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WRITER'S NOTEBOOKS: WRITING TO LEARN IN ESL

by

ADRIENNE SOUCY, B.A.

A thesis submitted to

the Faculty of Graduate Studies and Research

in partial fulfilment of

the requirements for the degree of

Master of Arts

Department of Linguistics

Carleton University

Ottawa, Ontario

April 23, 1993

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submitted by Adrienne Soucy, B.A., C.T.E.S.L.

*in partial fulfilment of the requirements for
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Thesis Supervisor

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17 September 1993*

ABSTRACT

My purpose for this research was to examine and critique the use of the Writer's Notebook, a journal practice intended to facilitate development of academic writing among English as a second language students in a pre-entry university writing class. To that end, I have focused on case studies of three students, using three sets of texts: their Writer's Notebooks and written essay work, and a set of interviews with each of the students. I have read these texts closely for evidence of each writer's approach to learning, and his or her perceptions and growing understanding of a) the rhetorical relations within the context of the notebook and the classroom, and b) the nature of academic writing in a Canadian context. The findings indicate clear benefits for writing and learning in a second language, offer insights into the interactive and narrative nature of these journals, and suggest implications for teaching and research.

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CHAPTER I

INTRODUCTION

Journal writing, as a teaching/learning practice, exploits the learner's personal experience of the world as a source of learning. As informal expressive writing, journals may be seen to comprise 'writing to learn' in two senses: learning to write by writing and using writing as a tool for personal learning, for making sense of things for oneself. Journal writing then can engage student writers in writing to learn as a strategy for experiential learning through reflection on personal experience. At every level of education and across many disciplines, including English as a second language (ESL), journaling practices are claimed to serve a variety of purposes, most frequently as dialogue journals for language development and as learning logs. My concern in this thesis lies with the use of a particular journal practice in the form of a learning log, or "Writer's Notebook", to facilitate learning to do academic writing in ESL.

In order to give an account of this particular journal practice as used in an academic ESL learning context, I have focused on a set of case studies of three students who wrote Writer's Notebooks while taking an advanced ESL academic writing course as part of a noncredit intensive university ESL program.

This first chapter provides an overview of current uses of journal writing as writing to learn in education, beginning with a review of the limited research in this area, with particular attention to the use of journals in universities and ESL. It also suggests a theoretical framework for exploring the processes involved in journal

writing as writing to learn and looks at common features found among existing journal practices and how journals may fit into a current model of second language acquisition. The explanation of my research focus in this thesis includes an account of previous research on the ESL Writer's Notebooks and seeks to clarify questions and criteria for further explicating and critiquing this particular journal practice.

The second chapter begins with an account of the interacting contexts associated with the production of these Writer's Notebooks and the other related data gathered for use in this study, to grant a fuller understanding of the practice and to form a basis for explaining the research methods and approach that I have followed.

Chapters three, four and five comprise the three case studies. Each study follows essentially the same framework for analyzing the learner's Writer's Notebook, the related essay, and the interview and questionnaire data for evidence of development in terms of a) individual learning profile, b) sense of rhetorical relations and c) sense of academic discourse.

In the sixth chapter, an overview of the journal practice for the class as a whole situates the case studies within that broader context. It also highlights specific features of the Writer's Notebook journals themselves and presents the students' views on this particular application of the practice.

And, finally, chapter seven summarizes the findings of the case studies and the overview of the class in order to: 1) address the issues raised in the first chapter, 2) arrive at an assessment of the practice as carried out in this ESL context and 3) determine implications for its continuing use and for future research in this area.

JOURNAL PRACTICES IN EDUCATION

The assorted journal practices reported in education are intended to serve a range of social, cognitive and affective purposes through regular informal writing to learn. Much has been written on the relationships between writing and learning in education¹, largely as description, testimonial and speculative theorizing on the function and value of such practices, especially journals and what they can accomplish. In first language, there has been some research on journal practices at all levels of education. The more limited research on journal writing done in a second language seems to have focused attention almost solely at the elementary levels, despite the fact that journals are in use in adult ESL programs as well.

RECENT FIRST LANGUAGE RESEARCH ON JOURNAL WRITING

Recent research on journal writing practices in English as a first language (L1) ranges across all levels of education, from elementary through high school and university.

In 1988, Jana Staton, Roger W. Shuy, Joy Kreeft Peyton and Leslee Reed compiled a comprehensive report on their study of dialogue journal writing in a grade six class of 28 students over the entire 1979-80 school year. In these journals, students were encouraged to address self-selected topics as the basis for written conversations with their teacher on a daily basis. The researchers found benefits from this type of

¹ Anson and Beach (1990) reported finding over 600 publications on journal practices (1).

journal writing to both teacher and students for communication, teaching and learning. These journals provided opportunities for teachers to employ "mechanisms of interactional scaffolding" (32) in their responses, to support and facilitate students' personal knowledge-making and elaboration through a variety of functions such as representing new ideas, problem-solving and reflection.

Of particular interest is the role Joy Kreeft Peyton posits for dialogue journals in "leading students to write essayist prose" (88). She argues that within a continuum of language development such journal practices can provide bridging from assisted oral, dialogic discourse to more unassisted written, monologic modes which form the basis for school, or academic, discourse. This is the crux of her case study of one student's dialogue journal, followed by an examination of the journals of ten other students for key developmental features found in the initial study. She found movement in the student's journal writing along a continuum towards increasingly extended, elaborated and informative descriptive and narrative writing on topics going beyond the everyday experiences of his school and home communities, as well as a growing awareness of audience in terms of the teacher as reader. Extrapolating to the present concern with adult language learning, Peyton's study then raises interesting questions on possible ways to provide scaffolding to assist students in making new connections and further transitions to develop more formal essayist writing ability through interactive journal practices at higher levels.

North (1986), Sternglass (1988), Gannett (1992) and Persi-Haines (1991) focused on various types of journal writing at the university level. Stephen North

studied three students writing a philosophical journal for an introductory philosophy course, to look at the relationship between writing and learning within a discipline as posited by the writing-across-the-curriculum (WAC) movement. Students wrote their journals in response to elaborate prompts in the form of a detailed syllabus consisting of multiple questions on 13 basic philosophical issues; these were read and commented on twice during the term. North's method of hermeneutic analysis is one of reading the student journals as serious texts written within a specific school milieu to say something that matters. His interpretive reading of the students' journals, informed by interview data for each of them, revealed that what each of the students made of their learning experiences in the course was unique and reflected their individual purposes, competencies and needs, as well as how they positioned themselves personally and rhetorically within the course learning context.² Thus, personal factors such as motivation and intellectual maturity figured largely in how students approached the journal topics and how they saw the course and used the journal itself. The question then becomes one of how to research and design journal practices to better interpret and meet the differing needs of individual students.

Marilyn Sternglass (1988), as a teacher-researcher, studied a class of twelve graduate students in Education and English who kept retrospective journals during a one-semester course. The course focused on having students examine their own reading and writing processes and strategies as they worked on various assignments.

² His interpretive, hermeneutic, approach has directly influenced the one I have taken in analyzing the individual journals in this study. I will elaborate on my adaptation of that approach in the next chapter.

The resulting journals offer rich accounts of the processes and strategies of highly advanced and metacognitively aware students. Students elaborated personal insights into aspects of working through course reading and research writing, including the role of reading burnout in getting down to writing a real first draft, the need for building connections to other work to enhance understanding new information, and the importance of putting ideas from new readings into one's own written language as a critical part of learning through reading, notetaking and journal writing. These journals call attention to the potential of journals for gaining insights into social cognitive phenomena related to learning and writing to learn to serve teaching and learning interests alike.

Cynthia Gannett (1992) looked into gender differences in journal writing for three male and three female undergraduate students in a composition course. She found that her female students had more positive attitudes and experiences; and that they not only wrote more but also did a wider variety of writing, including more self-reflective and exploratory writing, than the male students in her study. Based on her historical survey of journal practices since the fourteenth century, she credits this to the marginalization and feminization of journal and diary writing in modern Western society, and reflected in resistant attitudes toward journal writing in academia. At the same time, she indicates the need to look more closely at gender and individual differences to find more effective journal pedagogies to meet a wider variety of student needs and values. Citing journal writers, feminists, and theorists alike, she

argues convincingly for recognition of an important role for the affective or healing powers of journal writing, among the many discourse and learning functions it serves.

Chris M. Anson and Richard Beach (1990) sought to portray the recognizable linguistic, rhetorical or structural features of academic writing journals as a distinct 'genre' by looking at the journals of 110 students in an introductory linguistics course. To this end, the students' journals were rated, at three points during the course, using a six-point rating scale containing such features as formality, elaboration and exploration. Journal features were then correlated for relations among the features themselves and with student performance on the objective final exam. Students were also given a learning processes questionnaire. The degree of elaboration in the journals correlated with whether the student had further applications for the course material or not and with students who measured high on "deep/elaborating" learning processes. For example, linguistic majors generally wrote more detailed entries than students looking for an added credit. No relationship was found between quality or quantity of journal writing and performance on the objective test, and incompatibility of these two types of information processing was recognized as a factor to be addressed in future research. The authors also called for research on the possible benefits of adapting journal practices to fit learning styles.

Also at the university level, Claudia Persi-Haines (1991) extended WAC into foreign language learning. She conducted a study on the use of learning logs by English-speaking Canadian students beginning to learn Italian as a foreign language. Students wrote in English to discover and reflect on their strategies for language

learning, communicating these and other related information to their instructor. The value of the logs for the students and teachers alike echo findings of other research in this area. It also raises interesting questions on the value of L1 journals in EFL contexts, or for other homogeneous language situations such as French immersion or bilingual programs.³

All of these reports make explicit mention of the scarcity of actual research on journal practices, especially compared to the impressive amount of literature on WAC and writing to learn endorsing journal writing as a powerful means of learning, as mentioned earlier. The relatively small numbers and/or short term nature of most of the studies in this area necessitate a reminder that the findings to date are far from conclusive and a need exists for further research of both a short and longterm nature.

Nevertheless, findings common to these studies of journal practices across various first language education contexts include an impressive array of sociolinguistic and cognitive-affective functions journaling can serve in the interests of learning and language development. These include: recounting and reflecting on reading and other learning experience, questioning, explaining, constructing personal knowledge and understanding on a topic, risking personal opinions, seeking advice, problem-posing and solving, identifying learning strategies and developing a sense of audience and rhetorical relations within classroom or subject area discourse. Furthermore, writing

³ The use of first language for reflecting on learning a foreign seems to offer real advantages in terms of delving easily into the nature of such experience, particularly at the beginner levels. While there are obvious metacognitive advantages for more advanced language learners as well for reflecting on their learning in their native language, Cummins (1984) emphasizes the importance of engaging in higher order cognitive processing in developing advanced levels of competence in a second language.

regularly in the expressive mode appears to function as a possible basis for developing a wider range of language and thinking abilities, including fluency, reading, and essayist writing.

And, in addition to these various benefits for student learning, journals are also reported to benefit teacher learning and practice. Teachers in these studies indicate that journals allow them to get to know and understand their students better, to monitor and scaffold new learning and connections while also tapping useful feedback and insights into students' learning experiences and problems to inform their teaching and curriculum design.

As with many aspects of learning in first language, many of these findings can be seen to relate to research results on journals in ESL pedagogy as well.

SECOND LANGUAGE RESEARCH ON JOURNAL WRITING

The research on journal writing in ESL, which appears to have been almost exclusively concerned with children at the elementary level, echoes the L1 research results. In light of this consideration and the seemingly strong parallels in benefits, problems and uses for journals across all levels of education in L1, there would appear to be similar potential to extrapolate somewhat from one level to another in ESL.

Findings in a study by Lenore Cook (1986) testify to the benefits of journal writing for both L1 and L2 learning and language development. This study was focused on the first year of a staff-developed WAC program in regular L1 education at

the secondary level that employed a variety of journaling practices across subject areas. However the findings for ESL students in the school are of particular interest here. In conversations at three points over the year, teachers reported a marked increase in writing and improved reading comprehension among all students involved, including nonnative speakers. Moreover, the nonnative, ESL students in these programs were reported to have shown clear improvements in oral English skills as well. This study draws attention to the potential interrelations between writing and other language skills and the integrated nature of language development. Thus it lends support to common sense beliefs on using journal writing to promote fluency in both first and second language learning.

Studies by Reyes (1991) and Kreeft et al., (1990) involve sixth grade Hispanic bilingual ESL learners, and an earlier study by Urzua (1987) reports on grade four and six students. The ten students in Maria de la Luz Reyes' study wrote both dialogue journals and literature logs. Most improved their ability to communicate their ideas in written English, but some encountered problems when the teacher imposed journal topics, particularly in the case of the literature logs. Reyes reiterated the importance of adapting any practice to the needs and interests of the learners.

Joy Kreeft Peyton et al., researching grade six ESL dialogue journals from twelve students in comparison with their writing on three other assignments, also pointed to the important benefits of self-selected topics in writing journals over teacher-assigned topics in other tasks, particularly for developing and assessing a more complete range of writing abilities through expressive writing.

Urzua's six-month observation study with four Southeast Asian children in grades four and six found that, by writing in dialogue journals and working on other writing through a process approach, the students developed a stronger sense of audience, voice and language power.

These ESL studies with children writing dialogue and literature journals seem to confirm many of the findings of the research by Staton et al., for L1 dialogue journal practices. They also add insights into the importance of self-selected topics in journal writing for students at this level.

But how important this might be in a subject area context and at higher levels remains to be seen. Courses tend to become more narrowly focused and complex, often meeting only once or twice weekly, and run for a single term at the higher levels. Where students encounter an entirely new field of study or a dramatically different learning environment (as in an introductory philosophy course or the case of recently arrived ESL college students), identifying their own topics for reflection and discussion might be confusing and inefficient; but the nature of the situation at hand is a necessary consideration. Judging from the handbooks (eg., Fulwiler 1987; Kreeft Peyton and Reed 1990) and descriptive reports from practitioners (eg., Jenson 1987, BeMiller 1987), giving topics or prompts for journals is common, particularly in university applications. However, the use of prompts in journal practices is one of several aspects of journal writing in schools yet to be investigated. Indeed, much remains to be done in this area.

Reflections on the Research

While this has not been an exhaustive review covering unpublished dissertations or other inhouse research that may exist, it does represent the mainstream literature and includes an ERIC search. Nonetheless, it presents what is clearly a limited body of research in an area that has apparently only recently come to the attention of researchers, even though journals have been reported in use since the seventies. It features mostly case studies and a few, more quantitative, group studies that offer only tentative results, due for the most part to relatively small numbers⁴ and specific localized contexts. Common findings across the research to date, summarized above, may or may not be generalizable to other as yet unexamined contexts, but do seem promising.

Taken as a whole, the research to date raises more questions than it begins to answer. But that seems only fitting so early on in a research process that is concerned with a type of discourse practice that is itself still being developed and explored. Moreover, the social, personal and malleable nature of journal practices in their many shapes and forms and contexts of use, both in education and elsewhere in public and private life, seem to indicate these more qualitative, in-depth approaches. Accumulating a body of detailed descriptive data across a wide variety of specific contexts can facilitate comparisons and secondary research to clarify any common features and/or patterns and arrive at a more general theoretical understanding of the processes and roles experienced in actual journal writing practices.

⁴ In addition to Cook's study of an entire middle school's across-the-curriculum journal practices, the total number of students for all of the other studies here is only 176.

Although the research to date just manages to scratch the surface in working towards an understanding of journals and writing to learn, the vast body of non-research literature in this area suggest that these practices have not suffered for lack of advocates providing compelling descriptions, arguments or explanatory theory to account for how learners use writing to help themselves learn and acquire language. And indeed it may well be that the very appealing, convincing and often unquestioning quality of the written description and theorizing on journal pedagogy, in addition to support in the form of common sense and experience, is largely responsible for the relatively insignificant amount of research in this area to date.

The existing literature on journals and writing to learn takes an understandably practical approach to discussing reasons, ways and means for incorporating these practices to build more learning-centered, meaning-focused pedagogy. Overall, there is a relative absence of explicit theory to account for what journals seem to do. But, as in any field of study, a survey of journal literature does turn up a recurring set of primary authorities and conceptual jargon from which to weave an intertextual fabric that may be seen to represent an underlying paradigm or theoretical stance. In this case, among the primary authorities often cited are Britton, Vygotsky, Emig and Bruner. Dewey is another seminal learning theorist who also turns up in the literature. The discussions of relations between language, writing and learning frequently refer to "meaning making", "knowledge-construction", "reflection", "continuity", "disciplinary socialization", "context", "communicative events", "discourse practice", "sense of

audience" and other concepts concerning learning as a function of sociolinguistic processes.

My reading of the literature has left me with a strong sense that the reflective learning theories encompassed by a revitalized social constructivist view of learning and language can be seen to hold important keys to explicating how writing in journals may facilitate learning. Dewey, Vygotsky, Bruner and Britton have theorized, to various extents, the relationships between reflection, language and learning which Britton and Emig, among others⁵, have extrapolated in terms of writing and learning. Scholars like Mayher and Fulwiler have led the way in extending these principles of language and learning into journal writing as writing to learn.

Assuming my interpretation is not unfounded then, I would like to propose that this view offers a compelling explanatory framework for thinking about writing and learning in terms of social discourse practices. Accordingly, a discussion of writing to learn and the use of journals, in L1 and L2, from this theoretical stance follows here, before going on to an explanation of the focus of my research for this thesis.

JOURNALS AND WRITING TO LEARN: REFLEXIVE DISCOURSE PRACTICE

The notion of writing to learn, where writing is seen primarily as a tool for learning and language development as opposed to a medium for performance and assessment, has gained more recognition in recent years. This trend is evidenced by

⁵ Louise Wetherbee Phelps (1988) provides, in my opinion a particularly insightful discussion of the explanatory power of social constructivism, enhanced by recent notions of contextualism, for developing an ecological theory of composition.

the attention to writing process in current approaches to teaching writing, the writing-across-the-curriculum movement and the discovery of journal writing uses throughout education. Writing to learn is thought to occur via meaning-focused informal and formal writing tasks — that is, whenever the writer is engaged in composing and interpreting new meaning, as opposed to reproducing information or practising empty forms. Belief in the potential for writing to enhance any learning process is not only grounded in common sense and experience, but can also be supported with reference to the widely recognized theoretical work of John Dewey, Lev Vygotsky, Jerome Bruner, James Britton, Janet Emig and others.

The current uses made of journals for writing to learn in education are consistent with the social constructivist view of learning and communication identified earlier. Essentially, this view posits *learning as a process of constructing meaning through social interaction*, most often as verbal discourse, within a particular cultural context. Central to this view are the theoretical insights into language, learning and development put forth by Dewey and Vygotsky early in this century. Both argued important roles for *reflection, interaction and continuity* in learning and developing higher order thinking: through reflection on cultural experience and relevant interactions with peers and teachers.

Such higher order cognition and cultural learning imply metacognition and the development of critical thinking through participation in literate discourse. Bruner (1986), among others, emphasizes this metacognitive aspect of education also, and calls for pedagogy that *scaffolds* or assists learner reflection and *distancing* as the

means for developing a sense of *self* and exploring possible stances towards a topic. These reflexive processes are necessary to discover and construe alternative meanings and become a *learner-participant* in the "culture-creating community" (132-133) at hand. The central aim is to go beyond learning as a process of knowledge transmission.

An important facet of writing to learn, and of journal writing in particular, is the notion of "epistemic writing" (Phelps 1988) whereby learners use writing to negotiate new realms of *personal knowledge* and expand their view of possible stances, increasing their awareness of the worlds of discourse and themselves as participants.

Vygotsky's description of the intentional, conscious nature of written language as a "deliberate structuring of the web of meaning" (1986:182) has inspired thinking on the reflective power of writing and its potential role in learning and negotiating possible meanings (Britton et al., 1975; Emig 1983; Fulwiler 1987; etc.). Furthermore, Janet Emig explains a number of correspondences between writing and learning as complementary processes that argue for *the "custom fit" (128) of writing to learn*. Writing is not only thought to enact a system of built-in feedback that allows opportunities for immediate review and reflection on one's representations and interpretations during the process of composing a text; but Emig also maintains that, in writing to learn, things can proceed naturally at the learner's own pace, following her own rhythm, using her own language.

Journal practices are further intended to support and facilitate learning as meaning making through *discourse practice* rather than practice discourse — that is, through using written language to communicate and negotiate pertinent meanings derived from cultural experiences "relevant to life" (Vygotsky 1978:118) and of interest and value to the learner and the immediate context of learning. As learners relate new experiences intellectually to previous ones by *keeping track*, recording and reflecting, it may be possible for present problematic experiences to be sorted out by building on past experience, "so as to extract the net meanings which are the capital stock for intelligent dealing with further experiences" (Dewey 1968:87). Additionally, as reflexive activity carried on over an extended period, journal writing may offer an effective way to maintain a sense of continuity and historicity to enhance learning and personal growth.

Like other forms of composing in the rough, writing in journals may be seen as first and foremost "a means of 'tying down' aspects of ... experiences — catching, exploring and fixing the fleeting moment, or imposing some order upon intractable events" (Britton, describing adolescent diary writing, 1970:249). To accomplish these various purposes, most journal practices call for *expressive writing* that involves informal "language close to the self" (179) and functions as "a kind of matrix from which differentiated forms of mature writing are developed" (Britton et al., 1975:83). The expressive mode, then, is thought to supply a readily accessible way to engage learners in writing to think things through and negotiate meaning in their own terms, thus allowing more learner-centered teaching and language development. The usually

regular nature of journal practices carried on over extended periods of time may develop *fluency* and *schemata* within new topics and fields of academic study.

In addition to mastery of new subject area vocabulary and negotiation of new concepts, fluency can be viewed as communicative ability within a given field or discourse community. As such it can involve a complex set of dynamically interrelated and interdependent sociocultural, linguistic, cognitive and content competencies interacting with personal, situational and affective factors. Such a multimodal, multidimensional view is consistent with the current model of *communicative language ability* posited by Lyle Bachman (1990) and reiterated in prevailing trends in second language acquisition (SLA) theory (Larson-Freeman 1992). In the field of composition and written language acquisition, the *ecology metaphor* Louise Wetherbee Phelps (1988) and Marilyn Cooper (1989) used to explain the dynamic interplay of systems within systems at work in any particular discourse situation adds new dimensions to the social construction view of writing and learning as complex 'linguaging' or discourse processes (Halliday 1986).

Ideally then, journal practices would engage the learners as active participants in a discursive learning process that embodies a dynamic, interactive and complex learning/teaching ecology. Writing to represent, record, and sort out their learning experiences for themselves and others (teachers or peers) to read, and perhaps respond to, may potentially engage learners in "remaking" (Cooper 1989:7) and revisiting the ideas, processes, values, genres of the academy or a particular field of study. In such a process, they can also recycle aspects of the relevant language to develop a feel for its

uses and integrate it into their personal lexicon and interlanguage or idiolect. Marilyn Cooper makes the point that assigned written language tasks should emerge from real life situations as essentially social actions and phenomena, and indicates keeping journals among the items on her list of recommended tasks to meet this need (4-5).

As a social discursive process, learning is necessarily seen as interactive and complex-from-the-start. But journaling, as writing to learn through the expressive matrix, may provide an accessible way of managing this complexity in an interface with relevant aspects of the learner's own existing knowledge systems, ability levels and personal context. In other words, by formulating new learning experiences in her own words, the learner could make meaningful connections between where she is "coming from" and the complexities of both the present topic of concern and the surrounding discourse event(s). Doing so in writing, as opposed to talking, could grant further opportunity for thought and reflection or metacognition, depending on the interest and ability of the writer and other external factors within the learning/teaching environment.

COMMON FEATURES OF EDUCATIONAL JOURNAL PRACTICES

"Journal" is a broad generic term that encompasses a variety of regular, informal writing practices that have been adapted to many different learning contexts. The guidelines and accounts of journal practices in the literature reveal few hard and fast rules governing the uses of journals evolving within our education systems. But, in their sundry forms and hybrid variations — as *learning logs or diaries, dialogue*

journals, prewriting and idea notebooks, thinkbooks, and so on — they appear to share some common features or rules of thumb. These features concern the range of: types of writing activities involved in journal practices, generally comprising expressive freewriting; reading and response practices; and approaches taken to regulating and evaluating journals.

The custom fit of writing to learn and the informality of the expressive mode encouraged in journal practices are thought to make writing journals a relatively *nonthreatening, low-risk activity* for exploring ideas and taking risks with the language and material students are working to understand and make their own. Affective factors such as apprehension, confidence and motivation are important considerations in successful learning, language acquisition and journal writing. For these reasons, students are usually encouraged to *focus on ideas and content* without undue concern for spelling, grammar or other formal conventions.

