provide an example, or introduce an idea etc. Although students used the voices of others in all of these ways, they seemed to be using these voices ineffectively and incorporating them to meet the requirements for the task not to strategically help them develop their points and position themselves as knowledgeable of the topic.

In her inquiry project on post-traumatic stress disorder and MSPCC, written for the community health class, Martha, for example, strung together several quotes providing numbers and definitions. Although she cited her sources, as was expected of her, she did not engage in conversation with the voices she brought in, specify their relevance to the specific situation she was dealing with, or correlate them to what

the people she interviewed had claimed. A good example of this lack of engagement with the voices can be found on page 3 of her paper. In this paragraph, Martha writes,

An estimated 3 million children are mistreated every year in the United States (National Committee to Prevent Child Abuse 1995). Physical abuse is associated with insecure attachments and psychiatric disorders such as PTSD (Famularo et al., 1992). Attachment is the capacity to form and maintain healthy emotional relationships according to Bruce Perry (attachment article scholastic.com). The capacity to create attachment bond with others begins in early childhood (Perry, Bruce 1999). In some cases attachment can be unhealthy when the child's parent is abusive instead of nurturing. The Department of Social Services provided me with information of the number of supported cases for severe maltreatment FY' 2005 1st quarter-4th quarter were as follows: (Martha, Paragraph 3, Inquiry Project for Community Health, Spring 2006)

As we can see, Martha moves from statistics to definitions of physical abuse and attachment without providing any correlations between national and MSPCC statistics or explaining how the children in MSPCC, the organization she investigated, have been found to be physically abused or lacking in capacity to create attachments. Once she reports what she found in the literature, she moves on to reporting what she found from her interviews.

In looking back at the students' papers, I see the voices that the writers themselves used in their papers were also unconventional. In several projects, for example, I saw students address the professor directly in the introduction, make comments about what they had or had not been able to find, and even provide excuses for why the paper was late. In the introduction to her inquiry project on Cayey, Cecilia, for example, writes the following note to the instructor,

I was planning on doing my final project on these two mountains. But as you noted on my paper I won't find a lot of information on them alone. I will still talk about them, since they are my focus for this research, but I will include a little research on the island, and on three towns that are linked to these magnificent and famous mountains and about the controversy of where do they belonged to. (Cecilia, Paragraph 1, Inquiry Project for Human Geography, Fall 2005)

Reasons for Students' Difficulties With Voice

Reasons for the difficulties students had with the development of a disciplinary voice had to do mainly with six main factors: (a) their academic histories, (b) their lack of experience with computers and the internet, (c) lack of experience navigating through libraries and library catalogues, (d) their multiple commitments and affiliations to different discourse communities, (e) previous course experiences, and (f) nature of support and feedback received. In the following sections, I discuss some of these issues.

Lack of Experience With Computers and Databases

As discussed in Chapter 4, in the beginning of the BGS program, students had taken an internet course, whose purpose was to familiarize them with computers and the internet, and an information literacy course, whose purpose was to familiarize BGS students with the library sources available in the area and with the databases of the university. Not surprisingly, after students took these courses, most faculty assumed students had the knowledge they needed to find reliable sources for their term papers. However, this assumption did not seem to hold true for most of the students in the BGS program, many of whom had come to the program with an emergent English proficiency and little experience with computers, internet, or databases. These students had not been able to get as much out of the internet and the information literacy courses as other students had.

However, it was not only lack of experience but also lack of practice with computers outside the context of the classroom which complicated things for students and rendered them unable to find reliable sources. Neither the Head Start teachers, nor

the paraprofessionals we had in our program had easy access to computers in their workplaces. The computers were there for students to use, not for staff use. Some of them had computers at home but these were occupied by their children, who always had some kind of assignment to do. Worried with providing a good education to their children, as most BGS students were, they did not demand their children that the computer be shared with them, at least at night, when they were at home.

In her interview with me, Elsa, one of the instructors of the Community Health course, comments how she tried to convince Nancy, my focal student and co-researcher, that her studies are as important as her children's and so she needs to claim some computer time for herself so that she can do her work.

She could have gotten more sources but she came up with interesting ones, and as far as citing. I have not read her work for other classes but I think she is got a daughter in a graduate program, and I talked to her about her daughter, and it sounded like her daughter was not taking her work seriously. There may have been some issue about who got to use the computer (...) So we talked about that and I emphasized that, you know, get in there and demand your time because you are doing this! (Interview with Elsa, January 17, 2007, lines 433-440).

Lack of Experience With Libraries and Library Catalogues

A main problem for students in the writing of their projects had to do with navigating the different libraries we visited throughout the program and their catalogues. In previous paragraphs, I mentioned how BGS faculty planned library orientation sessions with the library staff so that students could get familiar with the resources available at the library and the ways to access them. I also mentioned how they and I helped students find relevant academic sources of voices both in the library catalogues

and outside in the shelves, and how we helped students select the most appropriate sources for their purposes.

However, these visits to the library were not as profitable as they could have been for students due to their lack of familiarity navigating libraries and library catalogues, especially electronic ones, and the internet. Many students had to wait around for the instructor and I to help them find these sources. When library sources were insufficient, which often happened in the local libraries that we visited at Cottonville and Centerville, one important resource BGS students had was to connect from the same library to the WNE library catalogue and databases. However, given their troubles with their passwords and the little experience connecting to the WNE library from other locations, students did not even consider connecting to other libraries and catalogues as an option or were unsure about how exactly to do this.

I often had to sit down with them and show her how to connect to the library and how to search for sources both in the WNE catalogue and in the WNE databases. However, with my limited knowledge of the databases outside the field of education, I often had to wait for the instructors to have a moment to ask them what the most common databases in their field were. When even those databases produced little results, students often used unreliable sources such as Wikipedia and Boston.com on their final papers.

Multiple Commitments and Affiliations to Different Discourse Communities

A fifth reason why students had trouble finding reliable academic sources seemed to be their multiple obligations as a mothers, wives, paraprofessionals, community educators, or Head Start teachers, and as students. As we saw in Chapter 5, most

students worked until 3:00 to 5:00pm in the evening before coming to class. When school was out, they had to attend to their families, their children and grandchildren, their husbands, themselves and their homes. They also had piles of books and articles to read and homework to do. In sum, they had very little time to go to the library or to find someone who could provide guidance to them on how to use internet sources, how to adopt a disciplinary voice, how to document their sources, and so on.

Previous Course Experiences

Students' difficulties with using their own voices and the voices of others strategically to enrich their texts and to position themselves and their audience in strategic ways, all seemed to be connected to their experiences in previous courses. First, although both BGS instructors and I had throughout the program dedicated some time to speaking about citations, most of this help had focused on providing handouts which highlighted general academic rules for using references (e.g., use of quotes for things they copied verbatim, inserting citations which included author's last name, year and page).

Except for a few comments about making sure that they used reliable sources and some reminders about using the university databases, as opposed to Google, up to the human geography course, content instructors had not made a point to make sure that students did use academic sources. Neither had they made sure that they spend a significant amount of time from their student-teacher conferences discussing with students which internet sources could be considered academic and which could not, how to decide if the academic source was reliable, why it was important to use academic

sources as opposed to non-academic, which academic sources would be more appropriate than others in positioning them as knowledgeable of the topic (e.g., disciplinary, updated sources), and so on. Therefore, students focused their energy on finding sources for the information they were presenting, not on making sure the information came from reliable sources. When they could not find any reliable sources, they fell back on the sources they had at home, the ones they could get from the local libraries or from their friends and those they could access through Google or other general search engines.

Second, neither had they not I really discussed with students the multiple purposes for citing, and the specific purposes that each part of a citation has, the relationship between in-text and end of text citations, and the disciplinary differences that exist. Following the program's philosophy to draw on the students' funds of knowledge to develop their critical academic literacies, most instructors had put students past and current experiences in the forefront, followed in value only by the experiences of other members of the students' work and residential communities whom students were encouraged to interview and observe. This put the value of documentary research a question mark in the students' heads.

Consequently, students focused their efforts on two aspects: (a) demonstrating that they were able to link the content of the class to their own experiences as mothers, paraprofessionals, community educators, or Head Start teachers; and (b) collecting information about their topics from the people around them: teachers, parents, students, and school staff. By doing this, students were able to write very interesting, down to earth, relevant research papers. However, they missed out on familiarizing themselves with the work of other researchers in the field who had not been studied in class and

whose work could not only enrich but also complement theirs. They also missed out on the skills that comes from spending hours at the library or in front of a computer looking for reliable, updated, disciplinary sources, copying the references of each source, and then choosing the exact excerpt that can best help you make your point, support it, exemplify it, and so on.

Third, as mentioned earlier, throughout the BGS program, instructors had made a continuous effort to provide students with practice writing academic disciplinary papers. In addition, they provided guidance to students in the development of these by taking a series of steps that included holding library and pre-writing sessions, and bringing handouts explaining the expectations they had with the papers in terms of use of sources and citations. However, neither they nor I, as the writing tutor, had taken time to discuss with students the voice choices they had made (e.g., bringing in academic voices as opposed to non-academic voices, reliable voices as opposed to non-reliable, updated voices as opposed to outdated). Nor had we been able to explore with students how each of those voice choices would simultaneously position them and their audience in certain ways. Finally, we had not held any sessions in which students could discuss the value of engaging with the academic voices that they brought into their texts and practice engaging with these voices and changing their own voices and the academic voices of others in their texts to achieve different kinds of positionality for themselves and their audience.

As a result, students had not realized all of the voice choices they had. Neither had they seen how they could use voices in strategic ways to position themselves and their audience. The few times that students and I discussed the ways they were both

positioning themselves and their audience by the voice choices they were making, students demonstrated that they were aware of how issues of form such as grammar and spelling could position them negatively to their audience. However, they also showed unawareness of how an unreliable source or a wrong citation could do the same.

Fourth, over and over, instructors suggested that students use both their own voices and the academic voices of others in their texts. However, incorporating the voices of others in any academic text, whether these voices are relevant or not, requires a great amount of knowledge and practice with academic writing. It requires, for example, a sense of where it is appropriate to insert these voices (e.g., in beginning of your text while you are introducing the topic, in the middle of the text when you are developing the main ideas, at the end when you are already wrapping up your ideas). Next, it requires a sense of how the voice can be most effectively used (e.g., to exemplify, to support, to claim, to expand an idea). Finally, it requires engaging with the voices that you are bringing in (e.g., understanding their meaning, and knowing your position regarding their meaning).

Besides developing a sense of what voices to bring in, how to use them and where; and how to engage with them, there are also disciplinary genre, text type and structural differences regarding the incorporation of voices in texts of which writers need to be aware when writing their disciplinary texts. Psychologists, for example, may not include the academic voices of others in the same way human geographers do. Besides, they may not use these voices for the same purposes or for the creation of the same types of texts. Finally, they may not interweave them in the same way as human geographers.

Although instructor had given them research papers to read that could serve as models for how people in those disciplines conceived of and write research reports, differences in the way that these texts were written for the different disciplines were not pointed out to students. As a consequence, most students were unaware of the remarkable differences in the way researchers were interweaving the academic voices of others in their research reports (e.g., the transitions from their own voice to the academic voices of others were much less smooth and much more evident).

Fifth, as mentioned in several other places, before the BGS program, students had not had any type of experience writing these types of texts. In their interviews, most students claimed they had written inquiry projects before but they had been based on interviews or own experiences not on the literature. They had not been compelled to do documentary research or to combine what they had found from their ethnographic work with what the literature said. Aware of the fact that this might be a new writing experience for students, instructors, provided to students models of how to write their papers. However, no discussions were held on how the voices of the writers were being combined with the voices of the academic others that they were citing. Neither did students have the opportunity to practice writing the way the writers in some of these essays wrote. Therefore, when it came to writing the inquiry or research papers, some of the students felt that this type of writing was foreign to them.

Nature of the Support and Feedback Received

In spite of their peculiar voice choices, their unconventional ways of documenting them, and their nonstrategic ways of using them, BGS students rarely got comments

about the sources they were drawing on or the way they were citing their sources. In addition, they rarely received feedback in terms of the ways they were displaying knowledge, the type of voice and stance they were presenting or how their voices contrasted with those displayed by members of that particular disciplinary community. As mentioned in previous sections, most peer and instructor feedback focused on two major themes: (a) their vocabulary and grammar, (b) the content of their texts (e.g., how it related to the issues discussed in class, how “interesting” or “good” it had been).

As encouraging as this feedback was for students, it left students feeling that their use of sources and citations had been appropriate. It also left students unaware of how the voice they had displayed was congruent with the voice displayed by members of that discourse community, how they were positioning themselves by the voice choices they were making, how they would have to revise their papers were they to revise them for other audiences, other situations and other purposes.

As important as this pedagogy was for students' writing development, we also have to look at its drawbacks. The first of these is the lack of familiarity by students with authors whose work could not only enrich but also complement theirs. A second drawback would be their lack of familiarization with these sources that comes from spending hours at the library or in front of a computer looking for reliable, updated, disciplinary sources, copying the references of each source, and then choosing the exact excerpt that can best help you make your point, or support it, exemplify it and so on.

Third, by the end of the second year, students were still unsure about what was an academic source, what internet sources could be considered academic, and how to decide if the academic source was reliable. Up to the community health course, neither they nor

I had made a point to discuss with students what counted as an academic source and why they were important. Neither had we provided very much feedback on this in the drafts the students wrote, or asked students who were using questionable sources to revise them.

Fourth, students had not discovered the multiple purposes for citing, and the specific purposes that each parts of a citation has, the relationship between in-text and end of text citations, and the disciplinary differences that existed. Neither did they see citations as an important part of their paper. As mentioned earlier, throughout the BGS program, instructors had made a myriad of efforts to provide students with practice writing academic disciplinary papers. They had not only assigned them but provided guidance to students in their development by holding library sessions and pre-writing sessions, by bringing handouts which explained the expectations with the paper and the ways they should cite their sources. However, we had not discussed the multiple purposes for citing. Finally, we had not held any sessions in which students could practice changing their own voices and the academic voices of others in their texts to achieve different kinds of purposes.

Fifth, students had not seen the importance of the voice choices they made (e.g., bringing in academic voices as opposed to non-academic voices, reliable voices as opposed to non-reliable, updated voices as opposed to outdated). Neither had they been able to see how each of those voice choices would simultaneously position them and their audience in certain ways. Consequently, students had not realized all of the voice choices they had or how they could use them in strategic ways to position themselves and their audience in specific ways.

However, incorporating the voices of others in any academic text, whether these voices are relevant or not, requires a great amount of knowledge and practice with academic writing. It requires, for example, a sense of where it is appropriate to insert these voices (e.g., in beginning of your text while you are introducing the topic, in the middle of the text when you are developing the main ideas, at the end when you are already wrapping up your ideas). It also requires a sense of how the voice can be most effectively used (e.g., to exemplify, to support, to claim, to expand an idea). Finally, it requires engaging with the voices that you are bringing in (e.g., understanding their meaning, and knowing your position regarding their meaning).

Besides developing a sense of what voices to bring in, how to use them and where; and how to engage with them, there are also disciplinary genre, text type and structural differences regarding the incorporation of voices in texts of which writers need to be aware when writing their disciplinary texts. Psychologists, for example, may not include the academic voices of others in the same way human geographers do. They may not use them for the same purposes or for the creation of the same types of texts. Finally, they may not interweave them in the same way as human geographers. A general look at the texts that BGS students had to read for her child development course, for example, shows remarkable differences in the way researchers were interweaving the academic voices of others in their research reports (e.g., the transitions from their own voice to the academic voices of others were much less smooth and much more evident). Not having ever discussed, practiced, or received any feedback that pointed to the disciplinary differences in terms of use of voices, students had not developed the above senses yet. Neither had they realized that there were differences in the way members of different

disciplinary communities used their own voices and the academic voices of others to build their topics.

In order to provide a specific example of the inquiry projects in which BGS students were engaged, in the following sections I zoom into the Human Geography course. Specifically, I illustrate the difficulties that students taking this course had with the writing of their inquiry project, the support that they got from William, the instructor of the course and I, and the feedback they received. I also examine the choices that Nancy, one of the BGS students, made in the writing of her inquiry project; the difficulties Nancy had understanding what type of voices she was supposed to adopt and incorporate in her paper, the reasons for her difficulties, and the support she received from both William and I in the production of her text. I finish this section with a discussion of how the help BGS instructors and I provided to Nancy in particular and to BGS students in general, although exhaustive, did not really help them develop a better understanding of the disciplinary, situated, purposeful, and dialogic nature of writing.

Zooming Into the Human Geography Course

One of the inquiry projects that was particularly difficult for several of the BGS students was that assigned for the human geography course. In the following sections, I provide an overview of this course, and a brief description of the inquiry project assigned to students as the final project for this class, including its purpose and the support students received for its development. Next, I describe the inquiry project that Nancy, one of the Latina nontraditional students in the BGS program wrote, including why she

chose the topic she chose, the difficulties she had writing of this project, the reasons for these difficulties, and the feedback she received.

The Human Geography Course

The human geography course was the 14th of the 21 courses students took as part of their BGS program. The course was taught by William, a doctoral candidate from the geo-science department at WNE University. Three main goals of this course, as described in the syllabus, were the following: (a) to develop a richer understandings of the ways in which people all over the world construct, interact with, and make sense of their surroundings; (b) to develop an appreciation for and an understanding of the New England region with special reference to the “Pioneer Valley;” and (c) to explore a variety of methods and mediums through which the sense and spirit of particular places are communicated. These methods included essay, poetry, academic research writing, film, music, food and direct observation/experience.

The Inquiry Project

For the final project, William gave students three options. They could either write a research paper on a place that had significance to them, produce a theater play about a place of their choice, or develop an original instructional unit on a theme or topic studied in class. Students who chose to do the research paper were expected to include outside resources (e.g., books, articles, internet resources, etc) and also incorporate their own creative writing (with examples provided in the course readings) (Syllabus).

Most students chose to do the writing assignment. The writing assignment was described in the syllabus as “a 6-8 pages research paper on a place that has significance

to you. Such a paper should include outside sources (books, articles, internet resources, etc.) but may also incorporate your own creative writing (we will encounter several examples of this in the course reading). This would also involve a brief, 10-minute presentation for the class” (Human Geography Course Syllabus). The overall purpose of the assignment, as described by William, was twofold: (a) to get students off the internet and into the library (b) to familiarize students with geographical writing.

We had done two papers that could be entirely about you and your experiences. The final paper could not be just that because we wanted to explore another kind of writing but you could integrate that in, you just had to show that you were taking your own experience and enhancing it because that was one of the themes of the course: That traveling and experiences of places can be enhanced if you have more background that you get from the library or from a film or from some other source. (Interview with William, January 18, 2007)

The specific purpose of the inquiry project was to blend personal narrative with research in order to achieve the type of writing common in human geography. William defined this type of academic writing in the following way,

It is a combination between what we experience ourselves, the larger world landscape, and the world as places. So, we talk about the place, and then we put ourselves in the place, and we zoom out, zoom back in, and do this kind of combination. But I think in the end she did a nice job. (Interview with William, January 18, 07)

According to William, this type of writing is very similar to travel writing, which he defined in the following terms,

In travel writing people would go through their own experiences (...) and then go into something that is more historical and that you would need a source for, and then go back into an experience that was your own. (Interview with William, January 18, 2007)

Although students had to present their research at the end of the semester to the whole class and to some guests, the audience of their text was mainly the instructor. He would be the one reading, providing feedback, and grading the text. Although the

instructor encouraged students to keep this term paper and the narrative sketches they had done previously so that they could go back to them one day and maybe publish them, there was no expectation that they would be doing so during this course or soon after.

Support With the Inquiry Project

To support students with their writing, William took several steps: First, he assigned two books to the students to read during the 7 weeks the course lasted. The first book was *At Home on the Earth, Becoming Native to Our Place: A Multicultural Anthology* (Barnhill, 1999). The book contained a series of essays that illustrated the kind of text the students were assigned to write. William describes these essays and their function in the following way,

The textbook contained many personal essays written largely in the first person about experiences of homeland. So, I wanted to have students read those essays and write smaller versions of the same kind of essay. (Interview with William, January 18, 2007)

The second book was *The Motorcycle Diaries* (1995/1996). In this book, the author also uses a kind of writing which integrates narrative with documentation. William describes this book in the following way,

The Che book is also a personal experience not only of place but of travel (...). He is integrating, he is there in Machupicho but he is talking about history, and so he had to do some reading there. Because it was a diary, he did not have to cite but he is mixing his presence with history, with something that he learned somewhere else because he is not an archeologist, he is not the person that excavated this place, so he can't have been the one to produce this knowledge. So, that would have probably been a better help too (Interview with William, January 18, 2007)

As a second step in the process of writing their final paper, William asked students to develop an outline and an abstract. Once students wrote it, he asked students to provide feedback to one another. Then, he took the drafts home and added his own

feedback. The second to last step in the development of their final paper was the production of a first draft, to which William also provided feedback. When I asked him for the purpose of these three writing assignments, he said that writing as a process that develops overtime was part of the BGS philosophy, and so he wanted to make it happen in his class.

I felt that at least I could go with them step by step and work with them on ideas and help them find sources, so if I had an abstract, I could provide some suggestions and help them work towards the outline and then help them find sources based on the outline, so it was much a tool for them as for me. (Interview with William, January 18, 2007)

In addition to the writing assignments, William brought to class a handout in which he explained the importance of documenting the sources of one's information and how to do it, depending on whether the source was one author or two or more than two. He also provided some examples on how to reference the most common academic sources of information (e.g., books, magazine, newspaper articles, and internet article/sources). He read each of the examples and explanations and reiterated to students the importance of using sources appropriately.

The purpose for bringing the above handout was threefold: (a) to raise awareness of plagiarism, (b) to review the conventions that students would need to follow when bringing in the voices of others into this and other academic papers, and (c) to discuss the importance of following these rules if students wanted to pursue teaching careers or graduate studies. William explained these reasons in the following words,

Plagiarism is grounds for expulsion so don't say I didn't tell you so, everybody needs to know, but also this is teaching a particular kind of writing, we looked at diaries, sketches, abstracts, now we are talking about a specific kind of research writing so we need to talk about some of the details of it and this is how it is done and if you go to grad school this is what you are going to be expected to do and what you need to do and the rules are pretty stringent there so let's look at this

and what are the bigger reasons: The reasons are giving people credit for their ideas but also providing a trail for people to follow so that they know this is where they can go to find more about this topic that you talked about or another opinion on it or someone who is a real authority on it , all of these reasons, the whole plagiarism issue, giving people proper credit and giving people other references if they want to find out more about a topic are all important and also style of writing because these are all conventions that are accepted in academia and because they may have to get a masters degree, so you might as well do this now because as teachers they are going to be expected to get masters degrees and getting a job with a bachelor's degree is harder and harder, so teaching for the sake of preparing them for the next level is not out of the question (Interview William, January 18, 2007)

It was during the discussion of the handout that one of the students accused another of copying from the internet. This not only created a huge fight between the two students the following class but also made all of the students nervous that the instructor was going to be on the lookout for plagiarism from then on. Nancy says after this incident, students got really worried and ran to the library to search for sources they could document and to look for citations for the few sources they had already incorporated without citing. Nancy was no exception.

Next, given that students had not been very successful in finding sources for their papers, William held a library session in which he helped the students look for sources that supported the description of their chosen places. In spite of the numerous efforts to support students' appropriate use of sources and incorporation of voices in their papers, some of the students had trouble understanding what was being asked of them. Therefore, they had to re-write their papers request permission to complete their research paper assignment later.

