

**A CONCERT OF VOICES:  
HELPING COLLEGE-LEVEL ESL STUDENTS  
LEARN TO WRITE RESEARCH PAPERS**

*A Master's Thesis submitted to The University of North Carolina at Charlotte*

**Abstract**

Existing research in English as a Second Language (ESL) Writing indicates that ESL students want and need explicit instruction in how to write in the genres expected by their particular discourse communities, but investigations into how to provide this instruction are scant. This qualitative study used case studies of three ESL student participants to investigate two basic research questions: a) What skills related to writing academic research essays do college-level ESL students have difficulty demonstrating? and b) What instructional techniques can writing teachers use to help ESL writers overcome these difficulties? Data were collected in the form of written teacher comments on student writing, transcripts of writing conferences, first and second drafts for three writing assignments, and teacher journal entries. The study provides insightful data that offers a view into the learning processes of ESL composition students as they attempt to apply their knowledge of English composition in real writing situations. The researcher identified themes emerging from the data that describe the areas of difficulty encountered by students. Findings indicate that ESL writers need support from instructors in performing a wide range of tasks associated with writing research essays; that ESL students appreciate explicit instruction in performing these tasks; and that individual conferencing is a key element in student-teacher communication throughout the learning process. The study describes some of the pragmatic issues confronted by students in the process of genre acquisition. The data indicates a range of success among participants in acquiring and applying academic writing skills.

**Research Questions:**

- What skills related to writing academic research essays do college-level ESL students have difficulty demonstrating? What are some possible reasons why ESL writers have difficulty demonstrating these skills?
- What instructional techniques can writing teachers use to help ESL students overcome their difficulties with academic research writing? How can teachers help ESL students to better understand the concepts behind academic research writing and apply the associated skills? How do students work with teachers during their writing and revision processes to address their difficulties?

**Contact Information:**

I will be happy to email you a PDF file of my thesis or a Word file of this handout. The thesis is also available through Inter-Library Loan from Atkins Library at UNC-Charlotte.

### Required Skills and Potential Difficulties in the Research Writing Process

<b>Research Writing Process</b>		
<b>Research</b>	<b>Drafting</b>	<b>Written Product</b>
<b>Required Skills</b>		
<ul style="list-style-type: none"> <li>• Identifying and Locating Sources</li> </ul> <p><i>Critical Reading and Reading Comprehension:</i></p> <ul style="list-style-type: none"> <li>• Understanding vocabulary</li> <li>• Understanding metacognitive structure/rhetorical devices</li> <li>• Understanding owners of ideas discussed in a secondary source</li> <li>• Evaluating sources</li> <li>• Understanding author bias</li> </ul>	<p><i>Critical Reading:</i></p> <ul style="list-style-type: none"> <li>• Seeing relationships between sources</li> <li>• Relating sources to thesis</li> </ul> <p><i>Original Thinking:</i></p> <ul style="list-style-type: none"> <li>• Developing ideas based on readings                             <ul style="list-style-type: none"> <li>• Developing a thesis</li> </ul> </li> <li>• Synthesizing and evaluating sources in relation to thesis</li> </ul>	<p><i>Integrating Sources into a Narrative:</i></p> <ul style="list-style-type: none"> <li>• Analyzing and discussing sources:                             <ul style="list-style-type: none"> <li>• Paraphrasing</li> <li>• Quoting</li> <li>• Summarizing</li> </ul> </li> <li>• Referencing multiple sources</li> <li>• Establishing coherence/flow (transitioning from one idea to the next, establishing relationships between ideas)</li> <li>• Creating context for cited material</li> <li>• Establishing relevance of cited material to thesis/supporting thesis</li> <li>• Establishing a voice/narrative</li> <li>• Expressing original ideas/analysis</li> </ul>
<b>Potential Difficulties</b>		
<ul style="list-style-type: none"> <li>• Difficulty finding sources</li> <li>• Difficulty understanding sources</li> <li>• Misunderstanding sources</li> <li>• Difficulty evaluating sources in relation to essay topic</li> <li>• Difficulty identifying author bias</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty seeing relationships between sources</li> <li>• Difficulty relating sources to thesis</li> <li>• Difficulty developing and articulating original ideas</li> <li>• Difficulty synthesizing sources in relation to thesis</li> </ul>	<ul style="list-style-type: none"> <li>• Unclear identification/attribution of sources</li> <li>• Inaccurate paraphrasing and summarizing</li> <li>• Plagiarism</li> <li>• Misrepresentation of sources</li> <li>• Poor selection and use of cited material</li> <li>• Lack of coherence/flow</li> <li>• Difficulty integrating cited material into essay/establishing relevance of cited material</li> <li>• Inadequate support of thesis</li> <li>• Difficulty expressing original ideas</li> <li>• Lack of writer's voice/lack of control over sources</li> <li>• Inappropriate tone</li> <li>• Poor word choice and sentence construction</li> </ul>