Open and Focused Freewriting

Freewriting in the *expressive mode*, either open or focused, is common in journal practices. *Open freewriting* leaves the student writer free to explore anything that comes to mind while trying to write as much as possible for a sustained period of time. *Focused freewriting*, seen more often in WAC journal and *learning log* practices (eg., North 1986, Jensen 1987) requires students to write with *a particular prompt or topic in mind*, though the form and the actual direction of the topic are left to the writer. Such topics or prompts are designed to scaffold thinking, reflecting and

articulating logical connections on the part of the learner-writer. It is felt that this, in turn, should help the learner to integrate new course material and related discourse features (subject-specific jargon, rhetoric, etc.) into personal knowledge schema and promote what Ann Berthoff calls the "habits of mind" (1984) integral to academic study and critical thinking.

Dialogue journals — reportedly found in use in elementary schools over an entire school year (eg. Staton et al. 1988), but also used in adult education over shorter terms⁶ — usually encourage student-initiated topics as the focus of written conversations that are carried on between teacher and student. Dialogue journals are also used in ESL courses as they are believed to promote fluency and language development through non-threatening and meaningful written discourse practice over an extended period.

It seems that journal practices are always *initiated (often simply required) by teachers*.⁷ However, as explained earlier, after the practice is set in motion, the writing of the entries is usually left completely open in terms of form, and often content as well. Even where students are given specific topics or questions to address in their entries, there are seldom (though not never) any stipulations about form or specific criteria for what they write or how they respond. Students are usually encouraged to focus on ideas, to write as much and as often as they can and to express themselves in their own words.

⁶ For instance, dialogue or exchange journals are commonly used in ESL classes here at Carleton.

⁷ I found no mention in the literature of incidents of student-initiated journal writing in a school setting.

Reading and Response

Journals are usually read and responded to by teachers to some extent. This may mean that responses may be given *on a class by class, biweekly or weekly basis, or two or three times during a term*. Some teachers try to match the amount written by each student to develop and maintain an ongoing exchange of ideas where teachers and students become well-acquainted. Intensive dialogue journals seen frequently in elementary and ESL contexts, for example, may be responded to daily or biweekly (eg. Staton et al., Peyton et al.).

In university WAC situations where response is often only given to journal entries twice in a term, the main concerns may be determining how well the student has grasped course content and providing *formative feedback* for negotiating a better understanding or exploring more alternatives where needed (eg. North).

But regardless of the frequency or purpose(s) in mind, it is generally reported and recommended that teachers' *responses address the substance of the students' writing*, rather than the form or style, in order to engage in a meaningful exchange of ideas and encourage further exploration and reflection. Any advice given in the literature urges teachers to *avoid evaluative or formulaic comments*, and if there are any cardinal rules for journal practices in education, this is surely one of them.

In addition to identifying and responding to individual learner needs through responding to journal entries, reading student journals is thought to provide a useful source of *feedback on teaching and student input* for adapting teaching strategies and materials to better suit the learner needs in a class.

Thus, journal practices where entries are read and responded to regularly may further serve to facilitate 1) a "loan of consciousness"⁸ (Bruner 1986:74) between teacher and student that could lead to collaborative learning within the "zone of proximal development" (ZPD) (Vygotsky 1986, 1978) and 2) the kind of "mutual adaptation" between teacher and student Dewey (1968) called for. In these ways, journals might indeed result in school writing as social action and learning discourse.

Regulation and Evaluation of Journals

In most journal practices, the minimum *length and number of entries* are set by the teacher or agreed upon through class discussion. Where elementary students might be asked to write at least three lines per entry to begin with, students at higher levels might be expected to write a page or more, depending on the nature of the course and whether they would be writing during class or on their own time. The number of entries can range from writing daily or a few times a week to compiling a given number of entries during a set portion of the term. In some situations, students are encouraged to write numerous entries and select a set number to submit for response

⁸ This is Bruner's explanation for the process by which a teacher or somewhat more advanced peer can, through the "mental sharings" that come of interaction and collaboration with the learner, enable her to function at the limits of, rather than within, her current ZPD ability and thus scaffold or assist learning.

and/or evaluation.⁹ Generally, at college levels, students are expected to write on their own time, except perhaps in writing workshops.

Judging from guidelines and practice accounts (Fulwiler 1987, Peyton and Reed 1990, and others), the amount of writing and number of entries or quantity is seen as the best measure of a good journal. *Evaluation on the basis of quantity* is considered an essential step towards optimizing affective factors in order to foster more writing, risk-taking and learning. Any *qualitative evaluation* should be based on what the entries reveal of student learning and thinking rather than organization style or written language.

The consensus is that if students are to feel free to risk negotiation of their own meanings, experiment with and reflect on possible stances and ways of doing and seeing things, there must be *room to make mistakes* and learn from them. Of course, this view presupposes a curriculum that engenders experience with meaningful and relevant discourse as the basis for reflection and learning.

Language and learning theorists have long recognized complementary roles for writing and reflection in learning and developing language and writing ability. But Britton and Chorny (1992), in a recent review of learning and writing have brought

⁹ For instance, as a student teacher I was required to write detailed journal entries on ESL classes I observed and/or taught while interning and submit the journal, plus the teaching materials I had developed, twice each term for evaluation. On the other hand, in a recent graduate course, we agreed to write three ten-minute log entries reflecting on lectures and readings each week -- one to share in class for discussion, one to hand in for teacher response, and one for ourselves. The first practice brought minimal responses to a series of journal entries each time; the second led to regular formative, thought-provoking feedback from peers and professor. Neither practice stipulated a format for entries, and responses focused on content only.

renewed attention to the important interplay of cultural and affective factors as well. They caution against "excluding supportive processes we cannot yet explain" (118) in our approach to language teaching and learning, and remind us of Vygotsky's warning about "the error of separating intellect and affect in our concept of mentality" (ibid). Journals can be seen to enhance reflection in learning and furnish an opportunity for discourse practice that may be adapted to serve numerous purposes and address the cognitive-affective needs that exist in the "complex cultural activity" (Vygotsky 1978:118) comprising any meaningful learning event.

Potential Benefits to Learning from Journal Writing

Ideally then, journals are thought to enhance learning and teaching in numerous ways. They can extend the types, purposes and amount of writing learners do to include more personal expressive writing to learn. This, in turn, can develop the learners' ability and confidence to express themselves with growing ease and fluency. Where writers engage in distancing and reflection on related past and present learning experiences through journal writing, they may develop a sense of continuity in their learning process, and a stronger sense of self-identity within the learning community. Informal expressive writing in journals is believed to encourage personal knowledge construction and risk-taking on the part of the learner entering new realms of knowledge and discourse practice. And, further still, journals can provide student feedback and input on teaching and learning experiences to facilitate ongoing dialogue and collaboration between teacher and student(s) and inform teaching.

How well any given journal practice manages to realize any or all of these potential benefits to learning and teaching can be difficult to determine. Individual differences in terms of learning styles, interest, motivation and other personal factors have a role, along with other contextual factors. Practitioners and advocates of journal practices have frequently reported cases where individual students either rejected the idea of writing journal entries out of hand or simply went through the paces to meet the minimum requirements for that part of the course.

Certainly no one has tried to claim journal writing as a panacea for all learning needs and problems, from available reports. But where journal practices have been well thought out and carefully maintained by a teacher the number of applications considered successes far outweighs the failures. This last point underlines the investment of quality time and thought required on the part of teachers to fully realize potential benefits in a journal practice. While most teachers who have used journals claim they are worth the added effort, many also recognize that class size and agendas may limit or negate their use at times, or at least call for innovation. And certainly students who dislike writing in general and personal reflective writing in particular are unlikely to take easily to journaling, though it is often hard to predict even this kind of relationship where students have had little experience with personal writing in or out of school. For L2 students, tacit cultural differences and personal beliefs about language learning can sometimes further complicate the process of learning and engaging for the first time in learner-centered writing to learn practices like journals and logs in an English language context.

SECOND LANGUAGE ACQUISITION (SLA) AND JOURNAL WRITING

Journal writing, with its emphasis on writing as meaning making and discourse practice, lends itself readily to current communicative language methods and models of SLA. The interactive discourse model of SLA put forth by Rod Ellis (1991) as part of his proposed theory of instructed second language acquisition may be seen to accommodate the principles of writing to learn and journal writing in SLA and ESL instruction. His discourse model emphasizes that meaningful learner output, or language production, in contexts of interaction — where the learner is participating in actual discourse practice — is especially important for acquisition (125).

Ellis maintains earlier distinctions between explicit/conscious and implicit/unconscious knowledge of a language and their respective roles in language acquisition. In support of Stephen Krashen's earlier view (1982), Ellis also takes a non-interface position in recognizing that explicit or analyzed knowledge cannot be converted into implicit or unanalyzed knowledge (186), and that each results from a different kind of language experience, or instruction. Essentially, explicit knowledge is thought to be learned through form-focused language instruction/experience, and implicit knowledge is acquired for the most part from meaning-focused instruction/experience.

In this model, meaning-focused language experience occurs where the learner is engaged in meaningful discourse in the second language, rather than in activities focused on achieving grammatical correctness or learning about specific formal features of language use.

While acquisition of implicit knowledge through meaning-focused language experience remains the primary goal of Ellis' instructed SLA, he stipulates two necessary conditions: 1) the learner's subconscious attention to features of comprehensible L2 input, and 2) her readiness to incorporate the feature(s) at her current stage of language development (190). However, Ellis also sees a role for "conscious knowledge ... as an acquisition facilitator, enabling the learner to 'notice' L2 features in meaning-focused input" (193). Thus, Ellis' model calls for a range of language tasks and activities weighted towards more meaning-focused experiences to allow ample opportunities for acquisition.

Journaling, like other writing to learn activities, is intended to engage the learner in meaning-focused discourse practice. At the same time, the custom fit of writing to learn and the implicitly reflexive nature of written discourse may accommodate timely subconscious attention to salient L2 features at various discourse levels.

Considering the complex nature of communicative language ability, L2 features can go beyond word and sentence level features to include more macro or discourse, sociolinguistic and rhetorical aspects of communicative language ability as well. These aspects of language acquisition are of particular concern in the development of written language ability in L2 where formal features also reflect cultural and social values.

Aviva Freedman (1992) suggests that in the development of written language "consciousness occurs only as a result of having written, rather than as a way into writing" (18). In her view, only through some degree of mastery of written

communication does the learner reach a level of readiness where reflection and critical awareness are possible; and only then will explicit knowledge become relevant and so available to mediate acquisition, as well as to edit or monitor written language performance.

Journal writing in SLA seems to have some potential to function as both meaning-focused and form-focused informal language experience¹⁰ with the added benefits of bringing the expressive mode into play as a basis for developing more differentiated types of writing in L2. The potential for meaningful student-teacher communication in the L2 through teacher responses to journal entries (and prompts, where appropriate) might also provide opportunities to focus the learner's attention on relevant linguistic and discourse concerns. There are three possible sources of scaffolding for language acquisition and learning through interactive dialogue or exchange journals: 1) the L2 conventions, structures and vocabulary conveyed in the teacher's prompts and responses, 2) the teacher's explanations of content, discourse or language concerns raised by the student's entry and 3) the teacher's reformulations of some of the student's own ideas occurring in the process of responding to the content of the entry. Journals may also furnish a transitional means for ESL students from some cultures to become more at ease expressing their own ideas and opinions in English and taking individual stances similar to the types generally expected of students writing in North American academia.

¹⁰ I have had students reflect on aspects of grammar and writing conventions in journal entries at times, for instance, in response to formative feedback on written assignments. However, this is not a focus of the journal practice under study here.

The Need for Research on ESL/EAP Journals

The existing anecdotal support, authoritative arguments and opinions, and appealing speculations of practitioners and theorists, as well as the admittedly limited research on journal practices in both L1 and L2 supply reasonable grounds for further study of journals as potentially valuable teaching and learning strategies. Furthermore, the limited research, especially in ESL, and the strong overall claims for the benefits of using journals across levels and areas of education, indicate a clear need for continuing research into these writing to learn practices to better understand their functions and applications in learning and language development.

There is a growing body of articles and books in ESL and ESL/EAP on teaching language and writing informed by principles of process and social discourse practice that recommend various types of journals and logs as regular facets of adult ESL pedagogy. And though it may no longer be necessary to explain what is meant by journal or log writing in workshops or presentations at ESL conferences, there is much yet to be done in the way of even preliminary investigations into the many interesting problems raised in the small number of studies done to date. This is especially true in the area of adult ESL/EAP which is the concern of this research.

The questions and issues needing to be addressed in research on adult ESL journal practices include: the nature and 'common functions' of these journals seen to enhance learning and teaching; the types of writing and thinking students do, and the possible role of the expressive matrix in developing language and writing ability;

individual differences and perceptions of journal writing and its uses for learning and teaching; and problems to be addressed in using journals in ESL/EAP.

THE FOCUS OF THIS RESEARCH: The ESL Writer's Notebook

I have undertaken to address these matters in my research on a specific application of journal writing in ESL/EAP. The focus of this thesis is a journal practice which involves the use of learning logs to facilitate second language acquisition (SLA) and the development of academic writing abilities in ESL. This practice is currently employed in the upper level academic writing workshop courses for students in the Intensive ESL Program at the Centre for Applied Language Studies (CALS) at Carleton University.

In the writing workshops, students keep a biweekly learning log, called a Writer's Notebook (WNB), while working on an academic essay project during the second six weeks of the twelve-week term. I have concentrated my analysis in three case studies of individual students from the class who volunteered as participants. In addition to these, I looked at the uses made of the Writer's Notebook by the other students who agreed to have their journals and other work in this course used for research. My larger purpose in this study is twofold: 1) to gain an understanding of the nature and uses of these Writer's Notebooks as evidenced in this particular ESL context for developing L2 academic writing ability, and 2) to examine this specific

application of the practice to determine improvements or alternatives for consideration in its future use.

Earlier Research on Writer's Notebooks

The decision to focus this thesis on the Writer's Notebook journal practice came as a result of an exploratory study I carried out for course work early in my master's program. A second study confirmed my sense that this practice warranted a more in-depth approach comprising a closer look at individual experiences with the Writer's Notebook. I carried out these two preliminary studies of Writer's Notebooks written by ESL students in the Fall 1991 and Winter 1992 terms at CALS.

The first study, during the fall 1991 term when the WNB practice was first introduced, involved a survey of the journal entries written by students in five writing workshop classes. The general aim was to determine what students were doing in their WNB journals, in terms of realizing the pedagogical goals for the WNB — facilitating work on the essay project and written language development in ESL/EAP — and any other learning functions not anticipated from a teaching perspective. The findings revealed several functions of WNB's for learning and language development, as well as some problems with the practice. As seen in other journal studies, problem-solving, developing a sense of audience and self, improving communication skills and self-confidence were among key functions found in WNB's. It was also apparent that the WNB, as practised in the first term, was beneficial to most students but not all.

Perhaps the most noticeable feature of the WNB's produced by this first group of students was the fact that they were written in a predominantly narrative mode.

In the second study, then, I looked more closely at the narrative aspects of the WNB in an attempt to uncover the possible role of narrative in writing to negotiate new meanings and a sense of self in relation to doing L2 academic writing. Students frequently wrote accounts of their inner and outer experiences working on their essays. These included tasks such as narrowing down a topic, searching for relevant library materials, trying to interest a reader. The process of recounting these experiences, or aspects of them, and sorting out their thoughts, often led to problem-identification and sometimes to solutions, as well as reflections on their efforts and learning, among other things. And, at times, their narrative-like reflections and self-reflections revealing various degrees of metacognitive awareness entailed elements of exposition, analysis and generalization suggestive of essayist modes of discourse called for in most university academic writing tasks. The mix of narrative, essayist or expository and other modes of writing varied across individuals and entries, as did the range of cognitive, linguistic and affective functions served.

Thus, the WNB's examined in these two studies displayed many of the functions and mixed modes of expressive writing reported in other journal literature, and seemed to function in a variety of ways to provide a useful tool for academic language development and learning for ESL students breaking new ground. Of course, as with other learning strategies, there were problems and exceptions. The task of researchers is surely to throw some light on both the processes and the problems.

The earlier studies of the Writer's Notebooks offered a general sense of how the various forms of this journal practice might have served to enhance learning to do academic writing in ESL; but they also left unanswered questions on how a specific application of the WNB practice works for individual students within the context of a particular class situation. In my research for this thesis I have, therefore, undertaken a more in-depth interpretive analysis of a single application of the WNB journal practice using a case study approach. I have done this with the aim of shedding further light on the processes and problems involved in the practice and finding ways to increase the potential for using the Writer's Notebook practice to enhance learning and language development.

CRITERIA FOR AN EFFECTIVE ESL/EAP JOURNAL PEDAGOGY

Investigating the WNB practice used in the writing workshop essay project at CALS also means considering how well it meets criteria for an effective journal practice within an ESL/EAP context. Following the earlier discussions of journals as writing to learn and their possible value for SLA, these criteria would necessarily reflect a view of learning as social construction of meaning in an ecology of learning to write and writing to learn in a second language and culture.

Thus, an effective ESL/EAP journal pedagogy should aim to foster the following interrelated writing, learning and teaching functions:

1. a) Involve students in extended meaning-focused writing; that is, useful academic discourse practice related to accomplishing something of interest and value to the learner, and providing appropriate "incidental linguistic practice" in L2;
 b) provide a non-threatening, open-ended venue for self-expression, risk-taking, exploration of personal constructs and topics and new meanings — 'epistemic' writing.
2. a) Encourage keeping track of personal experiences, particularly academic ones, as a source of learning and connectedness, and a basis for dialogue with oneself and others;
 b) scaffold problem-solving and reflection to enable learning in the "zone of proximal development"; and foster distancing, critical thinking and a sense of one's own 'voice' by taking stances and exploring alternative ways of seeing things in this L2 academy and culture.
3. a) Offer the teacher insights into learners' backgrounds, individual abilities, needs and interests in order to respond in relevant ways and provide timely consciousness-raising where indicated;
 b) enable dialogue with learners to assure useful learner feedback to inform teaching and foster "mutual adaptation" between teacher and students.

The overlapping nature of these criteria reflect the dynamic, interactive relationship between writing and learning processes. No one type of journal practice is likely to fulfil all of these functions, but rather should be seen to foster those which learning and teaching needs warrant. Accordingly, these criteria have been employed in reviewing the particular application of the Writer's Notebook practice in this study in terms of individual experiences. The process of applying these criteria to this journal practice may, in turn, grant a better sense of their relevance for journal writing and language learning/teaching in an ESL/EAP context.

SUMMING UP

This chapter has looked at journal practices in terms of the research and common features of journals reported in the literature, together with a possible explanatory framework for writing to learn as reflexive discourse practice intended to facilitate learning and language development in both L1 and L2. The apparent absence of research on journal practices in adult ESL/EAP at present reveals an area of relatively uncharted territory for this study of the Writer's Notebook journal practice currently in use in the intensive ESL/EAP program at Carleton University.

Turning now to the present research focus, an understanding of the particular milieu in which the Writer's Notebooks in this study were written is needed to begin reconstructing the WNB journal practice as it was experienced by the individuals whose writing, learning and participation have shaped this research. The next chapter provides a description of the layers of context interacting to set the scene for the summer 1992 application of the ESL/EAP Writer's Notebook journal practice and the research approach and methods I have employed

CHAPTER II: Research Contexts, Methods and Approach

In this chapter, I will provide an account of my research on the Writer's Notebooks in terms of: 1) the participants, including the student writers and the writing teacher; 2) the EAP/ESL context, comprised of the writing classroom situated within an intensive ESL program and the larger academic community of Carleton University; 3) the various data sources and methods for gathering them; and 4) the approach and process for analyzing and interpreting the Writer's Notebooks and evaluating the practice. While 1 and 2 are concerned with contextualizing the production of the Writer's Notebooks (WNB), 3 and 4 address the research process.

INTERACTING CONTEXTS

A study of journal writing is, inevitably, the study of a particular sociocultural setting and the interests, concerns and values of the participants. To read journals and interpret them the way they were written and intended to be read necessitates understanding the context in which they were produced.

The overall context for the ecology of learning in this situation comprises several layers of context that interact in somewhat different ways for each of the students who engaged in writing a Writer's Notebook. Within this context, each student brings her own personal and cultural contextuality to bear on the other contextual layers. These other layers include: the larger local context of the Centre for Applied Language Studies' (CALS) Intensive ESL Program, as an academic learning

community within a Canadian university, and the IC30 Writing Process Workshop class as a microcosmic version of the academic community at large and a training ground for ESL students seeking entrance.

This study was carried out during the 1992 summer term which ran for six weeks from mid-June to the end of July.

THE PARTICIPANTS

The Students

The students who participated in this study were in IC30, the highest level of the intensive ESL program at CALS. The students who test into this level usually fall somewhere in the range of categories for *marginal* to *modest* writers (see Carroll's 1980 *Academic Writing Scale* in Appendix 1). But, as is often the case in the summer term,¹ there were several students in this particular class who fit into the *competent* category and one who would be termed a *good* writer.

Nine countries were represented in this class: Hong Kong, Iran, Japan, Korea, Malaysia, Mexico, Sweden and Thailand. Ages ranged from 17 to 34, but most students were in their early twenties. Of the 20 students in the class, six were males and fourteen were females. There were six graduate students — two men and four women — with backgrounds in economics and development, engineering, music, literature and biology. The two men in this group had considerable experience with

¹ During the summer, there are often quite proficient students who have not been granted admission to the university, and thus cannot get into a credit ESL course or who have just come for the summer term on their own initiative. As IC30 is the highest level in the intensive program, they are placed there.

writing in their own fields. Among the remaining students in the class, nine were recent high school graduates, two were about to begin their final year of high school, and the other three were in the midst of their post-secondary studies. Most of the students in these last two groups had either limited or no experience with academic writing, even in L1.

This class, then, was characterized by a rich diversity of cultural and educational backgrounds, as well as several levels of English proficiency and writing experience. They had all chosen to do the Academic ESL program rather than the Personal and Professional option, and therefore shared an interest in working on their academic writing. Of course, there were also students in this class who faded in and out in terms of maintaining a WNB, participating in class or in the program as a whole.

The Teacher

The writing teacher, Maria Axler, who has travelled a great deal and has lived in many countries for extended periods of time, came to CALS the previous summer after teaching English in Singapore for three years. She taught IC-30 writing for both of the previous terms that year, and was, in fact, one of the four teachers who had participated in the piloting of the Writer's Notebook practice in the second half of the 1991 fall term. It was clear that Maria truly enjoyed teaching in the Writing Workshop courses and approached the teaching of writing as someone teaching and

writing to learn herself. No doubt her personal interest in writing had a lot to do with her practice of working on her own writing each term.

THE EAP/ESL CONTEXT

The Intensive ESL Program at CALS

The intensive course (IC) program consists primarily of four components plus organized social or recreational language activities, for a total of twenty-five hours of classes and activities each week. There are twelve weeks of instruction in the fall and winter terms, a six-week term in the spring and again in the early summer, and a four-week term in August of each year. The four components comprise: the Core component (nine hours per week) that employs content-based thematic units with an integrated skills approach;² the Writing Process Workshop component (six hours a week) which takes an eclectic approach based on an evolving concept of writing as a process; and the Oral Process component (four hours a week) which has adapted a process approach in light of work in mother tongue oral language development; and the Individual Guided Learning component (four hours a week) which provides opportunities for personalized experiential learning. There is also an optional TOEFL workshop. In addition, counselling is available to students to help with a variety of problems that may crop up in this second culture situation.

There are four levels of instruction in the program: IC 10 (basic), 20 (low-intermediate), 25 (high-intermediate), and 30 (advanced) — all with an *English for*

² The 'Core' course requires students to do academic writing assignments such as essays and reports related to unit topics and often set by the teacher.

Academic Purposes (EAP) focus. A given class at each level will have a different teacher for each of the four components of their program in a single term. Learners at 25 and 30 levels may choose an optional *Personal and Professional Development (PPD)* focus. As part of the university ESL progression at Carleton, these non-credit/pre-credit intensive courses can lead into credit ESL course work at Carleton where students are interested in pursuing regular studies. The credit ESL courses involve a thematic, integrated skills approach similar to the Core component, in six hours of classes per week. Students can accompany these courses with a gradually increasing load of other content courses, until they reach proficiency requirements for full time study in their degree program. This does not necessarily involve completing a process of stepwise progression, but rather one of ongoing assessment which allows students to move through the system as their language develops.

The Carleton Assessment of English Language (CAEL) is scheduled at the beginning and end of each term to determine placement in the credit ESL courses, or in regular studies. Otherwise, or besides, students seeking entry into a Canadian or American university or college may take either the TOEFL (Test of English as a Foreign Language) or the Michigan English Language Assessment Battery (MELAB).

Some students choose to take the intensive program for a number of personal reasons, other than meeting required proficiency levels for regular study at the university. Particularly at the advanced, IC30 level, there are often students whose English is already quite strong but see an intensive program as more likely to enable

them to polish their skills in a short time than taking a credit level course which only provides six hours of instruction per week. This is often the case during the spring and summer terms when people have time off from their regular studies at university in their own country, or when students are awaiting the start of their degree program in the fall.

The class schedule for the 1992 IC30 class that participated in this study appears below. Each component was taught by a different teacher.