Finally, William and I met with student individually to give them feedback. Although Nancy had rarely come to instructors and me for feedback, this time she came to both of us several times. I was delighted by the fact that she had asked me for feedback

that went beyond editing her paper for grammar and punctuation. When she gave me her second draft to revise, I took her draft home with me and promised to bring it back next class.

The next class, before the session started, I gave her the paper with my comments and told her to look at it while I installed the video camera. Unfortunately, by the time I finished, class had already started, so I did not have a chance to give Nancy oral feedback or explain my written comments. Nancy said she would look at the feedback and let me know if she had any questions. The following class, I did not have time to ask Nancy if she had any questions but I imagine that if she did have any, she would ask them to William, who came to class that day to meet with all of those students who had had gotten incompletes.

As I expected, when William arrived, Nancy immediately looked for him. During their meeting, Nancy asked William again what it was that he wanted from this paper. William told her that although he did want to hear her experiences of the place, he also wanted her to use academic sources. Not being used to writing this kind of paper, where she had to combine her narrative voice with the written factual voices of others, Nancy turned to me again for support. This time, Nancy was more specific about what was troubling her.

She explained to her, narratives were not supposed to include the academic voices of others, or citations. Correspondingly, research papers were not supposed to include narratives. I told her that was not necessarily so. I reminded her how Che Guevara had incorporated both his own experiences and information about the place in his book. I reassured her by telling her that since she already had written the narrative, all she had to

do was find out some information about the place and incorporate it in her narrative, documenting where she had taken the information from.

Still frustrated, and charged with his feedback and mine, Nancy went home and revised her draft for the third time. The following class, she brought her corrections to me. The paper was all smudged. Some parts of it were crossed out and some were illegible. When I asked her about what had happened she said her printer and computer had been acting up and so that was all she could rescue. She asked if I could help her with its restoration. When I asked her if I should give her feedback too, she said yes, but without “tearing it apart” since she did not want to do many more corrections. Seeing the immense frustration in her eyes, I told her I would see what I could do. I went home, scanned her paper into word and sent it back to her via e-mail without giving her any feedback.

The following class, as I took her from the bus stop to the classroom, Nancy asked me if I had a chance to give her feedback. I told her I had not and proceeded to explain that I did not want to give her feedback that she did not want or was not going to use. Below is what I wrote in my fieldnotes about this conversation,

Nancy asked me if I looked at her paper for William. I told her I didn't because she had said to me that she did not want to correct it again, so what was the point? She said she did not want to make major corrections but she wanted me to see if there were grammatical mistakes. I asked her if she wanted me to edit it then, not make revisions. She said that was what she wanted. I said that I would try to do it during the break. She responded that it was good because she had already put in that paper all she had in her head (Fieldnotes, March 14, 2006).

That day, I did not have time to look at her paper during the break. I took it home with me and brought it to her on the next class. Below is what I wrote in my fieldnotes about the feedback I gave her on this, her fourth draft,

I said the main correction she needs to do refers to separating her paragraphs by ideas and making sure she is developing only one or two ideas per paragraph, not a bunch of them. I gave her several examples of paragraphs where she is talking about multiple things at the same time and gave her some suggestions about where to separate her ideas and what to use as a topic sentence. She accepted my suggestions gladly. She seemed more energetic today. The last time we talked, she was very tired. She asked me if there was something else she needed to correct. I said I thought the rest was fine. She asked me if I was sure because my I could be vulnerable to criticism. She said: "They are going to say 'you mean you gave this paper to Doris and she said it was fine?'" I told her that if she makes those corrections it would be fine. She asked me if her paper sounded like a research paper now. I replied that it sounded like a combination, but that such combination done properly is good. She asked if hers was good. I said she kind of separated her reflection from her more academic part, but that if she wanted I could take a look at the paper again and give her some ideas on how she could combine the two. She said "yes, please". (Fieldnotes, March 16, 2006)

I did not get back to Nancy soon enough with my fourth round of feedback.

Therefore, she made some small corrections and sent her paper to William without my feedback.

Nancy's Project: A Special and Memorable Place -- Waterville's Thermal Springs

For the human geography course final project, Nancy chose to write about the Thermal Springs of Waterville, her hometown in Puerto Rico. Nancy marks this assignment as one of the most difficult she had to do through the program and the one in which she really started to pay attentions to cites due to the "rebulú" that was formed. The rebulú refers to the fight that took place between the two students when the instructor was explaining the norms they should follow in writing their papers.

When I asked Nancy why she chose Waterville, she explained that there was not a place with similar significance to her in the United States,

He viajado y encontré cosas bien bonitas y todo eso pero no los identifico como un lugar significativo para mi, por eso cuando el dijo eso yo pensé en el lugar que realmente se, porque tiene cosas de familia también, me remonta a la relación de

mi familia, de mi país, y hay cosas bien bonitas en mi país pero eso era con lo que me sentía mas identificada. (Interview with Nancy, May 27, 2006)

[I have traveled and I have found beautiful things and all that, but I don't identify them as significant places for me, that is why when he said that I thought about the place that I really know, because it has things of my family too, it takes me back to my relationship with my family, with my country, and there are very beautiful things in my country, but that was [the place] with which I felt most identified. (Interview with Nancy, May 27, 2006)]

Nancy described the content of this her paper in the introduction. She wrote,

(3) In this paper I am going to put together all of my previous class knowledge, introduce the town of my ancestors, review the scientific description of the Hot Springs, and also express memories and experiences that I have accumulated on my mind and my heart of these thermal springs. (Human Geography Term Paper, Paragraph 1, Draft 4)

Based on SFL notions of texts as intertextual or multivocal and of writing as a system of choices influenced by context, situation, purpose and audience; and my conversations with Nancy around her texts, in the following sections, I provide a description of the voice choices Nancy made in her second and fourth drafts and analyze the reasons for those choices, the feedback she received, and how the text could have been better scaffolded.

Nancy's Difficulties With Voice

Nancy's difficulties with voice in this particular inquiry project were not much different from the difficulties students had with voice when writing most of their inquiry projects. As most other BGS students Nancy had trouble finding reliable disciplinary sources, documenting the voices in her text, and using the voices strategically to position herself as knowledgeable of the topic. However, conversations with her and a SFL analysis of the drafts she produced revealed a set of other difficulties that had not been evident in the analysis of other students' texts. These difficulties had to do mainly with

the following: (a) understanding the purpose of the text, (b) organizing the voices in her text, and (c) interweaving her narrative and reporting voice with the academic voices of others. In the following section, I describe some of these difficulties and provide some examples from draft 4, the final draft she wrote of her Waterville's famous springs paper.

Finding Reliable Sources of Voice

As most students in the BGS program, Nancy had a lot of difficulties finding reliable updated disciplinary voices that would help her meet the double purpose of the text. Nancy mentioned this to William when we visited the library. William helped her by looking up a book for her and helping her find it at the library. When during our first interview William and I touch upon this topic, he speaks of the struggle to find sources not only as Nancy's struggle but as his struggle as well.

the other problem we ran into was that because she wanted to do it about such a small place, there was no material for her to get, so we had to say, well find something that will enable you to talk about thermal springs in general because you are not going to find any historical documents about these springs but she ended up finding some tourist documents and something like that and she was able to talk about geology and how thermal springs are created and that there were no active volcanoes in greater Antilles and that is exactly what I was hoping that she would do (interview with William, January 18, 2007)

Realizing that one book would not be enough, Nancy also searched for some other sources at home on the internet and in the library of her hometown in Puerto Rico, when she went to see her mother who had fallen sick. However, she could not find much. When we met to discuss her drafts, Nancy points to the difficulty of finding sources again, she says,

Yo no encontraba nada, yo me estaba rompiendo la cabeza y lo mezclé con mi experiencia personal (May 27, 2007)

[I couldn't find anything. I was banging my head against the wall, so, I decided to mix it up with my own personal experience]

Nancy's and William's struggle to find reliable updated and disciplinary voices that Nancy could use to meet the double purpose of the text are reflected in all of her drafts. In draft 2, for example, we can see she only used two sources: Collier's Encyclopedia (1991) and the US Geographical Survey. The Collier's Encyclopedia (1991) was a CD she had at home and the US geographical Survey came from the book William helped her find. Both of these sources are outdated and one of them is a general source, not a disciplinary source, i.e., it is not a source that specializes in geographical information but in providing a few summary details about topics from many different areas.

In her draft 4, Nancy added four more voices to her draft. These sources, as most of the sources in her draft 2, were mostly unreliable, non-disciplinary, and outdated. Examples of unreliable sources are the following: the *Waterville Puerto Rico 2000*, which she cites in paragraph 2; the *Reader's Digest (1987)*, which she cites in paragraph 4; and the *Pro Prix Brochures*, which she cites in paragraph 7. Below are these sources in the context of their paragraphs,

(1) Waterville's geographical and historical background is necessary to have a vision of what make this place special. (2) Waterville is a town on the tropical island of Puerto Rico. (3) It is located on the southern end of the island. (4) According to *Waterville Puerto Rico 2000*, the territorial extension of Waterville is 78 square miles, with an elevation of 354 meters. (5) Waterville is located 18* Latitude N, 66 longitude W. (6) The towns that are now surrounding Waterville -- Villalba, Juana Diaz, Santa Isabel, Salinas, Aibonito, and Orocovis-- were initially part of it (Waterville/Waterville%map.jpg, isla del encanto: 2000). (Paragraph 2, Draft4).

(1) In every house of Waterville we can see at least one of the ornamental trees of the area: armasico, ucar, and flamboyants. (2) The flamboyant or Royal Ponciana, is the favorite one. (3) A Royal Pociana "is a tropical and semitropical tree,

Delonix Regia, native to Madagascar, having clusters of large scarlet and yellow flowers and long pods” (Reader’s Digest book 1987:1463). (Paragraph 4, Draft4).

(1) On the border of the Waterville River are located the Thermal Springs. (2) They are the only ones of this kind on the island, and are known to be the most ancient of the Americas (Pro Pix brochures, Hotel Baños de Waterville: 2003). (Paragraph 7, Draft4).

Examples of general as opposed to disciplinary sources are the following: the *Encarta Encyclopedia (2000)*, which she cites as Nemzer, M. Nemzer, K Carter, A. (2001) in paragraph 9 of draft 4; and the *Collier’s Encyclopedia (1991)*. She had cited the latter in draft 2 but cites it again a few more times in draft 4. Interestingly, she cites it both as Wilson (1997) and as Wilson (1990) in paragraph 7 and the references. Below are these sources as they were used in draft 4.

(3) One of the common uses of the hot springs is as a geothermal utility. (4)For example, “this hot water increases the amount of steam available to produce electricity and provides nearby communities with an environmentally safe method for disposing of their wastewater” (Nemzer, M. Nemzer, K. Carter, A.: 2001). (5) However, this is not the case in Waterville. (Paragraph 9, Draft4).

(7) The rocks heat the water, and this happens close to the surface near once active volcanoes. (8) A small amount of this water may be of magmatic origin (Wilson, 1997:462). (Paragraph 7, Draft4).

At least three of the sources presented above could be considered very outdated: the 1960 U.S. Geological Survey, the *Collier’s Encyclopedia (1991)*, and the *Reader’s Digest (1987)*.

Documenting the Voices in Her Text

As we saw in the previous section, Nancy brought several external voices into her draft 4 which she took from the internet, and from sources that she had at home. The sources of these voices were varied: the *Waterville Puerto Rico 2000*, the *Reader’s Digest (1987)*, the *Pro Prix Brochures*, the *Encarta Encyclopedia (2000)*, which she cites

as Nemzer, M. Nemzer, K Carter, A. (2001); and the *Collier's Encyclopedia* (1991), which she also cites as Wilson (1997) and Wilson (1990). Once she had decided to use these sources, Nancy had a lot of trouble documenting them both inside the text and at the end of the text, in what is normally called *the references*.

In-text citations. A close analysis of the citations that Nancy included in draft 4 of her text for the human geography course reveals that as other students, Nancy was making an effort to document all of the academic voices in her text. However, in spite of all of her efforts to document these voices, Nancy often forgot to document her sources, documented some of the voices loosely, and documented some others improperly.

Examples of undocumented voices are found in paragraphs 2 and 3. In paragraph 2, Nancy provides the town's foundation date and the town's political history as the capital of the island. Although both of these pieces of information are specific historical information, whose source is conventionally reported due to possible disagreements in dates and so on, Nancy does not provide any documentation for the source.

(10) Waterville was founded in 1570, as the third town on the island, and was the capital of the south until 1880. (11) Because of its political issues, this title passed to the town of Ponce. (Paragraph 2, Draft 4)

Similarly, in the first two clauses of paragraph 3, Nancy provides very specific historical information about the origin of the name of her town that can only be obtained from historical sources. However, Nancy fails to cite these sources.

(1) The town was named Waterville in honor of a local Taino chief Watermex.
(2) There is no historical evidence about what happen with the chief Watermex.
(Paragraph 3, Draft 4)

Examples of loosely documented voices occur in clauses 3 and 4 of paragraph 3. In these clauses, Nancy attributes information she is presenting about chief Watermex to

people she has read without specifying who these people are. Then, in clauses 5 through 7, Nancy attributes the information she is presenting about the legend of Juan Ponce de Leon to historians without specifying who the historians are.

(3) However, I can conclude from previous readings that the Spaniards colonizers exploited Watermex as they did with all the Tainos. (4) They were been obligated to work very hard looking for the gold in the rivers, which they would later give to the Spaniards. (5) According to historians, the legend says that the thermal spring of Waterville were the fountain of youth for which Juan Ponce de Leon was looking. (6) He did not find the thermal springs because did not understand the Tainos' directions, he took the wrong direction, and got lost. (7) Instead, he went to Florida where he died later. (Paragraph 3, Draft 4)

Finally, examples of improperly documented voices are found in paragraph 8. In this paragraph, Nancy brings in the voices of one of the authors of the 1960 Geographical Survey that she found in the book that William helped her find. Nancy attributes the geographical information she is providing about the chemical composition of the springs to the authors of a survey. However, instead of writing the author of the survey and the year, she writes the survey's name and the year.

(1) Most of the hot springs are mineral springs at the same time. (2) In Waterville's thermal springs we can find different minerals. (3) Waterville's Hot Springs' major component is sulfur, specifically sulfuric acid. (4) The second greatest component closely following sulfuric acid is carbonic acid. (5) The hot springs also contain calcium carbonate, carbonate of Magnesia, calcium sulfate, sulfate of Magnesia, iron sulfate, Silica, and chloridric acid (U.S. Geological Survey 1960). (6) The hot springs of Waterville do not contain any iron, magnesium, copper, or zinc. (7) The same survey did find a very small percentage of aluminum. (8) To these minerals is attributed the curative property of the hot spring. (9) The survey also concluded that the water temperature is 109 °F on average. (Paragraph 8, Draft 4)

When I show these citations to Nancy, she says the following,

Si, eso esta mal, yo no sabia citar y yo lo aprendí del Internet, yo no aprendí en ninguna de las clases tampoco, ahora yo se, se tiene que poner el volumen y las paginas y que el titulo del articulo va con dos comillas y que el nombre del escritor va en itálico y el titulo del articulo va en palabras Normales pero comillas y que pones el ano pero [...] (Interview with Nancy, May 27, 2006)

[Yes, that was wrong. I didn't know how to cite and I learned it from the internet. I didn't learn in any of the classes. Now I know that you have to write the volume and the page numbers, that the title of the article has to be with two quotation marks and that the name of the writer should be in italics, and that the title of the article is written in normal words but with quotation marks, and that you write the year but [...]

End-of-text citations. In terms of the citations at the end of her text or the references, Nancy's draft 4 also contains a few mistakes. For example, she fails to provide complete references for several of her in-text citations. In addition, she does not make sure her references match the in-text citations. Finally, she mixes systems of citations such as APA and MLA.

Examples of incomplete or incorrect references are the following,

Briggs, R.P., and Akers, J.P., 1965, *Hydrogeologic map of Puerto Rico and adjacent Islands: U.S. Geological Survey Hydrologic Investigations Atlas HA-197*, scale 1:240,000, 1 sheet

Paricer, H. 1997, *Adventure Guide to Puerto Rico: 3rd Edition*, Hunter.

Pro Pix Brochures, *Hotel Baños de Waterville*

Wilson, J. (1990) "Spring". In *Collier's Encyclopedia* (Vol. 21, pp.461-462 N.Y.: Macmillan Educational Com.

The first reference is missing a city and a publishing house or a link and a date of retrieval if it was taken from the internet. The second one is missing a city. The third one is missing an author, a publishing company, a year, as a minimum. The last one is an encyclopedia. Therefore, Nancy would need to write the name of the author of the entry, the volume and the page, not the name of one of the editors of the encyclopedia. In addition, some of these references do not match the in-text citations. What we find in the text as Puerto Rico a-zeta: 136 is found in the references as *Paricer, H. 1997, Adventure Guide to Puerto Rico: 3rd Edition, Hunter.*

Similarly, what we find in paragraph 7 as Wilson (1997) is found in the reference as Wilson, J. (1990) "Spring". In *Collier's Encyclopedia* (Vol. 21, pp.461-462 N.Y.: Macmillan Educational Com. Also, what we find in the text as Us. Geological Survey (1960) is found in the references in the two following ways,

Briggs, R.P., and Akers, J.P., 1965, *Hydrogeologic map of Puerto Rico and adjacent Islands: U.S. Geological Survey Hydrologic Investigations Atlas HA-197*, scale 1:240,000, 1 sheet.

Glover, Lynn, III, 1971, *Geology of the Waterville Area, Puerto Rico, and its relation to the volcanic arc trench association: U.S. Geological Survey Professional Paper 636*, 102 Retrieved on December 17, 2005, from http://capp.water.usgs.gov/gwa/pub/ch_n/N-text.ascii

Next, there is one citation that is not found in the reference list, that of Waterville Puerto Rico 2000, which Nancy also cites by providing the link (Waterville/Waterville%map.jpg, isla del encanto: 2000). Finally, all of the citations provided by Nancy as well as the references seem to follow APA format, except for the one provided below for which Nancy seems to be using MLA.

Nemzer, M. Nemzer, K Carter, A. "Geothermal" *Encarta Encyclopedia Standard, 2001*. Microsoft Corporation.

All of the above indicates that she was not using the voices strategically to develop topic and position herself. In addition, it was obvious that she had not discovered the multiple purposes for citing or the disciplinary differences that exist. Moreover, she did not see the importance of the voice choices she had made, nor did she see how each of those voices could simultaneously position her and her audience in certain ways.

Although she had demonstrated that she was aware of how issues of form such as grammar and spelling could position her negatively to her audience, by the end of the course she had not realized that an unreliable source or a wrong citation could do the

same. In one of our end of program interviews, she still claimed she did not think people looked at this, especially not in the school contexts in which she moved. In these contexts, she thought, people would not even realize it. Below is what she says,

Yo me atrevo a decir que si tu vas a ir por cada uno de los maestros de la escuela, vas a ver que ninguno sabe exactamente como hacer un research , no saben porque ahora mismo que yo me paso escribiendo en los poquitos tiempos que tengo allí ellos dicen: ¿Que tu estás haciendo? Ay, ¿y porque tu tienes que hacer eso? ¿Y pa' qué tu tienes que saber eso? (Interview with Nancy, May 15, 2006)

[I dare to say that if you were to look at each and every one of the teachers at school, none would know exactly how to conduct a research. They don't know, because now when I write stuff in the little spare time in the school, they come over and say to me, what are you doing? Oh, and why do you have to do that? Why do you have to know that?]

When at a later meeting I tell her maybe her colleagues position her that way because it is an informal situation but they would position her differently if she were to give a workshop or some kind of presentation, Nancy says they would still not notice because they use bad sources and citations too.

Yo lo he visto y yo me quedo callada, inclusive en los workshops yo lo he visto mucho, son cosas del internet porque ni siquiera se toman la molestia de limpiarlo, lo sacan exactamente como es, y dije pues, pero a mi no me gustaría hacerlo así (Interview with Nancy, February 16, 2007)

[I have seen it and I have remained silent. Even in the workshops, I have seen it. You can see they are things from the internet, because they don't even bother to clean it up. They copy it exactly as it was on the site, and I thought, I wouldn't want to do it like that].

Besides, she had not understood the value of engaging with the academic voices that she was bringing into her text. In one of our interviews, for example, Nancy mentioned that although she was interested in reading about what others had to say about the different topics that she had written about for her course, she was not very interested

in writing about it. She was much more motivated in using her writing to explore her own experiences or field research about the topic.

A mi no me motiva escribir lo que otra persona dijo y lo que otra persona encontró. ¿Por qué yo no puedo escribir de lo que yo encontré? Si estoy de acuerdo con esa persona bien, si estoy diciendo algo que es diferente pues bien, pero la persona no puede venir donde mi [y decir], no, tu estás diciendo una cosa que yo dije. Quizás yo estoy diciendo lo que tu dices pero yo fui la que lo investigué (Interview with Nancy, May 27, 2007)

[To write from what someone else said or found does not motivate me. Why can't I write about what I found? If I agree with that person, fine. If I am saying something different, that's ok, but the other person cannot come to me and say 'you are saying something that I said'. I may have come to the same conclusion, but they were my own conclusions. I was the one who did the research.]

When I told her I liked to write about what other people wrote much more than I liked to write about my own experiences she said the following,

A ti te gusta mas eso? Hay, lo odio! Hay, no! Yo no puedo! A mi me cuesta mucho trabajo eso. Yo prefiero sentarme calladita y tra, tra, pero nadie puede discutir eso, me pueden discutir cualquier cosa menos algo que yo hice. Nadie puede venir "pero mira esta persona." Ah, eso lo dijo él, pero ese es su problema pero te estoy diciendo lo que yo encontré, míralo aquí, y yo sí me senté y yo sí tomé nota y yo sí observé, y nadie me pude venir a discutir. A mi no me gusta escribir papeles de nadie (Interview with Nancy, May 27, 06).

[You like that better? I hate it! I can't do it. That is too hard for me. I prefer to sit down quietly, and [write], but no one can question something that I did. No one can say, 'but look at what this person said [that is important]' I know he did say that, but that is his problem. I'm telling you, what I found, here it is, I did sit down and I did take notes and I did observe, and none can question that. I don't like to write papers on what others said]

Adopting a Disciplinary Voice

In both of her drafts two and four, it is obvious that Nancy had a lot of trouble deciding what kind of voice to adopt. Her efforts to adopt the voice she thinks she is being asked to adopt are most evident her draft four. In this draft, Nancy replaced her narrative voice with her reporting voice. Additionally, she changed the source of some of

the voices used in previous drafts. Third, she added academic voices to her text. Finally, she documented voices she had not documented in draft 2. In the following sections, I will present examples of each of these four shifts.

Example 1: replacing her narrative voice with her reporting voice.