## Summary of Themes

Theme	Description
<b>1. Familiarity Versus Proficiency</b>	Having been schooled in composition, students seemed to be able to “talk the talk” of essay writing and be familiar with basic terminology, but their actual writing reflected a lack of proficiency in demonstrating the skills of academic writing. <i>Applying</i> conceptual knowledge seemed to be a challenge. Discussions reflected a surface level understanding of key concepts, but writing did not always reflect a deep understanding and proficiency. Familiarity with concepts and terminology sometimes resulted in a false confidence in writing abilities.
<b>2. Teaching Strategies (Macro-level):                      Providing a Conceptual Framework                      and Guiding Principles for the                      Research Writing Process</b>	I found it useful to provide students with concepts, metaphors, and guiding principles for writing, to help them increase their awareness of rhetorical purpose and function and to provide a framework for applying their writing skills. This instruction was closely tied to helping students <i>apply</i> concepts to their writing (micro-level instruction). <i>Ex:</i> Research writing as a “conversation” with sources, idea of “controlling” sources
<b>3. Interacting with Sources</b>  <i>Subtheme: Teaching Strategies:                      Helping Students Process Material in                      their L2</i>	As they are required to comprehend and evaluate source material in the course of developing their own ideas, ESL students are challenged with processing reading material in their L2. Teachers can help them gain control of source material by actively discussing it with them, by helping them see how they can incorporate it into their writing, by helping them identify relationships between sources, and by encouraging the development of students’ own ideas and suggesting possible avenues of analysis. Once students begin formulating their ideas, teachers can help them articulate them through language.
<b>4. Integrating Sources into Writing</b>	This theme addresses the linguistic techniques required for accurate summarizing, paraphrasing, and quoting of source material; giving proper attribution to sources; creating an appropriate amount of background and context for cited material; and clearly distinguishing between various sources and the student writer’s original ideas.
<b>5. Adding a (Student’s) Voice to an                      Essay</b>	This theme addresses the challenges of articulating a thesis and establishing a narrative voice to provide logic and order for the presentation and discussion of ideas. This includes elements of reader awareness, such as establishing the relevance of cited material, using an appropriate tone and language to express ideas clearly and effectively, and setting an appropriate context for discussion.
<b>6. Teaching Strategies (Micro-level):                      Providing Explicit Feedback and                      Suggestions for Revisions</b>	This theme describes my general approach to providing feedback and support to students. In both my written comments and our conferences, I provided text-specific feedback that included a significant amount of modeling and scaffolding. I used active questioning techniques to understand students’ intended meanings and sources of difficulty, so I could provide them with appropriate and specific feedback. I collaborated with students on revisions to their drafts, helping them with word choices and providing specific examples to help clarify my suggestions. I also pointed out specific examples in their writing where they had successfully applied concepts and techniques. All the participants seemed to greatly appreciate this level of feedback and support.