IC30 SUMMER 1992 TIMETABLE - June 16 - July 28

	Mon.	Tues.	Wed.	Thurs.	Fri.
9-12	Core Class	Writing Workshop	Core Class	Writing Workshop	Core Class
1-3	Oral Process	Indep. Guided Learning	Oral Process	Indep. Guided Learning	Activity or TOEFL Workshop

CALS is centrally located in Paterson Hall within the university complex, and Intensive classes are held in regular classrooms in and about Paterson for the most part. This enables ready access to the library and other facilities. Thus, students have opportunities to experience and adapt to some aspects of academic life and work in an English speaking Canadian university environment.

The Writing Process Workshop (WPW) Course

The WPW course at CALS takes an integrated³, eclectic approach to teaching ESL writing. It assumes that written language acquisition will occur incidentally as students engage in a variety of extended meaning-focused writing experience of both an informal and formal nature. The aim is to help students develop awareness of process in relation to product, that is, to become more skilled and aware of the need to adapt writing strategies to fit the type of written discourse they want or need to produce. To this end, instruction involves the use of student and professional models, teacher-modelling and inductive teaching to help students explore a range of strategies and conventions for producing written discourse relevant to their ESL learning goals.

Classes strive for a workshop approach that involves group discussion, teacher and peer conferencing, individual student-selection of topics for writing and (where practical) types of writing to be done during the course. Freewriting, prompted or completely open, for a ten or fifteen minute period during class is a regular feature of most writing classes and is often followed by sharing and/or discussing the 'logs' just written in small groups or with the class as a whole, depending on the nature and size of the class.

Students are guided through a process of writing that begins with individuals or groups generating ideas for topics to identify one to begin work on. After a further process of expanding and narrowing the topic down to a possible focus, with peer and

³ Even though the focus of the writing workshops is on writing skills and strategies, reading, writing, speaking and listening are integrated naturally in the process of working through writing tasks and related lessons.

teacher support, a first rough draft is produced. This draft is the focus of a preliminary oral conference where the writer reads it aloud to a conference partner to respond to content and general organization rather than surface features of the writing. Discussion on the clarity, development and organization of ideas in this draft, in light of the author's own views, form the basis for deciding whether to continue and work on revising the piece or start on another. A process of revision and further conferencing where the piece is read more closely to give more specific feedback each time, with increasing control on the part of the writer, may be carried on until the writer brings it to a final draft.

Assessment is based primarily on the accumulation of written work of all sorts (freewriting, pre-writing work — including such things as lists, clusters, research notes, etc., — drafts, revisions, editing, conference notes, class work) in a portfolio to be evaluated by both the teacher and the student writer in terms of quantity, quality and evidence of process. In addition, every six weeks students are expected to submit a final draft of a piece for evaluation by writing teachers other than their own, after having completed a self-evaluation of the piece.

The 1992 Summer IC30 WPW and the Writer's Notebook

In the Summer term, the IC30 Academic WPW course followed the same curriculum found in the second six weeks of the Fall and Winter terms. This involved an academic essay project as the main undertaking for developing academic writing ability. This decision was intended to address the needs and interests of the

substantial number of students taking the summer course who were either continuing on from the spring term or intent on beginning their regular studies in the fall, and therefore particularly concerned with working on essay writing. This is generally true in IC30, as the exit level for the program, and was certainly the case in the 1992 Summer term.

The Writer's Notebook

Past Uses - Beginning in the Fall 1991 term, the academic essay project included the practice of having students keep a learning log in connection with their work on the essay. Journal and log writing had already become a common feature of ESL courses at CALS when the WPW courses were first developed in 1988. The Writer's Notebook practice evolved out of the log writing that had been established as an integral part of the writing workshops at all levels. A small study I did of the journal/log and essay writing of four ESL students at CALS in 1989 suggested that students did freewriting in more expository modes when responding to discursive or self-reflective prompts. Also, the level of complexity and linguistic control evidenced in these learning logs compared to their writing on test essays seemed to indicate that these types of expressive writing might function as transitional writing, along the lines Britton indicated (1970:179), for developing academic writing skills as well as providing opportunities to reflect on their writing and language learning. In a discussion at a WPW teachers' meeting on how to facilitate work on the research essay project for upper level classes, we decided to ask students to keep a series of

reflective logs on their experiences, plans, ideas, etc., as they worked on their essay projects. We hoped that writing these metatexts would prove beneficial to students both in terms of supporting their work on their essays and developing their L2 writing. It was at this time that I undertook the preliminary study of this fledgling journal practice indicated earlier in chapter I.

During the fall 1992 and winter 1992 terms when this practice was being employed and developed, matters of focus, production and response for the WNB journal/learning log were approached in a variety of ways: with or without prompts to focus the entries, entries written in class during a fifteen minute period set aside or left up to the students to do in class or on their own time, entries collected and responded to regularly by the teacher or simply commented on in the portfolio at the end of the term.

The Summer '92 WNB: The Teacher's Perspective - Maria Axler, the teacher for the summer '92 WPW class, had used Writer's Notebooks in each of the previous terms of the 1991-92 intensive program at CALS. Each time she had elected to provide prompts and time to write the entries in class. But it was not until the second term, in the winter of 1992, that she began collecting and responding to the entries after every class. That decision came as a result of student suggestions at the end of the first term calling for more regular feedback on their WNB's to assure them that they were "on track" with their essay projects. And, she explained, she had found during the second, winter term that reading and responding to their entries provided her with insights into

the students ongoing work on their essays and information she used to make her teaching more responsive to their current needs.

From a teaching perspective, the prompts were intended to serve a number of functions. The initial prompts inquiring into students' academic writing interests and their understanding of academic essays were intended to open the WNB on a general note, beginning with the students' own interests and constructs. They served as a general academic writing needs assessment for the class and individual students. This was especially true in the context of this summer course as Maria was taking over from another teacher who had taught the spring term WPW, and the class included a mixture of new students and students continuing from the previous six-week term.⁴

From the second class on in this summer term, the prompts addressed, for the most part, specific aspects of an essay production process most students had undertaken during or since each previous class. (See Appendix 2 for a chart on class proceedings including all of the prompts in the order they were given.) In this way, the teacher felt the prompts served to cut down somewhat on the need for explicit teaching in that: 1) they functioned to draw and build on recent experience, thus providing a sense of continuity from one class to the next through keeping track, and 2) they established a general framework guiding student work on the essay by drawing attention to key tasks and procedures to be considered and worked through in the context of the students' individual essay topics.

⁴ In the spring term, which all three of the volunteers had attended, students wrote personal essays - for most, this consisted of a narrative essay and a personal argumentative essay. Freewriting, for fifteen minutes at a time, was a feature of every class during the spring term.

Additionally, most times the WNB prompt was designed to scaffold a transition between the previous class/work and the teaching focus of the particular class in which it was written. For example, the #7 prompt suggested students reflect on the conference they had had on their essay drafts in the previous class with a classmate (or, perhaps with the teacher), and in that class the focus was on strategies for revising and preparing for a conference on a revision. Maria felt that the prompts often called for students to represent and confront their own knowledge, understanding, and efforts in relation to a particular aspect of their essay writing or research. She explained to me that she saw the overall WPW course approach as comprising a very open system for teaching academic writing, one that had ample room for something more regimented and structured, like the routine practice of writing WNB entries together at the same time in each class.

Maria expressed a strong faith in the value of the "communal writing" aspect of this WNB practice, also a feature of the regular WPW freewriting log entries usually written in every class during the first six weeks of the IC30 level course as well as in other WPW classes. She herself sensed a heightened energy level that developed and seemed to improve concentration as the term progressed and students became more accustomed to and at ease in such intense regular writing along with the whole class. Like other writing teachers who write with their class at such times, she found that she too was surprised at the amount and nature of the writing she did

herself in these fifteen minute⁵ sessions. She did not try to monitor that students were producing during freewriting sessions, but would discourage them from talking or distracting others.

The optional prompts were there, in her mind, to focus those who needed or wanted more structured support on their essay work without controlling, and without limiting those who were more independent and self-directed. The prompt questions were intended to help students to think and reflect on aspects of their recent or intended essay work in a way that made room for clarifying the nature of that work, identifying problems, and realizing their own enthusiasm, or at least some resolve, for the work to be done.

She saw the entries also as supplementary to the other work done in the course, in that they often led students to review those experiences and evaluate them. And, in reading the entries after each class, she was not only able to obtain a sense of how students were progressing on their essay projects and how well new information and experiences (in terms of what she had taught recently or their own essay work) were being understood; but also to identify general and immediate needs which she often then addressed in the next class. When she came across evidence (implicit or explicit) of needs related to their immediate context of production, they were often reflected in more than one student's entry for that day, or sometimes echoed things said in entries

⁵ The fifteen minute period allowed for writing the WNB entry in each class was based on established open log writing practices in the upper level WPW classes. While this may have limited more prolific writers and seemed more than enough time for others, it reflected the fact that, although a valued strategy, the WNB was only one of the support activities in the WPW academic writing course agenda.

for other recent days. When this happened Maria would make a note of it and respond by bringing up the subject for discussion in the next class. For instance, some students reported problems finding sources in the library and, in the next class, she directed them to seek help from a particular librarian she had met with the previous day and held a class discussion of their problems using periodicals.

Maria elaborated her approach to using the WNB and responding to the entries in terms of support and non-interference. In several of our meetings during and after the research, she emphasized the fact that she had come to feel considerable confidence in the WNB as a useful and efficient vehicle for facilitating their work and learning in relation to their academic essay writing while helping them take control of it into their own hands. In her view, the WNB allowed the students to maintain a sense of order in their approach to the project, to be aware of and manage their own essay "adventure" through naming/telling what they were doing, while sorting out their thoughts and experiences. At the same time they could consult with her and keep her informed. She saw her reading and response time with each student's entry for a given day as "personal time with [her]" for the individual student, time when teacher and student could regularly maintain contact. The practice enabled her to stay tuned into their individual situations and their entries also offered a means of confirming understandings or impressions of things formed during class or vice versa.

She explained that, whereas she had often responded at length to student entries during the winter term, she had made only short responses in this summer term in an effort to offer support, encouragement and guidance but without interfering with their

own process of exploring, discovering and negotiating their own ways and constructs for doing academic work. She felt that if the WNB was to become a useful strategy for the students, they would need to see that for themselves. And, to do this their notebooks should remain, for the most part, "their own" and comprise their own thoughts and ideas on the nature of essay work as much as possible. This did not mean not making suggestions or never disagreeing, but trying to leave well enough alone while responding in relevant and, hopefully, useful ways.

Students were not compelled to hand in their entries for her to read and respond to, but most did so. Moreover, when Maria returned them at the beginning of the next class, most students immediately turned them over to read her response and some also would then read back over the entry itself as well. At times, she asked them to look over their last few entries before writing the one for that day.

Over the three consecutive terms she used the WNB as an adjunct to the research essay project, Maria came to regard it as an essential teaching/learning tool for scaffolding learning to do academic writing in ESL. Her confidence in the important support the WNB could provide for the students in working through their essay projects was reflected not only in her willingness to read and respond to every entry a student gave her (few other writing teachers were willing to make this commitment to added preparation time), but also in the fact that with this third use of the WNB she moved the time for writing the entries to second place each morning to ensure that most of the latecomers would not miss out on doing it. She also explained that it was her confidence in this type of writing to learn as a means for developing

student autonomy that led her to keep her own responses to a minimum. However, another factor that she admitted contributed at times to her brevity was the knowledge that, because the WNB's for this term were the focus of this research, others (myself included) would be reading what she had written.

The WPW class proceedings, including the WNB prompts suggested for each entry and research activities are given in a table in Appendix 2.

I should clarify at this point that this discussion of the teacher's perspective on the WNB practice and her approach to prompting and responding to the entries is included here as yet another contextual layer in the ecology of the WNB practice for that summer term. I have focused in this study on the students' experience of this practice, and therefore any further discussion of the teacher's participation will reflect that perspective for the most part.

How the WNB Was Introduced to the Class

The WNB was introduced briefly during the first class, explained further in the second class and then discussed again when I went to the third class to explain the research I would be doing. According to Maria's report on that first day, students were asked to freewrite⁶ for ten minutes about the types of writing they were interested in doing (WNB prompt #1), and this was followed by group and class discussions in

⁶ The idea of freewriting was discussed briefly for the benefit of the five students in the class who had not taken WPW classes at CALS before this.

which an academic essay project was confirmed.⁷ Students were then asked to write on the second prompt concerning the nature of an academic essay as a basis for further class discussion and turning to the task of generating suitable essay topics. In the discussion of the course outline (see Appendix 3) that was given out during this first class Maria explained that the two pieces of freewriting done in this class were WNB entries and that they would be asked to write an entry for fifteen minutes during each coming class and hand them in for her to read and respond to. She explained further that both the WNB entries and the other "free writing" they were asked to do each week would not be "marked" but simply responded to and counted towards a final mark. When the WNB #3 prompt was given in the second class, Maria also informed students that they had the option of ignoring it and writing on any other concerns related to their essay project.

On the following Tuesday, June 23, I spoke to the class about my research on the WNB practice aimed at better understanding if and how it was found to help students develop their ESL academic writing. At Maria's request I reviewed the main aspects of the WNB. I explained that the WNB was intended as a learning log for noting their observations, thoughts and experiences while working on their essay project. I also reiterated points on the optional nature of the prompts and that, as freewriting, the entries would be read and responded to for content by Maria and not marked or evaluated in terms of language use. It was on this occasion that release

⁷ This type of procedure is typical in WPW classes to insure that the agenda reflects the needs and interests of the students in a given class. Where indicated, changes would be made to the teacher's plans for the course. However, such changes were not called for in this situation.

forms were given to the students with an emphatic declaration that they were under no obligation to sign them and that their work would be used anonymously.⁸

The Classroom Context

The class met in a fairly bright, moderate-sized classroom on the first floor of Paterson Hall, within easy access to the library. It contained five large tables and lots of chairs arranged in a broken U-shape, with a smaller table and chairs at the front, usually occupied by the teacher's materials. Each time I was present during the class most students seemed to be sitting in essentially the same places. The most noticeable aspect of the seating habits of the class was the group of male students who usually sat together at the back table (at the bottom of the U-formation).

The atmosphere in the writing workshop, as in other intensive classes, was informal and students interacted with Maria on a first name basis. The class met from nine to noon with a fifteen minute break around 10:15 each day. The class tended to assemble casually, with greetings and small talk. Maria made a point of attending to class business, returning previous WNB entries she had responded to and sometimes doing brief form-focused activities related to the types of essay-related tasks currently underway each day, as a warm-up and to ensure most of the students had arrived before beginning the WNB entry. The WNB prompt for the day was written on the board. When one of the questions related to an important issue for the essay project,

⁸ To my surprise, when I inquired about suitable pseudonyms, the participants in the case studies, as well as the teacher, requested that their real names be used.

or when the teacher sensed students were uncomfortable with certain questions she would discuss them with the class.

She always wrote when the students were writing their entries and, after the idea came up in a conversation we had early in the term, Maria actually wrote her own WNB entries each time, in connection with a paper she was working on. I became her respondent for these entries, but that is another study waiting to be done.

On both occasions when I was in class for the WNB, most students wrote the entire fifteen minutes. Some, however, took as long as five minutes to get going, and some would stop at times to think or reread part of what they had written. There was seldom any talk during these times. On those occasions, at least, everyone wrote something. Sometimes students were asked to talk about what they had written for a given entry in small groups afterwards.

Once the WNB entry was finished, Maria would usually conduct a lesson on some aspect of academic writing related to current work on the essay project, using models or other related texts to focus group and/or class discussions. Then students would turn to their own writing — conferencing, going to the library, revising, etc., — and she would work with individual students who seemed to need help, trying to touch base with as many as possible. Students usually handed in their WNB entries at the end of a class.

THE RESEARCH PROCESS

What I wanted to do in this study was to look more closely at the Writer's Notebook from the student's point of view and to arrive at a clearer understanding of how it helped (or didn't help) them to become better writers in their second language and to develop academic writing 'know how'.

As indicated earlier, this section clarifies the various types of data and methods for gathering them, as well as explicating the approach and processes involved in this analysis of this application of the ESL/EAP Writer's Notebook practice. The general procedures I followed for gathering data are also outlined in the chart on the proceedings for this IC30 WPW class in Appendix 2.

THE DATA AND METHODS

To get at the kinds of meaning making the students were doing in their WNB's required constructing a profile of the writers as learners and looking for clues to the nature and process of their learning through the writing of these journal reflections. This necessitated gathering information on these students in various ways to enable comparisons as a means of confirming the information gleaned from the notebooks themselves. The logical source for such information was the student writers themselves. Thus, this research has focused on four types of student data: 1) questionnaire responses, 2) tapes and transcripts of interviews with six volunteer participants, 3) essay drafts and materials and 4) Writer's Notebooks.

Moreover, I have assumed a contextualist social construction view of learning and journaling as writing to learn. Such a view advocates journal writing that enhances learning by engaging the learner in reflection and making sense of personal learning experience through informal, meaning-focused written discourse practices. This, then, calls for an interpretive approach to understanding and analyzing the nature of the student written discourse practices found in these Writer's Notebooks. For these reasons, I have adapted the interpretive method introduced by Stephen North (1986) which is explained later in this section.

As the researcher in this study, I functioned in a semi-participatory role in that I was the 'Core' teacher for the IC30 Integrated Skills class three mornings each week. Thus, I came to know the students fairly well, especially those who had been in my class during the spring term.⁹ On the morning of the first writing class, I went to discuss the Writer's Notebook practice and the nature of the research.¹⁰ I also took the WPW class on July 7 when Maria was away, and observed it two weeks later.

The Questionnaires

I used a set of three self-report questionnaires in this study, given to students during class time at the beginning of the course and again at the end. Two of these

⁹ However, I made a point of not discussing the WNB or my research in our 'Core' classes, to avoid potential contamination or influence in their WNB practice. In actual fact, these matters never came up as they did not relate directly to our work in that class.

¹⁰ I emphasized at that time that participation in the research, either by giving permission for their writing to be included in the data or by volunteering to do a series of interviews, was in no way expected or required as part of taking the course.

were designed to obtain some more 'objective' information on more general aspects of their attitudes and approaches to learning. They were adapted from established instruments to fit this ESL context: the Study Process Questionnaire (SPQ) (Biggs 1987) and the Academic Locus of Control Scale for College Students (ALCS) (Trice 1985). The SPQ version used here (see Appendix 4) is slightly shorter than the original and the wording on some items was changed to fit a Canadian context. The ALCS was also shortened to make the Beliefs about Academic Studies questionnaire (see Appendix 5). These two were given in the 'Core' class, as they fit into an introductory unit on language learning as relevant consciousness raising activities. The third one, an Academic Writing Skills Self-Assessment (AWSS) (see Appendix 6), I developed on the basis of findings by McCarthy, Meier and Rinderer (1985) on the importance of student perceptions of self-efficacy in writing ability and actual writing performance. This one was given in the first WPW class.

In each case, after the post-test administration of each questionnaire in the last class of the term, students were given their earlier copies to compare their answers and discuss any changes and make their own assessments. I hoped that the questionnaire data would offer a general sense of the students' abilities and approaches to learning and learning to write, and of any changes they might have gone through during the course. While there could be no way to determine how much the WNB experience might have affected any such changes, I felt that there should be some correspondences or 'fit' between the two sets of data that would allow comparisons and provide added insights from one to the other. Thus, the questionnaire data was not

approached as critical evidence of WNB effects, but rather as a means of checking or confirming general factors related to individual learning.

The SPQ is designed to assess the motives and strategies that make up a learner's own approach to studying and learning. It is concerned with metacognitive aspects of learning, and maintains that "three approaches to learning — surface, deep and achieving — and one composite approach, deep-achieving, represent the most important ways in which students consistently approach academic tasks" (Biggs 1987: 197).

'Locus of control' concerns whether a person believes they are mainly responsible for and in control of their own learning or at the mercy of external factors. Items on such a scale are designed to measure either internal or external locus of control beliefs. The Beliefs questionnaire adapted from the ALCS was a particularly problematic instrument for my purposes because the items are inevitably 'culture-bound'. But some items seemed less tied to cultural values and offered interesting and relatively valid information on the α beliefs for some of the students in this study — most notably items 1, 4, 7, and 12.

McCarthy et al., theorize a relationship between locus of control and self-efficacy in writing as "assessment of one's ability to write effectively" (465). The AWSS questionnaire was designed with the WPW course experience in mind. As it was given during the first and last writing classes, it provided the basis for discussion during the first and third interviews with the students who had volunteered to participate in the study by being interviewed.

Volunteer Participant Interviews

Initially, seven students volunteered to do a set of three interviews over the six weeks of the course, but one of them left the course after only three weeks. Some of the students who volunteered indicated that they saw it as an opportunity to talk at length with a native speaker of English. Others also expressed some interest in being involved in a research study as an added motive.

The six volunteers included five undergraduates and one graduate student. The undergraduates included four females (2 Japanese, 1 Malaysian and 1 Korean) and one male (Thai). The male graduate student was also from Thailand. Four of the undergraduates had attended ESL classes during the winter term at CALS, including WPW courses where they had worked on an essay project that included a WNB. The two others had both attended the spring session, and so had experienced log writing in their WPW class.

The interviews occurred on three separate occasions: the first ones within a few days of the first class, then another set around the middle of the term, and the final round after the last class. Each interview was taped on an audio cassette and ran about one hour. The first one dealt with each student's writing experience, interests, and responses made to the AWSS questionnaire.

During the second interview students were asked to do a retrospective read-aloud discussion on one of their WNB entries. This entailed having them read aloud an entry that they felt had been useful for them to write and stop intermittently (often after one or two sentences) to explain what they thought they had been thinking or

trying to do when they wrote that part. This was intended to grant more detailed insights into some of the cognitive and affective functions involved in writing an entry. Students were also asked about their progress on their essay and whether the WNB had proven helpful in any way at this stage.

The last interview focused on the post-test responses to the writing questionnaire as a means of discussing any changes in their perceptions of their academic writing ability, and sought feedback on the WNB and their experiences using it. With each round, the students became more comfortable talking about their writing and reflecting on their experiences with the WNB, the research project and the WPW course. Their candour and willingness to struggle with the process of retrospection in a second language often struck me as quite remarkable.

Three students were selected from these six volunteers as the subjects of individual case studies. This was not an easy task. They were not chosen as representatives of the larger group, but as unique and particular individuals to be understood through reading the writing they had done, bounded by the particular milieu in which they wrote. The three who were chosen seemed to offer a range of needs, experiences and attitudes that would provide insights into a variety of problems and functions found in this journal practice. Khim's WNB contained the longest, most freely written entries of all the volunteers; Sam, as the most experienced writer in the group, experienced real problems with the practice that raise some important issues; and Ae-Li's experience using the WNB over three terms at CALS offered a unique opportunity to look at how one student adapted this journal practice to fit her own

changing learning agenda. The aim here was to consider the differences these individuals experienced in order to arrive at a fuller understanding of the scope and limits of this WNB writing to learn practice.

The Data

Building on my two earlier studies of the Writer's Notebooks which focused on entries written by a variety of students, in this study I have taken a closer look at the entire Writer's Notebooks of individual student writers. More specifically, I have read to discover the particular concerns they addressed, the sense of rhetorical relations and academic discourse students developed as the writers of their notebooks, as well as their perspectives on keeping this learning log in relation to the essay project. My interpretation of their notebooks was supplemented with additional input from the students through the interviews, and with reference to the portfolio materials for their particular essay projects.

In addition to this student data, there are pedagogical data which include my observations of the writing workshop class, notes on meetings between the teacher and myself, and a taped discussion with her at the end of the course.

Stages in the Research Process

The key stages in the research process were as follows:

- 1) Three self-report questionnaires were administered to the IC30 class at the beginning of the 1992 summer term. Two of these, the SPQ and the Beliefs about Academic Studies, were given in the first Core class. The third, the

Academic Writing Skills Self-assessment, was given at the start of the first WPW class.

2. The first set of interviews were conducted individually with students in my office from June 19 to 23.
3. The second set of interviews were done between July 8 and 16. These mainly involved read-aloud protocols on a selected WNB entry.
4. I taught the class on July 7 and observed again on July 21.
5. The post-test rounds of questionnaires were given on July 27 in the last Core class, and on July 28 in the last WPW class.
6. The third round of interviews ran from July 28 to 31, after classes were over for the term.
7. I collected photocopies of the portfolios, including the WNB's for all of the students who had given permission for their work to be used in the study during the final week of July.
8. I began to transcribe and code interviews and WNB's in August, 1992.
9. I had colleagues do pilot coding on sample WNB entries in late November.
10. I had a fourth interview with Ae-Li on Dec. 2.
11. I began to write the case study on Ae-Li in mid-December.
12. I interviewed Sam again on Feb. 5/93, and Khim on Feb. 15/93.

The Acceptability of Verbal Reports

It is essential where verbal self-report data are concerned to keep in mind that levels or degrees of sincerity and engagement exist in any discourse situation. But, in my experience, where the density and range of reports are rich and they cover a substantial period of time, the possibilities for performances that entail dissembling, or simply trying to please, to be sustained and go undetected are lessened considerably.