Examples of Nancy's efforts to replace her narrative voice with her reporting voice to better meet what she understood to be the purpose of the text can be seen in paragraphs 14 and 15 of draft 4. In this draft, she eliminated an excerpt in which she had described her experience going back to the thermal springs ten years later with her daughter and replaced it with a more impersonal description of the place. Below is the narrative she included in draft 2 and the two paragraphs with which she replaced her narrative in draft 4,

(1) After I finished my research about this special place, my appreciation and admiration for the Waterville' thermal springs is increased. (2) After ten years and an emergency fly to my town gave me the opportunity to enjoy my family, the people, but the most important thing besides my mother company was my visit with my daughter to Los Baños de Waterville, the place that has special meaning to me. (3) This time I sat down in the small public pool, and my daughter took my place in "La Chorrera". (4) She shared with the lady from another town of the island who had a surgery on her hand and she does not want to have another one. (5) Every ten minutes they took turns. (6) This lady shared with us her experience and the fruits she had in her bag, grapefruits and "jovos". (7) I really missed the mangos. (8) In its place were built the mansions of the area, and in front the golf course. (Paragraph 9, Draft 2)

(9) We did not have the opportunity to enjoy the tamarinds, they were so green and sour. (10) By the way they were not the same tree that I learned to love when I was a girl. (Paragraph 9, Draft 2)

(1) Tourists who can afford the hotel's cost, visit the private hot pool. (2) In the public pool, people prefer "La Chorrera". (3) It is a miracle shower for people with health problems. (4) The high concentration of sulfur chemicals is responsible for the cure of skin problems (acne and psoriasis), according to visitors. (5) Most of the people that visit these springs are looking for relief from an orthopedic problem. (6) The minerals are effective in the improvement of the

bones diseases. (7) Every ten minutes the people take took turns to give everyone the opportunity to enjoy these springs hot water. (Paragraph 14, Draft 4)

(1) Ten years later, nothing is the same. (2) The mango and tamarind trees are not there anymore. (3) The thermal springs' facilities have been again remodeled, and the land suffers from deforestation. (4) Expensive mansions and golf courses now supplant the trees and the wild flowers that were once at the springs entrance. (5) These changes make the springs more enjoyable to foreign visitors, but less for the people of the town (Paragraph 15, Draft 4).

Example 2: changing the sources of the voices.

Examples of Nancy's efforts to meet disciplinary expectations regarding genre and text type by changing the source of some of the voices that she had brought into her text are found in paragraph 10 of draft 4. In clause 11 of this paragraph, Nancy changed my father for the people of town. In clause 12 of the same paragraph, she replaced the words of her father for the voice of some unknown author, a change that she expressed with a passive voice. For better understanding, before I provide the excerpt in draft 4 with its changes in voice, I provide the excerpt in draft 2 that she modified, noting the changes in italics.

(5)My brother went directly to the deep pool, my sisters to the small one, and I always prefer "La Chorrera". (11) In "la chorrera I could be standing and let the hot water felt down through my whole body from my head to my foots. (12)This water according to my father cures all your illnesses and you can live for many years. (13) At that moment I could heard in my mind *my father* said: " No se olviden que no pueden estar mas de quince minutos seguidos en el agua, pues pueden morir de un ataque al corazón". (14) Even though I had not a watch I got out of the water for a few minutes and then I when back to the hot water again. (Paragraph 8, Draft 2)

(9) Once we sat there, my brother went directly to the deep pool, my sisters to the small one, and I went to "La chorrera" which I have always preferred. (10) In "la chorrera I could just stand and let the hot water flow down my whole body from my head to toe. (11)This water, according to *the people of the town*, cures all your illnesses and prolongs your life. (12) However, *it is not recommended to stay in the water for a prolonged period of time*. (Paragraph 10, Draft 4)

In addition, in clause 6 of paragraph 16, Nancy changed her own voice for the voice of *the people who visit the thermal springs*. Then, in clause 7 of the same paragraph, she changed the voices of her parents for the voices of “our historians.”

(14) *I* want to believe that my daughter and my illnesses went away with the thermal springs. (15) *I* also hope that we can live for many years. (16) Because *our parents* taught us about the importance of these springs we have our own interpretation of their history and legends. (Paragraph 9, Draft 2)

(6) *The people who visit the thermal springs* want to believe that the illnesses go away with the thermal springs water and that they will live for many years. (7) *Our historians* taught us the importance of these thermal springs. (8) *We* have our own interpretation of their history and legends. (Paragraph 16, Draft 4)

Example 3: adding voices.

In her draft 4, Nancy added four more voices to her draft. These sources, as most of the sources in her draft 2, were mostly unreliable, non-disciplinary, and outdated.

Examples of unreliable sources are the following: the *Waterville Puerto Rico 2000*, which she cites in paragraph 2; the *Reader's Digest (1987)*, which she cites in paragraph 4; and the *Pro Prix Brochures*, which she cites in paragraph 7. Below are these sources in the context of their paragraphs,

(1) Waterville's geographical and historical background is necessary to have a vision of what make this place special. (2) Waterville is a town on the tropical island of Puerto Rico. (3) It is located on the southern end of the island. (4) According to *Waterville Puerto Rico 2000*, the territorial extension of Waterville is 78 square miles, with an elevation of 354 meters. (5) Waterville is located 18* Latitude N, 66 longitude W. (6) The towns that are now surrounding Waterville -- Villalba, Juana Diaz, Santa Isabel, Salinas, Aibonito, and Orocovis-- were initially part of it (Waterville/Waterville%map.jpg, isla del encanto: 2000). (Paragraph 2, Draft4).

(1) In every house of Waterville we can see at least one of the ornamental trees of the area: armasico, ucar, and flamboyants. (2) The flamboyant or Royal Ponciana, is the favorite one. (3) A Royal Pociana “is a tropical and semitropical tree, *Delonix Regia*, native to Madagastar, having clusters of large scarlet and yellow flowers and long pods” (Reader's Digest book 1987:1463). (Paragraph 4, Draft4).

(1) On the border of the Waterville River are located the **Thermal Springs**. (2) They are the only ones of this kind on the island, and are known to be the most

ancient of the Americas (Pro Pix brochures, Hotel Baños de Waterville: 2003). (Paragraph 7, Draft4).

Examples of general as opposed to disciplinary sources are the following: the *Encarta Encyclopedia (2000)*, which she cites as Nemzer, M. Nemzer, K Carter, A. (2001) in paragraph 9 of draft 4; and the *Collier's Encyclopedia (1991)*, which she also cites as Wilson (1997) and Wilson (1990) in paragraph 7 and the references. Below are these sources as they were used in draft 4.

(3) One of the common uses of the hot springs is as a geothermal utility. (4)For example, "this hot water increases the amount of steam available to produce electricity and provides nearby communities with an environmentally safe method for disposing of their wastewater" (Nemzer, M. Nemzer, K. Carter, A.: 2001). (5) However, this is not the case in Waterville. (Paragraph 9, Draft4).

(7) The rocks heat the water, and this happens close to the surface near once active volcanoes. (8) A small amount of this water may be of magmatic origin (Wilson, 1997:462). (Paragraph 7, Draft4).

At least three of the sources presented above could be considered very outdated: the 1960 U.S. Geological Survey, the *Collier's Encyclopedia (1991)*, and the *Reader's Digest (1987)*.

Examples of Nancy adding voices to her text in an attempt to meet expectations for genre (e.g., to narrate her experiences of place and to provide geographical information about the place) and text type (e.g., geographical writing) are seen in paragraphs 4 and 9 of draft 4. In clause 3 of paragraph 4, for example, Nancy interrupts her description of the place to provide a geographical, or botanical, description of the flamboyant tree.

(1)We can see in every house of Waterville at least one of the ornamental trees as armasico, ucar, and flamboyan. (2)The flamboyan is my favorite one. (3)It has been the inspiration of poets, musicians, and painters. (4)We never see a typical scene of Puerto Rico without the flamboyan tree. (5)The different flower colors of this tree are the focus point of the Luis German Gajica paintings. (6)This painter

is dedicated to painting the towns of the island and their folklore. (7) I love to see how the yellow petals of the flamboyant flowers fall down in a circular shape simulating to be a beautiful yellow carpet. (Paragraph 4, Draft 2)

(1) In every house of Waterville we can see at least one of the ornamental trees of the area: armasico, ucar, and flamboyants. (2) The flamboyant or Royal Ponciana, is the favorite one. (3) *A Royal Pociana "is a tropical and semitropical tree, Delonix Regia, native to Madagastar, having clusters of large scarlet and yellow flowers and long pods"* (Reader's Digest book 1987:1463). (4) It has been the inspiration of poets, musicians, and artists. (5) We never see a typical scene of Puerto Rico without the flamboyant tree. (6) The different flower colors of this tree are the focus of Luis German Gajica paintings. (7) This artist is dedicated to painting the towns of the island and their folklore. (8) The yellow petals of the flamboyant flowers fall down in a circular shape forming a beautiful yellow carpet. (Paragraph 4, Draft 4).

Similarly, in clause 3 of paragraph 9, after establishing that one of the most common uses of hot springs is as geothermal utility, Nancy inserts a quote from the Encarta Encyclopedia (2001) in which she describes why towns often use the springs as geothermal utilities, even though this was not the case in her town.

(14) Many have visited the hot springs in search of their therapeutic effect, thus giving the place its international fame. (15) According to historical details the thermal springs was the reason why the Taino Indians were concentrated in this area of the island of Puerto Rico.

(1) Many have visited the hot springs in search of their therapeutic effect, thus giving the place its international fame. (2) According to historical details the thermal springs was the reason why the Taino Indians were concentrated in this area of the island. (3) *One of the common uses of the hot springs is as a geothermal utility. (4) For example, "this hot water increases the amount of steam available to produce electricity and provides nearby communities with an environmentally safe method for disposing of their wastewater"* (Nemzer, M. Nemzer, K. Carter, A.: 2001). (5) *However, this is not the case in Waterville.* (Paragraph 9, draft 4).

Example 4: documenting previously undocumented voices.

Examples of Nancy documenting previously undocumented sources to meet genre and text type expectations requiring that she not only used academic voices but also that she document the sources of these voices are found in paragraphs 7 and 12 of

draft 4. In paragraph 7, Nancy inserts a citation for geographical information, which she had presented in draft 2 without any documentation.

(1) Nothing is more relaxing to enjoy than the crystalline water of the Waterville rivers. (2) Its rivers are Cuyon, Lapa, Descalabrado, Jueyes, Mina, and Waterville. (3) On the border of the Waterville River is located the Thermal Spring. (4) It is the only one of this kind on the island, and its known to be the most ancient of the Americas. (Paragraph 6, Draft 2)

(1) On the border of the Waterville River are located the **Thermal Springs**. (2) They are the only ones of this kind on the island, and are known to be the most ancient of the Americas (*Pro Pix brochures, Hotel Baños de Waterville: 2003*). (Paragraph 7, Draft 4)

In addition, in paragraph 12 of draft 4, she documents where she took the information about the springs change of name and the reason for this change,

(28) In June 14, 1974 Los Baños de Waterville as all the Watervillans called the thermal springs was change to Parador Los Baños De Waterville. (29)The reason was to bring the tourist the opportunity to enjoy not only the beauty of the Metropolitan Area, but also the natural beauty of the different towns of the Island. (30)The natural environment of the springs was changed. (31)The native flora and fauna is now between exotics ones. (32)The private hot pool is visited for tourist whose can afford the hotel cost. (Paragraph 8, Draft 2)

(5) In June 14, 1974 Los Baños de Waterville as all the Watervillans called the thermal springs, changed their name to Parador Los Baños De Waterville. (6) The reason for this change was to develop small hotels to give tourists the opportunity to enjoy not only the beauty of the Metropolitan Area but also the natural beauty of the different towns of the Island (*Puerto Rico a-zeta: 136*). (Paragraph 12, Draft 4).

Organizing the Voices

Besides having trouble understanding the genre or type of text that she was being asked to produce and finding academic voices to include in her text, Nancy also had trouble organizing the voices in her text in the way that she was expected. This struggle is clearly seen through a vertical analysis of her drafts 2 and 4. While in draft 2, she organized both her narrative voice and the academic voices of others in one single whole;

in draft 4 Nancy switched her narrative for here reporting voice, and organized it into sections (e.g., introduction, Waterville, The Thermal springs, and conclusions). This organization was typical of the essays and research reports that she had been asked to write during her bachelor's program (see Appendices C and D).

Interweaving Her Voice with the Academic Voices of Others

Nancy had trouble interweaving her voice, whether narrative or reporting, with the academic voices that she had brought into her text in the smooth, almost imperceptible way that the authors she had read throughout the course had used.

Example 1: interweaving her narrative voice with the academic voices of others.

Examples of Nancy's effort to interweave her narrative voice with the academic voices of others can be seen in paragraph 12, draft 4. In this paragraph, Nancy tries to interweave her account of how people used to get to the thermal springs and what they used to talk about with historical details about the change in name of the springs and the reasons for the change. However, instead of sounding interwoven or embedded in her narrative, the latter voices seemed *sequenced* (Fairclough, 1992), achieving what Fairclough calls *Sequential intertextuality*, as opposed to the *embedded intertextuality* that she was supposed to achieve in her human geography course, and which was exemplified in some of the readings for the course. Below is a transcription of paragraph 12, as can be seen in draft 4. Nancy's narrative voice is marked in regular font and the voice she appropriated from *Puerto Rico a-zeta: 136* is marked in italics.

(1) The walk to the thermal springs was a tradition for the people who lived around then. (2) We were not the only ones that walked to Los Baños de Waterville. (3) A long time ago people walked or went to the springs riding horses from far away towns. (4) One of the most common conversations was

about how was their long walk or how their health improved after they had been in contact with the hot water. (5) In June 14, 1974 Los Baños de Waterville as all the Watervillans called the thermal springs, changed their name to Parador Los Baños De Waterville. (6) The reason for this change was to develop small hotels to give tourists the opportunity to enjoy not only the beauty of the Metropolitan Area but also the natural beauty of the different towns of the Island (Puerto Rico a-zeta: 136).(Paragraph 12, Draft 4)

Example 2: interweaving her narrative voice with the academic voices of others.

Instances of her trying to interweaving her narrative voice with the academic voices of others are all over her draft 4. In paragraph 9, for example, Nancy begins with a reporting voice, which explains what the paragraph will be about, i.e., the reasons for the springs' international fame. Then, in clause 2, Nancy describes what might be interpreted as one of the reasons why the Taino Indians lived in this area. However, in clause 4 Nancy starts using the voices of Nemzer et al. (2001) to describe not another reason for fame but a use that the thermal springs does not have. This voice, as the academic voice she inserted in the paragraph presented above, does not sound embedded into her reporting voice but in sequence with it. It not only interrupts the flow of her reporting voice but sidetracks the main theme of the paragraph, and creates a kind of intertextuality that is different from the one Nancy was expected to create.

(1) Many have visited the hot springs in search of their therapeutic effect, thus giving the place its international fame. (2) According to historical details the thermal springs was the reason why the Taino Indians were concentrated in this area of the island. (3) One of the common uses of the hot springs is as a geothermal utility. (4) For example, "this hot water increases the amount of steam available to produce electricity and provides nearby communities with an environmentally safe method for disposing of their wastewater" (Nemzer, M. Nemzer, K. Carter, A.: 2001). (5) However, this is not the case in Waterville.(Paragraph 9, Draft 4)

Feedback Received

For her final draft, Nancy received the following written feedback from William:

Nancy, I enjoyed reading this paper very much. I hope you learned something too in writing it. Some of the sections could have been better cited and I took off two points from the effort because of the extra time but other than that it was a nice job.

Nancy was not happy with this grade. Neither did she understand what William meant when he wrote, "Could have been better cited." It was not until we sat down to take a close look at her sources and citations that she realized what he meant by this. However, she still wondered why he had taken off two points for effort. Therefore, when I met with William again, I asked him. He explained that the 2 points in effort he took out because of the paper being late. The other two points he took out because she did not document some of the sources and to write complete citations for some of them. However, the decision to take out these points was not easy for him. He struggled to give her a fair grade, especially with her bad citations.

That was something else I thought about, if I should have taken some points out because she was the one student that spoke to me about taking an incomplete whereas the other people did not turn in anything, so I kind of wonder if I should have taken out points for that, cause she was going to Puerto Rico and her mother was sick (Interview with William, January 18, 2007)

Reasons for Nancy's Difficulties With Voice

In analyzing Nancy's drafts with her, Nancy and I were able to unpack other reasons for her difficulties with voice besides those described above as reasons for most students' difficulties with voice. In the following sections, I first present those reasons that Nancy and I had been able to unpack without conducting a close SFL analysis of Nancy's text for the Human Geography course and then present those reasons that Nancy and I could only unpack after careful examination of this.

Reasons That Were Easy to Unpack

Reasons for Nancy's difficulties with the writing of her final project for the Human geography course were the following: (a) lack of experience with computers, (b) lack of familiarity with library and library catalogues, (c) multiple commitments and affiliations to different discourse communities, (d) previous course experiences, and (e) nature of support and feedback received. In the following sections, I discuss each one of these.

Lack of experience with computers and the internet.

As many students in the BGS program, Nancy came to the program with almost no experience with computers or the internet and, therefore, had not been able to get as much out of the internet and the information literacy courses as other students had.

Nancy was very aware of this fact and pointed it out in one of our interviews,

[...] yo no podía, era too much, yo no podía estar encima de un papel porque algunos estudiantes de ahí que tenían muchas destrezas de computadoras, que son nacidos y criados aquí, que dominan el idioma aunque fuera hablado porque una cosa es hablado y otra escrito, pero vamos a ponerlo así [...], lo que a ellos les costaba media hora a mi me tomaba dos y lo que a ellos les tardaba dos a mi cogía una noche completa, tenía que tomar café y amanecer, me entiendes? Entonces yo decía voy mas hasta allá pero me agoto y me quedo en la mitad del camino, o voy mas o menos poco a poco y termino? Yo quería terminar, yo se que yo podía dar mas y yo se que lo quiero perfecto, esta bien estabas ahí tu, estaban los recursos pero yo me iba a ahogar, yo me iba a mitad de camino y yo no quería quedarme a mitad de camino (Interview with Nancy, February 16, 2007)

[I couldn't do it. It was too much. I could not always be glued to a paper. Some of the students there had a lot of computer skills; they were born and raised here; they mastered the language, even though it was spoken... Because one thing is to speak the language and another is to write it. But let's put it this way: What would take another student only a half hour would take me two hours, and what took them two hours would take me the whole night. I had to drink coffee and pull an all-nighter, you see what I'm saying? So I said, I can move further, but I would get exhausted and only get halfway, or I could do it little by little and get done someday I wanted to get done. I know that I could have given more to it, and I know that I want it perfect. You were also there, there were the resources, but I

felt that I was drowning and that I was gonna reach only halfway and I did not want to do that.]

However, it was not only lack of experience but also lack of practice with computers outside the context of the classroom that complicated things for Nancy and rendered her unable to find reliable sources. Early in the program, Nancy had told me that the teacher she worked with was not too happy to see her work on the computer and every time she sat to do this, she would make a comment about how the computers were there for students to use, not for the staff to use. Nancy would go home hoping that she could get a chance to work on her own computer but her children, one of whom was in high school and one of whom was in college, would always be working on the computer when she got home, and she did not want to stop them from doing their academic work.

Lack of familiarity with libraries and library catalogues.

In terms of libraries and library catalogues, Nancy was one of the students with the least experience in the group. About the struggles Nancy went through to find information on the library catalogues and databases, with her limited knowledge of library research, and my struggles to help her with my limited knowledge of databases, I wrote the following notes on my fieldnotes,

I ask Nancy if she needs help. She says yes, she is looking for old New-Gate Prison but has not been able to find much. I go to the UMass databases and start helping her look for something. I am doing this when Victoria comes to ask if I can look at her first draft of the paper and also help her find info for Mt. Sugar Loaf [because] she could only find two references. Nancy says that is what she has too. They both say they need one more. I ask why one more. They say because Linda [the instructor] told them to have at least 3. I can't find anything but I can't really concentrate because the librarian is waiting for me to finish shutting down the computer. She says they shut the computers down at 8pm. I tell them to go ask Linda what database is the best for geography matters. They go and then come back saying Linda does not know. I try a few more minutes on the databases I know and on the UMass catalogue but do not get anything. Nancy and Victoria talk to Linda while I do this. Nancy comes back saying she is just going

to make copies of the two pages she found on a book and leave it at that. I stop trying and go see what Victoria is doing. (...) Victoria has gotten her paper back from Linda and so she gives it to me. I ask her if she did not get good feedback from Linda that she is giving it to me. She says no, very little, and she did not even finish looking at her paper. I say to send it to me via e-mail then because it is time to go. Linda tells Victoria she is the one that has advanced the most with this paper. I say I noticed most of them did not have anything written yet and were just looking for references and the paper is supposed to be for Thursday. Linda says she wonders why no body came to ask her for an extension if they needed more time. I say I do not know. We go home after this. (Fieldnotes, Class 11, The Earth, February 21, 2006).

Multiple commitments and affiliations.

As most students in the BGS program, Nancy had multiple obligations. She was the mother of two teenagers, a paraprofessional, a wife, and a student. She worked until 3:00 pm in her paraprofessional job and then worked on the after school program. Once she finally got out of the school, she had to take the bus, either to go home on those days that there were no classes or to go to class. The trip to class was even longer because she had to take two buses instead of one.

Although she and I were the first ones to arrive to the classroom and there were always computers available, Nancy was always too busy during this time, trying to finish a paper or a homework assignment or finishing the readings assigned for that day. On the weekends, Nancy had to attend to her family, to herself, and to her home. She also had piles of books and articles to read and homework to do. If we add this to the fact that she did not have transportation, we see she had little time to go to the library or to find someone who could provide guidance on how to use internet sources.

Previous course experiences.

AS other students in the BGS program, Nancy came to college and the University of WNE with little experience writing academic papers. Even though she had been in

college in Puerto Rico, she claims she never had to write papers in which she was demanded to cite academic sources such as books and journals articles. For her final papers, she was usually asked to write reflections, argumentative essays, or research papers that only involved field research.

As for most other students in the program, for Nancy neither the information literacy course nor the writing courses had been able to fill the gaps she brought in terms of finding academic sources and judging their reliability. Nancy's lack of understanding of these issues was evident to me when we were talking about another class and she said the instructor who had helped her look for sources had pulled out some sources from the internet too, so she thought she could do the same. When I tell her the instructor was probably looking in the government databases, she says, "Pero no deja de ser un source del internet" (But it is an internet source anyways) (Interview with Nancy, May 27, 2007). When I explain to her that it is not the same to cite from the page of Sutanita Perez from Springfield than to cite a government source she says,

Ah, bueno, pero entonces nos tienen que especificar que sites quieren porque yo no puedo ser una experta en el internet, mi experiencia no es suficiente.
(Interview with Nancy, May 27, 2007)

[Oh, alright, so, they have to specify what sites they want, because I am not an expert on the internet. I don't have enough experience]

As most students, Nancy was also aware of how issues of form such as grammar and spelling could position her negatively to her audience but somehow did not think an unreliable source or a wrong citation could do the same, especially not in the school contexts in which she moved herself. In these contexts, she thought, people would not even realize it. Below is what she says,

Yo me atrevo a decir que si tu vas a ir por cada uno de los maestros de la escuela, vas a ver que ninguno sabe exactamente como hacer un research , no saben porque ahora mismo que yo me paso escribiendo en los poquitos tiempos que tengo allí ellos dicen: ¿que tu estás haciendo? Ay, ¿y porque tu tienes que hacer eso? ¿Y pa' qué tu tienes que saber eso? (Interview with Nancy, May 15, 2006)

[I dare to say that if you were to look at each and every one of the teachers at school, none would know exactly how to conduct a research. They don't know, because now when I write stuff in the little spare time in the school, they come over and say to me: what are you doing? Oh, and why do you have to do that? Why do you have to know that?]

When at a later meeting I tell her maybe her colleagues position her that way because it is an informal situation but they would position her differently if she were to give a workshop or some kind of presentation, Nancy says they would still not notice because they use bad sources and citations too.