Sample Written Teacher Comments  
 Francisco, Argument Essay on Bilingual Education, First Draft

<p>10/6</p> <p>Prof. Alvarez          ENGL 101IS          10-25-05          Argumentative Essay#1/ First Draft - 2nd version</p> <p style="text-align: center;">Globalization and United States Educational Policy</p> <p>The system that since the end of the Cold War has dominated the world is the globalization system. In this system, the United States spreads its ideologies, language and culture to other places, but <del>frontally</del> <sup>we avoid use this word this way</sup> denies accepting other cultures, and therefore its language into its nation. One of the strategies that the US has used to prevent this infiltration of other cultures is the limitation of bilingual education in its schools. Another cause for the suppression of bilingual education, from the assimilationist point of view, is the fact that bilingualism would lead to conflict. Also, bilingualism would be unfair for American people who speak only one language, limiting the access to jobs. Nevertheless, the US doesn't notice the advantages that bilingualism can have. Bilingualism should be promoted by educational systems in the globalized world we live in, because it limits conflict and enhances status of the work force in the US by stimulating the learning of a new language.</p> <p>One argument English-only movement supporters use to ban bilingual teaching in the US is that language diversity provokes conflict. The main example to support this argument appears in the text "Anatomy of the English-only movement" by James Crawford, which mentions the case of Quebec, which is divided between French and English speaking peoples. As English-only supporters say: "Language diversity inevitably leads to language conflict, ethnic hostility, and political separatism a la Quebec". In their point of view, to stimulate bilingualism because it would lead to internal conflict.</p> <p style="text-align: right;">(Anatomy)</p>	<p>What the followers of this movement to officialize English in the United States don't consider are that what really causes conflict is not the interaction of different languages in a single territory; what causes violence and conflict is the ignorance of other cultures and ideologies. To support this thesis we can analyze one of the main chapters of Thomas Friedman's book <i>The Lexus and the Olive Tree</i>, "Revolution is US", which mentions that know a day the Americanization process (not globalization) that the world is undergoing is what causes conflict between nations. With Americanization, the US culture forces itself into countries and societies where it is not wanted (312), therefore promoting the invaded culture to take measures against it. This shows that the imposition of something and the abolition of what is proper to one's own culture is what causes conflict, not the interaction and coexistence of two languages.</p> <p>By the contrary, the existence of two different languages in a same geographical area creates tolerance and understanding of the other side, stopping conflict. This is exactly what isn't occurring in Canada, where French speakers are isolated in one part of the country, Quebec. If French would be promoted through out the country, the coexistence of the two languages would cause the suppression of possible conflicts because of the tolerance created. Bilingualism therefore is the one that promotes peace and stops conflict.</p> <p>Another argument that assimilationists have is that bilingualism represents a disadvantage for English-only speaking people. The disadvantages are presented in both a cultural and economical form. American people feel as if they no longer belong to the place they considered their home (Schmidt 152). Probably the discrimination that mostly affects people is the economical discrimination promoted by bilingualism. The fact that American people don't</p> <p style="text-align: center;">Be careful of over-generalizing</p>
<p>speak two languages, as immigrants or descendants, means that they are in a disadvantage when they have to get a job because of the increased demand for bilingual workers.</p> <p>Both of these arguments are anachronisms because they don't take in consideration the globalization system that is predominant now a day. If Americans try to grow a feeling of belonging to a place by banning bilingualism, they are dealing with a problem that occurred long ago and that cannot be solved any more. Since the beginning of the US, there have been several languages other than English that had also been present in the territory since long time ago.</p> <p>Although the hegemony of English in the thirteen colonies had been decided by the late 17th century, the sounds of German, Dutch, French, Swedish, and Polish were frequently heard at the time of the American Revolution, and Spanish was dominant in several soon-to-be-acquired territories" (Crawford 19). If they could stop other languages when they were first dealing with this problem, they will not do it now that globalization is taking place, where peoples from all around the world take their language and culture to any other place in the globe.</p> <p>If bilingualism is banned because Americans only speak one language, mediocrity is promoted and at the same time, American people are falling back in the globalization race. Today's world is ruled by free market, where the best product is the one that will be successful and the one that will have the advantage. If people can be considered "products", the ones that are better prepared are the ones that are going to rule. Therefore, if bilingualism is not promoted, it will reduce the demand for American labor, masqueraded as a nationalistic measure to protect American people.</p> <p>The assimilationist approach to the US education policy is not the most appropriate thing to do. It will limit the <u>peace</u> achieving skills of the interaction of languages and therefore cultures. It will also cause the United States to stay back, and to reject a system that is mainly</p>	<p>promoted by themselves, globalization. They would be rejecting multiculturalism and free market tendencies, being these fundamental principles of globalization.</p> <p style="text-align: center;">Works Cited</p> <p>Crawford, James. "Anatomy of the English-Only Movement" Language Policy - US History. 1</p> <p>-26. <u>A complete citation</u></p> <p>- "Bilingualism in America: A Forgotten Legacy". 19-30. - incomplete citation</p> <p>Friedman, Thomas. "Revolution is U.S." <i>The Lexus and the Olive Tree</i>. New York: Farrar Straus Giroux, 2000. 307-29.</p> <p>Schmidt, R. "Language Policy and Equality". 130-162. - incomplete</p> <p>[Francisco]</p> <p>- I like the way you have woven your sources into your discussion. You've used citations well throughout your paper. However, you made a number of strong claims that are not supported with evidence from the sources. You need to work on strengthening your argument by modifying your language to sound more "reasonable," as well as supporting a healthy credibility to your claims.</p> <p>- You can make the thesis statement more precise by specifying the context in which you are promoting BE, &amp; also incorporating your point about how BE will make the U.S. more competitive globally.</p> <p>- You address the opposing views well, but your refutation can be stronger.</p>