Furthermore, Marilyn Sternglass (1988) offers insightful responses to the four types of objections frequently raised to the value and reliability of introspective or retrospective verbal self-reports, whether oral or written. One objection concerns the validity of such reports. While she admits that students naturally wish to present an acceptable personal image in a classroom setting and a researcher should approach the

data with a healthy scepticism, she also points to this as a social factor to consider and understand as part of the dynamic of the learning enterprise, not one to eliminate. She sees these factors as personal "protective features reflect[ing] the varying ways in which individual students negotiated their relationships with their instructors" rather than factors which prejudice the data (13).

A second objection is that verbal reports are seldom complete. Sternglass counters that incompleteness is a function of what is important, what a person is "heeding" or values in relation to specific experiences and tasks; and therefore incomplete reports still tell us what we need to know for understanding that individual's experience (44). Moreover, reports that are complete could well represent more careful, and therefore also suspect, presentations of self.

Concerning the question of depth, she points out that the objection that various personal and situational factors may limit the accessibility level for introspection is actually a moot point. For though it may be useful to consider the nature of such affective and cognitive factors, there is nothing to be gained in speculating beyond what an individual is able to verbalize.

And, finally, to criticisms that the act of engaging in self-reports can affect the very experience being studied, she replies that students in her study gradually became less self-conscious about self-reporting, and that the experience may well improve the ability to account for what one has experienced and thus promote learning. My own observations and some students' reports in this study support this speculation.

Thus, she suggests ways in which these objections may actually indicate support for the usefulness of such verbal accounts (ibid), particularly where they provide a rich and varied set of data gathered over an extended period of time. Nevertheless, a healthy scepticism remains essential in approaching such data.

THE INTERPRETIVE APPROACH TO ANALYSIS

As discussed in the previous chapter, journals are usually read by teachers, first and foremost, as meaningful, communicative discourse in order to understand what the student writer is trying to say. The teacher, as an interactant and tutor, also responds to meaning in order to maintain a learning dialogue and scaffold new understanding, rather than to give a summary assessment. Fulwiler indicates that, whether they are prompted to write about whatever they want or focus on specific concerns, "[i]n most cases, students are encouraged to express their opinions, take some risks with their thought, and write in their own natural voices" (1987:5).

Most other school writing is treated as performance writing by teachers and researchers alike, written to demonstrate learning and read to be graded. Moreover, as North points out, research into student writing tends to locate student texts within a context created for research purposes rather than trying to understand the student texts and what the student writer is trying to say within a given communicative context (1986:226). He explains that this usually means quantifying traits or analyzing texts, written to be graded or analyzed, in objective terms (eg. t-units or propositional content). Or, in writing process research, writing produced under often laboratory-like

conditions is usually analyzed for confirmation to stages in a model process, with meanings of only incidental concern.

But in this study, the Writer's Notebooks — as meaning-focused journal discourse — have been approached as serious written discourse and read in order to understand what the writer had to say, what she was trying to accomplish, how she seems to have done that and what relationships between herself and her context she has conveyed in her writing. Each one has been read and reread in its entirety in order to accomplish what Stephen North describes as "a search for patterns deemed meaningful in some identifiable context" (1986:231).

Stephen North's study of student philosophy journals (1986) inspired the interpretive or hermeneutic approach to studying student writing and writing development taken here. He explains it as "a method wherein the primary concern is to interpret the writing of individual students as meaningful, communicative discourse" (226). It is drawn from the hermeneutical tradition of literary studies where textual interpretation and dialectic are common modes of inquiry applied to reading the works of recognized writers. North characterizes the aim of this approach in terms of "a critical biography" which attempts "to explain the writer and his writings in terms of one another, and in a way that account[s], too, for the particular milieu in which he worked" (228). The focus then is on the individual writers and the writings they have done within a particular context. An interpretive approach aims to highlight individual differences while enabling comparisons. It is not intended to produce generalizations and conclusion., but rather to offer new insights into who our students are, what they

make of their experiences in our courses and how they "perceive their world through our classrooms" (258).

Approaching student writings as serious texts written to convey personal meanings within a learning context seems particularly suited, in my opinion, to a study of journal practices where the intention is to engage students in meaningful written discourse.

This approach has been used here to 1) interpret what the writers are trying to say and do, within the context of the essay project and the writing workshop class, 2) identify their personal concerns, perceptions and constructs of academic work, and their emerging sense of themselves as students in this Canadian, English language academic culture, and 3) determine the uses, values and limits of this Writer's Notebook practice in facilitating their learning.

My readings of the earlier WNB's were not informed by any particular theory of interpretation, nor did they involve student interviews or the kind of close comparative analysis I have attempted here.

I have adapted North's framework for interpreting the writing done by students in their WNB's as a window on each of the aspects identified above. North analyzed the philosophical journal writing of three student writers in terms of rhetorical relations, intellectual/ethical development and philosophical discourse socialization. To fit the less specialized "predisciplinary" context of a pre-entry intensive ESL/EAP writing course situation, it was necessary to make some changes to North's analytical framework. I have replaced the aspect of intellectual/ethical development with a more

general look at the writer as a learner. And, while retaining a focus on rhetorical relations within the journal practice, I have approached disciplinary discourse in the more general terms of academic discourse practice within an L2 culture. At the same time I have followed North's lead in using and adapting the taxonomy of writer-reader relations developed by Britton et al., (1975).

Confirmation for my interpretations of these texts has been sought in the writers' other spoken and written texts from interviews and essay work. Thus, each of the case studies consists of three parts: a) *a profile of the writer as a learner*, describing his or her personal background, academic goals and writing experience, and approach and feelings toward academic writing in L2; b) the writer's *personal sense of rhetorical relations* and stance that he or she realized and developed within the context of the WNB and the writing workshop; and c) the *sense of academic discourse* the writer developed in the process of working on the essay and keeping a WNB.

The three student writers focused on in this study were, as mentioned earlier, chosen for their differences rather than their similarities. They have been approached as figures highlighted against the ground of the larger group of students in their writing workshop class. The class was viewed, in turn, with the readings and interpretations of earlier WNB texts from the previous studies explicitly 'in mind', as a basis for making comparisons and seeking new perspectives.

Closer Comparative Analysis

The initial reading yielded a means for analyzing rhetorical relations, relative significance of topics (such as library research tasks) and functions (such as problem solving or questioning), as well as mode of thought (narrative and expository) in WNB's. These relations, topics, functions and modes then formed the basis for coding and making comparisons.

A closer comparative analysis following on such a 'reading' of both WNB's and interviews was carried out to address the need for greater distancing (especially from earlier categories and hypotheses), and generalizability.

Coding

The Writer's Notebooks for all six volunteer participants and the interview tapes for the subjects of the three case studies that follow were transcribed and coded using the software program *Textbase Alpha*. This allowed more quantitative, objective checks and comparisons on the relative salience of features that stood out in multiple readings of the WNB's themselves. For instance, entries were coded for instances of problem-identification and problem-solution to check the impression that problem-identification was a more common function than problem-solving in the notebooks.

In addition, the codes and categories I identified early on were piloted with two colleagues at CALS who applied them to several entries to confirm that my readings were not idiosyncratic. At a later point, I was also able to arrange a fourth interview with each of the three students in the case studies and run some key aspects of my

interpretations by them for more fine tuning. I was especially concerned with confirming my interpretations of the rhetorical relations and the problems they seemed to have experienced. This proved particularly useful in the last case where the student, Ae-Li, had just completed a third essay project in a WPW course and an accompanying WNB¹¹.

While only some of the coding had direct bearing on the final analysis (for example, in the case of coding for problem-solving) the coding process required close work with the data and that enabled me to become well rooted in the students' texts themselves and remain fairly confident that I was not "reading" things that were not really there.

Writing to Research

The final round of research began with the writing.

Once I had completed the coding and began to write, I found it necessary to keep reading WNB texts in tandem with the interview transcripts (or the tapes themselves at times), where they existed, and the students' essay work, to get a stronger felt sense of the writer within the text. But, only after I began to write was I able to confirm the existence of meaningful patterns and clarify the necessary revisions to North's framework.

¹¹ Two of the students in the case studies, Khim and Ae-Li, had experience keeping a Writer's Notebook in a previous IC25 course. Ae-Li then went on to do another IC30 term in the fall and, consequently, a third WNB. In the case of Sam, this summer '92 WNB constituted his sole experience with this journal practice.

I began with Ae-Li, (though her case study comes last here) for she had been the last student I interviewed, late in November. Her comments in that interview, still fresh in my mind, confirmed many aspects of my own reading of her WNB's and related data, and provided an easy access to clarifying the overall approach to the case studies. As for each of the other cases, I began with the brief history of her 'career' at CALS, and her learner profile took shape. When I turned to her notebooks then, her 'self' constructions and reconstructions (as she worked out her student-teacher, writer-reader and learner-task relations) and academic writing concerns seemed to echo or reflect her own changing learning needs and approach. The basic elements for structuring the case studies were set: the learner, the rhetorical relations and academic discourse.

With the drafting of each new case study the patterns opened up and the possibilities for individual variation took on real, personal dimensions through the words of the student writers. Furthermore, reading the notebooks often involved a somewhat heady intertextuality across the students' texts and my own.

Beyond my own negotiation of the meaning of these notebooks, there were the conferences with advisors, colleagues and friends. Their questions, comments and misunderstandings of my sometimes half-formed insights helped me to keep my distance and scaffolded my own process of discovery and writing to research and learn.

Khim's case comes first here, followed by Sam's. As variation is an underlying interest in this study, the order is intended to highlight the differences.

Examining the Practice for Future Use

The process of analyzing the WNB's through this framework was also a process of examining the practice itself for its strengths and weaknesses. At times certain aspects of the criteria outlined in the previous chapter were brought to mind by the students' own comments on their experiences and perceptions of the WNB, the essay project and the WPW approach. Thus, critique of the practice is interwoven with the fabric of the case studies and the overview that follows them. It is also addressed from the students' perspective, at the end of the overview chapter and, in terms of the criteria, in the final chapter.

In the end, this approach became one of 'reading' other people's stories in order to write my own. Like any narrative, this one negotiates possible meanings by recounting experiences and explaining differences through a process of exploring and "creating culture" (Bruner 1986:132).

CHAPTER III: CASE STUDY #1 - Khim

A LOVE OF WRITING

HER PROFILE AS A LEARNER

Khim, a graphic design student from Malaysia, came to study business and animation at a Canadian college. Like many of our Malaysian students, her first language is Mandarin rather than Malay, and English is her third language. She had studied English as a foreign language for nine years before coming to Canada at the age of 21.

She began her ESL studies at CALS in January of 1992 after six months at a local community college. At that time she tested into the second highest (IC25) level, and, consequently, at the IC30 level for the Spring-Summer term. During each of these terms, Khim wrote an academic research essay for her Writing Process Workshop (WPW) courses and kept a Writer's Notebook in connection with each one.

An outgoing, independent student, she made friends easily among the ESL students in the program and had some excellent learning strategies. For instance, she showed initiative in soliciting extra help from many of the teachers at CALS (including some who were not her own classroom teachers) and various other faculty and graduate students she sought out on her own. Khim was always determined to learn from her mistakes and look on the bright side of things. Her ESL teachers, myself among them, found her to be bright, sociable, enthusiastic, and usually hard-

working, with a wide range of interests and an open mind — a critical thinker who loved discussions and new challenges.

Her Responses to the Questionnaires

The questionnaire data depicted Khim as a fairly confident, self-motivated student who took an integrated approach to her studies. Her SPQ responses revealed a predominantly deep approach at the beginning of the Summer term. This levelled out somewhat by the end of term with responses indicating a general rise in surface and achieving motivation and strategies, but with deep approach scores still significantly higher¹. Moreover, one surface strategy item, the use of rote learning, dropped noticeably from 'always' (5) to 'sometimes' (2); whereas deep approach strategy responses indicated either a rise in use or no change.

Judging from her responses to the 'Beliefs about Academic Studies' questionnaires, she developed a slightly more internal 'locus of control'² over the relatively short six weeks of the Summer term.

Our discussions of her Academic Writing Skills Self-Assessment questionnaires in the first and last interviews, revealed decreased apprehension towards academic writing, and increased confidence in her ability to do academic writing overall as well as in several particular aspects of essay production. Two noteworthy changes in her

¹ In June, Deep Approach levels totalled 81%, Surface at 60%, and Achieving at 60%. By the end of July, Deep was 84%, Surface at 68%, and Achieving at 69%.

² In June, 8 out of 15 items were given internal responses; while in July this rose to 9.5 with one item qualified as depending on the context at hand.

perceptions of her own writing ability involved an improvement in developing ideas on a topic from "sometimes" (2) to "frequently" (4), and a decrease in uncertainty about revising from "frequently" to only "sometimes".

The responses Khim made to pre- and post-test questionnaires were echoed in her WNB's and the interviews. The following excerpts offer glimpses of her thoughts and attitudes to learning and academic writing found throughout these texts.

March 5, 1992

#2. Why do professors assign them (research essays)?

...3) If we do the research essay, so all the time we touch with the field or object in the world, we won't be out-of-the-world. up-date-new. (up-to-date).

June 18/92.

#1. What kinds of writing would you be interested in doing in terms of developing your academic skills?

Personal writing, research writing, business writing etc. I think it's a good change to try different types of writing, so you will know how the different it is. And from that you can broaden your horizon to read to surved different kind or variety of writing. We can see the strategy or the way it write. For me, I thin in the future you will be confident to do all kind of writing because we had already how it look like. Pesonally I like research writing, because it force me to read, write & listen. First of all learning 2nd language is not an easy job & I'm very lazy so I got to force myself to it and read it.

Research essay is an interesting writing. You can select the topic or title you like to and then develop it. Beside, I will have an opportunity to read the book and get more detail in my essay. Sometime, the topic I do will amazing or suprise me. Well, it's something I haven't think before or story catching my interest. So, it gives me a change to be a detective to search/look for the answer. It's really fun. 2nd, I like research esey is, it train you to be plan and organize. So, you will know what you need to do or what should change. (Note: student's own underlining)

K: ... let's say I'm study psychology: because psychology is a very worldwide thing, the lecturer couldn't teach everything in the class, so you have to do the research and you can find new things and you can get more information in the book and you can improve your English and get more chance to read. So there is a lot of advantage to do research work.

(Interview #1, June 19, 1992.)

Her Academic Writing

Khim indicated in our initial interview that, prior to her first WPW course at CALS, she had not written any research essays in either L1 or L2. Her 'applied' sense of academic writing skills indicated in the above interview excerpt may have come, in part, from her experience doing a research report in a marketing course she took in addition to her Winter term ESL studies. Although that report was based on her own product survey rather than secondary library research, she easily recognized the connections.

Over the two terms of ESL, Khim became a prolific writer in her second language, writing frequent and relatively long journal entries and drafts of assignments, compared with her classmates. But writing in English posed particular linguistic challenges for her in terms of morphology and word order control³. What appeared to be underuse of the monitor on her part seemed to result in persistent, perhaps chronic, surface errors in her writing. However, these problems did not appear to seriously constrain her ability to think through and communicate the essence of her ideas to her reader in written English, or discourage her from writing. This

³ This is a problem many of the ESL teachers at CALS have noticed particularly in other Malaysian Mandarin speakers, as well as in some Mandarin and Cantonese speakers from other Asian countries.

may have been one of the reasons she tended to overlook the need to monitor or edit more closely⁴.

Her writing development during this period seems to reflect findings that language control and other aspects of writing proficiency related to composing itself, such as topic development and organization, are often not correlated (Jones 1982 and Jacobs 1982, cited in Krapels 1991). In other words, writers may demonstrate poor accuracy in their written language but fair, or even good, composition skills, or vice versa. Language competence and composing competence, while interrelated, are clearly not one and the same.

Khim's research essay (5 typed pages) received mostly outstanding-minus ratings from the two teachers who evaluated it. They commended her on the extent of the research and development of ideas on the topic of *"The Effect of Animation and Advertising in Canadian Children Life"*, but advised her that it needed reorganizing in places and elaboration of some points. She had sought help from her writing teacher for editing the language on this one. The ubiquitous grammatical problems no doubt took priority over attending to the rather unusual spacing and referencing practices she had used in her negotiation of formatting conventions. These aspects were not noted in the evaluators' comments, perhaps because she had submitted only the semi-final edited copy in her hurry to catch a plane home for the holidays.

⁴ Khim's writing illustrated, for me, a fact I had noted in the writing of much lower level ESL students - that writing that involves composing and shaping personal ideas, can often take shape in spite of language limitations. But teaching student writers to monitor, especially for morphology, has proven no easy task.

Her Writer's Notebooks

The WNB practice in the summer term was Khim's second experience with this form of journal writing. It seems fitting therefore to give some attention to her earlier WNB as well. In her winter IC25 WPW course the Writer's Notebook entries were prompted and written in class, but not responded to by the teacher during the term. As Table K-1 indicates, she wrote five entries that term, with the shortest running only 20 words or so, the longest about 170 words in length, with a total of just under 450 words in all.

Table K-1: KHIM'S FIRST WNB - WINTER '92, IC25

DATE	ENTRY#	LENGTH
Mar.5	1	21
	2	60
Mar.17	4	145
Mar.26	6	45
Apr.7	8	174

The entries in her first WNB unfolded in an informal, personal manner as Khim responded to prompts on her own terms. Most of them focused on problems involving her immediate essay work, with some reflections on how it related to her wider learning needs. There was little detailed elaboration on the specifics of the problems in these entries; although, three out of the five were directly concerned with the particular aspects of her essay-related work, as in the excerpt that follows.

March 17, 1992.

#3. How is the research going? (joys, sorrows, pleasures, frustrations looking for information)

What useful discoveries have you made about research? (sources & techniques)

How have they helped change your view/approach to library work?

I had spend a lot of time and day to do my Sport in Nike Int. reacher, so far I just found two article. Its a general article, so it couldn't support my thesis. Therefor, I have to go to Ottawa Public library to look for more information. If, I still couldn't find more information, I will use my personal knowledge to do this article.

This reacher essay is very useful, if we keep going to use the techniques. Although, we are slow and not familiar with it, but personally I think we will improve. Besides, I found it very useful in the long-run. Like we do other reacher so we will not get panic to doing it.

Yes, it helped change my view and approach to library work. So, I hope this afternoon I will find more information to support my "Nike & Sport".

Her Summer WNB brought a striking surge in terms of both the quantity and the quality of writing in the entries. Table K-2 shows she wrote fifteen entries totalling over 3000 words and ranging from 95 to 475 words in length in six weeks.

Khim's writing in her WNB remained informal and personal in nature, unfolding freely within the constraints imposed by a felt need (not just an obligation) to respond to the prompts. But, with the increase in volume came more exploration and elaboration of her ideas concerning academic writing and work on her research essay. Khim described the change in her writing habits and skills over the Spring-Summer term in our third interview.

K: ... I like to do writing now because I'm become addiction now in this essay. (laughs) Yeah, I really enjoy. You know, before when I do my log or my freewriting, I just write a few sentence. Now people can't stop me. I have to write. So, yeah, improving my writing.

(Interview #3, July 29/92.)

Table K-2: KHIM'S SECOND WNB - SUMMER '92, IC30

DATE	ENTRY#	LENGTH	RESEARCH ESSAY
June 18	1 2	220 95	First class
June 23	3	220	First topic developed
June 25	4	330	Second topic & pre-research draft
June 30	5	260	Library research, 1st draft begun
July 2	6	200	1st draft half done, conference, library research
July 7	7 8	180 135	Working on 2nd draft continuing research
July 9	9	280	Conferenced (peer, teacher) - audience awareness changed
July 14	10	310	Revising, drafting, further research
July 16	11	L1	Revising, 3rd. draft conference
July 19	12	185	
July 21	13	295	Revising
July 23	14	475	Editing conference, bibliography, references
July 28	15	205	Self-evaluation on edited draft - no final draft

DEVELOPING A SENSE OF RHETORICAL RELATIONS

Khim's First Writer's Notebook - *Negotiating a Purpose*

K: ... in last term ... the first time she give us the writer's notebook, I don't know why she gives us these questions, so I didn't do it.
(Interview #3, July 29/92.)

K: ... When I do my writer's notebook, I write down what is the problem I have on my research work. So then when I write down I check it over and then I can see what I left off and what I have to do.

(Interview #1, June 19/92.)

As the above quotes reveal, it had taken Khim a while during her first encounter with the Writer's Notebook in IC25 to recognize a purpose behind the questions and writing the entries. But, at the time of the first interview, as she began work on a new research essay and her second WNB, she expressed a clear sense of both the purpose and value she had come to see in the WNB for her own learning.

Writing for Herself

In her first WNB, Khim was writing primarily for herself but with the teacher's presence felt through the prompts as an eventual, summative reader, not an immediate or responding one. The only mention she made of the teacher in her entries was in the third person as "*my teacher*" in her final entry for the term. She followed the lead suggested by the prompts to track the latest developments and problems in her essay work, reflecting on what to do next and the nature of any useful discoveries she was making.

The writer-reader relationship revealed in the content and language of the entries is a personal, informal, and open one that might be expected where the primary reader 'in mind' is oneself. Much is assumed in the way of knowledge, interests and values concerning her (the writer's) topic, what counts as useful supporting materials for an essay and the relevance of such experience in the larger scheme of learning to do academic writing. This can be seen in the March 17 entry excerpted in the previous section where the writer's sense of herself seems to have been that of a novice researcher, well aware of limitations in her existing skills and knowledge, but also confident that, like her classmates, she could and would improve her ability to do academic writing in her second language.

That entry is typical of how Khim usually used the prompts to structure her writing in her WNB, sometimes as directives and sometimes as jumping off points for her own reflections and self-instruction, as in the first and second paragraphs respectively. In one entry only, written a week before the final draft was due, she ignored all but the one prompt question that permitted, or perhaps led, her to confront and to reflect on a dilemma arising from a conference on her essay with a student from the other IC25 writing class. Much went left unsaid in this entry, though she identified the problem and the essential step of rereading and reconsidering what she had written in her essay ("article") to find a solution for herself, as the immediate reader in this instance. It reads like traces of an inner dialogue, just a tip of the iceberg exposing the problem-solving she was negotiating with herself. (It will be necessary to compensate for problems with verb tenses here and in other entries.)

March 26/92.

#6. Write a conclusion to your paper. Write about your progress. Do you feel you're getting close to the end? How do you go about revising? What role is conferencing playing? What (who) has helped you the most?

I get stuck when I conferen my article with another class. Because I get the totally different comment from my own classmate. So, I have to read my article again and consider what I have to do next. I found I'm lost - I don't know.

The next week, her final entry in this WNB conveyed clearly that she had again found her way and had completed her essay on time. Utilizing the prompt questions once more, she wrote to take stock and reflect on what she perceived to be the main lessons learned from her research essay experiences in that term. It is interesting to note how, in the first paragraph, she took over the questions in the prompt to locate them in her own experience; she incorporates them as elements in her ongoing dialogue with herself (and sometimes with others) carried on over the course of her essay project.

April 7/92.

#8. How useful was your essay? What did you learn from doing it? Did you use any of the strategies we learned about in class? (free writing, idea generation, SQAR, etc.)

Reserch essay is very useful in my long run and I like it very much. At first I have problems with it, so I'm trying to ask my self to you understand what is reserch essay, how useful was it? Well, finally I got the answer and I get help from my teacher and friends.

In the reserch it teach me a lot of thing, besides the assignment I did. For example: If I have another assignment in marketing, business or art so I can easily find the material.

Well, I do use the strategies I had learn in class and for example: screen the essay to look for important thing to support your idea and write down what ever in your mind.

So, this seem to be an advanture searching gold for me to attend this course. I really enjoy it. But the hard time for me is spend the hold

day, time ... and so on in library to look for nothing. I think most of the people have the same problem as me.

Even with the recognition of continuing problems, the sense of accomplishment and closure expressed in this entry predicted the clear sense of purpose evident when she approached her next essay project and the companion WNB.

Her Second Writer's Notebook - *Becoming a Participant*

In her second WNB, it seems that Khim picked up where she had left off two and a half months before. In her first entry on June 18, she reiterated earlier beliefs in the benefits working on a research essay could bring for language learning as well as for acquiring skills she needed for her academic studies and future career. Of course, in the meantime she had been doing a variety of writing — freewriting in open logs and dialogue journals in her WPW and 'Core' classes, personal essays, test essays, and various other written assignments using reading and lecture notes. Somewhere along the way, Khim had come to view both writing and research as "*fun*".

This positive orientation towards these tasks seemed to translate into an open, relatively casual, flowing style in her WNB entries. It also came across in the sense of adventure and risk-taking Khim expressed as she approached her second research essay. The following entry illustrates these points.

June 23/92.

#3. How did you decide on your reserch topic? What are the advantages & disadvantages of choosing your own topic? What do you think of your pre-research draft?