Yo lo he visto y yo me quedo callada, inclusive en los workshops yo lo he visto mucho, son cosas del internet porque ni siquiera se toman la molestia de limpiarlo, lo sacan exactamente como es, y dije pues, pero a mi no me gustaría hacerlo así (Interview with Nancy, February 16, 2007)

[I have seen it and I have remained silent. Even in the workshops I have seen it. You can see they are things from the internet, because they don't even bother to clean it up. They copy it exactly as it was on the site, and I thought, I wouldn't want to do it like that].

Nature of support and feedback received.

As mentioned earlier in this chapter, Nancy and other students taking the Human Geography course received a lot of support and feedback with their writing assignment for this course. This support included a whole class session in which instructor and students discussed the projects. in addition, it included opportunities to write and receive feedback on outline, abstract and drafts of the paper. finally, it included handouts with instructions on how to quote and how to cite.

In spite of this support Nancy not only had a lot of trouble writing her paper but up until the end of the course she, as most student in the BGS program was

having trouble was still unaware of what an academic reliable source was, how to look for academic sources of voice, how to document her sources.

Reasons not so Easy to Unpack

As mentioned earlier, some of the reasons for Nancy's difficulties with voice in the writing of her research paper for the Human Geography course were not so obvious. These reasons had to do the following: (a) understanding the purpose of the text, (b) lack of experience with geographical writing, (c) metalanguage used, (d) nature of support and feedback received, (e) perceived need for academic voices in her future. In the following sections, I discuss each one of these reasons.

Understanding purpose and text type.

As powerful as the above presented reasons are, it seems that one of the main reasons for Nancy's difficulties with the production of her inquiry project for the human geography course was her lack of understanding of the purpose and the type of text that she was being asked to produce. After speaking with the instructor about the assignment, Nancy got the idea that the paper was intended to be a narrative of her experiences in the place of her choice. Confident of being able to do this, Nancy wrote a narrative of her experiences at the thermal springs, incorporating bits and pieces from her previous narrative sketches. The day students had to hand in the paper, Nancy realized that other students had written "a research paper" instead of "a narrative", Nancy refrained from handing in her draft and started asking students what they had done.

Students told Nancy that besides narrating her experience of the place, she also had to include what she had found about the place in other external sources. However, Nancy was unwilling to take their word for it. She contacted me and told me that she was

very confused because students had told her that William wanted a research paper, not a narrative, and this was not what William had told her in class when they had spoken about what she wanted to do. According to her, she had asked him if she could use some of the experiences that she had included in her narrative sketches in her text and he had told her that she could certainly do this because he had loved her previous narratives. Hence, she interpreted that all William wanted was another narrative. I told her that I would ask William what his expectations for the task were and then I would get back to her.

That night after class, as usual, William and I started talking about the class and the assignments. I told him about Nancy's struggle to understand the purpose and type of text he wanted. He explained to me that he wanted her to both narrate her experience and provide disciplinary geographical information about the place. I called Nancy home and could not reach her, so I e-mailed her telling her that, in effect, William wanted a research paper, not a narrative. I explained in the message that in the context of this class, a research paper meant that he wanted her to draw on academic sources, not just on her own experiences of the place.

Unhappy with my response, Nancy e-mailed William and asked him directly if what he wanted was a narrative or a research paper. William e-mailed her back confirming what I had told her: that he wanted a research paper. Below is how Nancy narrates what he told her and her concerns about it

El me dijo es un research paper Nancy; y entonces yo dije, "y ahora que yo hago cuando yo ya había escrito tanto de mis experiencias con este lugar?" Porque tenía más que escribir [de mis experiencias] de lo que pudiera encontrar [en libros]. Yo podía escribir 20 papeles de mis experiencias con el lugar y podía escribir no mas de 3 papeles de lo que hay escrito [en libros], porque no hay mucha cosa que saber de eso y entonces dije yo, "ahora que yo hago?" Ahora

tengo que sacar todas mis experiencias y que va a quedar del papel? Tres páginas? (Interview with Nancy, May 27, 2007)

[He said to me that it was a research paper, and I said “and now, what am I supposed to do if I had already written so much about my experiences in this place?” I had more to write [about my own experiences] than about whatever I could find [in books]. I could write 20 pages about my experiences with the place, but no more than 3 pages about what’s written [in books], because there is not much out there about that. So, I said: “now, what am I going to do?” I have to take out all my experiences, and what is going to remain of the paper? Just three pages?]

Not understanding that to write this so-called “research paper” she did not have to erase her narrative of her experiences, and immensely worried about how to write a paper without these, Nancy looked for William and asked him once again what it was that he wanted from this paper. When William told her that although he did want to hear her experiences of the place, he also wanted her to use academic sources, Nancy gave up and tried to do what he said.

Lack of experience with geographical writing.

Nancy had written many narratives through her school and college years. However, the purpose of these had always been very clear cut (e.g., to narrate her experience learning to read and write, to describe what she had learned on her trip to the library or to the university’s radio station), and so had been the type of texts she needed to produce (e.g., a narrative). In none of her experiences with narratives had Nancy been explained the common stages of a narrative or the fact that different discourse communities have their own agreed purposes for narratives and their own ways of structuring these. When during our interviews I explained all of these facts to her, she said she was never told these facts,

Yo no recuerdo haber tenido algo así, que me dijeran van a escribir una narrativa, qué es una narrativa? Una narrativa es así, cómo tu lo acabaste de decir, ni nadie en el programa tampoco lo hizo (Interview with Nancy, May 15, 2007)

[I don't remember having had anything like this. That someone would say, you're gonna write a narrative. What is a narrative? A narrative is like you just said. No one in the program ever explained that.]

Lacking this explanation, Nancy formed in her mind the idea that narratives were texts in which all you have to do is tell your experience and that they looked the same across disciplines, settings, and situations,

La narrativa es mas free, uno esta mas cómodo para desarrollarlo, nadie sabe de tu historia mas que tu, tu la estas transmitiendo pero tu no me puedes decir de mi historia porque es mi historia, tu no sabes de mi historia mas que yo, entiendes? (Interview with Nancy, May 15, 2007)

[Narrative is more free, one feels more comfortable to write it. No one knows more about your own history than yourself. You are communicating it, and you cannot question my history because it is mine, you don't know more about my own history than me, you see what I'm saying?]

Mostly, Nancy thought narratives could not and did not include academic sources.

Up to her enrollment in the human geography course, the only types of papers in which she had had to include academic sources had been in the research reports that she had written for the different courses in the BGS program, the same reports that she and her peers usually called "research papers." In these papers, Nancy was expected to both collect data from her school, classroom or residential community and report it using the concepts and ideas studied in class.

Deviating a little from what she had been told to do, in some of her inquiry projects Nancy had included the experiences of her own children as they tried to learn English at their schools, and socialize with other kids in the playground. In spite of getting good comments from her instructors about including these experiences in her

texts, Nancy always felt that by including her own personal experiences in these texts, she was breaking academic conventions for how to write research papers.

In class, Nancy had seen sample research papers in which no personal narratives were included, and she seemed to have a feeling of what research papers looked like. Although, Nancy had never discussed with instructors how her research papers met or failed to meet disciplinary conventions for reporting research, she felt that her research papers were somehow unique and unconventional for their incorporation of personal experiences. Although she was proud of this, she also thought this was an uncommon practice in research papers. She mentioned to me once that she realized personal experiences were not appropriate in research papers, and that this was a problem she needed to fix.

The fact that instructors had praised her for including her own experiences in these papers had not been enough to convince Nancy that there was not a general rule for writing research papers. Neither had it been enough to convince her that each discourse community has its own purposes and ways of conducting and reporting research, and that situations and audience played an important role in writing.

Nancy's fixed ideas, and to a certain degree misconceptions, about research reports, or research papers as students called them, were confirmed when during one of the interviews, I asked her why exactly she was so confused about the purpose and structure of the paper for the human geography course, and she said the following,

Porque en un research paper tu no metes tus cosas. [...] En un research paper yo no puedo escribir de mi y de mis experiencias y eso porque es un research paper. Me dice "no, escribe lo que usaste de los libros y cítame todo;" y le digo "ah, pero entonces no puedo escribir de mis experiencias porque que te voy a citar si las saqué de mi," so todo fue una confusión (...) (Interview with Nancy, February 16, 2007)

[Because in a research paper you can't put your own things. [...] In a research paper I can't write about me and my experiences, because it is a research paper. [William] said, "write what you used from the books and cite everything" and I said, "oh, so, I can't write about my experiences? Why am I going to cite if I took them from myself?" So, it was a big confusion.]

These fixed views about narratives and research papers that Nancy had gotten from previous courses were reinforced by the writing experiences she had at the beginning of the human geography course. As mentioned above, before writing the "research paper," students in the human geography course had been asked to write two "narrative sketches." These sketches consisted in narrations of their experience in one place and narrations of their experiences of travel. In both of these, students had been able to present writings based solely on their experience. The fact that in these narratives they had been able to use only their narrative voices told Nancy that this was might be the same type of narrative they would be required to do for the term paper. However, as I have explained earlier, this was not the case, and the instructor let them know soon enough.

Al final tuvimos que meternos todo mundo como unos locos a la biblioteca y desesperados y Fulana no encontraba de su pueblo y la otra no sabía nada de Cárdenas, sabía de sus experiencias allá pero no encontraba nada acá. Hay gente que tuvo que llamar a Puerto rico porque acá tú vas a encontrar cosas muy limitadas y lo dudo porque ahora todo está en el Internet. No hay libros que te hablen de Puerto rico. (Interview with Nancy, May 27, 2007)

[At the end we all had to run like crazy people to the library. And Fulana did not find anything on her town, and the other one did not know anything about Cárdenas. She knew about her experiences there, but she could not find anything here. There were some who had to call Puerto Rico because what you'll find her is very limited. And I doubt [you could find books about towns in Puerto Rico at the libraries] because now everything is on the internet. There are no books about Puerto Rico.]

Finally, Nancy's views of the assignment were reinforced at the end of the course when she spoke with William about the possibility of using the first two narratives to

write her last paper. According to Nancy, this day William told her this was fine, and that what he wanted was to hear her voice. However, in my conversations with William, I had the opportunity to find out that what he had meant by this comment was that she should definitely include these narratives in her paper, not that she did not need to include other sources as well. Below is how he explains how he could not have told her that a narrative was enough,

The final paper could not be just that because we wanted to explore another kind of writing but you could integrate that in, you just had to show that you were taking your own experience and enhancing it because that was one of the themes of the course that traveling and experiences of places can be enhanced if you have more background that you get from the library or from a film or from some other source. (Interview with William, January 18, 2007)

Meta-language used.

Part of the reason why she had been confused about the purpose and the type of text that she needed to produce for the human geography course seemed to lie in the language that had been used to describe the assignment. As I explained in the above paragraphs, during previous courses, students had been assigned several narratives and research papers. The narratives demanded that students merely narrate their experiences and the research papers mainly required that they interviewed people, collected documents, and report on their findings in the light of the literature studied in class and any other literature they could find. Although it was an option, in none of the classes before the human geography course had students been asked to write inquiry projects based solely on archival research. Therefore, to BGS students, Nancy included, research was associated with fieldwork and research papers were associated with reports on the results drawn from this work.

Besides narrative and inquiry projects, students had had to write several argumentative essays, none of which included consulting academic sources and incorporating citations and references, and most of which consisted on responding to questions provided by the instructor. In these essays students picked a side, stated their position and tried to support it with arguments. At the end they wrote a conclusion that summarized the issue and their position on it. Therefore, to BGS students essays were those spaces that you use to state a position and develop it with arguments. They were not spaces you could use to narrate your experiences or to provide readers with information about a place.

Hence, when William told students that they had to write a research paper for their final examination, what came to mind for Nancy was field research, not archival research. Nor did she imagine it could be a combination of narrative and archival research on the place. To complicate matters even more, when William referred to the chapters in the book that he had brought as a sample of the type of paper they had to write for the end of the term, he called them “essays,” not narratives or research papers. This terribly confused Nancy who saw each of these text types as very different and fulfilling very different purposes.

No viste que no sabía si eso era un ensayo, un research o una narrativa? Lo que tenía era un arroz con juelles ahí! Y yo dije, ¿qué es esto?

[Didn't you see that I didn't know if that was an essay, a research or a narrative? What I had there was a big fat mess! And I said, what's this?]

Unfortunately, Nancy never asked the instructor to clarify what he meant by each of these terms, and assuming they all knew, he never explained.

Lack of understanding of the essays she read in class models for her research paper.

As mentioned in several places before, Nancy had not had any type of experience writing this type of texts. She had written narratives in which she had had to use her narrative voice and inquiry projects in which she had had to combine her reporting voice with the academic voices of others but not papers in which she had to combine her narrative voice with the academic voices of others. Aware of the fact that this might be a new writing experience for students, William, the instructor of the course, had assigned students to read *At Home On The Earth, Becoming Native To Our Place: A Multicultural Anthology* (Barnhill, 1999), a collection of geographical essays written in the same kind of way that he wanted students to write their papers. In addition, he assigned the reading of *The Motorcycle Diaries* (Guevara, 2003), a book which, except for the fact that it did not contain any citation, also constituted a good example of the type of geographical writing that he was asking for, according to William

In spite of having told students several times to read these books for examples of how to do their final paper, no specific written examples had been provided to students on how the voices of the writers were being combined with the voices of the academic others that they were citing. Neither had students had had the opportunity to practice writing the way the writers in some of these essays wrote. Therefore, when it came to writing the research papers, some of the students, including Nancy, felt that this type of writing was foreign to them.

Nancy, in particular, kept repeating that William had taken them one way and then steered them in another direction. She would often claim “El nos llevó por un

camino y terminamos en otro” [He took us one way and they steered us the other] (Interview with Nancy, May 27, 2006) This meant she thought William should have begun to prepare the students for this type of writing from early on. Instead, he had them write narratives all through the course and then asked them to do a different type of writing for the final paper.

The fact that William had referred to the writings in Landis-Barnhill (1999) as essays, not as research papers or as narratives, was also misleading for students such as Nancy. She had very fixed ideas about what each of these papers—research paper, narrative, essay—looked like and could not reconcile in her head the fact that the paper could be a mixed of two genres. Finally, not all of the narratives or “essays” in Landis-Barnhill (1999) combined these types of voices in the exact way that the students had to combine them on their papers: Some of the narratives provided geographical and historical facts about the places without providing any citations for the information, as is common in literary writing. Therefore, some students such as Nancy used them as examples of how to write their narrative sketches, not their research papers.

Perceived need for academic voices in her future.

Probably the most important reason for Nancy’s unsuccessful attempts to find reliable, updated, disciplinary sources of information for her human geography research paper was that she did not see the place that learning to find these sources could have in her future. When I asked her if she saw herself using academic voices in her future as a teacher, a master’s student, or a researcher, Nancy said she did see a use for it in a masters because she knew instructors in master’s programs paid attention to these things. However, she did not see any use for it as a teacher or researcher.

Yo no veo uso directamente [...] de la única manera es que vayan a hacer algo especial en la escuela donde busquen a maestros que quieran trabajar haciendo research (...) pero en el salón de clase como tal no creo porque a los estudiantes como tal lo que se les pide es muy limitado (Interview with Nancy, May 27, 2007)

[I don't see a direct use for it [...] The only way is if they would do something special at the school, where they look for teachers who want to work doing research [...] but in the classroom itself, I don't think so. What they require from the students is very limited.]

When I ask her if she did not think she needed it for conducting research, she said no because if she were to do research, she would do social research. She was most interested in the kind of scientific research that she had done for the urban sociology. For that kind of research they had not had to consult academic sources, only interview people.

Ese es el que a mi me gusta hacer, el científico, de donde yo describí algo que no necesariamente está escrito, que alguien ya lo dijo, fueron mis findings, fue lo que yo descubrí y los estudiantes me contestaron y yo descubrí algo que no necesariamente está en ningún libro, para mi eso es mas científico, es algo que si es cierto o no es cierto, entre comillas pero yo lo investigué y yo llegué a mis findings por esto (Interview with Nancy, May 27, 06)

[That's the one I like to do. The scientific one, where I described something, something that may not necessarily be written or that someone else had said it already. They were my findings, what I discovered, something that the students answered that may not be in any book. To me, that is more scientific. It may be true or not true, quote and quote, but I researched it and I came to my own findings.]

When I tell her in that kind of research you need to also draw from academic sources to discuss your findings she says she saw her role more as the interviewer not as the person who went to the library to find out what was there regarding that topic. But the truth is that up to the time of this interview, Nancy had not seriously considered doing a masters. She was not even sure she wanted to be a teacher. By the summer 2006, when she took her last course, Nancy was feeling so frustrated with the school system that she

wanted to find a different job. When I asked her why she would want to do that, she said because of the multiple problems teachers are facing now. Among these, she cited the extension of the day an hour and the fact that the administrations were asking ESL teachers to perform duties that they never had to perform. These duties included such as taking care of autistic children and changing the diapers of the youngest children. Below are the notes I took of the conversation we had,

Nancy says they are asking them to take autistic students in their classes, the kindergarten teacher has a lot of SPED students, they are extending the day one hour and not paying them more money, the ELL teachers do not have a classroom, so they are asked to do errands for the principal all day but nothing related to their jobs, etc. I say in other words there is no grade level she likes. She says that is right (...) I ask if they would give her a job without any experience in the new area. She says she thinks they would, only that they would ask her to take some trainings and workshops. I say I would give teaching a try and if she finds that she can't really do that, then I would go for the other job. She says that is what her friends tell her. I ask her what she thinks of that idea. She says it is fine. I ask when she will speak with the principal then. She says when they come back from break (Fieldnotes, Class 9 History, August 3, 2006)

All Nancy knew was that she wanted to finish her bachelor's, as expressed by the following words,

Puede ser porque lo que pasó conmigo fueron etapas, yo dije algún día yo voy a terminar mi bachillerato, no se cómo, no se cuando aparecerá la oportunidad pero si aparece, tu sabes , como por partes, esa era mi meta, mi meta fue terminar mi bachillerato, yo nunca fue porque quiero ser maestra, entiendes, son dos cosas diferentes, yo no cogí el bachillerato porque yo quiero ser maestra, yo terminé el bachillerato porque yo quería terminar mi bachillerato, ese era mi goal (Interview with Nancy, February 16, 2007).

[Maybe I went through several stages. I said, some days I'll get a bachelor's degree. I don't know how, I don't know when I'll have the opportunity, but if it comes, you know, that was my goal. I didn't want to get a bachelor's degree to become a teacher. You see, I wanted to finish my undergrad just because I wanted to finish it. That was my goal.]

Nancy's feeling that using unreliable sources was insignificant was supported by the excellent evaluations she received for papers in which she had used unreliable

sources. It was also supported by the fact that instructors never gave her feedback on this when she presented her drafts to them. Neither did they mention this in class as a problem they were seeing with students' papers.

CHAPTER 8

DISCUSSION, CONCLUSIONS, AND IMPLICATIONS

Having discussed the difficulties that BGS students had with voice in the development of their interdisciplinary papers, the reasons for those difficulties and the effectiveness of the support they received in helping them develop a situated and purposeful view of voice inside the disciplines, this chapter moves into the analysis of those findings. The chapter also provides some conclusions that can be drawn from the study presented here. In addition, the chapter presents some implications for practice, professional development, and research.

Discussion

As reported in the previous chapter, BGS students experienced with voice in the disciplines. This section analyses what those difficulties mean and how they are similar or different from those experienced by traditional NES. The section also examines the reasons for students' difficulties and how these relate to their status as ESL non-traditional students. Finally, the section examines the views of writing text, and voice from which this support seemed to come, and how this support was different from or similar to that provided to most university students.

Difficulties With Voice

As mentioned in Chapter 6, in the beginning of the BGS program, students had taken a critical reading and writing course, an internet course and an information literacy

course. All of these courses had a strong emphasis on how to search for, use and document reliable sources of voice. Consequently, many of the BGS content instructors and I expected that students would not have major problems with either of these aspects. However, we soon found that students not only had problems with these but with using the voices strategically to position themselves as knowledgeable about the topic and organizing the voices in their texts, among other things. Chapter 7 has already discussed why, in spite of all these efforts, students had these difficulties. This section will then focus on what these difficulties mean and how these difficulties with voice correspond or do not correspond with those found in the disciplinary writing of other university students.

Meaning of Difficulties

Although the above-mentioned difficulties with voice on the part of BGS students did not seem to have affected the view that BGS content instructors had of the students as competent, experienced, knowledgeable writers with great ideas to contribute to the different disciplines, they did seem to have an impact on students, both positive and negative. Encouraged by the fact that they knew that instructors were more interested in hearing “their own voices” than in hearing the voices of the authors studied in class, students such as Nancy for the first time felt motivated to write. As opposed to what had happened in the critical writing course, where students seemed more nervous than enthusiastic writing their papers, in the content courses, they seemed much more at ease with their writing assignments. In one of her interviews with me, Nancy freely expressed she did not enjoy writing in my course because she could never express herself the way

she wanted. Moreover, she claimed she would not have done such a good job had the other instructors been as demanding as I had been with the incorporation of other people's voices in their texts. All of this suggests that BGS content instructors' limited concern for raising students' awareness as to how they could make their arguments stronger by citing the literature, or how they could position themselves better to their audience by citing updated, reliable sources, and using disciplinary conventions for attribution of voice paid.

However, the fact that students did not get to realize the discursive power of bringing in the voices of renowned people in the field into their papers, or the power of citing reliable updated sources to position them positively to other more demanding audiences is disconcerting. Equally disconcerting is the fact that by the end of the program, students such as Nancy could still be wondering what was a reliable source, why she should have a mix of both updated and old sources, and why it was important to use disciplinary as opposed to general sources when all of the sources contained basically the same information is disconcerting.

When it comes to writing, members of a disciplinary community usually expect the writer to show understanding of their agreed-upon ways of thinking and doing writing and consider them as outsiders if they do not. Therefore, instead of being considered as competent, experienced and knowledgeable writers, these students will most likely be regarded as less qualified than their counterparts. Hence, they will lose the chance to express their culturally rich and insightful views of education, the issues affecting bilingual/ESL learners, and the ways to make education more meaningful for these students.

Correspondence to Traditional NES's Difficulties

As mentioned in Chapter 7, BGS students had difficulties finding reliable disciplinary sources, documenting the voices in their texts, using the voices strategically to position themselves as knowledgeable of the topic, understanding the purpose of the text, organizing the voices in their texts, and interweaving their narrative and reporting voice with the academic voices of others. Although some of these difficulties were in fact influenced by the students' status as ESL non-traditional students, most of these difficulties are not particular to ESL non-traditional students.

Working with undergraduate and graduate traditional NES, I am often amazed at how much both groups of students depend on non-reliable sources for the writing of their academic papers and how much difficulty they still seem to have with managing university electronic databases, citing their sources or using disciplinary conventions for attribution of voice. Even at the master's level, you find yourself having to explain to students that they need to write the year the article or the book was written because the author may have more than one publication, and telling them to make sure they write complete references, in case the reader wants to look for the same article or book.

It is also surprising how often you need to remind them that one of the objectives of the research papers they write is to show that they read and understand the authors assigned in class and, therefore, they cannot just write their thoughts on the topic. They need to integrate the voices of those read through their papers to either help them make their claims, support their arguments, or contest theories studied in class. Finally, it is quite mind-boggling how to the question of what the purpose of the text is students will inevitably respond "*to please the teacher,*" as opposed to "*making an argument for why*

we need to have bilingual education,” or something of the sort. To me, this suggests that they have not realized that different purposes call for different types of texts, genres, and structures, and even for different lexical, grammatical and textual choices.