## Selected Illustrations of Themes

(From Journals, Conference Transcripts, Student Drafts, & Written Teacher Feedback)

### 1: Familiarity vs. Proficiency

#### *Conference Transcript – Francisco, Followup Conference, Research Paper*

F: ...I knew quoting, I knew- like I assumed I knew how to quote. I assumed that I- since I'm- I came to America to study, I assume that I know how to write in English. Many people think that-

T: And they don't think that they need-

F: Yeah. It's obvious- like we've already seen quoting, we've already written essays, we've already seen thesis statements. But they're [the other students] really not aware of what level they're required to have. Since I was in a Poli Sci class and a Biology class in which I started to be aware that I was not writing properly, I kind of became aware that- oh, my God, I need to work on it....

#### *Conference Transcript – Dario, First Draft Conference for Academic Essay #2*

D: ... I don't know, at the beginning [of the semester] it was like, with this class it [I] was like a little bit disappointed, because I have to go over again with thesis and all that and things that I knew, but it's been so, so useful because I, well I, I knew like the concept but I didn't know-

T: More practice.

D: - how to apply them in a practical way....

### 2: Teaching Strategies (Macro-level): Providing a Conceptual Framework and Guiding Principles for the Research Writing Process

#### *Journal Entries:*

...I realized some of the underlying logic of using a citation system like MLA. In particular, her [Fox's] explanation of the feature of "analytical" writing that she identifies as "a cultural emphasis on individualism," or originality, is closely related to the concept of "voice," the principle of acknowledging sources, and the practice of citation. What she calls "the careful sorting out of whose idea is whose," along with the idea that "the writer should come up with something creative, something new, that is the product of the individual's own thinking" gets at the idea that I have been trying to convey to my students, that in their writing they are adding their "voice" to an already existing dialogue of voices that comes from their sources....

...