I haven't decide any topic for my research work. Because I couldn't understand what we have to do in this class. Well, I though we have to chose a topic then look thought it. So, now I already understand what I have to do now. I will chose Advertising or Marketing as my research work. I have some back ground in both field. Now I have to see what subject in my work? Oh! I have an ideal Music in Advertising. Actually I'm quite interesting in Music but, I haven't do this kinds of research before, I think it might be interesting & good risk for me. Well, the advantages for me in doing "Music in advertising" will broden my horizon in how to select or put the music in an ad, how the people do it ... etc. Disadvantages, I will have difficult time to do the research, maybe I can't find the things I want or I might change somethings in my research essay; however I would like to try. & it's a good change to test my ability. So, I'm really sorry! I didn't do my pre-research draft, but I will do it tonight or tomorrow. Now, I'm thinking the title of my research essay. how am I interest or catching my reader attention by my "title"?

It's "Surprising" that you're thinking about your title. Don't worry about working and changing. You don't have to hold on to every idea. You have lots of ideas and there are a lot of ideas in the library.

[Note: though/thought/through and ideal/idea are confused here.]

Degrees of Dialogue and WNB Rhetorical Relations

With the ongoing teacher responses in the summer term, Khim readily entered into what Britton et al., (1975) have termed a 'pupil to teacher, particular' relationship in this second WNB. While writing the #3 entry above, she appears to have been engaging in a type of written conversation, turn-taking, for all intents and purposes, with the teacher/reader as the recognized poser of the questions in the prompt, an immediate interactant or correspondent. Keywords from the prompt questions cue topic shifts for both the writer and the reader/correspondent, facilitating an on-the-spot topic search and ending with heuristics for identifying macro level reader concerns.

The explicit level of direct address seen above in Khim's apology to the teacher as an immediate and 'particular' reader recurred only once more, in her fifth entry for this term (included below), with direct meta-questions as asides in parentheses to confirm certain points she was trying to make. Nevertheless, her apparent use of the prompt questions, internalized as imagined turns, often reads like one side of an inner dialogue shaping her freewriting.

June 30/92.

#5. Describe your experiences as you were doing library research. What were you thinking? How did you feel? What are you doing with the information that you find during library research? What do you think you should be reflecting on?

Well, I have some experiences in my library research. Of course the first time when I was doing my reserch essay, I was so nervous (afraid) & I do not know what should I do. So, the more I work my research paper in the library and talk to my teacher's I finally realize what I want. So, it really a lot of fun and experience to do research work. I do not feel lost now when I want to do any research. Because the main thing is I know my 'Goal' (can I use Goal?) So, it's very easy to look for information. Before going to library, I had did my organization (planning) in writing like what the informations I need in my writing; therefore when I was in library I will not waste my time to walk around and burn my time. (This is very importance). If the information I couldn't find it, I will change a little bit of my writing. Because sometime we see thing can not be directly, so have to be indirectly. (Do you understand what I wrote here?)

Uhuh! I had borrow 3 books about Animation and TV reflect to children. I find the articles are very interesting, but some are not related with the essay I am doing right not. So I may use the ideal that I think is good or strong enough to support my article. but, I couldn't use the whole sentences or copy what the auther had wrote. I have to be aware of it.

So far I do not have any comment or problem in my research.

You seem to be well on your way to your first draft! It was interesting for me to read how you see library research.

2

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

Throughout several of the early summer WNB entries, Khim seemed to be involved in a relatively direct dialogue with the teacher, through the prompts. But gradually the sense of an I-you interaction shifted to an I-she relationship as she apparently returned to writing her entries primarily for herself. Her final entry, which seems addressed once again to her teacher, and perhaps to myself as researcher, clarified her habit of conversing with herself in her WNB.

July 28/92.

#15. What have you learned from your Writer's Notebook? Explain how or if you used it. Do you have any suggestions for doing these Writer's Notebooks?

1st. I have learned a lot from this writer's notebook. I had improve my writing, when I first to do my free writing/writer's note book and log I just write little things, but now I'm too greedy to write and I couldn't stop and timeless for me to write (sometime I write too much stuff); however I enjoy writing.

2nd. To be aware that what I did and learn from mistake.

3rd. Because I love to talk all day, when I do my writer note book I seem to talk to myself and I response it (it's a lot of fun).

4th. Writer's note book give me a change to do whatever I like and make me free.

My suggestion are:

1. Keep the log, writer's note book, free write ... etc. for the students. Although some may not like it, but one day they will realize the useful or advantage of it.

2. I think the students problems are:

a) they are shy (they need encourcement) b) Every things are new for them and it will make them nervous to ask my advice is make an arrangement to talk to every student (face to face) and find out their problems. (then they will know how useful of the writer's note book).

Whereas most of Khim's entries involve interactive language use, the last half of the final entry above entails a more direct persuasive effort to influence the teacher's future use of the WNB and interactions with students. Khim was actually

July 19/92.

#12. ... writer's note book also one of the ____?____ to keep checking or asking what my need & want. So I always know what I'm doing and what should I do the next! It always remind me, let me think.

(Note: blank with "?" in original)

Besides writing her WNB to keep track and monitor her own progress as a means for problem solving and planning her next steps, Khim also recognized that she worked on ideas for developing her essay topic in some of her entries. One example of discovery writing appeared in her third entry for this term (excerpted earlier in this section) as she tried to decide on an essay topic. During the interview (#2) quoted from above, Khim herself referred to the end of her fourth entry where she had generated a series of questions on her new topic choice that led her to a research focus. She explained it this way:

K: Here I got a lot of idea what I want to write in my research essay, so I write down when... I say give - no, wrong one. (looking for another notebook entry) Ah, this one, notebook 4. (she reads the last paragraph) "The purpose I had choose animation as my research work because most of the people know that what is cartoon but not many people knew that animation is cartoon. How animation work? Why we have animation? How it play a big role in our life? Does it important? Does it affect or influence the children?" So when I write this, "Oh, yeah, influence to the children!"

R: So that's when you got your focus?

K: Yeah. Then I say, "What's the influence?" Then I think of marketing. This is the one.

(Interview #2, July 8/92.)

It is apparent too that, in the first half of the summer term, writing WNB entries helped to motivate her at a time when she was experiencing some difficulty getting going on her research essay. She had confessed to being "very lazy" in her first entry for that term (see first section of this chapter) and, after all, it was summer. Entries 3, 4, 6, 7, and 8 all ended in 'work mode', with either pre-writing heuristics (as seen above) or stated intentions to get on with her writing, such as *"What I want to do know is take out my essay, read it and put more information"* (#6, July 2/92.). The later entries, where she seemed to feel things were under control, tended to involve less urgent plans for what to do next.

With the exception of one entry (#4 - see next section) in her summer WNB, each entry Khim wrote feels finished in some way. In some cases, there is the sense of summing up a key point, or reflecting on the general state of affairs, or indicating an intention to move on to the work at hand. Whatever the case, there seems to be a sense of giving up the floor, ending a chapter or concluding one social act before moving onto another.

Participating in a Learning Community

For the final few entries in her summer WNB, the endings also seem to signal Khim's growing sense of an enterprise about to conclude and her own feelings of satisfaction with the work she has accomplished as a participant in the writing workshop class as a learning community. The following excerpt illustrates this.

July 21/92.

#13. ... I would like help with just 'Conferencing'! I don't have much to talk about my essay & I quite happy what I have done. I hope my classmate will happy & satisfy in their research essay!

This sense of herself as a concerned member of the class also came through in her last entry (#15), excerpted earlier. In it she lobbied on the behalf of classmates who had encountered more problems than she had in their struggles to understand the Writer's Notebook and come to terms with academic writing in L2. Concern for other students' academic writing problems seems to have surfaced as she developed greater self-efficacy and confidence in herself, as someone who was beginning to know her way around and feel more at home with academic writing in the context of Carleton University.

A self-reflective, interactive learner, Khim valued collaboration and consultation with both peers and teachers as important sources of knowledge and learning for herself. Not surprisingly, she was a popular conference partner with many of her peers who respected and appreciated her communal spirit and thoughtful interest in their work. Her entries reflected this social dynamic and revealed how it interacted with her ongoing struggle to negotiate rhetorical relations in academic writing and meet what she perceived as the needs and interests of her essay reader(s). The following excerpt from her twelfth entry offers a look at some of these aspects.

July 19/92.

#12. How has the topic that you've been working on changed or developed over the past weeks? How are you managing the ideas that you have & your resource material?

... Yes, my reacher essay getting more clear and I'm not going to cut out some information that I have because I feel that it will make my writting more meaningful & catching my reader attention. So far I still on my way not out of track. The main thing I have to do is conference with differents classmates, friends and teachers, check my sentences str..cture and the last thing I have to do is check my grammar.

This second WNB saw Khim strengthen her own stance as a capable and independent learner and as a developing writer with something of value to say, and insights to offer — both in her informal writing for herself and the teacher, as in the WNB, and her other assigned academic writing.

Her growth in confidence and ease as a WNB writer was certainly cultivated by the support and encouragement she received in the responses her teacher made to her entries. The teacher's responses, some of which are included in this and other chapters with complete entries, seemed to assure students, where it seemed called for (explicitly or implicitly), that they did indeed have valid points of view on matters of their own writing, learning and on their topics as well.

By the end of the summer term and the final WNB entry, Khim realized a sense of rhetorical relations that positioned her as a knowing, experienced WNB correspondent writing to inform, and advise an interested, concerned teacher/information seeker. The sense of 'self' she presented in her summer WNB, and in the interviews, was that of an enthusiastic, capable learner/participant in the writing workshop class culture — someone who enjoyed writing, and wrote more to expand her own learning and influence her reader's knowledge and awareness, than to fulfil a course requirement or get a good grade.

DEVELOPING A SENSE OF ACADEMIC DISCOURSE

In addition to developing a clearer sense of herself as someone who does academic research and writing as a student in a Canadian university, her Writer's Notebooks reveal that Khim reworked her own constructs and beliefs concerning the nature and values of such tasks in the course of her ESL studies.

Throughout Khim's WNB's the dominant themes, reflecting her integrated approach and expanding metacognitive awareness, related to learning academic skills and building knowledge that would prove useful in any future career she might pursue. During her first research essay project at CALS in the winter 1992 term, Khim clarified her basic understanding of the *academic essay* and learned the essentials of *library research*. While working on the summer term essay project she turned her attention to matters of *audience* and *support* for an academic topic.

By the summer, she had come to recognize that, even as a novice writer, she had a genuine desire to share ideas and contribute something new to the knowledge and understanding of a topic. At the same time, like most entry level college writers, she faced an ongoing struggle trying to arrive at a clear 'sense of audience', for student academic writing. Her WNB's document these developments and chronicle her negotiation and construction of academic discourse skills and schema over the two terms she spent at CALS.

Negotiating Basic Understandings

She began her first essay project in March with a fairly clear notion of the key distinction between personal and academic essays and the value of the latter for learning in a university context.

March 5, 1992.

#1. What is a research essay?

As my opinion, I think research essay is to look some information to support your essay, to make thing realistic, plan.

#2. Why do professors assign them?

1) To get more knowledge from the book, because the professor's don't have time to explain everything in detail and it take time.

2) Train you easy to solve the problem by research

3) If we do the research essay, so all the time we touch with the field or object in the world, we won't be out-of-the-world. up-date-new. (up-to-date).

In addition to carrying on the theme of learning useful skills and knowledge, her third and final entries for the winter term (see previous section) included general accounts of her experiences and realizations about the nature of library research: the skills, challenges, frustrations, time and effort involved.

In that first WNB, she did not indicate any explicit awareness of audience for academic writing. Her brief reflections in the March 26th entry #6 (see previous section) on an encounter with *"totally different comment"* on her draft from a student conference in another class might have provided some kind of dawning for Khim concerning this issue; but, aside from a remark in her last winter entry on the importance of the help she got from others in reaching an understanding of *"what is reserch essay"*, no mention of audience was made until her second WNB.

Her belief in the importance of academic writing and research as means of learning useful work-related skills, knowledge and language, reappears as a focus in Khim's opening summer WNB entries, elaborated in far more detail than earlier on. Her second summer entry, below, expanded on the first one (see first section).

June 18/92.

#2. What is the purpose of a research essay?

The purpose of a research essay is helping you when you are in the work field and university, because in the work field and university, we need a lot of this job. Research essay is something real and prove, not something just how you think or come out from your mind. For example: (Marketing) it needs a lot of research before it run a business or selling a product. Well, beside that, research essay can give you or teach something you haven't know before. Furthermore we can renovate what we need & want. It's very importance.

Negotiating a 'Sense of Audience'

The notion of 'renovation', or change in the ways you see, know and do things, cropped up frequently in Khim's second WNB as an important function of research, writing and learning processes. Over the six weeks of this term, she became increasingly aware of audience as a key factor effecting change. It was clear from her comments in our first interview that she had already begun to realize the importance of considering the reader.

K: When I do my writer's notebook, I write down what is the problem ... check it over ... and then I can see ... what I have to do ... like how you want the people, the reader read it, how they feel about these things.

(Interview #1, June 19/92.)

Khim began to work through audience issues such as how to interest her reader (#3, previous section) and how to bridge the inevitable gaps between her own background and perspectives on a topic and those of her reader. From her own experience to date, she had decided that conferencing was the most effective strategy available to her for expanding her own audience awareness — conferencing with as many different people as possible in the process of producing an essay. She addressed these and other related points in her fourth entry.

June 25/92.

#4. Why do professors assign research essays? What do you see as your purpose(s) for writing this essay? How are essays usually evaluated? What kind of evaluation do you expect?

Now, I'm going to change my ideas, because I feel boring to do Marketing & Advertising, beside I was impulsive to select things to do on that day; however I had spent my hold night yesterday to think what should I do in this research essays. Finally, I did my outline and I'm going to do "Animation". Let's me answer all the question before then, I will write down the point why animation is so interested me. I think professor assign research essays are because 1) Give you a change to experience to do something (prove it) like you are working in the work field 2) lead you to have detail what is the subject 3) How to organize thing 4) Improve what you want to tell your reader/change their ideas and lead you thinking. 5) To see how student ability & his confidence 6) Does he work hard? Well, these are my think (maybe it's right). Normally, essays evaluated is do you do your conference with your professor, friends & you yourself. Because sometime we do not have ideal maybe they can brain storm you. In addition, we know what we are writing and we want to said a lot of things. Do our reader ... understand. Writing is very essay, but makes someone clear what we are doing is very difficult. Well, different people have different ideal, back ground to express ideal but no body will have the same thinking as you. So, for me before evaluation, do as much as possible conferencing before hand-in the assignment. - What kind of evaluation do I expect? Oh! I have no ideal. Maybe find out what is your problems or weak point then evaluate it.

The purpose I had choosen 'Animation' as my research work, because most of the people know that what is cartoon but not many people know that Animation = Cartoon. How animation work? Why we have animation? How it play a big role in our life? Does it importance? Does it affect/influence the children? etc.

I like all the ways you think about what you have to do when you write a paper. This kind of thinking is beneficial, it seems. I feel concerned that your topic will be too wide. I also think that you can write an interesting paper.

It became clear in later entries (and was confirmed in the second interview) that Khim had not made the necessary connections between her constructs of a professor's purposes for assigning research essays, which she discussed in the above entry, and her reader's identity and expectations. In her sixth entry a week later she identified parents as her audience, her purpose being to persuade them of the need to carefully consider the effects of cartoons on their children. Later, after a discussion in our second interview about who was actually going to read her essay, she wrote this entry:

July 9/92.

#9. What are the joys, frustrations & discoveries you've experienced doing your particular research topic? Have you had any problems? What are you doing to solve these problems?

Well, I'm enjoy doing my research essay. I have 2 newspapers article which my writing process teacher's gives it to, really help a lot. Actually, I'm looking for the prove & example but I couldn't find it. Beside, last night one of my friend, Sam, she called me from Alberta. Sam is a 3rd year business student in Calgary University. So, I had ask her to give me some feed-back about my research essay & I asked her if she were me how she will write about this essay. Well, she really gives me a lot of brainstorm. The idea she had give me, reflect a lot of things.

Furthermore, I had an interview with my core teacher & I have to show her my writer's note book. So, she ask me "who is your audient" I told her is parents, but she said "Think carefully!" Then I told her "Is it professor?" She say "Yes" Suddenly I realize that "Oh! yes I'm doing my research essay & the purpose doing this is to tell my professor what I had done & learn in this research essay"

I think my essay put too much of my own personal idea and emotion I didn't think of other thing that I have to be avoid. The problems now I have just a small mistake. That are I have to know who is my audient? I can not make my reader suprise and have to tell them everything. (These I have to check it with my writing teacher, because sometime when we write thing, we are unconcious after people told you something then you will realize.)

My audience now of course is my Professor. I want them to be aware of cartoon.

Although this revision to her earlier concept of the reader for this essay falls short of dispensing entirely with a fictitious reader-writer relationship — a professor who is *"to be [made] aware of cartoons"*⁵ — it did constitute a breakthrough in negotiating her sense of audience as a student writer. Khim explained later that she forgot to hand this entry in for response as she was in a rush that day.⁶

Constructing Criteria for Support in Academic Writing

Khim's WNB's also reveal her efforts to come to terms with the nature of research writing and acceptable ways of supporting a point of view in a Western rhetorical context. As she continued to acquire a working knowledge of the university

⁵ Holding onto the idea of the essay as a test of learning, as she identifies it earlier in this entry, may be more difficult in the WNB context of working on a personal research topic in a writing course than it would be in a regular university content course situation.

⁶ Note that where any complete entry does not have a teacher response with it simply had not been handed in for some reason - usually because the student had forgotten or had been in a rush because of returning from the library, etc. -- judging from interview responses to my inquiries about this.

and public library systems she also struggled with constructing criteria and subject knowledge for developing a topic in an academic essay with appropriate use of various source materials to "prove" the points are "real", as she put it. She expressed concern about finding information and ideas "good enough to support my article" (entry #5) and "to pull my idea" and avoid "too much of my personal feel" (#6).

Besides these concerns with the quality of the source materials she used, she was also aware of other, even more challenging, issues for L2 academic writers; these especially concerned negotiating sociolinguistic conventions for incorporating the information in appropriate ways. For instance, in her fifth entry for this term Khim wrote,

...I may use the ideal that I think is good or strong enough to support my article. but, I couldn't use the whole sentences or copy what the author had wrote. I have to be aware of it. ...

Later, during our second interview, she chose this entry for the read-aloud session and explained that this passage comprised a reminder to herself about avoiding plagiarism, a problem that came to mind as she wrote the entry. She actually put it this way: "Suddenly it come up from my mind. ... I have my idea pop ..." (Interview #2, July 8/92.). She also explained that this part of the entry served to help her monitor such problems as she continued work on her essay.

R: *So what parts are important there?*

K: *Mmmm. I think the last part. The one "I borrow three books about the animation" and I said that I am not going to copy the whole sentences form the author.*

R: *Why do you think it's the most important part?*

K: *Most important part, yes, because I always have to remember when I do my research essay that I cannot copy from others. So I have to clarify this thing.*

(Interview #2, July 8/92.)

In the draft of the essay she submitted for evaluation at the end of the summer term, her idiosyncratic system of footnotes and bibliographical listing suggests that she had made a concerted effort to develop a logical system for indicating essay sources clearly to an academic audience.⁷

Developing an Academic Writing Process

Reading through Khim's notebook entries, it appears that she was able to use the prompts to sort out, adapt, and integrate some of the complex interplay of skills and strategies involved in writing an academic essay for the purpose of getting an education. Her second last entry (#14) provides an added sense of some of the strategies and attitudes that she had incorporated into her own approach to academic writing during this period. Sections of the entry that illustrate these points are excerpted below.

⁷ Khim explained to me that she had in fact developed her system of referencing herself. In her bibliography which was not alphabetized in any way, each item was numbered; and these numbers appeared as the footnote number each time a particular source was cited. Thus, item 4 in the bibliography appeared as a footnote number on pages 1, 2, and 5. It does have its own internal logic once the reader gets to the bibliography.

It seems she ignored the course reference sheet and class discussion on bibliographies and referencing. Factors like readiness, timeliness and information overload come to mind here.

July 23/92.

#14. If you were to write a letter to yourself giving advice for working on a future research paper, what points would you include?

My advice for my future research paper are:

1. *Knowing your professor & your reader.*
2. *Have some background on the title I'm doing ...*
4. *... focus the interesting thing that ... make you interest (Because in research essay, if you can't find any thing interest you, you will not have the emotion & enthusiastic to do your research essay...*
6. *... "time" is the thing I have to concern.*

- When is the due date?

- How much time do I have?

So, I have to have self-discipline.

For example: I have a month to finish my research essay

- 1st week focus & find out what I should do & look for professor

- 2nd week research in library & freewrite

- 3rd week no more research work in library

use whatever you/I have on hand and conference with

friends/native speakers...etc. Besides, have an appointment a week before to correct or help you in your research essay.

- 4th week type and check again.

... Another thing is 'No Shyness' in learner dictionary. What is learning? Learning is the thing you'll don't understand, so you'll have to ask, this what a learner. (If you want to learn, you have to ask, because no body will know your problems)

Final thing is, if the result in your research essay doesn't turn out good? Ask yourself why & see your professor. (But don't take it serious and never give up!) Sometime low score in your/my research essay will want me and tell me what I should do, & be aware and concern in the next research essay!

So, above are the things I have to keep on mind. One more thing is, if you really don't like research essay, try to find out why? Look for something will make you love research essay very much! Personally, I like research essay 'very much'! (Because it can broaden your horizon especially for 2nd language learner and a good way to force you to read (no excuse)

The way this entry ends, echoing the pleasures and benefits of research writing she had identified in her first entry of this summer WNB, lends a sense of unity, of coming full circle in her notebook.

SUMMING UP

As in most other students' notebooks, Khim's WNB's contain loosely structured and often narrative-like accounts of her experiences and grant glimpses of her own developing schema and metacognitive awareness as she worked on her academic essay projects. The accounts, scaffolded by the teacher's prompts, are sprinkled too with bits of reflection and analysis that arose incidentally in the process of identifying and addressing the problems she had encountered.

Her remarkable ability to utilize the prompts and adapt them for her own needs at any given time, rather than being limited by them, made the Writer's Notebook an effective tool for Khim. She used it to represent and explore her own ideas and constructs, negotiating a fuller understanding of her topic and the skills and tasks involved in the production of a student research paper. Early in the summer term, writing her entries provided incentive to get her going on her project. By the end of the term, she had accomplished a great deal in her WNB, using it to support her essay work, as well as to develop her ability to write in English. In the end, she not only emerged with a clearer understanding of the particular challenges of academic writing for her as an ESL student, but also with a strong sense of her potential to develop further as an academic student writer in this second language context.

Khim herself clarified these WNB functions during our interviews. The following interview excerpts seem to sum up aptly how she used the WNB in her efforts to develop her ESL academic writing abilities.

K: ... When you do a lot of this kind of writing you will write a lot like me. Besides that you write a lot you will improve your English, and you think very fast, and your hand very fast to write something and you don't have to think, "Oh, what I have to write, and " Don't worry about it. (Interview #2, July 8/92.)

R: What kind of relationship is there between your essay and your writer's notebook?

K: I think writer's notebook just like a friend. Let's say you're doing your job. Let's say you are a manager of the shopping centre. Just very serious things. And whenever you have a problem, you come and talk to me and I give you suggestions. And then you say, "Okay, I'm going to solve this problem." Just I am the writer's notebook and you are the research essay. Something like that. I just give you some suggestions. And you say, "Oh yes, yes." And then you try to do it.
(Interview #3, July 29/92.)

CHAPTER IV: CASE STUDY #2 - Sam

PRACTICE AND FREEWRITING

HIS PROFILE AS A LEARNER

As an economist from Thailand in his mid-thirties, Sam was the only participant in this study with a professional background. He was also the oldest, and had completed both undergraduate and graduate studies in Economics at universities in Thailand. After working for the Thai government in economics and development for over ten years, he had received a scholarship to come to Canada to do a Masters in Business Administration (MBA).

His work for the government called for a great deal of research and report writing on a regular basis, and it was clear from his self-reports that he saw himself as an experienced writer in his own field. He explained in our second interview that, on one occasion some years ago, he had written a report in English during a training session in Japan. However, this was his only experience writing in English before coming to Canada, though he had studied English for ten years in Thailand, and had often read English texts for research purposes.

Sam tested into the advanced, IC30, level of the Intensive ESL Program at CALS in May, 1992, and continued at that level during the Summer session, from mid-June to late July — twelve weeks in all. His main reason for taking ESL was to raise his TOEFL score to meet the entrance requirement for the MBA program at a

local university where TOEFL Writing is not required¹. This concern took priority in his studies, and led him to take off almost two weeks of classes in the middle of the Summer session to prepare for a TOEFL test in mid-July. By the end of the summer, he tested at an intermediate 'credit' ESL level which allowed him to take some qualifying courses for his degree program in the fall. However, possibly as a result of some personal setbacks that may have undermined his personal motivation², Sam's TOEFL score remained below the 550 level needed to dispense with required ESL courses for the fall term.