However, the fact that traditional NES can have the same type of difficulties with voice that non-traditional students have does not erase the fact that ESL nontraditional students are in a more vulnerable position. Neither does it suggest that we should not look into the difficulties that are specific to this student population. It only suggests that issues with development of disciplinary voices are pervasive and need to be taken a much closer look and approached differently from how they have been approached so far.

Reasons for Difficulties With Voice

In analyzing the difficulties that BGS students had with voice in the writing of their disciplinary papers, two main questions come to mind: First, what do these reasons seem to be connected with? Second, how are these reasons different from those that traditional NES may have for their known difficulties with voice? In the following section, I discuss both of these questions.

Connections

The reasons for BGS students’ difficulties with developing a disciplinary voice, -- lack of experience with computers, lack of familiarity with library and library catalogues, multiple commitments and affiliations to different discourse communities, previous course experiences, nature of support and feedback received, understanding the purpose of the text, lack of experience with geographical writing, metalanguage used, perceived

need for academic voices in their future-- seemed to all be connected to students' academic histories, identities, and investments.

ESL nontraditional students' academic histories.

As we saw in this study, ESL nontraditional students usually do not possess the smooth, uninterrupted path through college that most traditional students that come to our programs have. This may mean, as it meant for the BGS students, that ELS nontraditional students may have less experience reading and writing academic genres, and therefore are less familiar than most traditional students with general conventions for writing academic papers and for attributing voice. This may also mean that they feel, as it was the case with BGS students, more comfortable and have more experience writing non-academic genres, or genres that are not reinforced through school and college, such as narratives.

In addition, an interrupted path through college may mean, as for most of the BGS students in this study, that students have not been socialized into using computers for academic purposes such as searching for information on the internet, accessing government sites, connecting to libraries, and searching on the databases. Finally, not having had an uninterrupted college education may mean that students have spent considerably less time at libraries. This in turn may mean that they have less knowledge than traditional students of all of the sources available to them even at small libraries. It may also mean that they have less experience searching through library catalogues, looking for sources on the shelves, checking out the books, writing out complete references for the books they consult, and printing valuable sources.

Therefore, conventional writing courses--and even less conventional ones, such as the one I taught as part of the BGS program in which students become familiar with "the genres of power" (e.g., argumentative essays and summaries), with general conventions for writing these genres, and with general conventions for attribution of voice in academic writing--may not be enough to clarify some of the students' doubts and solve some of their confusions. They may also not be enough to fill in some of the gaps that students bring as a result of their bumpy and interrupted paths through school.

Similarly, internet courses and information literacy courses of the kind taught in the BGS program, in which some of the students got to work with computers and with the internet and email for the first time in their lives, may not be enough to develop the ambitious computer literacy. They may be even less sufficient when the courses are designed for students who already have some familiarity with computers, when students do not get any continuity in terms of practicing in other courses what they learned in this one, and when no discussions about the how, when, why of information literacy are built into the explanations.

In the above cases, traditional practices, such as assigning readings that model the type of writing they need to do; holding library sessions in which students get help looking for sources; bringing to class handouts which explain how to document the sources of one's information; providing students with some examples on how to reference the most common academic sources of information; may be but mere fractions of what the students need to be really apprenticed into disciplinary ways of using the voices of others in their texts.

ESL nontraditional students' identities.

One issue that adds to the complexity of issues with voice is that of students' identities. As we saw in this study, some students such as Nancy were not sure they wanted to become teachers and did not really see themselves conducting research in their classrooms. neither did they see themselves presenting this research to wider audiences, or even pursuing a master's degree. Some of them, like Nancy and Marina, had not even thought they could ever go to college and pursue a bachelor's degree. Even though the program made repeated efforts to help students see themselves as researchers of their own classrooms this was not enough to help students such as Nancy feel that they could do research and present her work at conferences.

Furthermore, even though their research was based on the real needs of the community, their ultimate goal was to fulfill a course requirement. Students knew that they were just doing schooling and writing for the instructor, which is far different from doing "real research" projects and making them public. As a consequence, they did not see any value in learning to write academically. Many teachers they knew and worked with may not have been role models to instill in them the importance of knowing how to write academically. This may have given them the impression they did not really have to be very proficient in academic writing or learn the intricacies of citing to become teachers.

ESL nontraditional students' investments.

As we had the opportunity to realize in this study, most of the students involved in the program worked during the day and could only come to class at night. They had to skip tutoring sessions and dedicate Saturday and Sundays to their families. In addition,

many students lived far from campus and some of them, like Nancy, had issues with transportation. As a result, conventional university efforts to help these students, such as creating writing centers and hiring tutors to provide support to student during regular office hours, were also insufficient. Saturday and Sunday sessions would not work either, given that this is the only time that students have to be with their families and adopt their identities as moms, grandmas, aunts, and wives.

Innovative efforts, such as the ones made by BGS program coordinators, consisting of hiring a writing tutor to meet with students before class and provide students with writing support at the same location classes were held, may also not work. As most BGS students, most nontraditional students barely have time to make it to class. Among working long hours, attending to their children and spouses, and making sure that everything is well with their families before coming to class, most nontraditional students do not have time to attend tutoring sessions even when these are scheduled one or two hours before class.

The only possibility that seems to work well for these students is to attend writing tutoring sessions during class hours, which implies holding only one class per week, instead of two, and programming more semesters to finish the scheduled number of courses. However, this possibility is not too tempting for students since they do not want to prolong their own sacrifice and the sacrifice of their families for too long.

Correspondence to Traditional NES' Reasons

As discussed in Chapter 7, some of the reasons for students' difficulties with the development of a disciplinary voice included lack of experience with computers, lack of

familiarity with library and library catalogues, multiple commitments and affiliations to different discourse communities, previous course experiences, nature of support and feedback received, understanding the purpose of the text, lack of experience with geographical writing, metalanguage used, nature of support and feedback received, and perceived need for academic voices in their future.

It is a fact that by the time they arrive to college, most traditional NES are already familiar with computers, libraries, and catalogues and do not have as many commitments preventing them from dedicating more time to their studies and ESL nontraditional students. However, many traditional NES, especially those coming from poor socioeconomic backgrounds and from families without a history in academia, are just as unfamiliar with computers, the internet, libraries and databases as ESL non-traditional students by account of the lack of resources at home, at school, and in their neighborhoods.

In addition, they often belong to discourse communities whose ways of thinking, acting and writing are different from those they find at school, which puts them at a disadvantage with other students whose discourse practices are more in tune with those promoted at school. Besides, they often come from underperforming schools in which poorly qualified and often non-licensed teachers are the ones in charge of familiarizing them with academic ways of thinking and writing. Finally, they often have received very little guidance and support with disciplinary genres outside of that proposed by the scripted and often product-based books provided to them by the districts.

In sum, although ESL non-traditional students do have particular academic paths, identities, and investments that need to be factored in when making an analysis of the

reasons for students' difficulties with voice inside the disciplines, we cannot assume that traditional NES students who enter our programs will not have the same set of difficulties. Many of them will have just as many reasons to find difficulties with the disciplinary ways of writing we demand from them as most non-traditional ESL students.

Support Provided

As stated in chapter 7, the support that BGS students received in the development of their disciplinary papers went beyond the support that most programs offer to students, whether these are ESL nontraditional or not. Most instructors do not hold whole class sessions to walk students through the structural expectations of the research papers they are being asked to produce in their disciplinary courses. Neither do they schedule visits to local libraries, hold internet sessions with students, or conduct quoting and paraphrasing exercises. At most, they bring handouts to students with instructions on how to quote and how to cite. But, what views of writing text and voice seemed to be guiding the support provided to BGS students? Why was this support insufficient? And, why was more support not provided in spite of the best intentions on the part of both faculty and writing tutor? In the following section, I explore these questions in detail.

Origins of Support

A close look at the support provided to BGS students, as described in Chapter 7, suggests that much of the support came from a view of writing as series of rules that can be applied across contexts, a view of texts as structurally fixed, and a view of voice as individual and univocal. However, some of it also came from a view of writing as process in which part of the instructor's job is to provide students with plenty of opportunities to

both get content feedback on their drafts and re-write these based on that feedback. However, as occurs in most content-based university courses, none of it came from a view of writing as a social practice that varies from one context to another and from one situation to another, a view of texts as dialogic and view of voice as inevitably multivocal.

Such a socio-cultural view of writing, texts and voice would have implied discussions about the purposes for writing these pieces, and how audiences influence the kind of language, the style, and the structure of papers. It would also have implied analysis of the multiple voices on which students could draw, the differentiated value of some of these voices, and the specific conventions that members of that discourse community used for attribution of these voices. Besides, it would have incorporated conversations about what reliable sources are and how these could position them better to their audience than unreliable internet sources. Finally, it would have implied holding discussions about how each discipline values different types of texts, genres, and conventions, and the consequences for not adopting these conventions.

Reasons why Support Was Insufficient

In sum, support given to BGS students was sufficient to help them meet the content objectives of the courses planned for them. However, as discussed in Chapter 7, each course had a set of academic writing objectives that were not met in their totality, although students did make great strides towards them. Had they been accomplished students would not have had such trouble understanding different purposes for texts, or considering situation, and audience. Besides, we would not have had those moments in

which instructors had to take out the academic honesty card, and in which students such as Nancy felt bewildered by the fact that her human geography teacher could be asking her to write narratives in a research paper and to include citations in a narrative sketch. Finally, more students would have probably taken the challenge of applying for the Communication and Literacy Test required of all aspiring teachers in Massachusetts.

One year after the program had ended, only two students had reported taking the test and only one of them has passed it. When I asked Nancy why she had not taken hers, she said she did not feel prepared for it. When I asked her why she thought this was so, when they had had so much writing practice throughout the program, she said she felt that instructors had been lenient with them in terms of following rules and she knew the reviews would not be as lenient when scoring her paper. Besides, if Mario had not passed the test in spite of how hard he had studied for it, she did not see why she would.

Reasons for Lack of Additional Support

As mentioned in Chapter 6, BGS faculty had a genuine interest in supporting students with the writing of their disciplinary papers based on the belief that practice in writing disciplinary papers would position students well to pass state mandated teachers' tests. In spite of this, when it came to providing students' with feedback on their papers most of them focused on content as opposed to form and seldom included any comments on use of voices in the papers, citations, references or disciplinary ways of thinking and writing. Why did content instructors provide so few comments on the matter? Findings from this study suggest that this lack of attention to voice may have stemmed from

instructors and writing tutors' academic histories, identities and investments. In the following sections I describe each one of these aspects.

Content Instructors' Academic Histories, Identities, and Investments

As in the case of BGS students, whose difficulties with voice seemed to be connected to their academic histories, identities and investments, the reasons instructors and writing tutor had for providing the limited writing support we provided lie, largely, in our academic histories, identities and investments.

Instructors' academic histories.

As is common in university content courses, BGS instructors did not possess either the declarative knowledge of how they and other members in their disciplines write and cite, when, where, why and for what purposes or the pedagogical knowledge of how to share this knowledge with students. These facts are not surprising since traditionally, content instructors have been socialized into ways of writing in their disciplines through many years of reading, receiving feedback from their mentors and trying to publish their own work. Without even noticing, they internalize what genres possess a higher status in their disciplines, what text types to use to achieve their purposes, how to structure their texts, what voices they need to bring in to position themselves as knowledgeable of the field, and how to document and interweave the voices in their texts in disciplinary ways.

Since this process may have occurred unconsciously, they may find trouble explaining what they do when they write for their disciplines. For example, they may have trouble explaining what kind of writers' resources they draw upon (e.g., which internet sources, which databases, which journals), what particular steps they follow

when looking for sources (e.g., they print out the reference of all of the books and journal articles they consult, they only copy those that have been found useful), why they prefer some sources as opposed to others (e.g., National Institute for Public Health as opposed to Medline), how one source may be better than the other in particular situations and for particular audiences (e.g. in talking to friends as opposed to writing an article), what specific conventions they use to write their in-text and their end of text citations (e.g., APA, MLA), and why it is important to cite inside the text when the references still need to be provided at the end. As a consequence, they may skip these explanations when preparing students to write their papers, as it was the case with the instructors in the BGS program.

In addition, they may not have realized how the texts that they assign to students may be different in purpose and structure to those texts students are used to writing in other disciplines. Neither have they realized how even inside the same discipline these texts can be written differently depending on the situation and the audience. Hence, they may not think, as instructors from the BGS program did not, of pointing out these differences so that students like Nancy could clarify that there was not one single way of writing narratives or research papers that applies to all disciplines, all purposes, all situations and all audiences.

Next, since instructors have little or no pedagogical knowledge of how to teach writing, they may have trouble anticipating the problems that students may run into when writing their texts. However, even when they could anticipate some of these problems, as was the case with the BGS instructors who participated in the faculty meetings, they may be at a loss in terms of how to avoid running into those problems. For example, when told

that students are having trouble finding reliable sources, they may assume, as it was the case in this study, that a visit to the library with the students might be enough to help them find these sources. Similarly, when being told that students have trouble documenting sources, they may think, as we did, that a print out with all of the APA norms for citing different kinds of sources could solve the problem

As mentioned in Chapter 4, the BGS program consisted of a series of interdisciplinary courses, all of which were taught by interdisciplinary faculty who possessed a great amount of procedural knowledge of their subject but little declarative knowledge of the ways of writing in their specific disciplines. As such, they were unaware of how the genres they used were different from those used in other fields, how they used different text types to achieve similar purposes, how they structured texts differently, and how they used different conventions for incorporation and documentation of voices, aspects all of which were worth pointing out in class.

However, even if they had had this type of declarative knowledge, faculty would have been unprepared to apprentice students into these ways of writing and thinking in their disciplines since most of them did not possess any training on how to teach writing, specially to ESL students. It is an education axiom that knowledge of the subject is only one of the requirements to become an effective teacher. Teacher candidates need pedagogical knowledge of their subject as well. That includes being able to identify what students know and being able to build from there. It also includes providing enough scaffolding to students (e.g., examples, practice, feedback, opportunities to re-write), giving students opportunities to analyze and critique what they are learning and helping

them connect it to their lives. Finally, it implies having clear criteria for assessing the assignments, among other things.

When students are ESL, minority, and nontraditional, as most of the students in the BGS program were, this pedagogical knowledge is even more important. As mentioned in the introduction, these students may have their own conception of what academic writing should look like, they may not have been socialized into academic ways of writing and thinking from early years, and they may have had a bumpy and interrupted academic path through college. This means they may not have gotten as much support with their writing as other traditional students. In addition, they may not have practiced what they learned for years, and so on.

Although the program director and I met with faculty individually and in groups at least once per semester to plan courses, to talk about the issues we were seeing with students, and to discuss ways to address these issues; no meetings were scheduled in which faculty could get help with making explicit the well of implicit knowledge that they possessed in terms of writing in their disciplines. Neither were there any meetings scheduled in the BGS Program in which William, other BGS instructors, and I could study and discuss strategies to apprentice ESL and non-traditional students into disciplinary ways of writing and thinking, to scaffold their assignments, to incorporate ways to critique them, and to assess their work fairly. Lastly, no meetings were scheduled between faculty and I to jointly plan the writing assignments and the scaffolding that students would be provided for their production from each one of us.

Finally, there was the issue of time. As mentioned in chapter 4, BGS courses were organized mostly back to back so that students would not have to deal with more

than one course at a time. Classes were taught in the evening so that students who came out of work at 5pm would have time to attend. Although this organization made it possible for many of the students to stay in the program, it gave the instructors little time to cover all of the content that we planned for these courses (e.g. covering university guidelines and state guidelines for courses, and incorporating some of the local research on the subject). It also gave both instructors and I almost no time to explore background knowledge of the students, make decision about where we needed to start depending on where they were, attend to all of the writing needs we saw, provide enough scaffolding and discussion, include some opportunities to critique the genres they were learning.

Instructors' identities.

Traditionally, content instructors have not seen themselves as writing instructors. They have opted for trusting the job of socializing students into academic ways of writing and thinking to ESL and writing instructors. They have had writing tutors to whom they can refer their students with writing problems, and have never received any training on how to teach writing to NSE, let alone ESL students. As a result, one of the first objectives that flies out of the window when content instructors feel that the time is short is the writing objectives.

Even innovative efforts, such as those BGS coordinators made to discuss with faculty the needs of the students in terms of content and writing may still be insufficient to have content faculty see apprenticeship into disciplinary ways of writing as one of their main goals for their courses, and as one that needs to stay in regardless of time constraints.

Instructors' investments.

Invested as BGS faculty were in apprenticing students into ways of thinking and writing in the disciplines, when deciding which objectives had to be left unmet, BGS content instructors usually chose to sacrifice the writing objectives. As mentioned in previous sections, each course had both content and writing objectives. Still, when it came to providing feedback to students on their papers or grading students' writing, faculty usually chose to ignore issues with writing, and with voice in particular.

In previous work, I have reported how after having asked students to write an expository essay using the articles and books read in class to support their arguments, instructors from the media course decided not to demand students to incorporate any references after all after seeing students' difficulties with these (Correa, 2008, forthcoming). As these instructors, other instructors in the BGS program initially demanded that students incorporate the voices of the authors read in class but did not carry through with their demands. This tells us that their investments were more on content than on writing, and definitely not on voice.

Writing Tutors' Academic Histories, Identities, and Investments

The struggles of BGS students with incorporation and documentation of the academic voices of others in their disciplinary texts, and the struggles of instructors and I to help them point to a third aspect that is important to consider when apprenticing ESL nontraditional students into disciplinary ways of writing. That aspect is the academic history, investments, and identities of the writing tutor.

Writing tutors' academic histories.

Writing tutors usually are not familiar with the range of disciplines that students from across campus are preparing into. They usually do not have experience with ESL students and with nontraditional students. But even in innovative programs such as the BGS, where the writing tutor was someone who is familiar with the kinds of writing issues with which ESL students might be coping, writing tutors, like myself, may not be familiar with the specific genres and text types that students are being asked to write. As it was my case, they may not know how members of that discipline structure their texts, how they organize the voices inside their texts, what conventions they use to document them (e.g., APA, MLA), and how can use them to position them as knowledgeable of the topic (e.g., by citing which key authors in the field). Finally, they may speak a native language that is different from that of the majority of the students or of some of them, as was the case in our class with two of the students, a speaker of French and a speaker of Polish. Consequently, they may be, as I was, unable to help students make many of the decisions that they needed to make.

Second, they may be, as I was, unaware of the resources that are available to students both on the internet and at the different libraries. Third, they may be oblivious of the key journals and databases that may help students when doing their research. Finally, they may ignore the most updated theories concerning that topic and the main debates going on in the field. As a consequence, they may be unable to help them much with their search for reliable, updated, relevant sources; but mostly, with sources that could position them in strategic ways to their audience (e.g., as being aware of the most relevant theories and debates, and of having read the most prestigious authors in the field).

Writing tutor's identities.

My own experience as an ESL student learning to write academically, which could have further enabled me to provide the BGS students with writing support, also proved insufficient. As the BGS students, I also experienced problems understanding some genres, which in big part I had to figure out myself. Consequently, I felt that I was very aware of the most difficult issues for the students, and that I could explain where they were coming from when they made some mistakes. Although I had ideas about what kind of feedback would be useful, and on how to explain some of the topics, I still did not feel entirely prepared or with all the appropriate resources to help the students.

Writing tutor's investments.

Contrary to what happens with content instructors whose investments are mostly located in making sure the students learn the content of the course, the investments of the writing tutor are usually located in that they learn ways of thinking and writing in the academy. However, the struggles that I went through as the writing tutor for not being aware of the content and not being familiar with the ways of writing, thinking and communicating of the members in each of the disciplines suggest that we cannot really separate the two.

Conclusions

This section discusses what conclusions we can draw from the small study presented here in terms of Many of us university faculty and school teachers and nontraditional students, were taught writing at a time when product-based views of writing, texts and voice were the views operating in most university and school

classrooms. Consequently, we were taught to memorize grammatical and syntactical rules by heart, with no discussion about how the rules learned applied to texts written across contexts, situations and audiences and written for different purposes. It is therefore not surprising that these are the same views of writing that that we now hold and apply in the design of our programs, our ESL, writing and content classrooms, in our academic honesty policies, and even in our university entrance exams and teachers tests.

Only recently have schools tried to promote more socio-cultural views of writing, text, and voice with programs such as First Steps, a curriculum which follows a genre-based approach. Still, these programs present genres and discourse communities as unchanging and fixed. They present texts as structurally uniform and voice as individual and univocal. It is going to take some time before we begin seeing the effects of socio-cultural views of writing and genre-based approaches in our university classrooms. Except for some efforts by ESP and by some WAC scholars, most university programs and faculty continue to see writing as a skill that should be learned during high school and to design their courses around content, as if this could be separated from language.

Even innovative programs such as BGS do not seem to be able to free themselves from these highly internalized product and process-based views of writing. Although BGS faculty uncommonly saw themselves as both instructors of content and language and had the best intentions to support students with both, they as many other content instructors, did not have a framework that would allow them to present writing as disciplinary, contextual, dialogic, situated and purpose-driven activity. In their effort to develop the knowledge-base and writing practices that would help students pass state

mandated teachers' tests, they developed a view of writing as fixed and unchangeable across contexts and situations, and a view of voices as individual and univocal.

All of the above greatly increased their confidence in themselves and the knowledge they possessed. However, it also rendered them incapable of analyzing how they needed to modify their voices for different purposes, situations and audiences. Besides, it left them unaware of how the voices of others could help them make their arguments and clueless about the fact that conventions varied from one context to another due to different ways of seeing and conceptualizing the world. Finally, it left them oblivious of the incredible power of voices and disciplinary conventions to position them in either negative or positive ways to their audiences.

BGS faculty had considerable success in getting students to meet the content expectations of the inquiry projects. However, they had limited success in areas such as the following: (a) helping students meet the voice expectations for these, (b) encouraging them to see the texts they read and wrote as a reflection of particular ways of thinking and seeing the world of the discourse communities they represented, (c) scaffolding them to understand the situated nature of the texts they were being asked to produce, and (d) raising awareness as to the importance of analyzing how they had to modify their choices for other purposes and audiences. This suggests that what we need is a radical change in practices. This change, however, can only come from a radical change in views of writing, texts and voice. From seeing writing as a set as of structural, grammatical and attributing rules that students need to memorize and apply the same way across contexts and situations, faculty need to start seeing writing as a social practice that varies from one discipline to another and from one situation to another and is marked by purpose and

audience. Similarly, from seeing the texts we assign to students as fixed in purpose and structure, and as prototypes that they should have learned to write in high school, we need to start seeing the texts we assign as highly disciplinary and situated. This means that their structural, lexical and grammatical features will be determined by both the discourse community and the specific purpose and audience that we as expert members of the community propose. Finally, from seeing voice as univocal and individual, we need to start seeing it as intertextual or multivocal and collective, i.e. as determined by both disciplinary and situated expectations.

Until university faculty change these views of writing text and voice, our efforts to help traditional and non-traditional students, ESL and NES, with the adoption of a disciplinary voice are going to continue to fail. Universities will continue to graduate students, and teachers in particular, who cannot help their students develop a view of writing, texts and voice that is different from the fixed, unchanging, un-evolving, non-situated, and non-disciplinary one that many of us acquired when we went to school and which we are now transmitting to our students.

In addition, students will continue to enter the university unprepared to meet the demands of content courses. Moreover, university efforts to compensate for lack of preparation of the incoming students to meet the demands of content courses will continue to be futile. Furthermore, the academic honesty policies that universities issue will continue to be unable to capture the whole range of often-unlawful practices that students develop to deal with demands for a disciplinary voice in the expository papers that they have to write for their courses. Finally, ESL and nontraditional students, especially those who come from non-academic backgrounds, will continue to have

trouble passing university entrance exams and teacher's tests that demand that students consider situation, purpose and audience and make lexical, grammatical and textual choices based on this information.