Acknowledging sources, using "reporting verbs" to discuss other people's ideas, and providing citations to clearly mark material that comes from sources is a way to distinguish within a text which ideas come from sources and which are the writer's own. At the bottom of this is the notion that ideas are "owned," which makes the distinction of voices necessary in the first place.

### 3: Interacting with Sources

#### *Interview Transcript – Francisco, Initial Interview*

(I) F: ...[For example] Political Science, I start reading, I focus on content... then I get into one phrase that I have no idea what it means. So I just get my mind out of all that concentration and figure- I go to online, a dictionary. The dictionary gives a definition with another word I don't have any idea. So it kind of, I kind of, when I'm trying to study for something, I just don't understand something and...you cannot have a continuous kind of process.

....

- (2) F: ...idioms in English. In my International Politics class, there's really concise phrases that makes everything clear. Like, for example, some expression in Spanish, *directo al grano*, like "it goes just to the point."
- T: Right.
- F: ...they [professors] use simple phrases that kind of [make it clear to] you what you're learning. Like, if we're talking about a conflict, that he mentions this kind of phrase that everybody understands it because of the simple phrase it is, and it is so precise and concise that everyone learns it, but I don't know what he's talking about. Like I don't understand that, that phrase.
- T: So, like would an example be like "Americanization? Like, instead of saying "the influence America has on the rest of the world," you could just say "Americanization."
- F: Um hm, or some kind of slang phrases could be also like in some readings.... It's not really slang, but they are phrases that are characteristic of a region or cultural examples. For example, I don't know, maybe they refer to "rednecks" and I don't know what a redneck is, so everybody has that idea really clear in his head and I don't. And that happens in reading, in readings, too, kind of.
- ....
- (3) F: For example, let's say, there's this really famous movie in American culture, everyone has seen it, and it refers to characters of a movie.
- T: Uh huh.
- F: And, obviously, a character of a movie gives you a really good idea of what you're seeing it. And let's say, I'm not sure if- my International Politics class, let's say. He [the professor] gives an example and he says, "This political leader was like someone."
- T: An analogy.
- F: And he- and everyone understands it, they have the idea, so when they go to a test they just remember that analogy and boom, they have the answer, they know how to- but I don't know so I have to- it's always that. It's- that's what I was thinking yesterday, it's not just an academic- you don't have to push yourself academically, it's also culturally.
- T: Yeah, it is, cultural literacy.

#### 4: Integrating Sources into Writing

##### ***Journal Entry:***

...After talking with a student this afternoon who had simply dropped a number of quotes into his paragraphs without even attempting to build them into his own sentences, it occurred to me how difficult this task may be for second-language writers. They need to have the grammatical agility to create a parallel structure using their own words and the quoted words, and they need to figure out how to contextualize the quoted material by providing surrounding verbiage that substitutes for the "missing" information that is not quoted.

##### ***Murat, Academic Essay #2, First Draft, Fourth Paragraph:***

Individuals and societies react to American-Globalization differently; most dangerous form of reaction is terrorism. The level of terrorism is determined according to the level of violence. Computer hackers are the militants of Cyber terrorism, their aim is to make the super powered America understand that their brain power can beat them. The second level is a different version of cyber terrorism called "e-mail terrorism." E-mail terrorist attack the e-mail addresses and cause serious problems. The most dangerous one is the real terrorism with real guns. The terrorist know that they cannot destroy America, so they want to create chaos in the borders of U.S. They kill people, use bombs, dynamites and harm the peaceful atmosphere.

Murat, Academic Essay #2, Written Teacher Comments on First Draft

Prof. Alvarez  
 Eng 101 IS  
 10/02/2005  
 First Draft  
 Acad. Essay #2

Globalization

America is the heart of globalization because of the soft and hard power it possesses. Hard power stands for military and high tech weapons; soft power symbolizes economic, politic and social advantages. America shapes the globalization, as a result some countries and individuals understand globalization as American conspiracy of ruling the world by implementing American culture to the foreign countries. The misunderstanding encourages anti-Americans to implement their evil plans on America in various ways. America is the superpower and it is the captain of the ship called globalization, however most of the countries hate America and threaten it by using cyber terrorism and real terrorism supported by real guns.