As a mature, pragmatic, well-educated professional, with a strong sense of personal honour, Sam seemed determined to prove deserving of the opportunity he had been given while making the most of the chance to experience another culture. That he was in charge of his own learning and determining his own goals and priorities at the time was quite clear — not only from what he said, but also from the assurance with which he said it. Sam showed a high level of confidence in his own academic skills and his ability to improve those skills in English to meet the demands of his graduate studies. This confidence came through in the calm determination he showed and his willingness to laugh at his own problems in English. It also showed itself in a

¹ He needed to take a TOEFL test by mid-July to raise his score in time to meet the fall deadline to begin his graduate studies. With no writing score required, he felt his main challenge to be the grammar component of the test, which consists of objective items only.

² In the process of trying to decide whether to stay and do his MBA or go to the U.S. to help with a family business there, the decision was taken out of his hands when his U.S. work visa was denied. His TOEFL score actually fell by ten points after that.

certain reluctance to accept alternate approaches to language learning, a reluctance which he usually explained in terms of his age.

Sam's age was a real factor for him, as the eldest of the group of five Thais and the oldest student in the IC30 class that term. His own sense of this generation gap and of his particular abilities, needs, values, responsibilities and personal status all combined to constrain his approach to studying ESL. A recurrent theme in our talks was his sense that he was "too old to change" his habits and try new ways. "Freewriting" was one of these new ways he found hard to adapt to as someone who felt bound to produce correct written language whenever possible. A few of his comments (below), excerpted from our second interview, reveal some of the factors that interacted to shape his approach to the Writer's Notebook.

S: ... If I will do something, I will like to make it the best that I can. If, I have my purpose in mind.

R: So, what's your purpose when you write your Writer's Notebook?

*S: Practice my writing...
... I practice every Tuesday, Thursday - 15 minutes. That's Okay. My passage for writer's notebook is maybe the shortest in the class, because the others freewrite freely. Freewriting is different. But my case cannot adapt to the others, because I am the oldest in the class, right? All of them is young; maybe is easy to change their habit compare with me.*

(Interview #2, July 16/92.)

But another facet of Sam's character that may have come into play here was his tendency to see himself as somewhat of a nonconformist. According to him, he often didn't 'play the game' in school or in his work, and felt that at times his marks

and his slow rise through the government ranks reflected this. He seemed to enjoy a friendly argument, but admitted he was usually quite stubborn about changing his own mind about things until much later. It was not his style to tell you what you wanted, or what he thought you wanted, to hear - unless it was what he actually believed himself. This made him a candid participant who usually made his point clear when it mattered to him. His interest in participating in this study was to take advantage of the interviews as opportunities to talk at length with a native speaker.

His Responses to the Questionnaires

His responses to the SPQ in mid-June indicated a predominantly surface-achieving approach. Six weeks later, TOEFL behind him, his responses indicated a significant increase in deep approach motivation and strategy responses while surface and achieving responses changed only slightly. The resulting profile by the end of July was for an approach that essentially balanced all three orientations, with surface responses just slightly in the lead, and achieving slightly behind deep responses.

His Academic Writing Skills Self-Assessment responses revealed generally high self-efficacy and low writing apprehension at the beginning of the study. By the end of the course, his overall level of confidence in his ability to do academic writing in English remained at a 4, but he self-assessed improvements in library research skills (from 4 to 5), ability to summarize source materials to incorporate into an essay, to write a well-organized essay, and to communicate ideas clearly (all from 3 to 4). But when we discussed the final levels reported, even though he did not feel he could say

he was "always" (5) confident in his ability to do academic writing in English, he did feel that his confidence had improved considerably, in all language skills. His improvements in terms of language control and confidence in his ability to express himself in written English he attributed in the end, surprisingly, to freewriting. It seemed he had begun, despite his protests, writing freely to some extent, and admitted that he had found it useful. There was a hint of this in his eighth entry for July 7 (see second section), but he voiced it more explicitly during the final few minutes of our last interview.

S: ... because of freewriting I can write stronger than before because I can learn by doing. In my country I can know only grammar. But no practice about writing too much. It's like I can apply theory to action. Yeah. Grammar is like theory — is the same around the world, but no application in my home country. But here I can apply theory to action.

His Sense of Self-confidence

The confidence Sam felt as a writer came across throughout his WNB and our interviews. And that confidence seemed to imply a sense of control over his own learning and success - a basic belief that he could succeed where it mattered to him, if he chose to make the effort. For instance, in both the first and second interviews he referred to instances where in university and in his work in the government he had followed his own convictions and had disagreed with professors and supervisors. In each situation he had lost out in terms of lower grades or loss of promotion, but he clearly felt no regrets, confident neither situation reflected on his own capability for good work. At the same time, he often referred to human cycles whereby a person

tends to become bored over time, or slow down; and the need for outside pressure and a certain amount of forcing recur as themes in interviews and in his WNB.

Thurs. July 2, 1992.

#3. Who is going to read your essay? ...

... not only my superiors ... also the people in the same field ... It will be proud for me ... Maybe they are looking for interesting matters ... utilize this information in society. These matters force me to do essays as best as possible, like pressures but the positive pressures. ...

S: Writer's notebook is one way to forcing, ... not directly force, but indirectly force. ...

(Interview #2, July 16/92.)

S: ... But in human life have a cycle - sometimes I feel eager to study, but sometime I feel boring.

(Interview #1, June 22/92.)

R: ... sometimes these things take time ... language learning is not a fast process usually. ...

S: ... Sometimes is challenge, sometimes is boring. It's a human cycle.

(Interview #3, July 29/92.)

These conflicting impressions and views seem to reflect the surprising shift to a more external locus of control (from 6/15 to 10/15 external) in Sam's 'before' and 'after' Beliefs Questionnaire responses. Besides his recent experience with U.S. immigration, there was another problem that he mentioned in the final interview that might throw additional light on this change: it seems he had just found out a few days earlier that he needed additional course prerequisites to enter his MBA program, though he seemed confident he could work it all out.

However, the other self-report questionnaire results, reflected by his WNB and interview data, seemed to suggest this change might be a temporary situation rather than a serious cause for concern. Moreover, at the time of writing this, in the spring of 1993, Sam — always the pragmatist — had found his way through the system to locate the program that would enable him to complete his degree in the shortest time. He passed the CAN Test (the University of Ottawa alternative to TOEFL) enabling him begin his MBA.

His Academic Writing

During the Summer session in the IC30 Writing Process Workshop (WPW) class, Sam researched and wrote a ten-page essay on the Thai monarchy and made fourteen entries in his Writer's Notebook. His essay received Satisfactory-plus and Outstanding-minus evaluations. However, as he noted himself, his WNB entries were usually much shorter than those written by other students in the class.

His choice of an essay topic was made in response to an interest in the Thai Monarchy expressed by Maria, the writing teacher. The King of Thailand is considered by most Thais to be 'a divine figure', in Sam's words, and, as a research topic, posed some difficulties and conflicts of interests for Sam as a loyal Thai and a sincere admirer of the monarch. It seems that one should not comment publicly on the monarchy. He therefore avoided any criticism and focused on explaining the role and work of the king to Western readers. This comment, taken from his self-

evaluation of the essay, indicates that he was aware of the limiting effects of this on an academic essay:

This is a way as a Thai can praise his beloved king. It will be better if the story contains some more arguments...

His Writer's Notebook

A variety of situational factors affected the learning experiences Sam had in the WPW course at this time. He was constrained in writing his essay by the sensitive nature of his topic. Also, as an experienced learner and writer facing immediate pressures to improve his general language skills quickly, he wrote his WNB entries to practice his written language control in the hope of raising his TOEFL score. This involved monitoring his writing closely for surface errors, a decision that reflected his view of what sort of approach to writing someone of his age and professional status should take, as well as his personal theory of language learning which included the necessity of practising correct language production at all times to ensure learning correct English.

He wrote 14 entries in his WNB (see Table S-1) ranging from approximately 50 to 200 words in length. Generally Sam's entries were among the shortest in the class. He only spent the 1992 spring and summer terms at CALS, and so only wrote this one WNB.

Sam's awareness of his situation and of himself as an educated, experienced adult learner and writer also gave him considerable confidence in his own established ways of doing academic research and writing. This confidence carried over into a

firm belief in his own ability to decide on the most effective approach to take in his studies, including the Writer's Notebook.

Table S-1: Sam's WNB

DATE	ENTRY#	LENGTH	RESEARCH ESSAY
June 18	1 2	74 53	First class
June 23	3	196	Topic & idea generation
June 25	4	135	Library research & essay plan
June 30	5	120	Rough draft
July 2	6	150	Peer conference
July 7	7 8	172 96	Teacher conference
July 14	10	136	Research, drafting
July 16	11 - L1	400?	drafting
July 19	12	211	
July 21	13	144	2nd draft done
July 23	14	85	3rd draft
July 28	15	130	Final draft

That approach seems to have been somewhat at odds with the pedagogical agenda underlying the use of the WNB in a class where few of the students had much, if any, experience with academic writing in English. As a result, both the WNB

prompts and the teacher's responses tended to urge the students as writers to focus on aspects of writing that Sam did not feel a need to work on at this time.

A SENSE OF RHETORICAL RELATIONS

Monitoring Language and Presentation of Self

Sam approached the task of recording his ideas and progress on his research essay in his Writer's Notebook primarily as a means for improving his control and understanding of written English through regular practice. In that sense, his entries often reveal a formal school performance quality, such that most of them appear to have been written for the teacher/reader as an expert appraiser, or judge, of academic values and of correct language use.

R: So you were just recording what happened?

S: Yes, I jot down.

R: Did that make you think of anything when you wrote that down?

S: Before I wrote down really, I think can I make each sentence grammatically. Each sentence.

(Interview #2, July 16/92.)

In light of the other participants' responses to such questions at this point in the study, Sam's account here of what was going through his mind while writing the entry we were discussing took me by surprise. At the same time, that interview proffered explanations for the relatively short, rather formal entries his teacher had reported receiving from him. He explained that, as a civil servant writing in his native

language in a bureaucratic setting where correct language was essential, he had developed a habitual concern with surface features. In an L2 context, that habit translated into close monitoring of both his spoken and written English. As the above interview quote and the previous one (see first section) reveal, he was quite conscious of the quality of his writing and monitored his language form throughout his Writer's Notebook entries. Students were encouraged to focus on meaning and monitor less in the WNB, but freewriting, in the sense of ignoring errors and focusing on exploratory writing, was not an option for Sam in his current situation, in his view. However, there appeared to be times when the degree of monitoring dropped off in some entries as the term went on.

Sam's sense of face and conscious presentation of self, through writing correctly constructed sentences and ideas, comes across quite clearly in the careful entries written early on in his WNB. He wrote as an experienced, mature writer informing the teacher, as evaluator/monitor, of his knowledge of academic writing and asserting his expertise in his own field — presenting his credentials to a new supervisor, in a sense. His first WNB entry illustrates these points.

Thurs. Jun.18, 1992. 9:25am

#1. What kinds of writing would you be interested in doing in terms of developing your academic skills?

I think I can do any kinds of writing if I try. However, I felt I was familiar with economic matters because of my strength background of knowledge. Most of works I have done, they concern on economic issues, especially Thai economy. I can think and prospect them very well with a lot of data. Anyway, the economic issues can not only be considered themselves but also the other disciplines such as politics, sociology.

Where most less experienced students writing this entry explained at length their need to do majoritarian 'types' of writing (research essays, reports, arguments, etc.) Sam approached the question of 'types of writing' in terms of subject areas or disciplines³. Out of the 14 first entries collected from students in this class, Sam's is by far the shortest (usually by half or more) and most general, the most like a performance piece that seems to display the writer's knowledge and ability as much as his learning needs. In fact, most of his entries contained generalized responses that often skirted the immediate context of production, even where the prompts addressed the work at hand. Rather they entailed canonical generalized narratives of his customary way of researching and writing about a topic. The following excerpt is an example.

June 23/92.

#3. How did you do on your research topic? ...

When I have to do any research, I will ask me myself: "Is it interesting to me and to the others including whether I have enough knowledge?" If it is interesting and I have enough knowledge, I can pay attention much more usual. Why? Because I am eager to search and survey a large amount of data and information. Subsequently, try to collect them and study and analyse to complete that research as a report. ...

In a recent conversation, I asked Sam to try to recall his reasons for usually sidestepping any discussion of specific work on his essay, as in this one where he made no mention of the topic he was actually researching at the time. He explained

³ His research topic on the Thai monarch addressed his goal of writing on political and social matters to some extent.

that he often jotted down the prompts quickly, as general guidelines for his regular writing practice, and probably often overlooked the specific focus for that reason.

Writing as a Researcher/Participant

But his concern with *"mak[ing] it the best that [he] can"* seemed to arise out of a complex blend of factors indicated above and perhaps foremost among those was his public identity arising from a professional background. He made it clear in the first interview that he enjoyed writing his ideas *"to show off [his] opinions"*, when called upon, if he had something to say.

His personal identification with the academic community as a fellow researcher, accustomed to contributing to the knowledge-making in his own field of economics and development in Southeast Asia, comes across in entries where he discusses the positive effects of this interaction on his writing.

Thurs. July 16, 1992.

#6. Who is going to read your essay? What are they looking for? How does that affect the way that you write your essay? Are you having problems?

When I have to do an academic essay which I am interested in and have enough knowledge, including the interest of other people. I hope if I complete any essays, not only my supervisors (teachers, instructors, etc) but also the people in the same field will pay attention and react my essay. It will be proud for me if the people are interested in my essays and reflect any opinions to them in order to do essays more completely.

Maybe they are looking for any interesting matters in the same line as them. How can they keep in mind and utilize this information in society. These matters force me to do essays as best as possible, like the pressures but the positive pressures. It is difficult for me how to do an essay best and interest other people because the interests are different from person to person. Anyway I try as I can.

It is the social aspects of writing for a reader, the awareness that the reader's interest, understanding and approval are the driving force for writing that appeared as recurring themes in Sam's WNB as well as in the interviews. His actual choice of topic for his essay had been made as a result of the interest his writing teacher expressed in learning about the Thai monarchy. His general stance in the WNB seems to have been that of a capable researcher/writer taking on partially new challenges — new in the sense of operating in a second language and addressing a new subject rather than requiring new research or writing process skills or strategies. As a professional who had become accustomed to seeing his writing as social action, playing a part in government policy, he was keenly aware of the risks and rewards of engaging in written discourse and meeting an audience's needs and expectations.

His Uses for the WNB

But as a second language learner faced with an entrance requirement to meet as soon as possible, he had decided on language proficiency as a clear priority. Moreover, comments like the following indicate that he felt confident that frequent, monitored practice would improve his grammatical competence in English and his ability to think, write and speak in English in other situations.

S: Well, maybe if I start freewriting, maybe when I write the first if I write free, maybe if some words is wrong, maybe I cannot cross it.

(Interview #2, July 16/92.)

R: *Do you get anything done while you're writing the writer's notebook, in relation to your essay?*

S: *Yes. I have more focus in this area.*

R: *In terms of your essay?*

S: *In terms of writing, in terms of the real way of thinking in English. Something like that. I think I improve my way of speaking in English. ...
... If I think to write some story. The thing to write, the thing to speak is maybe initiate from the same part of the brain, I don't know. If I can practice writing here, maybe I know lots of way to place subject, verb, object. ...*

(Interview #2, July 16/92.)

Thus, for Sam, the main connection between the practice in his WNB and his essay lay in the effect it could have on his written language control, enabling him to express his ideas more accurately and correctly. And his WNB entries certainly did offer practice in essay-type writing. Most of them reveal what Bruner refers to as a 'paradigmatic' mode of thought (1986) that entails the use of formal, impersonal language generally associated with bureaucratic or academic discourse reflecting general values of 'higher order' information processing. The most striking example of this appeared in his second entry.

Thur. June 18, 1992. 10:15 am.

#2. What is the purpose of a research essay?

The purpose of a research essay is to explain the relationship of a number of data to interested issues or hypothesis which you would like to know by mean of studying and analyzing systematically.

The results received, should explain or describe in clarification in order for the others people can understand them easily.

But he recognized other functions served by writing WNB entries as well. During our second interview, he said that recording his ideas and progress in relation to the research essay project in his WNB enabled both himself and his teacher to monitor these aspects of his academic English. Later, in the last interview, he explained that this monitoring function had a further motivating effect, *"To push me. 'What are you doing?'"* (July 29/92.). In his final entry, he also indicates that the WNB entries *"were able to concrete the writing as well as the continuation thinking"* (July 28/92.). Like many other students in the class, Sam reported that, because the entries required ongoing recognition of the work and writing involved in the production of his essay, the WNB helped to maintain a sense of continuity and of the project as a whole.

Monitoring Versus Dialogue

As in other cases, it seems his peripheral awareness of these various WNB functions brought, in turn, varying degrees of awareness of the teacher as reader. Thus, Sam made frequent references during the interviews to the WNB as a means for teacher monitoring. But, like others, he also insisted that he gave little thought to an outside reader while actually writing WNB entries.

R: *Who are you writing for? ... When you're writing in your notebook, do you have a reader in mind?*

S: *A reader. Really, I have not. I think that from my point of view, my experience, what should I do.*

R: *So you're writing to yourself?*

S: *I don't worry too much about the outsider.
(Interview #2, July 16/92.)*

At the same time, he followed the general focus set by the WNB prompts, responding to the teacher's suggested topics for reflection. In fact, he made it clear that he continued to feel bound to do so throughout the project, despite encouragement from both the teacher and myself to ignore them and to write about any aspect of his essay work that was of concern to him at the time of each entry. As reported by the other participants, he too felt compelled by the social demands underlying prompts framed as questions, simply because questions demand answers: "*Because this is the question, right?*" (emphasis his, Interview #3, July 29/92.). But, as mentioned above, he also valued the questions as a means of guiding students like himself to monitor their own work and allow the teacher to see where they might need support.

S: *... So, these questions, I think is okay, because as I answer that you can know how we will do, how we can do — in some way is it correct or not. And then you can guide or lead it, as the academic research system here, given.*

(Interview #2, July 16/92.)

S: *It's like monitoring and evaluation questions. ... Some questions are watch you, what are you doing. ... Look over every time. That's good — It's like we have to watch ourselves, to complete our work on time.*

(Interview #3, July 29/92.)

This monitoring did not lead to any substantive problem solving or exploration of his essay topic or research work in Sam's case. He made it quite clear in the second interview that everything he wrote in his WNB he had already done or thought beforehand, and was simply recording, in carefully monitored language. Of course, it might be argued that such language monitoring would leave little room for exploratory writing or for considering another reader — that the presence of an outside reader (even an assessor) would often be overshadowed by a self-conscious concern with correct form in terms of language and standard discourse conventions.

On at least one occasion, the dialogic presence of the teacher as prompter and respondent clearly was felt quite explicitly and Sam addressed her directly in response to remarks she had made in class, though not in terms of the particulars of his essay work. This can be seen in his third entry.

Tues. Jun. 23, 1992 9:50 am

#3. How did you do on your research topic? What are the advantages and disadvantages of choosing your own topic? What do you think of your pre-research draft?

When I have to do any research, I will ask me myself: "Is it interesting to me and to the others including whether I have enough knowledge?" If it is interesting and I have enough knowledge, I can pay attention much more usual. Why? Because I am eager to search and survey a large amount of data and information. Subsequently, try to collect them and study and analyse to complete that research as a report.

The advantages of choosing my own topic, I think that I could choose any interesting matters which I would like to study and analyse as I have such knowledge on that matter. Oppositely, though, choosing my own topic interests me, it does not interest to the others including, it is not useful for application.

The past six weeks, my topic research was concerned general matter. I thought it was easier to understand for the others. As you

suggested in class that we should do research we have had interest and knowledge. This can make our knowledge and career much more progress. I do agree with your opinion. I think that I should do that way for the coming research.

What do you think of your pre-research draft? Did you get a firm notion of how you should research? After we spoke in the library I had the idea that you saw how vast your topic is? It's too easy just to make notes on some information. You must have a point of view that is distinct and you must allow your reader to see in a new way. As you write you should also discover and begin to see in a new way.

Most of the teacher's responses to Sam's entries, like the one above, called for more elaboration or more specific information concerning his actual ongoing research and essay production. Perhaps because he conferenced quite extensively with the teacher on three occasions to get input on his essay in class he saw little need to address such concerns further in his WNB. In our recent conversation he admitted that he had not bothered to read most of her comments when he got his entries back. But, early on in the term, he may have seen that such comments in no way addressed his concerns with correct language forms; and, he pointed out at the end of his last entry, *"The way of doing a writing research I was familiar with... but in my mind and often discussed with my colleagues."* (#15. July 28/92.) This statement appears to serve as a final reminder that his purpose in writing his WNB had not been to rethink his knowledge of writing on a discourse, or macro level. Perhaps it carries too a token of his resistance, also echoed in the interviews, toward the emphasis on such issues in the WNB, both implied and explicit in the prompts and WPW class discussions.

In terms of written discourse, Sam's WNB entries functioned on locutionary and illocutionary levels — representing, responding, reporting, informing, explaining

and, especially, asserting the general nature of his own knowledge and abilities in relation to tasks such as the essay project at hand. There was no call for substantive assistance or input from the teacher, no argument or debate on writing issues or on how to proceed with his own ongoing research essay work. The teacher was kept at arms' length, as an 'outsider'/monitor. His comments in interviews indicated he saw the prompts as one means of teacher support and input, with the teacher 'there' in case further guidance was needed. But it was clear as well that he did not seek further guiding response on his actual essay within the dialogue of the WNB. His use of the WNB primarily as a place for writing practice may well have preempted such perlocutionary exchanges.

Two entries among the 14 addressed particular aspects of his essay and his topic. In one he recorded his reflections on the key aspects of a conference with a classmate on his essay. The specific nature of the prompt questions and the effects of encouraging conference feedback may have combined here to "*concrete the [thinking and the] writing*", as Sam put it. This entry resembles Sam's spoken style in places, such as his habit of adding "*really*" as a tag ending on a statement and, as such, seems less closely monitored than most.

Tues. July 7, 1992. 9:00 am

#7. What useful discoveries did you make during your conference (or lately in your work) and how did you/will you use that information in your essay or to work on it? Where are you in your work and how are things going with your essay right now?

During the conference, I could discuss with Rama on my topic: "The Thai People and their beloved king". She told me that my topic was very interesting to her and she would like to know more how the

king affects his people. Because my research at that time did not have so much progress she could not make any further detail for me. I felt that the other people could reflect some opinions different from mine. At first, I didn't think that the other people would be interested in the Thai monarchy anymore, really it was not true. The opinions received, I am going to investigate the further information and write the paper as best as I have had such knowledge. I think my story should have a lot of details involving the royal activities in various aspects. Maybe, the knowledge I have, cannot fulfil his Majesty's activities quite well. At present, my research has a bit progress, concerning on the Thai history, the modern king and the king: rural development aspect.

The following week began the period he took off from ESL classes to prepare for the TOEFL. Sam wrote the intervening entries before he returned to classes dutifully at home and handed in most of them to fulfil his perceived obligations to the teacher.

The #8 and #15 entries present his own views on the gains he felt he made from his WNB 'practice' as he followed the prompts. Comments taken from the third interview echo those made by most students concerning the benefits of regular freewriting.

Tues. July 7, 1992. 9:35 am.

#8. Thoughts on keeping a writer's notebook.

- What happens when I write the entries?*
- What do I do? What do I get by doing this?*
- Connection with essay work? The questions - help? limitation?*

Writing, language, etc?

When I wrote my writing in class, I thought I was force to practice English formally. This might be a way or a method to improve English learning like, "Learning by doing." I, myself admitted that this could make me improve English learning, more or less.

The more, I got, I could develop writing gradually and automatically. ...

Tues. July 28, 1992. 10:45 am.

15. What have you learned from your writer's notebook? Explain how or if you used it. Do you have any suggestions for doing these writer's notebooks?

The writer's notebooks in this course are different from the writer's log in the former⁴ which I could write them freely. The first, I had to write in such a way given which I could look over both the matters done and being done. These were able to concrete the writing as well as the continuation thinking but sometimes it's boring. Unlike writing and topics, I could do them what I liked but not academic. Both methods have their good different points of writing. I's dependent on the purposes of learning and teaching systems. I didn't know which was better but both of them were very useful. The way of my doing a writing research I was familiar with the latter but in my mind and often discussed with my colleagues.

S: I can write much faster ... more than three times quicker.

R: And what do you think is the reason for that increase in speed?

S: Maybe I write English everyday, you know, everyday. This is the way of learning by doing. Not necessarily you know only grammar, but you practice it yourself. ...

(Interview #3, July 29/92.)

Thus, his use of the Writer's Notebook had, in his opinion, served his intended purpose of improving his ability to express ideas in written English.

Conflicting Learning and Teaching Agendas

There was a certain tension that existed between the pedagogical agenda for the WPW workshop, aimed primarily at engaging inexperienced student writers in extended discourse production and reflection, and Sam's self-directed learning agenda,

⁴ Here he was referring to freewriting done in WPW classes during the first six weeks of a term where topics are completely open, and prompts (visual, musical, verbal) if any are seldom tied to other workshop concerns.

determined by his current situation and the other personal factors underlying his approach to learning. The resulting misfit constrained the extent and type of rhetorical relations Sam could enter into (while consciously practising his written English) within the context of responding to WNB prompts that did not: a) address what he saw as critical concerns for himself, or b) challenge his existing approach to academic research writing. This is not to say, however, that he *only* wrote to practice. Rather, that this conflict in learning/teaching approaches seemed, in this case, to interfere with Sam's ability to get the most out of the combination of the WNB and his own vast writing experience at this time. At the same time, 'readiness' and affect may well be factors here, and it is hard to say whether Sam would have developed a more meaning-focused, exploratory approach if given prompts that addressed relevant issues of style and language use. Still, his experience does indicate a need to build in such options and increase the flexibility of the WNB.