However, changing people's views of writing, text and voice is not easy. It implies concerted efforts by schoolteachers; university writing and content instructors; university programs, especially teacher preparation and writing programs; university administrators, especially those involved in the preparation of university entrance exams; and even department of education officials, especially those involved in the design, implementation and evaluation of teachers' tests. The following section points to some of the efforts that can be made by content faculty, university programs, and university researchers to help students develop a view of writing, texts and voice that is more disciplinary, situated and purposeful.

Implications

Pointing out the complexity of issues is never enough, especially for us, instructors who are challenged by these complexities in our classrooms everyday. Once we identify the issues, we need to ask ourselves what it is that we can do to help students with these issues. In this particular case, the question we should ask is threefold: First, what is it that university content faculty can do to help the increasing number of ESL nontraditional students in our classrooms develop a situated, disciplinary view of writing, texts and voice? Second, what can programs do to make sure that faculty hired to teach these courses have the tools they need to develop this type of knowledge? Finally, what are some issues with writing in the disciplines that still need to be explored so that we

have a better idea of how to help our ESL nontraditional students succeed in college? In the following sections, I discuss some implications of the study presented here for, practice, professional development, and research.

Implications for Practice

The study presented here points to a series of instructional issues that need to be considered if we want to more effectively help ESL nontraditional students address issues with voice in their disciplinary writing. These issues have to do with exploring students' background knowledge, support or scaffolding provided to students during the production of their texts, and assessment of texts.

Exploring Students' Background Knowledge

As the study presented here suggests, we cannot make assumptions in regards to what students know about incorporation and documentation of the voices of others in their texts based on the courses they have taken before they came to our classes, especially when the students are ESL nontraditional. These students have usually not been able to take as much advantage of these courses as traditional students.

Ideally the exploration of how familiar students are with the genres and text types that content instructors are assigning and the ways of incorporating and documenting the voices of others when writing those specific texts for similar audiences would happen before the course started as it actually happened in the BGS program. However, since often times content courses are open to students from different disciplines, this exploration can not happen during program faculty meetings unless the program, like the

BGS program, has been designed especially for this students and the faculty have worked together on the design of the courses.

Therefore, before instructors start to apprentice students into disciplinary ways of thinking and writing, it is important that they explore what experiences students have had with writing the types of texts they are going to assign and with incorporating and documenting the voices of others in those texts. Once this is done, instructors can begin to highlight how the ways in which these texts and the voices of others were used in their other courses is similar or different from the way they are being asked to use them in that particular classroom situation.

Support With the Production of Texts

The study presented here also suggests that support to students needs to be very carefully planned. From the types of explanations we give, to the library and computer sessions we hold with students to help them find sources, the help we give them on how to document sources, the ways to present models to students on how to use the voices of others to enrich their papers write their papers, to the individual session in which we provide feedback to students about their papers, all needs to be planned and thought in advance so that we can get the most out of it and really help students.

Explaining the assignment.

The study presented here suggests that when dealing with genres and text types that are new to students, it is often not enough to have students read sample texts to help them understand how to incorporate and document in their texts the voices of others in disciplinary ways. Instructors would need to deconstruct the sample text with students.

This implies analyzing, for example, what the purpose of the text was, and how the incorporation of the voices of others helped the writer achieve that purpose. It implies discussing with students what specific genre that is, who was the audience for it, and how the choices that the authors made in terms of voices helped them achieve that purpose, position themselves as knowledgeable, participate in main debates going on in the field, engage in conversation with other members of their community and so on.

These sessions can become interesting and ardent conversations about what voices the authors are drawing on in constructing their texts, how they are “populating them with their own intentions.” how they are using those voices to enrich their texts, and how the multiple voices are interwoven in that text, and how they are positioning themselves by the voice choices they made. Included in these conversation can be discussions about the multi-voiced nature of texts and also the consequences of bringing in some of those voices without properly attributing them, what sources that are most highly valued in this type of texts, and the politics implicated in choosing one author over another that is, for example, more well known or more updated or more controversial.

Finally, instructors can reinforce these discussions with the readings they bring as samples of how to write with exercises in which students can practice interweaving their own voices and the academic voices of others in their texts to achieve different kinds of positionality for themselves and their audience.

Help finding sources.

This study suggest that to get the most out of library and computer sessions in which we help students look for sources of voices for their papers, it is not enough to hold one library session in which students receive an orientation of what is available at

the library. Instructors might need to first discuss with students from what kind of sources they might be likely to get information in (e.g., which journals, which databases, which internet sites), how to look for it, how to access it. They also may want to make sure everyone has access to these and knows how to connect to them, and students have enough procedural knowledge (i.e. the knowledge you get through practice) of how to do all this.

In addition, content instructors may also want to make sure that students know how to judge what is a reliable source, what is a primary and a secondary source, what kind of sources would be best to use in this type of paper given the situation and the audience. But mostly, content instructors may want to make sure that TAs and tutors, as students, are aware of what kind of sources they are looking for, which would be the most appropriate for this particular audience, context, and situation; and where to look for them and how.

Help documenting sources.

The study suggests that in order to be able to make appropriate use of disciplinary conventions, students usually need more than handouts with lists of how to cite following APA or other type of conventions for attribution of voice and some comments about the consequences of not mastering these conventions for them as future publishers of their work, as graduate students, and future teachers. Content instructors might need to accompany these handouts and comments with discussions on the value that these conventions have for members of the discipline and the value that it may have for them to be careful about this if they were to publish their work or take it to wider, less understanding audiences. They might also need to discuss with students the multiple,

social functions of in text and end of text citations, and the power both of these types of citations have to position them in certain ways to their audience (e.g., as sloppy, as not knowledgeable, as plagiarizers). Finally, instructors might need to engage students in some exercises in which they need to find different sources of voice and then cite them using disciplinary conventions and taking into account the purpose of the text, the situation, and the audience.

Individual conferences.

The study presented here also suggests two important facts about the individual conferences between students and content instructors or writing tutors. First the study suggests that since nontraditional students have an enormous amount of responsibilities on their shoulders, and very little time to study or come to workshops, separate days need to be allowed for these individual conferences and they need to happen in the context of the classroom. Second, the study suggests that these sessions can probably produce better results if they are not dedicated to correcting students grammar or text organization but are used to engaged students in conversations about the kind of identities they want to project in their writing and how the voices they bring in and the way they document them can help them project these identities. They can also be used to discuss with students the voice choices they made, the dilemmas they faced as they chose their sources and documented them, the reasons for these choices, how they were positioning themselves by the voice choices they made and by the ways they chose to interweave the different voices position in their texts, the different ideologies and positions that are interwoven in the voices they used, and whether they want to “critically accommodate or resist dominant conventions.”

Assessment.

The study suggests that the final assessment is just as important as the feedback planned to support students during the writing of their papers and that as encouraging as it may be for students to receive praise on the brilliant ways they developed the topic, it is also important for students to receive feedback on what they need to think about for other papers, especially if these matters concern their use of sources and the ways they are citing them. This way students will get the impression that this is something important that they need to continue working on in other courses, even if the specific ways of incorporating sources and citing them may be different in the next courses.

Implications for Professional Development

As it is obvious from the study presented here, content instructors may have the best intentions in the world, modify their curriculum to include extensive disciplinary writing practice and support to students with finding sources of voice and documenting them in disciplinary ways and still find that their efforts and best intentions are not enough. In order to be able to apprentice students into the ways of writing and thinking in their disciplines they first have the disposition to do so and the feeling that it is important and that it is part of their role. Then they need the meta-knowledge of their ways of writing and thinking and the pedagogical knowledge to be able to share their knowledge with students. Once they have the tools that they need, they also need to get the support of their programs to modify their syllabus to include enough practice and discussion of the genres they are asking students to write and a great amount of support to students.

Seeing Apprenticeship Into Disciplinary Writing as Part of Our Role

The study presented here suggests that getting content instructors to see the importance of providing more support to students with their disciplinary writing and with disciplinary ways of incorporating other peoples' voices in their texts is not difficult. Many content instructors do see the incorporation of other people's voices in students' texts as an important aspect of acquiring academic literacy and see academic literacy as a literacy students should develop, especially when they are preparing to be teachers. However the study also suggests that not all content instructors see it as their responsibility to teach writing or are clear about what their role could be. Therefore, if content instructors are to participate in the effort of apprenticing students into disciplinary ways of writing and thinking, they need to start by seeing it as part of their responsibility.

Unless university faculty also start seeing it as their responsibility to help students, ESL and NES, traditional and nontraditional, leave the university with a better understanding of writing in the disciplines and a better sense of how to access, use and document reliable sources of voice in the papers that they write, the situation is likely to continue to be the same. In the last 60 years, universities have taken some strides in this respect. They have created writing centers and staffed them with senior students or writing experts. They have offered ESL, mandatory junior writing courses, and some of them have implemented ESP and linked courses. Nonetheless, the teaching of academic disciplinary writing continues to be a prerogative of writing teachers, not the enterprise of content teachers.

The same thing that is happening at the university level is happening in pre-requisite ESL and writing courses taken before they are allowed to take content courses. Once they are in content courses they are supposed to know what they need to write in their disciplinary papers, and those who do not know are sent to the writing center to be helped by a tutor who may not know anything about writing in that discipline.

If we go further down the pipeline in high school, we see that once students learn the mechanics of how to read and write they are supposed to learn how to write in the disciplines by writing papers but no content instructor feels it is there is their

responsibility to apprentice students in the ways of writing and thinking that are specific to that discipline. Emphasis is put the five paragraph essay, which usually does not have to contain any cites. Most all students can navigate the internet but very few students, especially those in poor schools can tell you what a reliable source is, what a primary source is, how they know their information is reliable, although they can tell you by heart the structure of an argumentative essay or a summary , they can't tell you how you cite in geography or history, what genres and text types are the most commonly used in each discipline and how the structure of these texts is different in other disciplines.

But school teachers claim they also were not trained to teach writing, so that takes us back to the universities, although this time our focus is on teacher preparation programs. Most teacher preparation programs focus on teaching teacher candidates the content of their subjects and how to teach this content. They do not offer any courses on how to write in the discipline and how to teach writing in the disciplines. So when they come out of college they go and teach math or sciences or social studies and forget that there are specific ways of writing in each of these disciplines that students need to be apprenticed in.

So universities must see it as their function to not only help students who come with gaps in their knowledge of writing in the disciplines, but help students who are preparing to be teachers of the disciplines to get the apprenticeship they need to be able to apprentice their own students into ways of doing writing and citing in their disciplines. In addition, they need to help content instructors get the meta-knowledge and the pedagogical knowledge they need to be able to apprentice their students, whether they are preparing to be teachers or not into disciplinary way of writing, thinking and communicating in their disciplines.

For universities to see this as their function they have to receive pressure from above, whether it be national program accreditation associations such as NCATE, or the state or federal government themselves. When it comes to preparing teachers into disciplinary ways of writing, the situation can be a little easier because NCATE and state governments can all exercise pressure. When it comes to the preparation of content teachers, putting the pressure on the universities is a lot more difficult since math and other disciplinary associations are usually concerned with the content that is being

covered by the programs. They are usually not concerned with student preparation in disciplinary ways of thinking and writing.

Once the university sees it as their responsibility to provide not only remedial writing instruction but also disciplinary writing instruction to all teacher candidates and content instructors, it can launch campaigns for all instructors to become writing instructors. These campaigns can be similar to those campaigns they have launched to get all instructor use computers effectively. These campaigns which will eventually turn into seminar and workshops for all will require a huge investment of time and effort from the part of the faculty, which means that the university will have to create incentives for faculty to attend which can range from paying faculty for the hours they spend in training to relieving them of responsibilities while in writing seminars.

Getting the Meta-Knowledge We Need

In these seminars, instructors could get help making explicit the genre knowledge they already possess. Such knowledge could be knowledge of which genres possess a higher status in their disciplines, which text types they usually use to achieve their purposes, which structures they normally use, what voices they usually bring in to position themselves as knowledgeable of the field, and what conventions they normally use to document and interweave the voices in their texts.

They may have get help explaining what kind of writers' resources they draw upon when they write (e.g., which internet sources, which databases, which journals), what particular steps they follow when looking for sources (e.g., go to a particular database, or libraries, go to a particular section in the library), what kind of internet sources they prefer (e.g., National Institute for Public Health as opposed to Medline) depending on situation purpose and audience. They may also discuss which particular genres and text types are most highly valued in their disciplines and why and the agreed

ways they have to structure each of the text types and to organize the voices in their texts. In addition, they can discuss how conventions the members of their communities use for documenting sources may be similar or different from those used by members of other disciplines. Finally, they can discuss how the texts that they assign to students may be different in purpose and structure to those texts students are used to writing in other disciplines, and to the texts they are use to writing themselves due to changes in purpose, situation and audience. .

Getting the Pedagogical Knowledge We Need

Once they have the explicit meta-knowledge of their ways of searching, using and documenting the voices of others in their text, they can start focusing on some strategies to apprentice students to ways of writing and thinking in their disciplines. Specifically, they can discuss how to help students find reliable disciplinary sources at libraries, in catalogues, on databases, and on the internet, how to help them decide if a source is reliable or not, how to help them distinguish a primary from a secondary source, and how to familiarize them with disciplinary conventions for citing different kinds of sources. In addition, they can discuss how to make their instruction more critical so that they can move from the how we do it into why we do it, what are the multiple functions of the cites and all the multiple ways they can position themselves by the voice choices they make.

Moreover, they need to discuss how to scaffold the search for sources (e.g., by suggesting sites and journals), and the actual incorporation of the voices of others in students' texts (e.g., by bringing sample articles to class and deconstructing with students

the way the authors have interweaved the voices of others in their texts), and the documentation of these voices (e.g., by pointing to students how the authors are giving credit to other authors inside the text and at the end of the text).

Once this is done, content instructors and their seminar leaders may discuss possible ways they can provide students with feedback on their texts in general and on the voices and their documentation in particular, while they are writing their drafts so that students can not only see citations as an important part of their papers but have a chance to double check their sources, and find out better ways to use or document them. Next, they need to discuss the possible ways to assess students' texts that are less about "this is what you did wrong and this is why," and more about "this is how you could improve your paper and your citations for this type of audience" and "this is what you might want to think about if you want to take this paper to other audiences, publish it and so on."

Finally, content instructors and seminar leaders may discuss how they can make the writing experience less about *doing schooling* (e.g., writing papers for the instructor for no other purpose than getting a good grade) and more about doing *what members in our community do when we write* (e.g., engage in conversations with other members of the community about issues that concern all of us and to which they may feel they have something to contribute). This way, students can start seeing themselves as academics and envisioning other audiences for their papers. They can also have a chance of experiencing for themselves the process of modifying their papers for other audiences, going through multiple drafts and revisions, having to revisit sources and their documentation and so on.

Getting the Support We Need From Programs

Awareness of the importance of teaching writing in the disciplines, seeing themselves as responsible for the teaching of writing, and getting into seminars that can help them get the metaknowledge of the language and the pedagogical knowledge they need to help students are great strides but not all content instructors need to be able to help students. Content instructors need to meet with their programs to come up with ways that they can jointly build writing instruction into all of their courses. This implies devising new objectives for writing, and reviewing their syllabi to make sure the two sets of objectives can be met. Objectives do not have to be too extensive but need to be wide enough so that students can get a sense of, through which types of texts, members of that discipline communicate, and for what purposes, where members of that discipline search for their sources of voice, what conventions they use to cite other people's voices and why, and how their genres, text types, structures, sources, conventions all change according to the purpose, the context and the audience.

Part of the program's efforts have to be geared towards finding teaching assistants who can help them with the planning and implementation of their activities and writing tutors who can work with students outside class at hours that are convenient for students, in places that are easily accessible for them.

Implications for Research

Even though instructors in the BGS program provided much more support to students with the development of their disciplinary texts than most content instructors provide, they did not provide the type of support that critical socio-cultural theorists, and

SFL in particular propose to give to students with their writing, support which was described in Chapter 4 of this dissertation. Therefore, we can only speculate how providing BGS students with support along these lines could help them develop a view of writing, texts and voice that is more disciplinary, situated, purposeful and dialogic.

However, given the current lack of success of current in addressing students' difficulties with voice inside the disciplines, it is peremptory to try more socio-cultural approaches and methodologies. As we apply these new methodologies, it is equally important to conduct ethnographic research that documents the effectiveness of these new approaches in helping traditional and non-traditional students, ESL and NES, adopt views of writing texts and voice which they can use to position themselves in strategic ways to multiple audiences.

Finally, given that content instructors often do not possess the meta or pedagogical knowledge required to teach ESL nontraditional students courses that are both content and language-based, and as established in the previous section, it is also urgent that we devise ways to prepare these instructors for this type of instruction. As we do this, it is also important that we develop research projects that account for the effectiveness of these preparation sessions in helping content instructors develop metacognitive and awareness needed to present writing to students as a disciplinary, evolving, situated, dialogic and purposeful activity.

Specific questions which would be important for researchers involved in such programs to address, therefore could include the following: How do content instructors preparation seminars in socio-cultural theories of writing, text and voice influence the way they teach writing and voice to students in their disciplinary courses? How do genre

approaches to the teaching of writing inside the disciplines helped students develop a more purposeful, situated, dialogic and contextual view of writing, texts, and voice? How do these new views of writing, texts and voice really help students attend to the disciplinary writing demands of other courses? How do these new views of writing, text and voice position students better for passing teachers' tests? How do these new views of writing, text and voice influence the teaching practices of student-teachers? Finally, what effect do these new methodologies have on the writing of school students being taught by this new cohort of teachers?

APPENDIX A

CHART OF DATA COLLECTION

Stage	Course	Date	Written Assignments	Other Class Data	Additional Data
I	1. Critical Reading and Writing	Summer 2003	1 portfolio binder including: 3 expository essays 2 summaries 2 descriptions 2 argumentative paragraphs 1 list of references 1 reflection on their literacies 1 reflection on goals for the program	-Assigned readings (articles) -syllabus -Video of some classes and of oral presentations -final reflections on their writing and literacies	-Audio-recording of Interview with BGS students about their cultural and academic background
	2. The Internet for U.S. Latinos/as	Summer 2003		-Video of oral presentations of lesson plan using internet resources -Syllabus -Fieldnotes of all classes	
	3. Urban Sociology I	Fall 2003	Movie review Oral history (research paper)	-Syllabus -Handouts explaining written assignment -Assigned readings (articles) -syllabus -Video of oral presentations of oral histories -Fieldnotes of all classes	
	4. Information Literacy	Fall 2003	Narrative (library experiences) Reading report Research journal Final Essay	-Syllabus -Handouts explaining written assignment -Assigned readings (articles) -Video of oral presentations on research topic -Fieldnotes of all classes	

Stage	Course	Date	Written Assignments	Other Class Data	Additional Data
	5. Political Sociology	Spring 2004	Book reflection Book review Research paper	-Syllabus -Handouts explaining written assignment -Assigned readings (articles & 2 books) -Video of oral presentations on research topic -Fieldnotes of all classes	
	6. Spanish Language Media	Summer 2004	1 expository essay 1 CSL paper 7 reading reports	-Syllabus -Handouts explaining written assignment -Assigned readings (articles) -Video of oral reading reports -Fieldnotes of all classes	
	7. Spanish for Native Speakers	Summer 2004	2 Quizzes mid-term exam final exam	-Syllabus -Assigned readings (book & articles) -Video of oral presentations on their position on a given topic -Fieldnotes of all classes	
	8. Linguistics	Fall 2004	Reflective journal entries (following essay guidelines) Research paper ³	-Syllabus -Handouts explaining expectations of journal entries -Assigned readings (book & articles) -Video of oral presentations on research topic -Fieldnotes of all classes	

Stage	Course	Date	Written Assignments	Other Class Data	Additional Data
	9. Child Development	Spring 2005	-Research paper 4 -Reflective journal entries -Fieldnotes on observation -1 scrap book item	Syllabus -Handouts explaining research paper -Assigned readings (book & articles) -Video of oral presentations on research topic -Fieldnotes of all classes	
	10. Theater and Social Action	Spring 2005	Creative journal entries Play	-Syllabus -Assigned readings (3 plays) -Video of play -Fieldnotes of all classes	
	11. Multicultural Children's Literature	Summer 2005	Family Literacy history Critical multicultural analysis of children's Book Double entry Journal Action Plan Children's book Assigned readings (articles)	-Syllabus -Assigned readings (articles) -Video of oral presentations of children's books and action plans -Fieldnotes of all classes	
	12. Mathematics for Elementary Teachers I	Summer 2005	1 reflection Quizzes Mid-term exam Final exam 1 research project	-Syllabus -Handouts explaining written assignments -Assigned readings (book) -Video of oral presentations of research topic -Fieldnotes of all classes	
	13. Mathematics for Elementary Teachers II	Fall 2005	Quizzes Mid-term exam Final exam 1 take-home final exam	-Syllabus -Assigned readings (book) -Fieldnotes of all classes	

Stage	Course	Date	Written Assignments	Other Class Data	Additional Data
	14. Human Geography	Fall 2005	-2 narrative sketches -mid-term response essay -research paper 5	-Syllabus -Handouts explaining written assignment -Assigned readings (2 book & articles) -Video of oral presentations on research topic -Fieldnotes of all classes	
	15.The Earth	Spring 2006	research paper 6 (field report) 1 lesson plan 1 peer group review	-Syllabus -Handouts explaining written assignment -Assigned readings (book) -Video of oral presentations on research topic -Fieldnotes of all classes	Audio-recording of Interview with Nancy about the courses she took and the assignments they did for each class
	16. Community Health	Spring 2006	Research paper 7	-Syllabus -Handouts explaining written assignment -Assigned readings (book & articles) -Video of oral presentations on research topic -Fieldnotes of all classes	Audio-recording of Meeting with Nancy to discuss data I had and data I still needed and approach to analyzing written texts.
	17. Critical Reading and Writing	Spring 2006	1 digital portfolio including: 2 revised pieces of writing 2 peer evaluations 2 self evaluations 2 essays students wrote in class	-Syllabus -Video of oral presentations of digital portfolio -Fieldnotes of all classes	Audio-recording of interview with Nancy about the production of the research papers that she wrote for the different classes
	18. Men and Women in Literature	Summer 2006	In class essays Book reviews And final paper	-Syllabus -Handouts explaining written assignments -Assigned readings (3 books) -Video of oral presentations -Fieldnotes of all classes	

Stage	Course	Date	Written Assignments	Other Class Data	Additional Data
	19. History of African-Americans in the U.S.	Summer 2006	Reflective journal entries Research paper 8 on event or figure 1 oral presentation of research assigned readings: book and articles	-Syllabus -Assigned readings (book & articles) -Video of oral presentations on research topic -Fieldnotes of all classes	
II	20. Methods and Materials	Summer 2006	Offered only to some students. No data collected		
	21. Seminar in Bilingualism	Fall 2006	Offered only to some students. No data collected		
		Fall and Winter 2006			-Audio-recording of meeting with Nancy about the research papers that she wrote for the different classes -Audio-recordings of meetings with faculty about students' papers
		Spring 2007			-Audio-recording of meeting with Nancy and William to verify findings

APPENDIX B

DATA ANALYSIS

Date	Data type	Data analysis	Research questions
Summer 2003 to summer 2006	BGS Students' papers Class Documents Audio and Video-recordings Interviews with BGS students Class observations Fieldnotes of all classes & informal talks with students and faculty Videotapes of faculty meetings	Broad data analysis	What were the genres with which BGS students had more trouble? Which seemed to be the main problems in the writing of these genres?
Fall 2006	Nancy's term papers, and interviews with her about main problems with writing	Broad analysis of Nancy's term papers in the light of the oral and written data	What were Nancy's main problems with the writing of her term papers?
Spring 2007	Interviews with Nancy and instructors	-Intertextual analysis of term papers Nancy wrote for 5 of the BGS courses -Coding of interviews and fieldnotes	-What choices had Nancy made regarding the incorporation of her own voice and the voices of others in the term papers for these five courses? -How did these choices position her to her audience?
Summer 2007	-Interviews with Nancy about her term paper for the human geography course & to conduct member checks	Data triangulation and verification	-What were Nancy's main struggles with the development of a disciplinary voice? -What were some of the reasons for these struggles? -How could the support she received from faculty and from me have been more effective? -What are the implications for practice, professional development and research?