America control and operate the world, because it's the most powerful economically, politically and socially. As a result, the tree called globalization bends towards the United States, because the United States has the best quality of sun and water. So America has the right to collect the fruit at the tree. In other words, globalization doesn't belong to any specific country, however the most powerful country takes control of it. America takes advantage of being a superpower and rules the globalization; as a result the globalization works in favor of America. This situation provides America to inject American culture and ideology in the blood of foreigners. Most of the people accept this injection, because it makes them locate at the powerful and safe side. On the other hand some people choose to reject invitation to American-

*is this what Friedman says?*  
*use quotes*  
*synopsis*  
*briefly summarize the content*  
*use terrorism against the US*  
*rice image*  
*synopsis*  
*How does Friedman categorize these people? (use his classification system)*

*Acknowledge the author!*  
*This is Friedman's idea you can credit*

globalization and fill their brain with envy and resentment against America and call themselves "haters" - or is that what Friedman calls them?

International opinion about America changes country to country, but it's basically same for all haters. America is a land-peace of wickedness, corruption and depravity from haters' perspective. Because of this notion, the bridge that connects America and the rest of the world is about to break up, however it will never break up unless America wants. America has great economical power, it has the money that the rest of the world need. Money is something like oxygen in international relations, as a result it's necessary for foreign countries to continue their existence. At 199 Davos World Economic Forum, Minoru Murofushi, said that "Oh well, IMF, DMF, what's the difference- they're both controlled by Americans." IMF controls the money business in the world, and American controls the IMF. The reactions to America based globalization differs among countries. Although some countries seem like undermining the globalization ideology, they take advantage of it. On the other hand countries such as Russia and France cannot catch up with Americanization-Globalization, they try to slow it down by setting obstacles in America's way.

Individuals and societies react to American-Globalization differently; some new dangerous form of reaction is terrorism. The level of terrorism is determined according to the level of violence. Computer hackers are the militants of Cyber terrorism, their aim is to make the super powered America understand that their brain power can beat them. The second level is a different version of cyber terrorism called "e-mail terrorism". E-mail terrorist attack the e-mail addresses and cause serious problems. The most dangerous one is the real terrorists with real guns. The terrorist know that they cannot destroy America.

Acknowledge Friedman throughout the essay

*What are the differences between these two?*  
*are these your ideas or Friedman's?*  
*contrast along this quote - what does it illustrate?*  
*use a bit of Friedman - the 2nd part seems to be going in a different direction*  
*use a bit of citations for specific ex: you are using from the chapter*

so they want to create chaos in the borders of U.S. They kill people, use bombs, dynamites and harm the peaceful atmosphere.

Although Americanization and Globalization are different topics, some countries and especially terrorists unite these two different concepts and use it as a reason to threaten America and execute corrupt plans. Politics determine the countries love or hate for America, change in politics end up with change in political rhetoric and propaganda.

Develop conclusion more

Add "Works Cited" Reference at end

[Murat]

- You have not acknowledged the author by using reporting verbs + introductory phrases anywhere in this draft. - This is a crucial ingredient in the presentation of someone else's ideas. Incorporate repeated acknowledgments of Friedman in every PP throughout your essay.
- It is also necessary to include some of Friedman's own words in the form of direct quotes. Select a few particularly effective quotes from the chapter + incorporate them into your P's - Remember to place the quotes in context + provide necessary introductions + explanatory info before + after.
- Your essay does not include any in-text citations. These page # references are necessary whenever you paraphrase an idea or a specific section of the chapter. Use a range of page # if necessary.
- These are all necessary + required "ingredients"

of this argument.