For the most part, Sam considered his teacher/reader as a secondary, peripheral presence, simply reading his entries to determine and appraise his understanding of academic writing and to monitor for problems. The complementary student/writer's role clearly called for logging general accounts of his knowledge, ability, or signs of work in progress to keep the teacher informed. In Sam's case these accounts met the added agenda of assuring the reader that he was quite capable of academic writing and was proceeding adequately with his essay. To go into things in specific detail was hardly necessary where "no problems" were perceived. Sam said in an interview that it never occurred to him that the teacher might have wanted or expected more

elaborate detail or reflection. In retrospect, he felt that writing about knowledge and events on a general level made it easier to focus on his language control.

But, although Sam's Writer's Notebook did not realize the larger teaching goals, it did, in his opinion, serve the learning purpose he himself had decided upon at that time.

ASSERTING A KNOWLEDGE OF ACADEMIC DISCOURSE

As an experienced writer, Sam did not perceive a real need to focus more than passing attention on developing his academic writing skills in his Writer's Notebook. For the most part, he already felt quite well versed on the aspects of research and essay writing addressed in the WNB prompts. Accordingly, he wrote very little in the way of exploring or reflecting on specific discourse level matters concerning the work he did on his research essay. His entries usually comprised generalized summative accounts of aspects of his existing knowledge of academic discourse processes and products, as related WNB prompts cropped up.

Most of his WNB entries grant only vague impressions of some of the revisions his previous schema underwent in the process of developing, researching and drafting his essay. The two areas that received the most focused attention, albeit still on a fairly general level, were the process of adapting to a new computerized system for library research and considerations for adjusting his essay structure in response to peer and teacher input on reader knowledge and interest concerning his particular

topic. The former concern appeared in his fifth entry in which he also asserted his ability to cope easily with research writing tasks.

Tues. June 30, 1992.

#5. Describe your experiences as you were doing library research. What were you thinking? How did you feel? What are you doing with the information that you find during library research? What do you think you should be reflecting on?

I tried to learn how to use the information and data from Carleton's library. It seemed to me that it's not difficult to learn and understand. I was familiar with and like searching in the library but it took time a little bit. It's more modernized than I had ever used anywhere before particularly, comparing to my country. It's very convenient for me to utilize it. If I had any problem, I could discuss with my classmates and sometimes librarians in good cooperation. I surveyed the information and collected the concerned as much as I could but at lowest cost. After that I would deeply review my information by reading all. Any concerned I kept them to apply to my writing research or as references.

The latter can be seen in his entry #7 (excerpted in the second section), written a week later, and in the #13 entry below⁵.

Tues. July 21, 1992.

#13. How have you or have you revised your research essay? are you having problems with content, organization, clarifying your ideas? If you are at the editing stage, what are your concerns? Are there particular things you want help with?

I have just revised my second draft. As revising I felt my story, especially the way of writing had been boring than interesting. My writing is on Thai beloved king like telling story and not attracting the readers to read so much. This matter might be I was familiar with writing academic reports rather than an argument research essay.

⁵ This was one of the two fairly detailed entries on his actual essay (the other being #7). The fact that he had not included this later entry in his portfolio and handed neither of these in for response seems to confirm that he did not view the WNB as a source of actual teacher input. Entry #13 reveals that he discussed his essay with her frequently in class instead.

However, learning on such writing could improve some prospects of mine broader than narrower, considering the other sides of views rather than one side⁶.

At first, I wrote my research without and sub-headings which was difficult for the readers to understand parts of story systematically. After discussing it with Maria, she gave me a number of suggestions, the story should have sub-headings of their special passages for readers' understanding better, each passages should compose of two points of views or argument, positive and negative. I felt agreeing with her and did it some point in second draft.

The seventh one included far more concrete information than any other entries, including the one above. It related key aspects of useful comments and unexpected interest his conference partner voiced concerning more information about the Thai monarch, the current state of his research, the practical limits of his own knowledge about the king's activities and his plans for further drafting and revision. In each case the accounts of both inner and outer events left little invitation or opening for reader suggestions or input. Like most of Sam's entries, they presented a record of work accomplished, with the writer ready and able to move on to the next step. Neither of these entries was handed in for response during the course.

Sam made it clear in our talks that he felt his research writing skills were easily strong enough to see him through his studies. It was his ability to write smooth, correct English that he was concerned about. It is hardly surprising then that, when it came to academic discourse schema, his WNB served as little more than a summary report on general aspects of his existing knowledge with minor revisions suggested for the context at hand.

⁶ This struck me as an indication that Sam did in fact accomplish more than fluency development through his work on this essay project and writing these entries. But he insisted otherwise.

The overall impression from his Writer's Notebook is of an ongoing affirmation of skill and knowledge, with slight gains from the experience of researching a familiar topic in a more modern library system and writing it up in English.

SUMMING UP

Sam's case raises some important questions about how this practice should and could be approached to make it more adaptable to better meet the needs of individual students who do not conform to the usual learner profiles for students in a program. It also reminds us that, like any learning/teaching strategy, the Writer's Notebook is not a panacea for every student writer's problems, and may not be suitable or at least require considerable custom tuning to better serve particular student needs in some cases. However, the increased fluency and ease with writing in English which Sam attributed to freewriting in his WNB does indicate this as a basic and valuable function of such journal writing practices for second language acquisition — one that is often confirmed by both students and teachers of ESL.

CHAPTER V: CASE STUDY #3 - Ae-Li

REINVENTING THE WRITER'S NOTEBOOK

HER PROFILE AS A LEARNER

Ae-Li (pronounced 'ayree') came to CALS for the sole purpose of improving her English as part of studying to become an English language teacher in Korea. This set her apart from the other participants who had come to pursue their studies in a Canadian university. She presents an interesting research case for two additional reasons: as an undergraduate in education with English as her major, she had a personal interest in learning and language; and during the year she studied ESL at CALS she kept three Writer's Notebooks, thus offering a unique look at one person's extended experience with this particular learning practice.

Ae-Li had just completed two years of a four-year degree in education in a Korean university when she took a year off to come to study in Canada. She arrived in January 1992 and left in December, after doing three twelve-week terms of Intensive ESL as well as a one month Diploma course for teachers of English as a Foreign Language (EFL) in August.

During the last half of the summer term, a group of Korean EFL teachers came to take the first of two EFL Diploma courses offered that year. Ae-Li indicated that her encounter with these teachers, especially with the three who came to participate in our IC30 'core' class, gave her new and substantial first-hand insights into learning and teaching a second or foreign language. That experience seemed to influence her

own interests and studies over the remaining time she spent in the program. The clearest example of this was her choice of 'communicative language teaching methodology' as a research topic for her fall term essay project.

In addition to her participation in this research project, I was Ae-Li's 'Core' teacher for her summer and fall terms at CALS. During that time we developed a comfortable rapport, although she continued to treat me with a degree of respect that reflected my role as her teacher and the twenty year difference in our ages— both matters of some import in Korean culture. By the end of the summer term, our relationship had become one of committed student to trusted advisor, and I found her to be a candid research participant.

Initially Ae-Li tested into the second highest level (IC25) in the intensive ESL program for the winter term. She then moved on to the upper (IC30) level for the spring-summer term which runs from early May to the end of July. In September, she chose to do another full term at the IC30 level in order to maintain an intensive program of study¹. Moreover, as a follow-up on the diploma course she had just completed, her intention was to use this opportunity to observe teaching methods in the ESL classes and learn more about the underlying theory while continuing to work on her English.

¹ The thematic units used to teach ESL at any one level often vary from term to term, in response to changing student interests and needs. Thus she did not face a repetition of an entire course of study in the fall term.

Her Responses to the Questionnaires

At the beginning of this study in late June, Ae-Li's responses to the SPQ indicated she had already developed a relatively integrative or deep approach to her studies. That is to say, she tended to relate new ideas and ways of doing things to her own experience, and to evaluate new situations for herself. At the same time she was by no means a rebel or inclined to disregard the teacher's instructions, course requirements or evaluation criteria, even in a noncredit context. She seemed to be a compliant, motivated student who saw herself as somewhat in control of her own learning, with 7/15 internal locus of control responses on the Beliefs questionnaire.

Our discussion of her responses to the Academic Writing Skills Self-Assessment (AWSS) questions revealed that while she had some problems with topic choice, her biggest difficulties were in doing research and revision. Library research was something she found quite hard. Overall, she felt confident about her ability to do academic writing about half of the time.

Six weeks later, the most significant change in her response was a noticeable decrease in surface and achievement approach motivation and strategies. While integrative values held constant, there were changes in particular item responses that seem to indicate an actual deepening of her approach to learning. For example, where in June she had indicated that she 'frequently' restricted her studies to what the curriculum specified and avoided doing anything extra, on July 27 she indicated this was "never or only rarely true".

Her locus of control score dropped by one, but the actual changes included a new internal response ('false') on the critical #12 item stating, "What I learn is determined more by university and course requirements than by what I want to learn." At the same time, the two items (13 and 14) that were changed to external responses concerned the effects of social life and other distractions on school work. These items strike me as not all that significant in the wider sense, and that particular IC30 class was quite a sociable group.

Her second round of responses to the AWSS indicated an increase in range of related academic writing skills and in her general ability to express herself. And, although she indicated a much greater awareness of the challenges and types of work involved in writing an academic essay, her general level of apprehension had not risen as a result of this increased awareness.

Reading through her Writer's Notebooks, it is possible to observe phenomena that relate to these aspects of her learning and development, or details that provide a window now and then on the processes at work.

Her Writing Experience

Her previous experience writing in English, before she came to Canada, had not included composing her own text. She had written a few essays for her university courses in Korean. In our first interview she described her approach to writing an essay on an assigned topic: *"...find some book and then organize some copy and hand in"* (June 22/92.).

Thus the IC25 Writing Process Workshop (WPW) course she took in her first term represented her first encounter with the idea of revision and taking a piece of writing through a process involving substantial changes. In our second interview, Ae-Li recalled her experiences with academic writing in her native language.

A-L: ... I have only few experiences to write essay in Korean. When I was graduated high school, I never do assignment to essay. So I have only two or three experiences in university? And at the time I didn't know, I never learned how to organize, how to revise, or something like that. They don't teach you about that, just they teach you some rule? Ah, introduction, body, and conclusion. And some teacher make sure about what you'll have to put into your introduction. But I didn't know why I had to put introduction. (laughs) Just he said 'background' and I'll have to find some - "What is the 'background?" And then I could write whatever I want. So I don't care about the writing. And I don't think it's very important.

(Interview 2, July 14/92.)

But, later in the same conversation, she also explained that she would have to write a major research paper in her final year, *"the first and last big deal in the undergraduate university."* During her third term at CALS, she began thinking about possible topics for that research. Her choice of communicative language teaching methodology as a fall research essay topic was an important part of that process.

The research essay she wrote on "Bees' Communication" in the summer term was nearly fifteen handwritten pages, and had gone through three drafts. It received outstanding grades and praise for the quality of the research. It revealed a clear awareness of several important academic conventions — particularly for quoting and referencing sources — and evidenced her struggle to put things in her own words.

Moreover it flowed well, indicating a clear perspective on what had been a difficult topic.

Over the three terms she spent as CALS, Ae-Li developed a broad range of writing skills and strategies from her experiences with increasingly challenging self-selected topics and personal writing agendas. Her fluency, and the amount she wrote increased each term, as did her self-efficacy. She did not develop the love of writing that Khim did, but she did come to value both formal and informal writing as essential for learning.

Becoming an Independent Learner

Her integrative approach to learning is apparent in the way she often begins her narrative reflections on an aspect of academic writing by recalling her past efforts and experiences. There is a sense of continuity, of building on existing knowledge and remodelling it on the basis of current experience in new situations. An important part of acquiring academic literacy in the existing context of a Canadian university for Ae-Li was sorting out the relationships between discourse practices here and in her university in Korea. Drawing parallels and seeking to transfer relevant content and strategic knowledge seem to be natural learning responses in such a case.

In her summer WNB, Ae-Li explored the similarities and differences between education systems here and in Korea. She did this by recording and reflecting on her own experience with each of them in a process of formulating her own criteria for valuing and evaluating academic writing.

June 25/92.

#4. Why do professors assign research essays? What do you see as your purpose for writing this essay? How are essays usually evaluated? What kind of evaluation do you expect?

When I was in Korea, my professors gave me a research assignment for safe time. I mean, one semester is too short to learn one book or many informations, so they gave me a homework to study by myself. When I write research essay, I'll have to find many other books and summarize all of them. During the writing time or preparing time, I could learn many things in short time. Sometimes I could learn many thing through the researching assignment.

The other thing is that I could compare many theory in same time. When we listen to the lecture, lecture is easy to attach only one theory or situation. But when I studied by myself I could learned many other theory too.

But, even I can make a misunderstanding easily.

In Korea, I haven't been returned my essay. Usually, only professor know my score and they seldom refer about that. So I didn't know how they were evaluated. Rather, after I came here, I learned the way of evaluation.

Usually, we can divide three parts: Organization, content, language use. Then I like this way. most of all teacher's comment is very helpful for me.

You have worked very hard in Korea - seems that you're doing a lot of work here too. Let's see what happens with your essay.

Throughout her WNB, Ae-Li reiterated her concern with learning, and cast herself, modestly, as a learner with her own ideas about what would work for her and how she could learn best. As a result she could often be seen to approach learning and learning situations in her own way, picking and choosing where options were given. In relation to the Writer's Notebook practice, this personal stance constituted a basic resistance. Initially, she demonstrated a less-than-willing attitude towards a new

task or strategy she perceived as suspect or confusing. This gradually grew into a critical consciousness that led her to question and challenge certain aspects, but without rejecting the task or strategy offhand.

Ae-Li went along with the practice and the use of questions she did not like or, sometimes, understand, but not without some show of resistance. For instance, she commented in her first entry of the term, "*I don't like log.*" She continued to voice her criticisms and, in the end, suggested thoughtful options and alternatives to improve "it's style". (see excerpts of entry #15 in the next section).

It seems that she gradually underwent a shift in perspective from outsider L2 learner, to established academic L2 learner, to student language teacher. This transformation entailed too a growing sense of her 'self' as an independent learner responsible for her own learning.

Reflecting on her work and problems, distancing herself more and more often from her own situation, Ae-Li began to step back and analyze her situation and her own behaviour. She recognized a need to take control of her own responses and behaviour in order to accomplish her goals. During her read-aloud of her #9 entry (see WNB text for this entry in the next section) she explained how she recalled the effects of writing the entry.

A-L: ... I can read my mind through this reading.

R: What do you mean? That's an interesting way to put it.

A-L: Um, like a mirror, like a mirror? (Mmmm) And if I didn't write down these sentences I'm just worried about maybe my mind is changed, because maybe I made a mistake to choose this topic.

Something like that. But after I write this down - my mind is not always interested in this topic? But the other problem is I always frustrated to write something through this reading. That kind of force make me uncomfortable, or changed my feeling to my topic. That's why I'll have to control my emotion. When I read something, I don't to worry about that. And then after read, I'll have to write down more freely ...

(Interview #2, July 14/92.)

The important role of affective factors in learning is at the heart of the experience logged in this particular entry. The psychological breakthrough Ae-Li made while writing it was, in turn, supported by the teacher's reassuring response. She discussed the role of such responses in helping her to relax and motivate herself during our December interview.

A-L: Yeah. Also sometimes the teacher collect them and they read and they gave me some comment. Comment help me.

R: How would they help you?

A-L: Oh, "Relax, Li, don't worry too much." or "Everyone is like that." (laughs) That kind of comment is also useful; but sometimes I have some specific problem and I'm writing about it: "I can't understand some diagram in the books." Then they tell me, "Don't worry about it. Go and see someone." and some specific comment that is helpful. It's like I write to myself or sometimes to the teacher. So indirectly we can conference each other.

(Interview #4, Dec. 2/92.)

Observing and reflecting on her own work and learning, she became more critically conscious of the quality of her efforts and the learning they brought. Her advice to herself for working on future academic essays reiterates a desire for deep learning that she had voiced on other occasions.

July 22/92.

#14. If you were to write a letter to yourself giving advice for working on a future research paper, what points would you include?

- * Chose easy and interesting topic for my research essay.*
- * Don't spend too much time to organize content (brain-storming) before start to write down some idea. Jus thinking is not helpful to write essay.*
- * I'd like to research more deeply for my essay. but it takes too long time that's why I studied only surface part of information. Chose more narrow topic.*

Where she reflected on her own situation, in contrast to that of most other students in the program, she began to view the WNB teaching strategies and agenda as responses to learner needs that differed from her own. In two of the summer interviews, she had indicated a sense of how some of the WNB prompts she found of little use were clearly important for students who were beginning work on their very first academic essay in English. By the end of the fall term, Ae-Li had begun to look at teaching and learning methodology from both points of view as she prepared to return to her studies in language education in Korea.

As the fall term got under way, resistance translated into assuming control over both the Writer's Notebook and the essay project - she made her own decisions about how and what to use both of them for, in terms of her own situation. The WPW course agenda (WNB prompts, lectures on aspects of academic writing, portfolio requirements and final draft deadlines) was used as a menu she felt free to choose from. The essay was pursued as a means for learning more on a topic of particular concern for her future studies: communicative language teaching methodology as it might be introduced into Korean education at some point in the near future. The

WNB she used as a tool for thinking through and exploring her own learning and knowledge construction processes and negotiating her own needs, purposes and ways to address them. As a result, she wrote quite a lot that clarified some key practical aspects of communicative and pseudo-communicative methods. In the end, she decided not to complete a final draft of the essay itself as it had in fact already served one of her primary purposes quite satisfactorily. (This may also have reflected the fact that she was addressing a need to work on particular academic writing skills in her 'core' class where she was getting regular feedback on final drafts of her unit writing assignments from me.)

The third WNB became entirely her own text. Ac-Li explained it this way:

A-L: I think that at the first time I just write down my feeling about the research essay and over and over I add my ideas or some respond or sometimes my summary about my reading. That's why everything is in there. I didn't divide writer's notebook in here, and then here is the reading log. I just put two of them together. And then sometimes I put summary, and then anytime — because this time it's for myself, not for teacher any more — that's why I add some of my feeling about this. I think I read this and I can't understand I just check and then let me know about it, and then...but really if I can explain more specifically, pre-research draft and reading log and writer's notebook is just combined into one writer's notebook. I don't need to divide everything. I can write some pre-research draft, and I can respond to that, behind of that. Or, I just arrange in my brain and start. But, it's pretty interesting to read again about what I write.

R: Yes, reading about how your mind was working.

A-L: Sometimes I think writing notebook is more interesting than research essay.

(Interview, Dec. 2/92.)

She explained that she had developed a habit of stopping now and then as she made reading notes or drafted a section to write a reflection on what she had realized or a problem she was having deciding how to proceed or what to focus on, and so on. Then when she went back to locate a part of the introduction or whatever, she would come across her WNB entries as well and they would trigger other ideas or insights concerning her own learning and larger purposes.

Ae-Li indicated that the WNB practice she had developed for herself had become a strategy she could carry over into her academic writing in Korea. She left with a promise to keep me posted.

Tables for her first and second WNB's appear below. In her third one, at times, it was not possible to distinguish entries from drafts or reading logs, and she had returned to Korea when I began to read that notebook; for this reason I did not attempt to chart her work for that term.

Table A-1: Ae-Li's First WNB: Winter 1992

ENTRY#	LENGTH
2	41
3	54
4	50
5	57

Table A-2: Ae-Li's Second WNB - Summer 1992

DATE	ENTRY#	LENGTH	RESEARCH ESSAY
June 18	1	127	First class
	2	120	
June 23	3	190	Pre-research draft
June 25	4	198	Library research
June 30	5	160	Reading logs
July 7	7	103	Drafting
	8	104	
July 9	9	255	Peer conference
July 14	10	164	Outline
July 16	11	L1	Peer conference
July 21	13	85	Second draft
July 23	14	61	Peer conference
July 28	15	114	Final draft

REALIZING A SENSE OF RHETORICAL RELATIONS

Throughout most of her Writer's Notebooks Ae-Li wrote, to varying degrees, for herself and her writing teacher, "*because*," as she said in our July 14th interview, "*without audience, I don't like to write.*" At times her writing became explicitly directed to her teacher as a 'particular' reader, at times to herself; and possibly, on two occasions, to me as researcher as well (when commenting on the summer Writer's Notebook practice). Always writing in the first person, representing and asserting her own beliefs and perceptions, she approached each entry in terms of her own personal

academic experience. By bringing the past to bear on the present, she sought to understand both the nature of academic work and the role/function of the Writer's Notebook itself in the context of learning to do such work. This made for a strong narrative sense of history and continuity.

Her First Writer's Notebook - *Writing without a Purpose*

In the 1992 winter term the IC25 WPW research essay project included keeping a Writer's Notebook. Ae-Li's writing teacher in that term took an unstructured approach to the Writer's Notebook practice. She simply explained that students should freewrite regularly to reflect on their experiences and learning while working on their essays, and at some point in each class would remind them to do so. Their entries were not collected or responded to during the term, but read as part of their final Writing Portfolio.

Ae-Li, like most students in that class, wrote five entries of less than half a page each in her WNB for that term. She explained to me in an interview that she had seen little value in her WNB that term and was uncertain as to its purpose. She had really taken to writing 'reading logs' on the readings she found in the library on her essay topic, easily recognizing their practical value. With the completion of her first academic essay in English of primary concern, a learning log just seemed like an extra writing task.

Those first term WNB entries were mainly concerned with 'keeping track' of what had been done and still needed doing, recognizing her difficulties and

frustrations. The final entry may, however, offer a glimpse of the deepening approach to learning that Ae-Li seemed to develop towards her studies during the terms that followed.

Mar./92.

#5

Today I stayed in library for five hours. Now my essay is almost done. But introduction and conclusion are problem. Always these two workings are hard for me. During prepare time for essay, I could learn many thing, not only information about the marriage but also endurance and responsibilty. But this working was very hard to me.

She began in that winter term writing WNB entries primarily for herself, but with the teacher in mind as summative reader of the efforts these texts chronicled, along with other writings and essay work in her Writing Portfolio for that term. Looking back in mid-July, she recalled that her uncertainty over the purpose of the WNB led her to see it as a duty, something that took time from working on her essay.

R: You said ... that last term ... you didn't like doing the Writer's Notebook.

A-L: No. ... And I think at the time it's like a river, at that time I just write something. It's like a diary? (Mmmm) "Oh, today I did something. And today this part is interesting but this part is not." Something like that. And I think if I have time to do this I'll do the pre-research draft. And then, especially, I didn't know the function of the Writer's Notebook too. That's why I didn't like it.

(Interview 2, July 14/92.)

The length of her entries for that term, ranging from 41 to 57 words, seems to testify to her reluctance to spend time on this type of writing, though there are bits of reflection and metacognitive taking stock, as the fifth entry excerpt above reveals.

Her Second Writer's Notebook - *Becoming a Critical Participant*

In the summer term, the more structured approach to the WNB with explicit prompts, regular class time set aside for writing entries and routine teacher response, offered more of a dialogic writer-reader relationship, one where Ae-Li consciously wrote both for and to herself and her teacher. Initially her writing implies a relatively impersonal, slightly resistant 'pupil to teacher, particular relationship' (Britton et al., 1975) that assumed and relied on shared interests and referents (library research, logs, bees' round dance, etc.). As they came to know each other better, there seems to be a gradual move to a more open, comfortable relationship, one of capable student to trusted tutor. By the end of term, Ae-Li emerged as a critical participant, an experienced apprentice writing to an approachable teacher and researcher to lobby for modifications in the current approach to the Writer's Notebook. The following excerpts illustrate these shifts.

June 18/92.

#1. What kinds of writing would you be interested in doing in terms of developing your academic skills?

I like research essay. It's very difficult for me but during the preparation time I can learn many thing. ... after I finished my writing, I can get a lot of new information about the writing. It was very useful experience to 'ne. On the other hand, I don't like log. That is, I don't

like immediately(?) writing. I need many time and steps for writing something. So I like research essay more than logs.

July 14/92.

#10. Are you able to express your opinions in this paper?

... In my research essay, I can't express my opinion. Well, I think it's quite hard. But I have some feeling about it. So I'll have to think about it more deeply.

I'm interested in the feeling you have.

July 28/92.

#15. What have you learned from your Writer's Notebook? Explain how or if you used it. Do you have any suggestions for doing these Writer's Notebooks?

... I really want to change this WNB's style.

One day, I'd like to write by my self about my own problem, another day ... guide writing.

And log is also very interesting writing ...

I think we need some balance of these two different kinds of writing ...