APPENDIX C

NANCY'S TEXT: DRAFT 2

Nancy

Human Geography

Instructor: William

Final Paper

December 22, 2005

A Special and Memorable Place -- Waterville's Thermal Springs

I

(1) Thinking about a special place and the significance that this place has on my life is a challenge for me. (2) Even though I have memories and experiences connected to different places during my childhood and adulthood, the thermal springs of the town where I was born and lived in most of my life is the one that I remember with special appreciation and feelings. (3) In this geography course final paper I am going to put together all of my previous class knowledge, the recompilation of information from different resources. (4) I am also going to introduce the town of my ancestors, and last but not least, the memories and experiences that I have of the Waterville thermal springs accumulated on my mind and my heart through my life. (5) The Waterville community has been impacted social and politically due to the developmental trajectory of the thermal springs. (6) This is the special place that I want to talk about.

II

(1) Waterville's history and geographical background is necessary to have a

vision of what make this place special to me. (2) Waterville was founded in 1570, established as the third town on the island. (3) The towns that are now surrounding Waterville, Villalba, Juana Diaz, Santa Isabel, Salinas, Aibonito, and Orocovis, were initially part of it. (4) It was the capital of the south until 1880. (5) Because of political issues this little passed to the town of Ponce. (6) The town was named Waterville in honor of a local Taino chief Watermex. (7) We have no historical evidence about what happen with the chief Watermex. (8) However, I can conclude according to previous readings that the Spaniards colonizers exploited Watermex as they did with all the Tainos. (9) They were been obligated to work very hard looking for the gold in the rivers for the best interest of the Spaniards economic. (10) According to historians, the legend in the town said that the thermal spring was the fountain of youth for which Juan Ponce de Leon was looking. (11) He did not find the thermal spring, because did not understand the Tainos' directions, he took the wrong direction, and he got lost. (12) He went to Florida when he died later. (13) Waterville' Catholic Church, and the town City Hall architecture is our reminder of this historical period.

III

(1) Waterville is a town on the tropical island of Puerto Rico. (2) It is located on the southern end of the island where the people have special appreciation for the natural resources. (3) Our flora and fauna are one of the most enjoyed in this region of the island. (4) Its topographic completion is variable. (5) We can move through its landscape from mountains to planes or from arid landscape to green foliage.

IV

(1) We can see in every house of Waterville at least one of the ornamental trees as armasico, ucar, and flamboyan. (2) The flamboyan is my favorite one. (3) It has been the inspiration of poets, musicians, and painters. (4) We never see a typical scene of Puerto Rico without the flamboyan tree. (5) The different flower colors of this tree are the focus point of the Luis German Gajica paintings. (6) This painter is dedicated to painting the towns of the island and their folklore. (7) I love to see how the yellow petals of the flamboyan flowers fall down in a circular shape simulating to be a beautiful yellow carpet.

V

(1) Of great importance to the topography of the town are fruit-bearing trees. (2) These trees are really important in our daily diet. (3) The most common fruit trees are mango, tamarind, quenepa, and avocado trees. (4) The trees are also important to the town's economy, since the crops as well as seedlings are sold to many regions throughout the island as well as outside. (5) The fruit trees also strengthen the bond of the community. (6) Neighbors and friends help one another by trading one type of fruit for another. (7) The trees give the community hope after a hurricane or other natural disaster. (8) Even though people suffer losses and the trees are destroyed after a storm, the trees are among the first things to reemerge. (9) This fast recuperation aids the families in need by providing food or revenue. (10) Also, as one aspect of life goes back to normal, people are more optimistic and work together to bring other aspects back in accord with how things used to be.

VI

(1) Nothing is more relaxing to enjoy than the crystalline water of the Waterville rivers. (2) Its rivers are Cuyon, Lapa, Descalabrado, Jueyes, Mina, and Waterville. (3) On the border of the Waterville River is located the Thermal Spring. (4) It is the only one of this kind on the island, and its known to be the most ancient of the Americas. (5) I remember my father talking about how these springs was the result of the volcanoes. (6) However, I never saw any evidence of the active volcanoes around this area or in Puerto Rico. (7) We have not evidence even in the whole Greater Antilles. (8) Because he loved to read, it is possible that he found some information through the different resources, and he was not wrong at all. (9) The sulfuric hot springs of some places like Waterville, and also the volcanic rocks founded in many regions of the island remind us the existing of these volcanoes millions of years ago. (10) I think that the abundances of many periods of rain it is the main contribution to the mountains erosion, and to the way that rivers have formed valleys.

VII

(1) Waterville's Hot Thermal Baths are really natural hot springs. (2) According to James T. Wilson, the springs are a flow of ground water, which escape at the surface of the earth, and the earth's supply of ground water is contained in the various openings, pores, and fissures in the rocks near the earth's surface. (3) We have the privilege in Waterville to enjoy not only the hot springs but in most of our countries the hillside springs. (4) This kind of spring is usually used as fountain water. (5) Most of the hot springs are mineral springs at the same time. (6) In Waterville's thermal springs we can find different minerals. (7) Its major component is sulfur, specifically sulfuric acid. (8)

The second greatest component closely following sulfuric acid is carbonic acid. (9) The hot springs also contain calcium carbonate, carbonate of Magnesia, calcium sulfate, sulfate of Magnesia, iron sulfate, Silica, and chloridric acid. (10) According to the 1960 U.S. Geological Survey, the hot springs of Waterville do not contain any iron, magnesium, copper, or zinc. (11) The same survey did find a very small percentage of aluminum. (12) The survey also concluded that the water temperature is 109 °F (on average). (13) To these minerals is attributed the curative property of the hot spring. (14) Many have visited the hot springs in search of their therapeutic effect, thus giving the place its international fame. (15) According to historical details the thermal springs was the reason why the Taino Indians were concentrated in this area of the island of Puerto Rico.

VIII

(1) I am the type of person that believes that what really make a place important to someone is the memories and experiences each person save in their mind and heart. (2) When I think about the thermal springs of my hometown Waterville, many memories and experiences connected to them come to my mind. (3) Among the most prominent memories is the one that no matter the time I always going to keep in my mind and in my heart. (4) I remember to walk a long way to the thermal springs Los Baños de Waterville. (5) My brother, who past away last June, took care of my sisters and I. (6) We had just water to drink, that was the only think we needed at that moment, because we already knew that we going to have variety of fruits to eat in our way back home. (7) Even thought we felt so tiered we just kept on going. (8) We maintained our minds in the hot water of the thermal springs. (9) We love the warm water of the public pools. (10) My

brother went directly to the deep pool, my sisters to the small one, and I always prefer “La chorrera”. (11) In “la chorrera I could be standing and let the hot water felt down through my whole body from my head to my foots. (12) This water according to my father cures all your illnesses and you can live for many years. (13) At that moment I could heard in my mind my father said: “ No se olviden que no pueden estar mas de quince minutos seguidos en el agua, pues pueden morir de un ataque al corazón”. (14) Even though I had not a watch I got out of the water for a few minutes and then I when back to the hot water again. (15) I was so impressed to see people with deformed bones, and others walking so slow with help. (16) After my brother swam for a few hours we had to get ready to go back. (17) The way back home took more time because we had couple stop to do. (18) Our first stop was under the mango tree. (19) They were so delicious and juicy. (20) We could not eat just one. (21) After we ate all the mangoes that we could, we kept going. (22) The next stop was the tamarind’s tree. (23)They were my favorite ones. (24) By shaking the tree my brother made me so happy when I saw a lot of tamarinds felt down. (25) We had enough to eat and to take home. (26) We were not the only ones that walked to Los Baños. (27) I always liked to pay attention of the other people conversation to know how was their long way walk. (28) In June 14, 1974 Los Baños de Waterville as all the Watervillans called the thermal springs was change to Parador Los Baños De Waterville. (29) The reason was to bring the tourist the opportunity to enjoy not only the beauty of the Metropolitan Area, but also the natural beauty of the different towns of the Island. (30) The natural environment of the springs was changed. (31) The native flora and fauna is now between exotics ones. (32) The private hot pool is visited for tourist whose can afford the hotel cost.

IX

(1) After I finished my research about this special place, my appreciation and admiration for the Waterville' thermal springs is increased. (2) After ten years an emergency fly to my town gave me the opportunity to enjoy my family, the people, but the most important thing besides my mother company was my visit with my daughter to Los Baños de Waterville, the place that has special meaning to me. (3) This time I sat down in the small public pool, and my daughter took my place in "La chorrera". (4) She shared with the lady from another town of the island who had a surgery on her hand and she does not wants to has another one. (5) Every ten minutes they took turns. (6) This lady shared with us her experience and the fruits she had in her bag, grapefruits and "jovos". (7) I really missed the mangos. (8) In its place were built the mansions of the area, and in front the golf course. (9) We did not have the opportunity to enjoy the tamarinds, they were so green and sour. (10) By the way they were not the same tree that I learned to love when I was a girl. (11) The thermal spring of Waterville it is part of our identity as Watervillans. (12) No mater the economic exploitation through the tourism, we the poor people of the island will be close to them, enjoining its curative properties. (13) We also love to resist in our bodies its high temperature. (14) I want to believe that my daughter and my illnesses went away with the thermal springs. (15) I also hope that we can live for many years. (16) Because our parents tough us about the importance of these springs we have our own interpretation of their history and legends. (17) The thermal springs are the witness of the ill people hope, of the family conversations, and

the couple demonstration of love. (18) I hope that they still flowing for millions of years more.

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APPENDIX D

NANCY'S TEXT: DRAFT 4

Nancy

Human Geography

Instructor: William

Final Paper

December 22, 2005

A Special and Memorable Place -- Waterville's Thermal Springs

I

(1) Thinking about a special place and the significance that this place has on my life is a challenge for me. (2) Even though I have memories and experiences connected to different places, the memories I have of the thermal springs of the town where I was born and lived in most of my life are the ones that I appreciate the most. (3) In this paper I am going to put together all of my previous class knowledge, introduce the town of my ancestors, review the scientific description of the Hot Springs, and also express memories and experiences that I have accumulated on my mind and my heart of these thermal springs. (4) But lets us first take a look at the particularities of the town before we launch into a description of its famous springs.

II

Waterville:

(1) Waterville's geographical and historical background is necessary to have a

vision of what make this place special. (2) Waterville is a town on the tropical island of Puerto Rico. (3) It is located on the southern end of the island. (4) According to *Waterville Puerto Rico 2000*, the territorial extension of Waterville is 78 square miles, with an elevation of 354 meters. (5) Waterville is located 18* Latitude N, 66 longitude W. (6) The towns that are now surrounding Waterville -- Villalba, Juana Diaz, Santa Isabel, Salinas, Aibonito, and Orocovis-- were initially part of it (Waterville/Waterville%map.jpg, isla del encanto: 2000). (7) The people of this town have special appreciation for the natural resources of the area, which include a rich flora and fauna. (8) Waterville's topography is variable. (9) We can move through its landscape from mountains to planes or from arid landscape to green foliage. (10) Waterville was founded in 1570, as the third town on the island, and was the capital of the south until 1880. (11) Because of its political issues, this title passed to the town of Ponce.

III

(1) The town was named Waterville in honor of a local Taino chief Watermex. (2) There is no historical evidence about what happen with the chief Watermex. (3) However, I can conclude from previous readings that the Spaniards colonizers exploited Watermex as they did with all the Tainos. (4) They were been obligated to work very hard looking for the gold in the rivers, which they would later give to the Spaniards. (5) According to historians, the legend says that the thermal spring of Waterville were the fountain of youth for which Juan Ponce de Leon was looking. (6) He did not find the thermal springs because did not understand the Tainos' directions, he took the wrong direction, and got lost. (7) Instead, he went to Florida where he died later. (8) The

architecture of Waterville' Catholic Church and the town City Hall remind us of this historical period.

IV

(1) In every house of Waterville we can see at least one of the ornamental trees of the area: armasico, ucar, and flamboyants. (2) The flamboyant or Royal Ponciana, is the favorite one. (3) A Royal Pociana "is a tropical and semitropical tree, *Delonix Regia*, native to Madagastar, having clusters of large scarlet and yellow flowers and long pods" (Reader's Digest book 1987:1463). (4) It has been the inspiration of poets, musicians, and artists. (5) We never see a typical scene of Puerto Rico without the flamboyant tree. (6) The different flower colors of this tree are the focus of Luis German Gajica paintings. (7) This artist is dedicated to painting the towns of the island and their folklore. (8) The yellow petals of the flamboyant flowers fall down in a circular shape forming a beautiful yellow carpet.

V

(1) Of great importance to the topography of the town are fruit-bearing trees. (2) These trees are really important in our daily diet. (3) The most common fruit trees are mangos, tamarinds, quenepas, and avocados. (4) During the years it has been notable how these trees are also important to the town's economy, since the crops as well as seedlings are sold to many regions throughout and outside the island. (5) The fruit trees also strengthen the bond of the community. (6) Neighbors and friends help one another by trading one type of fruit for another. (7) The trees give the community hope after a hurricane or other natural disaster. (8) Even though people suffer losses and the trees are

destroyed after a storm, the trees are among the first things to reemerge. (9) This fast recuperation aids the families in need by providing food or revenue. (10) Also, as one aspect of life goes back to normal, people are more optimistic and work together to bring other aspects back in accord with how things used to be.

VI

The Thermal Springs:

(1) Nothing is more relaxing to enjoy than the crystalline water of the Waterville Rivers. (2) These rivers are Cuyon, Lapa, Descalabrado, Jueyes, Mina, and Waterville. (3) Waterville river is the most important river of the town. (4) It was also one of the most affected during hurricane's path over Waterville provoqing the flash flood of this area. (5) Atmospherical phenomena like hurricanes have been affecting the geography of Waterville for years. (6) I think that the abundance of rain is the main contribution to Waterville's mountain erosion and to the ways rivers in Waterville have formed valleys.

VII

(1) On the border of the Waterville River are located the **Thermal Springs**. (2) They are the only ones of this kind on the island, and are known to be the most ancient of the Americas (Pro Pix brochures, Hotel Baños de Waterville: 2003). (3) According to the people of the town these springs were the result of the volcanoes. (4) However, you cannot see any evidence of the active volcanoes around this area or in any are of Puerto Rico. (5) In fact, we have not evidence even in the whole Greater Antilles about active volcanoes. (6) Nonetheless, people were not completely wrong because the areas where most of the hot springs occur are volcanic areas. (7) The rocks heat the water, and this

happens close to the surface near once active volcanoes. (8) A small amount of this water may be of magmatic origin (Wilson, 1997:462). (9) The sulfuric hot springs of some places like Waterville, and also the volcanic rocks found in many regions of the island, remind us of the existence of these volcanoes millions of years ago. (10) Volcanoes have not only negative impacts to the landform or to the people, the Hot Springs are one of the volcanoes benefits. (11) Waterville's Hot Thermal Baths, as some call them, are really natural hot springs. (12) "The springs are a flow of ground water, which escape at the surface of the earth, and the earth's supply of ground water is contained in the various openings, pores, and fissures in the rocks near the earth's surface" (Wilson, 1997:461). (13) In Waterville we have the privilege of enjoying not only the hot springs but the hillside springs. (14) This kind of spring is usually used as fountain water.

VIII

(1) Most of the hot springs are mineral springs at the same time. (2) In Waterville's thermal springs we can find different minerals. (3) Waterville's Hot Springs' major component is sulfur, specifically sulfuric acid. (4) The second greatest component closely following sulfuric acid is carbonic acid. (5) The hot springs also contain calcium carbonate, carbonate of Magnesia, calcium sulfate, sulfate of Magnesia, iron sulfate, Silica, and chloridric acid (U.S. Geological Survey 1960). (6) The hot springs of Waterville do not contain any iron, magnesium, copper, or zinc. (7) The same survey did find a very small percentage of aluminum. (8) To these minerals is attributed the curative property of the hot spring. (9) The survey also concluded that the water temperature is 109 °F on average.

IX

(1) Many have visited the hot springs in search of their therapeutic effect, thus giving the place its international fame. (2) According to historical details the thermal springs was the reason why the Taino Indians were concentrated in this area of the island. (3) One of the common uses of the hot springs is as a geothermal utility. (4) For example, “this hot water increases the amount of steam available to produce electricity and provides nearby communities with an environmentally safe method for disposing of their wastewater” (Nemzer, M. Nemzer, K. Carter, A.: 2001). (5) However, this is not the case in Waterville.

X

(1) I am the type of person that believes that what really make a place important to someone is the memories and experiences each person saves of that place in their minds and hearts. (2) When I think about the thermal springs of my hometown Waterville, many memories and experiences connected to them come to my mind. (3) Among the most prominent memories is the one I always going to keep in my mind and in my heart. (4) I remember to walk a long way to reach the thermal springs with my brother and sisters. (5) We only had water to drink, but that was the only thing we needed at that moment, because we already knew that we were going to have variety of fruits to eat on our way back home. (6) Even though we felt so tired we just kept on going. (7) We maintained our minds focused on the hot water of the thermal springs. (8) We loved the warm water of the public pools. (9) Once we sat there, my brother went directly to the deep pool, my sisters to the small one, and I went to “La chorrera” which I have always preferred. (10) In “la chorrera I could just stand and let the hot water flow down my whole body from my head to toe. (11) This water, according to the people of the town,

cures all your illnesses and prolongs your life. (12) However, it is not recommended to stay in the water for a prolonged period of time. (13) Even though I had not a watch I got out of the water for a few minutes and then I went back to the hot water again. I was so surprised to see people with deformed bones, and others walking so slow with help.

XI

(1) After my brother swam for a few hours we had to get ready to go back. (2) The way back home took more time because we had couple of stops to make. (3) Our first stop was under the mango tree. (4) The mangoes were so delicious and juicy that we could not eat just one. (5) After we ate all the mangoes that we could, we kept going. (6) The next stop was the tamarind tree. (7) This was my favorite ones. (8) My brother shook it and I saw a lot of tamarinds fall down. (9) I was so happy. (10) We had plenty to eat and take home.

XII

(1) The walk to the thermal springs was a tradition for the people who lived around then. (2) We were not the only ones that walked to Los Baños de Waterville. (3) A long time ago people walked or went to the springs riding horses from far away towns. (4) One of the most common conversations was about how was their long walk or how their health improved after they had been in contact with the hot water. (5) In June 14, 1974 Los Baños de Waterville as all the Watervillans called the thermal springs, changed their name to Parador Los Baños De Waterville. (6) The reason for this change was to develop small hotels to give tourists the opportunity to enjoy not only the beauty of the Metropolitan Area but also the natural beauty of the different towns of the Island (Puerto Rico a-zeta: 136).

XIII

(1) No matter how many years have passed the thermal springs' hot water is still flowing. (2) The same process is repeated over and over. (3) According to Collier's Encyclopedia (1991), through this natural process the rainwater pass down through permeable sandstone, stretch out the impermeable shale, and then flows horizontally. (4) However, the natural environment of the springs has changed. (5) The native flora and fauna is now replaced with imported ones.

XIV

(1) Tourists who can afford the hotel's cost, visit the private hot pool. (2) In the public pool, people prefer "La Chorrera". (3) It is a miracle shower for people with health problems. (4) The high concentration of sulfur chemicals is responsible for the cure of skin problems (acne and psoriasis), according to visitors. (5) Most of the people that visit these springs are looking for relief from an orthopedic problem. (6) The minerals are effective in the improvement of the bones diseases. (7) Every ten minutes the people take took turns to give everyone the opportunity to enjoy these springs hot water.

XV

(1) Ten years later, nothing is the same. (2) The mango and tamarind trees are not there anymore. (3) The thermal springs' facilities have been again remodeled, and the land suffers from deforestation. (4) Expensive mansions and golf courses now supplant the trees and the wild flowers that were once at the springs entrance. (5) These changes make the springs more enjoyable to foreign visitors, but less for the people of the town.

Conclusion:

(1) The thermal springs of Waterville are part of the Watervillans' identity. (2) They are the most important component of this bioregion. (3) For many years, these hot springs have been the most important natural resource. (4) These thermal springs are a really special place for everyone, not only because of their geographical importance, but also because of the way the people live around them. (5) In spite of the economic exploitation of the springs by the tourism companies, the people of the island will remain close to them, enjoying their curative properties, and resisting in our bodies its high temperature. (6) The people who visit the thermal springs want to believe that the illnesses go away with the thermal springs water and that they will live for many years. (7) Our historians taught us the importance of these thermal springs. (8) We have our own interpretation of their history and legends. (9) The thermal springs are the witness to many ill people's hope, to family conversations, and to many couple's demonstration of love. (10) Even though the geography or the geology has a scientific explanation for this kind of natural resource, to the people that live close to the thermal springs these are earth's mystery and Mother Nature's miracle. (11) They are the reason for what most of the people return to visit the town, and why our ancestors, the Tainos, were concentrated in this area of the town. (12) It is really important to keep in mind that as citizen of the

world we have to maintain our natural resources, and not exploit or manipulate our environment.

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APPENDIX E

INTERTEXTUAL ANALYSIS OF NANCY'S DRAFT 2

Structure	Clause	Textual	Interpersonal or Topical	Rheme	Attribution	Voices
Heading			Norma I. Ortiz Geography 444 Instructor Brian W. Conz Final Paper 22-Dec-05			
Title			A Special and Memorable Place -- Waterville's Thermal Springs			
1	1		Thinking about a special place and the significance that this place has on my life	is a challenge for me.		Narrative
1	2		Even though I have memories and experiences connected to different places during my childhood and adulthood,	the thermal springs of the town where I was born and lived in most of my life is the one that I remember with special appreciation and feelings.		
	3		In this geography course final paper	I am going to put together all of my previous class knowledge, the recompilation of information from different resources.		
	4		I	am also going to introduce the town of my ancestors, and last but not least, the memories and experiences that I have of the Waterville thermal springs accumulated on my mind and my heart through my life.		
1	5		The Waterville community	has been impacted social and politically due to the developmental trajectory of the thermal springs.		
	6		This	is the special place that I want to talk about.		
2	1		Waterville's history and geographical background	is necessary to have a vision of what make this place special to me.		Reporting
2	2		Waterville	was founded in 1570, established as the third town on the island.	Undocumented	
2	3		The towns that are now surrounding Waterville, Villalba, Juana Diaz, Santa Isabel, Salinas, Aibonito and Orocovis,	were initially part of it.		
	4		It	was the capital of the south until 1880.		
	5		Because of political issues	this little passed to the town of Ponce.		
2	6		The town	was named Waterville in honor of a local Taino chief Watermex.		
2	7		We	have no historical evidence about what happen with the chief Watermex.		
2	8	However,	I	can conclude according to previous readings that the Spaniards colonizers exploited Watermex as they did with all the Tainos.	Loosely Documented	
2	9		They	were been obligated to work very hard looking for the gold in the rivers for the best interest of the Spaniards economic.		
2	10	According to historians,	the legend in the town	said that the thermal springs was the fountain of youth for which Juan Ponce de Leon was looking.	Loosely Documented	
2	11		He	did not find the thermal spring, because did not understand the Tainos' directions, he took the wrong direction, and he got lost.		
2	12		He	went to Florida when he died later.		
2	13		Waterville' Catholic Church, and the town City Hall architecture	is our reminder of this historical period.	Undocumented	
3	1		Waterville	is a town on the tropical island of Puerto Rico.		
3	2		It	is located on the southern end of the island where the people have special appreciation for the natural resources.		
3	3		Our flora and fauna	are one of the most enjoyed in this region of the island.		
3	4		Its topographic completion	is variable.		
3	5		We	can move through its landscape from mountains to planes or from arid landscape to green foliage.		