- Since you are presenting Friedman's ideas, you need to present them within the context or framework that Friedman uses. - the different categories of "haters" that he identifies. Although you may know more on some than others, it's important to mention them all in order to accurately represent his ideas + provide context.

(Da)

***Conference Transcript - Murat, First Draft, Academic Essay #2***

***(Modeling the language of acknowledgment):***

M: It [acknowledging the author] doesn't feel natural. For example, here. "Friedman also recalls consequences of the situation in Tehran in September 1996," and can I start the quotation right after this introduction?

T: Um, you can, but you would need to introduce it, like it would have to fit with the grammar of the sentence. Um, so, you, like you would have to add something like, "When he said," or "by saying," and then begin your quote, so you're, it's- it's- you can include that-

M: "By saying," I can use?

T: Yeah, but you have to add that, something like that.

M: Does it look uh, good right now?: "Friedman observed the consequence of the situation in Tehran in September 1996 by saying"?

T: Or, um, you could say something like "when he said," and then comma, and then your quote. So you're saying he observed it and this quote reflects his observation.

M: [writing] I would, I would put a comma here and say, "His quote reflects his observation" and then this one.

T: Well, no, you don't need to say that, but the quote is there because it shows what he observed, right?

M: OK.

***Murat, Academic Essay #2, Second Draft, after written feedback and conferencing (emphasis added):***

*Friedman spends* the end of the chapter focusing on the concept of "Angry men" and *categorizes it* according to the intensity of violence. Also, *Friedman considers* the role of technology on angry men by saying that "When microchips and miniaturization make things smaller and lighter, everything becomes smaller and lighter" (321). Globalization makes technology reachable and prolific, and the angry men use technology to modify themselves. *Friedman calls* developed angry men as "The Super-Empowered Angry Men" (322). They are dangerous and against the Americanization. Violence is the key determinant in categorization of the super-empowered angry men. *Friedman groups them like this*: "They range from the very angry men, but less violent to the very angry and somewhat violent to the very angry and very violent" (322). *According to Friedman*, computer hackers are great example of the first level of violence. Computer hackers are the militants of cyber terrorism; their aim is to make the super-empowered America understand that their brain power can defeat them. "E-mail terrorism" *as one diplomat called*, is considered as the second level of violence (324). E-mail terrorists attack the e-mail addresses and cause serious problems. Very angry and very violent super-empowered angry men are the most dangerous form of terrorism. *Friedman states that* "they want a lot of people dead. They aren't trying to change the world. They know that they can't, so they just want to destroy as much as they can" (326). These terrorists use guns, bombs, and any other harmful product to damage the U.S.....

***Conference Transcript - Murat, Followup Conference, Academic Essay #2  
(emphasis added):***

T: Yeah, well that's interesting. Like I'm interested in knowing why, like why- it seems like first the focus was on getting the ideas down, and then after that you paid more attention to giving the credit to the other author.

M: Mm hm.

T: And why was it- why was that a second step? Like could you see- how would you change your process if you were doing that from the beginning?

M: From the beginning?

T: Or do you see it as a second step? Like first, first do the writing and get your ideas?

M: Actually, like uh, in the first draft, in my first draft, I was- I was concentrated on my sentence structure. Like uh taking some specific ideas, like taking some specific parts of writer's sentences and then change them into my words and collecting all of them.

T: Mm hm.

M: I tried to do that. But uh, when I was doing- when I was doing the first draft, all the author's ideas were in my mind. Like I was, ***I was acknowledging the author in my mind, not in my draft.*** So, actually it wasn't, it wasn't very separate process. It was- it was in my mind there. I just put the things in my mind in my final draft. So.

T: Yeah, that's- that makes sense. I mean, you kind of break it down. I mean, because it's a lot to do all at once. First you're focusing on the writing, the sentences, and getting the ideas organized.

M: Mm hm.

T: And then you go back and see where, you know, where do I need a citation?

M: That's right. For example, if you look at the, if you look at the ideas of- ideas- ***if you like compare the ideas in my first draft and the final draft, they're, they are same.***

T: Right.