Structure	Clause	Textual	Interpersonal or Topical	Rheme	Attribution	Voices
4	1		in every bouse of Waterville	we can see at least one of the ornamental trees as armasico, ucar, and flamboyen.		
4	2		The flamboyen	is my favorite one.		Narrative
4	3		It	has been the inspiration of poets, musicians, and painters.		
4	4		We	never see a typical scene of Puerto Rico without the flamboyen tree.		
4	5		The different flower colors of this tree	are the focus point of the Luis German Gajica paintings.		
4	6		This artist	is dedicated to painting the towns of the island and their folklore.		
4	7		I love to see how the yellow petals of the flamboyen flowers	fall down in a circular shape simulating to be a beautiful yellow carpet.		Narrative
5	1		Of great importance to the topography of the town	are fruit-bearing trees.		Reporting
5	2		These trees	are really important in our daily diet.		
5	3		The most common fruit trees	are mango, tamarind, quenepa, and avocado trees.		
5	4		The trees	The trees are also important to the town's economy, since the crops as well as seedlings are sold to many regions throughout the island as well as outside.		
5	5		The fruit trees	also strengthen the bond of the community.		
5	6		Neighbors and friends	help one another by trading one type of fruit for another.		
5	7		The trees	give the community hope after a hurricane or other natural disaster.		
5	8		Even though people suffer losses and the trees are destroyed after a storm	the trees are among the first things to reemerge.		
5	9		This fast recuperation	aids the families in need by providing food or revenue.		
5	10	Also,	as one aspect of life goes back to normal,	people are more optimistic and work together to bring other aspects back in accord with how things used to be.		
6	1		Nothing	is more relaxing to enjoy than the crystalline water of the Waterville rivers.		
6	2		Its rivers	are Cuyon, Lapa, Descalabrado, Jueyes, Mina, and Waterville.	Undocumented	
6	3		On the border of Waterville river	is located the Thermal Spring.		
6	4		It	is the only one of this kind on the island, and its known to be the most ancient of the Americas.		
6	5		I	remember my father talking about how these springs was the result of the volcanoes.		Narrative
6	6	However,	I	never saw any evidence of the active volcanoes around this area or in Puerto Rico.		
6	7		We	have not evidence even in the whole Greater Antilles.	Undocumented	Reporting
6	8		Because be loved to read,	it is possible that he found some information through the different resources, and he was not wrong at all.		Narrative
6	9		The sulfuric hot springs of some places like Waterville, and also the volcanic rocks founded in many regions of the island	remind us the existing of these volcanoes millions of years ago.		Reporting
6	10		I	think that the abundances of many periods of rain it is the main contribution to the mountains erosion, and to the way that rivers have formed valleys.		Narrative
7	1		Waterville's Hot Thermal Baths	are really natural hot springs.		
7	2	According to James T. Wilson,	the springs	are a flow of ground water, which escape at the surface of the earth, and the earth's supply of ground water is contained in the various openings, pores, and fissures in the rocks near the earth's surface."	Documented	Reporting
7	3		We	have the privilege in Waterville to enjoy not only the hot springs but in most of our countries the hillside springs.	Undocumented	
7	4		This kind of spring	is usually used as fountain water.		
7	5		Most of the hot springs	are mineral springs at the same time.		

Structure	Clause	Textual	Interpersonal or Topical	Rheme	Attribution	Voices
	6		In Waterville's thermal springs	we can find different minerals.		
	7		Its major component	is sulfur, specifically sulfuric acid.		
	8		The second greatest component closely following sulfuric acid	is carbonic acid.		
	9		The hot springs	also contain calcium carbonate, carbonate of Magnesia, calcium sulfate, sulfate of Magnesia, iron sulfate, Silica, and chloridric acid.		
	10	According to the 1960 U.S. Geological Survey,	the hot springs of Waterville	do not contain any iron, magnesium, copper, or zinc.	Documented	
	11		The same survey	did find a very small percentage of aluminum.		
	12		The survey	also concluded that the water temperature is 109 °F (on average).		
	13		To these minerals	is attributed the curative property of the hot spring.	Undocumented	
	14		Many	have visited the hot springs in search of their therapeutic effect, thus giving the place its international fame.		
	15	According to historical details	the thermal springs	was the reason why the Taino Indians were concentrated in this area of the island of Puerto Rico.	Loosely Documented	
8	1		I	am the type of person that believes that what really make a place important to someone is the memories and experiences each person save in their mind and heart.		Narrative
8	2		When I think about the thermal springs of my hometown Waterville,	many memories and experiences connected to them come to my mind.		
8	3		Among the most prominent memories	is the one that no matter the time I always going to keep in my mind and in my heart.		
8	4		I	remember to walk a long way to the thermal springs Los Baños de Waterville.		
8	5		My brother, who past away last June,	took care of my sisters and I.		
8	6		We	had just water to drink,		
8	6		that	was the only think we needed at that moment, because we already knew that we going to have variety of fruits to eat in our way back home.		
8	7		Even thought we felt so tiered	we just kept on going.		
8	8		We	maintained our minds in the hot water of the thermal springs.		
8	9		We	love the warm water of the public pools.		
8	10		My brother	went directly to the deep pool,		
8	10		my sisters	to the small one, and I always prefer "La chorrera".		
8	11		In " la chorrera	I could be standing and let the hot water felt down through my whole body from my head to my foots.		
8	12		This water	according to my father cures all your illnesses		
8	12	and	you	can live for many years.		
8	13		At that moment	I could heard in my mind my father said: "No se olviden que no pueden estar mas de quince minutos seguidos en el agua, pues pueden morir de un ataque al corazón".		
8	14		Even though I had not a watch	I got out of the water for a few minutes		
8	14	and then	I	when back to the hot water again.		
8	15		I	was so impressed to see people with deformed bones, and others walking so slow with help.		
8	16		After my brother swam for a few hours	we had to get ready to go back.		
8	17		The way back home	took more time because we had couple stop to do.		
8	18		Our first stop	was under the mango tree.		
8	19		They	were so delicious and juicy.		
8	20		We	could not eat just one.		
8	21		After we ate all the mangoes that we could,	we kept going.		
8	22		The next stop	was the tamarind's tree.		
8	23		They	were my favorite ones.		
8	24		By shaking the tree	my brother made me so happy when I saw a lot of tamarinds felt down.		

Structure	Clause	Textual	Interpersonal or Topical	Rheme	Attribution	Voices
✓	25		We	had enough to eat and to take home.		
o	26		We	were not the only ones that walked to Los Baños.		
3	27		I	always liked to pay attention of the other people conversation to know how was their long way walk.		
o	28		In June 14, 1974	Los Baños de Waterville as all the Watervillans called the thermal springs was changed to Parador Los Baños De Waterville.	Undocumented	Reporting
	29		The reason	was to bring the tourist the opportunity to enjoy not only the beauty of the Metropolitan Area, but also the natural beauty of the different towns of the Island.		
	30		The natural environment of the springs	was changed.		
h	31		The native flora and fauna	is now between exotics ones.		
h	32		The private hot pool	is visited for tourist whose can afford the hotel cost.		
9	1		After I finished my research about this special place,	my appreciation and admiration for the Waterville' thermal springs is increased		Narrative
h	2		After ten years	an emergency fly to my town gave me the opportunity to enjoy my family, the people, but the most important thing besides my mother company was my visit with my daughter to Los Baños de Waterville, the place that has special meaning to me.		
h	3		This time	I sat down in the small public pool, and my daughter took my place in "La chorrera".		
h	4		She	shared with the lady from another town of the island who had a surgery on her hand and she does not wants to has another one.		
	5		Every ten minutes	they took turns.		
h	6		This lady	shared with us the experience and the fruits she had in her bag, grapefruits and "jovos".		
	7		I	really missed the mangos.		
h	8		In its place	were built the mansions of the area, and in front the golf course.		
h	9		We	did not have the opportunity to enjoy the tamarinds, they were so green and sour.		
h	10	By the way	they	were not the same tree that I learned to love when I was a girl.		
	11		The thermal spring of Waterville it	is part of our identity as Watervillans.		Reporting
h	12		No matter the economic exploitation through the tourism,	we the poor people of the island will be close to them, enjoining its curative properties.		
	13		We also	love to resist in our bodies its high temperature.		
h	14		I	want to believe that my daughter and my illnesses went away with the thermal springs.		Narrative
	15		I	also hope that we can live for many years.		
h	16		Because our parents tough us about the importance of these springs	we have our own interpretation of their history and legends.		
	17		The thermal springs	are the witness of the ill people hope, of the family conversations, and the couple demonstration of love.		
h	18		I	hope that they still flowing for millions of years more.		Narrative

APPENDIX F

INTERTEXTUAL ANALYSIS OF NANCY'S DRAFT 4

Structure	Clause	Textual	Interpersonal or Topical	Rheme	Attribution	Voices
Heading			Norma I. Ortiz Geography 444 Instructor Brian W. Conz Final Paper 22-Dec-05			
Title			A Special and Memorable Place -- Waterville's Thermal Springs			
1	1		Thinking about a special place and the significance that this place has on my life	is a challenge for me.		Narrative
	2		Even though I have memories and experiences connected to different places,	the memories I have of the thermal springs of the town where I was born and lived in most of my life are the ones that I appreciate the most.		
	3		In this paper,	I am going to put together all of my previous class knowledge, introduce the town of my ancestors, review the scientific description of the Hot Springs, and also express memories and experiences that I have accumulated on my mind and my heart of these thermal springs.		
	4	But	lets us	first take a look at the particularities of the town before we launch into a description of its famous springs.		Reporting
2	1		Waterville's geographical and historical background	is necessary to have a vision of what make this place special.		
	2		Waterville	is a town on the tropical island of Puerto Rico.		
	3		It	is located on the southern end of the island.		
	4	According to <i>Waterville Puerto Rico 2000</i> ,	the territorial extension of Waterville	is 78 square miles, with an elevation of 354 meters.	Documented	
	5		Waterville	is located 18* Latitude N, 66 longitude W.		
	6		The towns that are now surrounding Waterville -- Villalba, Juana Diaz, Santa Isabel, Salinas, Aibonito, and Orocovis--	were initially part of it (Waterville/Waterville%map.jpg, isla del encanto: 2000).		
	7		The people of this town	have special appreciation of the natural resources of the area, which include a rich flora and fauna.		
	8		Waterville's topography	is variable.	Undocumented	
	9		We	can move through its landscape from mountains to planes or from arid lanscape to green foliage.		
	10		Waterville	was founded in 1570, as the third town on the island, and was the capital of the south until 1880.		
	11		Because of its political issues,	this title passed to the town of Ponce.		
3	1		The town	was named Waterville in honor of a local Taino chief Watermex.		
	2		There	is no historical evidence about what happen with the chief Watermex.		
	3	However,	I	can conclude from previous readings that the Spaniards colonizers exploited Watermex as they did with all the Tainos.	Loosely Documented	
	4		They	were been obligated to work very hard looking for the gold in the rivers, which they will later give to the Spaniards.		
3	5	According to historians,	the legend	says that the thermal spring of Waterville were the fountain of youth for which Juan Ponce de Leon was looking.	Loosely Documented	
	6		He	did not find the thermal springs because did not understand the Tainos' directions, he took the wrong direction. and got lost.		
	7	Instead,	he	went to Florida where he died later.		

Structure	Clause	Textual	Interpersonal or Topical	Rheme	Attribution	Voices
3	8		The architecture of Waterville' Catholic Church and the town City Hall	remind us of this historical period.		
4	1		In every house of Waterville	we can see at least one of the ornamental trees of the area: armasico, ucar, and flambovants.		
4	2		The flamboyant or Royal Ponciana,	is the favorite one.		
4	3		A Royal Pociana	"is a tropical and semitropical tree, <i>Delonix Regia</i> , native to Madagastar, having clusters of large scarlet and yellow flowers and long pods" (Reader's Digest book 1987:1463).	Documented	
4	4		It	has been the inspiration of poets, musicians, and artists.		
4	5		We	never see a typical scene of Puerto Rico without the flamboyant tree.		
4	6		The different flower colors of this tree	are the focus of Luis German Gajica paintings.		
4	7		This artist	is dedicated to painting the towns of the island and their folklore.		
4	8		the yellow petals of the flamboyan flowers	fall down in a circular shape forming a beautiful yellow carpet.		
5	1		Of great importance to the topography of the town	are fruit-bearing trees.		
5	2		These trees	are really important in our daily diet.		
5	3		The most common fruit trees	are mangos, tamarinds, quenepas, and avocados.		
5	4		During the years	it has been notable how these trees are also important to the town's economy, since the crops as well as seedlings are sold to many regions throughout and outside the island.		
5	5		The fruit trees	also strengthen the bond of the community.		
5	6		Neighbors and friends	help one another by trading one type of fruit for another.		
5	7		The trees	give the community hope after a hurricane or other natural disaster.		
5	8		Even though people suffer losses and the trees are destroyed after a storm.	the trees are among the first things to reemerge.		
5	9		This fast recuperation	aids the families in need by providing food or revenue.		
5	10	Also,	as one aspect of life goes back to normal,	people are more optimistic and work together to bring other aspects back in accord with how things used to be.		
6	1		Nothing	is more relaxing to enjoy than the crystalline water of the Waterville Rivers.		
6	2		These rivers	are Cuyon, Lapa, Descalabrado, Jueyes, Mina, and Waterville.	Undocumented	
6	3		Waterville river	is the most important river of the town.		
6	4		It	was also one of the most affected during hurricane's path over Waterville provoqing the flash flood of this area.	Undocumented	
6	5		Atmospherical phenomena like hurricanes	have been affecting the geography of Waterville for years.		
6	6		I	think that the abundance of rain is the main contribution to Waterville's mountain erosion and to the ways rivers in Waterville have formed valleys.		
7	1		On the border of the Waterville River	are located the Thermal Springs .		
7	2		They	are the only ones of this kind on the island, are known to be the most ancient of the Americas (Pro Pix brochures, Hotel Baños de Waterville: 2003).	Documented	
7	3	According to the people of the town	these springs	were the result of the volcanoes.	Loosely Documented	
7	4	However,	you	cannot see any evidence of the active volcanoes around this area or in any are of Puerto Rico.	Undocumented	
7	5	In fact,	we	have not evidence even in the whole Greater Antilles about active volcanoes.		
7	6	Nonetheless,	people	were not completely wrong because the areas where most of the hot springs occur are volcanic areas.		
7	7		The rocks	heat the water.		
7	7	and	this	happens close to the surface near once active volcanoes.		

Structure	Clause	Textual	Interpersonal or Topical	Rheme	Attribution	Voices
	8		A small amount of this water	may be of magmatic origin (Wilson, 1997:462).	Documented	
	9		The sulfuric hot springs of some places like Waterville, and also the volcanic rocks found in many regions of the island.	remind us the existance of these volcanoes millions of years ago.		
	10		Volcanoes	have not only negative impacts to the landform or to the people,		
	10		the Hot Springs	are one of the volcanoes benefits.		
	11		Waterville's Hot Thermal Baths, as some call them,	are really natural hot springs.		
	12		"The springs	are a flow of ground water, which escape at the surface of the earth, and the earth's supply of ground water is contained in the various openings, pores, and fissures in the rocks near the earth's surface." (Wilson, 1997:461).	Documented	
	13		In Waterville	we have the privilege of enjoying not only the hot springs hut the hillside springs.		
	14		This kind of spring	is usually used as fountain water.		
8	1		Most of the hot springs	are mineral springs at the same time.	Undocumented	
8	2		In Waterville's thermal springs	we can find different minerals.		
	3		Waterville's Hot Springs major component	is sulfur, specifically sulfuric acid.		
8	4		The second greatest component closely following sulfuric acid	is Carbonic acid.		
	5		The hot springs	also contain calcium carbonate, carbonate of Magnesia, calcium sulfate, sulfate of Magnesia, iron sulfate, Silica, and chloridric acid (U.S. Geological Survey 1960).	Documented	
8	6		The hot springs of Waterville	do not contain any iron, magnesium, copper, or zinc.	Undocumented	
	7		The same survey	did find a very small percentage of aluminum.		
8	8		To these minerals	is attributed the curative property of the hot spring.		
8	9		The survey	also concluded that the water temperature is 109 °F (on average).		
9	1		Many	have visited the hot springs in search of their therapeutic effect, thus giving the place its international fame.		
	2	According to historical details	the thermal springs	was the reason why the Taino Indians were concentrated in this area of the island.	Loosely Documented	
9	3		One of the common uses of the hot springs	is as a geothermal utility.		
	4	For example,	"this hot water	increases the amount of steam available to produce electricity	Documented	
	4	and		provides nearly communities with an environmentally safe method for disposing of their wastewater" (Nemzer, M. Nemzer, K. Carter, A.: 2001).		
	5	However,	this	is not the case in Waterville.		
10	1		I	am the type of person that believes that what really make a place important to someone is the memories and experiences each person saves of that place in their minds and hearts.		Narrative
10	2		When I think about the thermal springs of my hometown Waterville,	many memories and experiences connected to them come to my mind.		
10	3		Among the most prominent memories	is the one I always going to keep in mymind and in my heart.		
10	4		I	remember to walk a long way to reach the thermal springs with my borther and sisters.		
10	5		We	only had water to drink,		
10	5	but	that	was the only think we needed at that moment, because we already knew that we going to have variety of fruits to eat on our way back home.		
10	6	Even thought we felt so tired	we	just kept on going.		
10	7		We	maintained our minds focused on the hot water of the thermal springs.		
10	8		We	loved the warm water of the public pools.		
10	9		Once we sat there,	my brother went directly to the deep pool.		

Structure	Clause	Textual	Interpersonal or Topical	Rheme	Attribution	Voices
10	9		my sisters	to the small one, and I went to "La chorrera" which I have always preferred.		
10	9	and	I	went to "La chorrera" which I have always preferred.		
10	10		In "la chorrera	I could just stand and let the hot water flow down my whole body from my head to toe.		
10	11		This water, according to the people of the town,	cures all your illnesses		
	11	and		prolongs your life.		
10	12	However,	it	is not recommended to stay in the water for a prolonged period of time.		
10	13		Even though I had not a watch	I got out of the water for a few minutes		
	13	And then	I	went back to the hot water again.		
10	13		I	was so surprised to see people with deformed bones, and others walking so slow with help.		
11	1		After my brother swam for a few hours	we had to get ready to go back.		
11	2		The way back home	took more time because we had couple of stops to make.		
	3		Our first stop	was under the mango tree.		
11	4		The mangoes	were so delicious and juicy that we could not eat just one.		
11	5		After we ate all the mangoes that we could,	we kept going.		
	6		The next stop	was the tamarind tree.		
	7		This	was my favorite ones.		
	8		My brother	shook it		
	8	and	I	saw a lot of tamarinds fall down.		
	9		I	was so happy.		
	10		We	had plenty to eat and take home.		
12	1		The walk to the thermal springs	was a tradition for the people who lived around then.		
12	2		We	were not the only ones that walked to Los Baños de Waterville.		
	3		A long time ago	people walked or went to the springs riding horses from far away towns.		
12	4		One of the most common conversations	was about how was their long walk or how their health improved after they had been in contact with the hot water.		
12	5		In June 14, 1974	Los Baños de Waterville as all the Watervillans called the thermal springs, changed their name to Parador Los Baños De Waterville.	Documented	
12	6		The reason for this change	was to develop small hotels to give tourists the opportunity to enjoy not only the beauty of the Metropolitan Area but also the natural beauty of the different towns of the Island (Puerto Rico azeta: 136).		
13	1		No matter how many years have passed,	the thermal springs' hot water is still flowing.		
	2		The same process	is repeated over and over.		
13	3	According to Collier's Encyclopedia (1991),	through this natural process the rainwater	pass down through permeable sandstone, stretch out the impermeable shell,	Documented	
	3	and then		flows horizontally.		
13	4	However,	the natural environment of the springs	has changed.		
	5		The native flora and fauna	is now replaced with imported ones.		
14	1		Tourists who can afford the hotel's cost,	visit the private hot pool.		
	2		In the public pool,	people prefer "La Chorrera".		
14	3		It	is a miracle shower for people with health problems.		
14	4		The high concentration of sulfur chemicals	is responsible for the cure of skin problems (acne and psoriasis), according to visitors.	Loosely Documented	
14	5		Most of the people that visit these springs	are looking for relief from an orthopedic problem.		
14	6		The minerals	are effective in the improvement of the bones diseases.	Undocumented	
14	7		Every ten minutes	the people take turns to give everyone the opportunity to enjoy these springs hot water.		
15	1		Ten years later,	nothing is the same.		
	2		The mango and tamarind trees	are not there anymore.		
15	3		The thermal springs' facilities	have been again remodeled.		

Structure	Clause	Textual	Interpersonal or Topical	Rheme	Attribution	Voices
	3	and	the land	suffers from deforestation.		
	4		Expensive mansions and golf courses	now supplant the trees and the wild flowers that were once at the springs entrance.		
	5		These changes	make the springs more enjoyable to foreign visitors, but less for the people of the town.		
16	1		The thermal springs of Waterville	are part of the Watervillans' identity.		
	2		They	are the most important component of this bioregion.		
16	3		For many years,	these hot springs have been the most important natural resource.		
16	4		These thermal springs	are a really special place for everyone. not only because of their geographical importance, but because of the way the people live around them.		
16	5		In spite of the economic exploitation of the springs by the tourism companies,	the people of the island will remain close to them, enjoining their curative properties, and resisting in our bodies its high temperature.		
16	6		The people who visit the thermal springs	want to believe that the illnesses go away with the thermal springs water and that they will live for many years.		
16	7		Our historians	taught us the importance of these thermal springs.		
16	8		We	have our own interpretation of their history and legends.		
16	9		The thermal springs	are the witness to many ill people's hope, to family conversations, and to many couple's demonstration of love.		
16	10		Even though the geography or the geology	has a scientific explanation for this kind of natural resource,		
16	10		To the people that live close to the thermal springs	these are earth's mystery and Mother Nature's miracle.		
16	11		They	are the reason for what most of the people return to visit the town, and why our ancestors, the Tainos, were concentrated in this area of the town.		
16	12		It	is really important to keep in mind that as citizen of the world we have to maintains our natural resources, and not exploit or manipulate our environment.		

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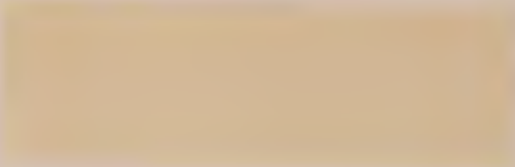
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