M: ***The only difference is I acknowledge the author and I just have changed some of my sentence structure and organization, but I ideas were all same.***

## **5: Adding a (Student's) Voice to an Essay**

### ***Journal Entry :***

...It's very difficult for non-native writers to "nail down" a thesis, because the wording and word choice is so important. There are some issues related to vocabulary knowledge: knowing the "right" words to use and understanding connotations and shades of meaning in words. There are also issues related to syntax and sentence construction. Thesis statements are by nature "loaded" sentences. They are packed with "essential" information, and there's no room for fluff. They are "dense;" the writer has to accomplish a lot in the limited space of a sentence. So constructing the sentence in an economical yet grammatically correct way is very difficult....Usually when I ask students to be more specific in their thesis statements, either to overcome vagueness or to provide context, they respond by asking, "But then won't it be too long?" They don't always see how they can accomplish this through better word choices or by "folding" these elements into the sentence....There are clever ways of wording that they can use, like adding phrases or clauses, that they don't yet have the facility with.

***Conference Transcript - Francisco, Initial Interview (emphasis added):***

F: ...In Spanish, I just wrote and wrote and wrote and wrote and wrote and wrote. In English, it's one sentence- I stay 5 minutes with each sentence, analyzing form, content, length, that I'm not too wordy, that what I say makes sense, and thinking about- that's why the outlines for me are the most important thing. You already know what you want to say and it's just a thing about saying- know[ing] how to say it, to word it. ***So it's a really long process.*** In Spanish, I already had- I knew how to say it. ***In Spanish there was- I knew how to say it, but I didn't- I had to think what to say. In English, I know what to say but I have to figure out how to say it....***

**6: Teaching Strategies (Micro-level): Providing Explicit Feedback and Suggestions for Revisions**

***Conference Transcript - Dario, First Draft, Academic Essay #2:***

D: ...even though I had this academic writing course that I told you about [at his university in Colombia], but it was like- well, feedback is well like, uh, probably he [the professor] goes over the text like, "Yeah, probably grammar here, spelling," but three or- two or three things, you know? And the professor didn't spend that much time. So it is good because you really know, you really are getting like something in return, you know? And it doesn't matter if you receive a paper that is wrong- move this, change this, because at least you know that, well, you're working but the professor is giving you like- he's working too as well. So you say well, I know what I have to, to do, but you get lost because the feedback that I used to get is well, like, um, "the ideas are not well-connected" or something like that, but he didn't tell me where. So I'm like, "Where? Is it the whole page, the whole article, the whole essay? Or it's just at the beginning or at the end?" So I just have to rewrite everything, because I just- it was really hard to guess. [I would] Rewrite everything, and he was like, "Why are you giving me like a new version of the, of, of the essay? So I'm like, "Because I thought it was not OK." And then he'd go, "No, no, no, you just needed to- to change this, just uh, in the middle." And I'd go, well, you know, that would have be handy if you told me that in advance.

## Discussion Activity

### I. Francisco, Research Paper – Thesis Statement

***First Draft:***

The relevance of the themes that are considered in each episode, the current events discussed, realism, challenge of authority, the wide age group it is directed to, and the polemic nature of the program are the main characteristics that makes it so widely viewed. The reason why *The Simpsons* has endured in air is because of the social relevance of the show and also because the characters feel sympathy to the characters of *The Simpsons*.

### II. Murat, Academic Essay #2 (Argument Essay) – Thesis Statement

***First Draft:***

For the U.S., political liberty and cultural assimilation are more significant than cultural homogeneity and bilingual education, because of this situation language education evolved in recent years in parallel to political changes.

***Second Draft:***

Bilingual bicultural education in the U.S provides greater equality, preservation of family heritage and better academic performance to language minority groups, because bilingual schooling gives rise to social mobility, proper government enforcement of individual rights and cognitive development.

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