After I really understood about this WNB, I started to feel comfortable about this writing. Some kinds of topic are very useful for me.

As Ae-Li's relationship with her reader(s) and her WNB develop over the summer term, it is possible to discern movement along a continuum from expressive language to language that functions along more perlocutionary or persuasive lines. Sometimes the message is directed inwardly in the form of self-instructions or plans (see #10 above), at other times outwardly to the teacher as a report, account, indication of difficulties, and so on; or, in a case of clearly perlocutionary intent, it seems intended to influence the teacher and, likely, the researcher (see #15 above).

Her journal writing style, like her speaking style, is often somewhat curt and to the point, while seeking to maintain 'face' as a balance between modest self-assertion

and respectfulness to her teachers (even when voicing disagreement) and trying to communicate clearly in her second language. This may be part of her early dislike of *"immediatly writing"*, or freewriting in logs, where there is less time for attending to such considerations. Matters of 'face' and her cultural sense of a respectful student stance may also underlie her inner conflict over WNB prompts.

Essentially, like most students in this class, Ae-Li followed the order of the questions as given in each of the WNB prompts as she wrote her entries, despite her resentment of them. As she reported in the second and third interviews, she found it impossible *"to deny the questions"* posed by the teacher, despite the teacher's own instructions to regard them as optional. When prompted to reflect on keeping a Writer's Notebook in entry eight, her resentment of coping with the teacher's often challenging questions, as opposed to the freedom of the earlier term to choose her own WNB 'topics', is communicated pointedly through a line of personal argument that does not confront any reader directly.

July 7/92.

#8. Thoughts on keeping a writer's notebook.

To tell the truth, I don't like writer's note book. In my witer term, I also wrote my writer's note book but style is very different to this term. The winter term, writer's notebook was my choice and freewriting. So I can chose one topic (well, I'm not sure is it topic) and wrote what ever I want.

But in this term, I was leaded by teacher's question. It's very hard to me. it make me uncomfortable. When I write or prepare research essay, I usually focused on research some information in book or articles. Rather, I think this working limited my own ideas.

At this point in the summer term, she still saw the WNB as taking time from the real work of doing research on her essay, and the prompts only added to the distraction by posing difficult questions to think about. For whatever reason, her inner confusion over the value of this practice in general and feelings of resistance could not go beyond complaint within the context of the student-teacher relationship she perceived at that point. The #8 entry, above, was written on the day I took the class as a substitute teacher. The reference to the teacher in the third person, "*teacher's question*", and the fact that this entry was not handed in to the teacher for response may indicate that it was either intended for me or written for herself.

Taking Control, Making Choices

However, as the term progressed, she reported that she came to see the questions as truly optional. Even though the prompts generally continued to structure her entries, she no longer resented them. This change was also influenced by her experience writing the next entry, two days later. It was an important affective turning point in her struggle with the essay project, her studies for this term and the function of the Writer's Notebook itself. In this entry, which was also the one she selected for the retrospective read aloud session during our second interview, she brought to light key problems underlying a general malaise that had been growing over the summer term.

July 9/92.

#9. What are the joys, frustrations and discoveries you've experienced doing your particular research topic? Have you had any problems? What are you doing to solve these problems?

Well, it's very hard, and I don't even know what is my problem. In this term, I'm very frustrated by anything. I thought it cause of weather and season. Because summer is too beautiful season to study in library. Second thing is during the last 6 months I never had break time. I've studied in this course constantly. So maybe it also make me bored. The most important problem (cause) is my topic. For two weeks I found 5 books, but these book's author are the same. In this area, there are few person who studied. So it also make me nervous.

At the first, I chose this topic, because animal's language is one part of my linguistic course. So I heard about this animal language part, and then I was very wonder about this topic.

But research this topic is not easy as like I thought.

Sometimes I couldn't understand new vocabulary, and experimental table results or graphs.

These are a little bit hard to me. And then, I think there are few information about this topic.

On the other hands, I'm very enjoying this topic when I read some article. It's very interesting and incredible. Bees are very clever and their way of communication is very different. It's amazing.

I wrote some summarizes in my draft. I didn't finish whole first draft yet.

Besides, the last week, I had to study linguistics for test, so I was busy in the last week.

The loveliness of the seasons will always distract you. Then we all have other projects that engage our time. It seems you're doing your best.

She explained in our second interview how simply recognizing these problems led to the realization that they were the result of her own choices, not really very serious, and that now that the test was over she should simply apply herself and get on with her essay work. Once held up to the light of day, the causes of her frustration

seemed quite manageable. Asked about the shift in focus from the problems with her topic to the interest it held for her, she explained:

I think I can remember before I started this sentence, if Maria read this article, maybe she thinks I'm very frustrated and I'm always complain about that I didn't do anything. (laughs) "So I'm really not enjoy my topic?" So I really think about that. So I just stop from over here and then I stop for a short time and then I think over that sometimes is also interesting. That's why I chose this topic....

(Interview 2, July 14/92.)

While writing in her WNB, awareness of the teacher as 'the other reader' apparently faded in and out or sometimes occurred to her in a sudden flash. In the entry above, recalling the WNB context and the teacher as reader seems to have taken Ae-Li a step back to view her situation from another perspective, in an instant distancing, where her 'inner other' voices the question that restores some balance to the way she sees the situation and her problems surrounding her essay work. She does not want to seem like a complainer who doesn't do anything in the eyes of her teacher. Pausing to consider the impression she might be giving here led her to reflect on her initial reasons for choosing her topic on 'bees communication' and the realization that much of the time she still found it quite amazing and interesting to read about, albeit rather difficult to draw together into an effective essay. This, in turn, relieved much of her resentment and renewed her interest in resuming work on the essay itself.

The importance of this WNB entry in identifying and resolving these frustrations also ended Li's uncertainty about a purpose or value for keeping such a

journal. She realized, from writing this particular entry, that she could identify problems, work towards possible solutions and monitor her own work to clarify what she'd accomplished and decide for herself what was still needed. The prompts also gained worth in her eyes and, in the interview only five days later, she reported no longer having any problems ignoring or selecting from prompts to suit her own needs.

Her Third Writer's Notebook - "A 'Real' Notebook of Her Own"

In Ae-Li's IC30 WPW class during the 1992 fall term, some entries were written on class time, while students were instructed to write additional ones on their own time (except for Ae-Li, few actually did). The entries were also collected, read and responded to, twice in the five weeks, rather than for each class. Ae-Li, however, did not hand hers in for response.

Ae-Li explained, in the fourth interview, that she began writing her WNB that term with a peripheral awareness of her teacher as a possible reader, but mainly for herself. Any concern for an outside reader was soon eclipsed by her own inner dialogue as the writing quickly became more exploratory and completely self-prompted. She used this WNB consciously, exploiting it for a variety of purposes — finally writing, in her own words, "*a real Writer's Notebook!*" — with WNB entries occurring in among reading summaries or drafts, as she explained in our last interview (see excerpt below).

A-L: *...this term I used the writer's notebook for myself. It's like a journal, ... It's like a diary, and then I just write down whatever*

I want. And through this I could enjoy it and I get more ideas than I expected.

(Interview 4, Dec. 2/92.)

She also indicated that she had begun to write entries at times when she felt blocked, confused, or had an urge to comment on what she was doing in her research project.

This new self-directed WNB had a more conversational tone with personal asides and included some words written in Korean as well.

Her writing teacher for that term also supplied 'optional' prompts, and this time Ae-Li reported no hesitations about ignoring any questions she deemed not useful at the time. Interestingly, even though she seldom noted any of the suggested prompts at the top of the entries as she had in the previous term, she actually does seem to have used several of them. At times she wrote her own prompt at the top of an entry, perhaps making her self-dialogue, self-tutoring more explicit.

Deciding the focus in each entry for herself had become a routine assumption, but format was not a matter for concern. Some but not all entries in this WNB are identified by a "WNB" in the top left corner. Reading through the entries, there seems to be far more thinking on paper for oneself, jotting down ideas, as in this excerpt:

Nov.20/92.

It's too hard to write/research this "communicative language teaching." It's seems like they required me to have some teaching experience first before read the books. Well, I think it'll be take much longer time than I thought. Anyway it's very interesting and most of all it's very useful for me. In each pages I could learn something new, besides sometimes I could even experience indirectly through the books. They have many real examples inside so it makes me easy to understand.

Communication L T.

There are two big different possible content organization -

*First, according to the step of developing materials planning of the
Second, According to the specific language skills, ex)
listening/reading/...*

Her writing teacher reported that Ae-Li functioned quite independently during this period: checking in, joining in selected lessons and activities, coming and going in class to work on her writing and research as she felt the need. And, fully aware of Ae-Li's situation, her teacher was neither surprised, nor concerned, when she did not hand in her Writer's Notebook entries for response.

Each new term, bringing a new phase in the construction of her own notebook keeping practice, witnessed further deconstruction and reconstruction in terms of its function and design. In the final term Ae-Li began to experiment with the practice for herself, and felt she had finally developed her own approach to fit her personal context.

This development also paralleled her own growing sense of self-efficacy, purpose and identity, and responsibility for her own learning as a university student. As the next section reveals, it reflected too her increased understanding of the nature of academic work in a Canadian cultural context and how aspects of that might be transferred or adapted to her studies in Korea.

DEVELOPING A SENSE OF ACADEMIC DISCOURSE

The dominant themes that recur throughout Ae-Li's Writer's Notebooks can be used to trace some of the schema-building she carried out over the three terms she was a student at CALS. These themes evolved around her primary concern with her own

learning — initially, improving her academic English skills took clear priority, with a general interest in expanding her knowledge in areas of personal interest as secondary. But by the fall, her encounters with the group of Korean EFL teachers and the EFL Diploma course, as well as the impending return to her studies combined to focus her interests on language teaching/learning as a content area. Learning to do academic work became a means for expanding her knowledge in her field of study, rather than the subject of her study itself. She sought to develop skills and knowledge that would prove transferable and relevant to her studies in Korea.

During the summer term, her academic writing concerns included: selecting and developing topics for academic essays, researching a topic in the library, the purposes for writing academic essays, coming to terms with the time and effort involved in working on an essay, and functioning in a second language and culture.

Each of these areas usually surface in response to prompting from the teacher and/or while recording related experience. The dynamic interdependency of all of these aspects of learning to do academic work in a second language is illustrated by the way they crop up in situationally related problems.

Problem solving is often an integral part of recounting and reflecting on her past and ongoing essay work. These activities combine in a recursive process of constructing and revising her own personal working model for carrying out academic tasks like the WPW essay project.

Researching a Topic

Ae-Li initially glimpsed the relationship between developing a suitable topic for an academic essay and the realities of library research during her first, IC25, essay project. But, as she got caught up in coping with the task of reading the texts themselves, it did not get more than a passing mention in her Writer's Notebook.

early March/92.

#2.

I wrote 2 reading logs today. For me, summary and respond are too difficult. There are many same content book. First of all I summarize bride-price and preparation parts. In bride-price part there are many different examples and theory.

The topic of 'bees' communication' which she researched and wrote on during the summer term took her through some useful experiences with the library system. Of particular significance were her encounters with the periodicals indexes and scientific texts that constituted lessons she is unlikely to forget. These concerned the nature of scientific knowledge and scholarship, the limits of one library's in-house resources and how those interacting systems might enter into the choice or development of a topic suitable for an academic essay. Her entry for June 30 begins with an autobiographical summary of her learning about secondary research over the six months she had been at Carleton, and then becomes a more exploratory evaluation of the current state of her essay work.

June 30/92.

#5. Describe your experiences as you were doing library research. What were you thinking? How did you feel? What are you doing with the information that you find doing library research? What do you think you should be reflecting on?

The last term which I prepared my research essay was very hard to me. Because I didn't know how can I use library and then how can I write research essay either.

At first, I found many books through the CUBE. But it's took too long and general ideas. So it took a long time to summary main ideas and understand that book.

I remembered that time was very hard and tired to me.

In this term, I used to reference book to find articles directly.

It is very useful way to find information. I found four books (articles) to read, and during one week I read most of 'round dance' part of all books. Most of books have almost same ideas but they described differently.

After I read, I copy a summary main informations and wrote down name the book and pages too.

Well, now I have some problems. First I'm wondering my topic is enough to write research. When I found new info, over and over I could find there are only few info about my topic.

Perhaps one of the key realizations she came to during this experience was that there are no easy answers, that research is a time-consuming process that often leads in unexpected directions, especially when you have little personal background on your topic. The discovery that a topic could be practically the sole domain of one researcher was another piece of the puzzle she stumbled on and mulled over in three entries before she was able to accept it as a fact to be reckoned with. In the last entry of the three, she wrote: "...research this topic is not easy as like I thought." In our interview the following week, thinking back to when she wrote that reflection as we commiserated over the frustrations of library research, she laughed and commented,

Okay, is different than my expect. That's why I'm dispressed. Okay, I found what is like research.

(Interview 2, July 14/92.)

Four months later, her reflection on the material she had found in her research on communicative methodology thus far read: *"I think it'll take much longer time than I thought. Anyway it's very interesting..."* (Nov. 20/92.) What had been a cause for depression had become just one of the things involved in doing research, one that could easily be balanced by the joys of pursuing new interests.

The simple but rather elegant solution she arrived at for her research problem in the summer was not discussed in her WNB, but appeared in the semi-final draft of her essay: she revised the focus of her essay to highlight the research of the one person who seemed to have the field to himself. Taken separately and out of context, her WNB entries can only offer some of the necessary information for piecing together a picture of the learning as text-construction she had carried on in the process of writing that essay. As in other cases, the problem-solving process here, could only be seen by reading the notebook in tandem with the other related essay texts.

But such was often the case: problems were identified in notebook entries and then solved outside of it. Ae-Li, like most of the other volunteer participants, confirmed a number of times that realizing, identifying, recognizing problems that she otherwise might have overlooked while doing the actual essay work was a key function of her WNB. She had first discovered this for herself while writing the ninth entry (discussed and excerpted above) in her Summer WNB and mentioned it again in our last talk together.

A-L: ... But if I'm very tired and if I just think about I'm tired and I don't want to do anything — for a long time I'm just frustrated and I don't do anything. But if I write down just something, even

the focus, and then I can get "Okay," — automatically I found something, what is my problem.
(Interview 4, Dec.2/92.)

Building Knowledge and Schema

Another theme of Ae-Li's notebook is her interest in essay writing as a means for expanding her knowledge of content areas and academic work in general. The schema-building that she did can be observed from her own reports of newly acquired knowledge and from the problems she identified and worked on in her notebook entries.

In her first term she summarized recent discoveries in general terms, *"I could learn many thing, not only information about the marriage but also endurance and responsibility."* (Mar./92.) But for the summer term, the focus was on the nature of essay work, sprinkled with references to the her growing understanding of her topic on 'bees' communication'. The latter usually appeared as parts of an ongoing record of the reading notes she was making. Some of the excerpts above and the ones that follow offer illustrations.

July 7/92.

*... I found new book and I wrote some reading logs about round dance.
 ... Until now, I found 4 books, among them three of them written by one person. Name of book and publish year are different. But main idea is very similar.
 I tried to find some other books but in this library but I couldn't find.
 And then tail-wagging dance part is very difficult to understand. There are many tables and graph which experimental result so I need more time to understand that.*

July 14/92.

... When I start write draft, I always think organization of content, but it is also to be changed by conference or my mind. For example, if I write bee's communication I think some plan. It's not accurate but it help me to write easier.

1. Intro - Background, general idea about animal's language ...

2. Body - 1) round dance

** Find some resource*

** Come back to the hive*

** Share*

** Dance*

2) tail-wagging dance

** distance*

** direction*

3. Conclusion ...

The outline in the last excerpt was a simplified version of the most recent one she had done while working on her first draft and illustrates what she reported to be the most important function of her WNB during that term - stopping to check her work-in-progress in terms of the whole, at the macro level.

R: So what value did you get from the Writer's Notebook? Did it help you at all?

A-L: Um, first I can have time to consider about the whole my research working. Um, if I don't have this kind of time, I just continue to keep going. After I finish about that, I don't think about that. ... But if I write notebook, I can see the whole thing ... and then I can consider about the, oh, its working from now, until now.

(Interview #3, July 28/92.)

With the fall term, her attention turned to a concern with building up knowledge and skills that she would be able to apply in completing her education degree in Korea. Accordingly, her WNB involved a more focused exploration of her

research topic itself (communicative language teaching methodology) beginning with her existing knowledge and then in terms of her own responses to what she was finding in her research reading (see entry for Nov. 20 in previous section). This was in direct contrast to previous reading logs which, for the most part, entailed copying key excerpts directly from the original source texts.

Writing with a Clear Purpose

Following her own advice in a summer WNB entry, she was finally pursuing an 'easy' topic she could delve into more deeply and focus on more narrowly — that is, one for which she had sufficient background knowledge to provide a basis for interpreting new material and integrating it into her own scheme of things. In the following entry excerpt, Ae-Li's explorations of her existing knowledge led her to the possibility of researching ways of adapting communicative methodology for the Korean system of education.

Nov.12/92.

Until now, I couldn't decide my specific topic. After I met Adrine, I decided to research about communication approach area. But I didn't find how I'm gonna develop this topic. There are several possibilities. First one is I just focus on what is communication approach. ... Second idea is I'll research how the western education system was changed to communication approach. Well, it sounds strange, even for me. That means, maybe 10 years ago in this western (North America), they had same problems as Korea and other Asian country. So if I find some book which 10 years ago I could find how could I apply this method in my country. I heard, even in here they had many argument about this methology but nowadays nobody against about this method. Personally, I believe we (Korean) should change our present language teaching

method as soon as possible. Grammar base teaching should be changed to Communication approach teaching.

A few days before this, Ae-Li had come to my office to discuss her research topic. Recalling that discussion, the entry above strikes me now as an result of tutor scaffolding leading to self-scaffolding.² Having bounced ideas around in my office, she was then able to go off and pull them together for herself, making new connections between aspects of her own existing knowledge and comments and suggestions I had made in the process of thinking it through on paper.

By December, as she prepared to return to Korea, she was often considering both sides of the learning/teaching equation. In our interview at that time, Ae-Li began to discuss how she would implement the WNB practice with her own students. The following entry excerpt reveals that, as a student teacher, she was becoming an academic writer with an interest in participating in the Korean language education discourse community.

Nov. 22/92.

... In/through this essay, I really hope that this essay/effort could contribute to Korean new education evolution. ...

Moreover, the nature of academic research and the value of academic essay work, as a tool for her own learning, were becoming increasingly important concerns for Ae-Li. She seemed to realize this more clearly as her sociolinguistic competence

² 'Self-scaffolding' is a speculation here. It might have merited looking into more closely if Ae-Li had not left when she did. But it seems to be supported to some extent by comparison with her retrospective read-aloud on her Summer entry #9 in the second interview (first section of this chapter).

gradually expanded and enabled her to interact more successfully and view herself as someone capable of contributing within an academic community.

SUMMING UP

The WNB became a meaningful, self-selected writing tool for Ae-Li by the end of the fall term. Her experience raises some questions about the problems students may face the first time they encounter such a journal practice. However, many students in this class, and in others before it, have been able to negotiate its use quite effectively. Nevertheless, teachers need to monitor for those who, like Ae-Li, find it difficult to sort out at first.

Ae-Li's case illustrates too the importance of leaving room for resistance on the part of the student writer struggling to develop her own approach to writing to learn and arrive at a critical understanding of academic discourse in a particular context. There seems to have been a significant relationship between her ongoing resistance to the 'style' of the summer WNB and her growing commitment to developing her own 'real' WNB in the fall term. Such resistance, treated with respect in a student-teacher dialogue, would seem to offer one means of negotiating stance taking and critical consciousness.

CHAPTER VI: An Overview of the Class WNB Practice

This section presents an overview of the WNB practice among the sixteen students (out of 20) in the summer IC30 class who gave permission for their work to be used for research. My purpose is to gain a wider perspective on this journal practice at this point by situating the WNB experiences of Khim, Sam and Ae-Li within the larger context of the class experience — to step back, distance and look at the practice in terms of meaningful patterns across the entire class as it compares and contrasts with the findings in the three case studies.

Khim, Sam and Ae-Li each brought different learning agendas, abilities and approaches to bear in their work on their essay projects and the companion Writer's Notebook journal practice. These differences can be observed in their different perceptions, purposes and uses for the Writer's Notebook during that summer term. The rhetorical relations, stances and knowledge they each negotiated and/or conveyed in writing their WNB entries confirmed their individual differences while revealing variations on common functions and features of writing to learn in journals. It is these variations on commonalities and problems that cropped up in this journal practice that are of interest in this chapter.

Comparing their experiences with those of the other students in the class offers a basis for making tentative generalizations about the how these journals/learning logs may function to enhance learning and the potential benefits and pitfalls of this practice, for future consideration. Excerpts from several of these other students'

WNB's which evidence the range of variations on these commonalities are therefore presented and discussed to confirm and clarify the Writer's Notebook practice for the 1992 summer IC30 class.

As mentioned earlier, the range of English language abilities and needs across this class was quite broad. Some of the students were well beyond the IC-30 level, and two of these were still in high school. Consequently, this situation offered an opportunity to see how more advanced ESL learners, some of whom were also relatively experienced academic writers in their L1, would respond to this practice. Their WNB's, when compared to those written by students with less writing experience and/or ESL abilities enrich an overview of the WNB practice.

However, as it turned out, even with these outliers, the class as a whole reflected much the same general range of experiences with the WNB practice as was seen in the three case studies, with the exception of Sam's focus on closely monitored written language practice. A close reading of the WNB's for the entire class, in light of volunteer interview data and casual feedback from other students seems to indicate that students in this class did not monitor the writing in their notebook entries to the extent that he did. That is, practising correct written English does not appear to have been a primary WNB focus for most students.

Whereas the case studies were focused on explicating unique aspects of each student's learning experience and personal knowledge construction in the WNB, this chapter is concerned with the nature of WNB journal writing seen across this class. What common features and functions can be seen in the Writer's Notebook? What

variations, range of possibilities and problems were found in this ESL/EAP journal practice? The WNB journal practice is aimed primarily at facilitating learning to do academic writing in L2. For this reason, the aspects of the journal writing that may assist work on the essay project and/or play a transitional role in developing written academic discourse ability are of central concern here: rhetorical relations, cognitive-affective functions/processes, and types of written discourse representing different modes of thought.

This framework omits the explicit focus on the particular types of personal construction of academic discourse knowledge and schemata that was seen in the case studies as these are largely echoed in the WNB's written by most of the other students. This epistemic aspect of the Writer's Notebook can, however, be observed in the content of the entries that are included here, often in the form of their concerns about various aspects of academic writing.

As seen in the case studies on Ae-Li and Khim, there are common academic writing concerns but each student tends to focus attention on particular ones which become dominant themes or topics across entries (or even recurring across notebooks written by returning students). The most common concerns include facets of topics, research, audience, organization, self-expression, language, and learning. Some students also write about their writing process or their feelings on occasion, or sometimes at length. Various instances of these student concerns can be seen in the notebook entries excerpted throughout the sections that follow.

RHETORICAL RELATIONS

Student writers seem to have enacted a range of discourse situations in their Writer's Notebooks for this summer term. But the predominant rhetorical relationship implied in the majority of WNB's at this level approximates what Britton et al. (1975) termed "pupil to teacher, particular". In this relationship, the student positions herself as a student academic writer, a novice writing for herself and for the teacher as a particular reader. The teacher is perceived as an interested, concerned reader within a shared context of situation, one poised to offer advice and guidance. This stance reflects the level of experience and ESL ability most typically found among students who test into this level, as indicated in Chapter II.

Within this type of relationship, varying degrees of self-efficacy, levels of commitment, determination and responsibility can be seen. Interviews with two of the other volunteer participants confirmed the impression that they both had realized this dual 'particular' writer-reader relationship with both the teacher and themselves as readers within the WNB. Yet these students differed from one another and from others who positioned themselves similarly, in terms of the affective factors indicated above.

For instance, Khim, whose early summer entries reveal this basic stance, indicated far greater self-efficacy and sense of situatedness than either of these other volunteers. The following WNB and interview excerpts for one of these volunteers offer an added sense of this category. This student was a recent high school graduate from Thailand in his second term at CALS. He had only recently made an initial

breakthrough in essay writing; and, despite new interest in developing his academic writing, he still experienced considerable apprehension and confusion over the nature of academic discourse. This student wrote extensive expressive, exploratory entries and open logs readily discussing his work on his essay, at ease with the teacher whom he knew from the previous winter term.

June 18/92.

#1. What kinds of writing would you be interested in doing in terms of developing your academic skills?

In my personal about writing by now, I really interested in academic writing in any kinds of them that would help me to improve any area of my skills and to be able to test CAL Test and use in University study. Research paper is the one in academic I would like to do in this term, my problem is I alway get something like stug in my brain while I going to write about my topic. I can also understand all of the contents in topic that I searching for but while I write I can not express my idea which I want to write. After that I alway think about this problem and afraid to write some papers. That like I can not be able to write something in my own word but I start to write summary after short story and develope to esay but anyway I'm not good at it. In this course in writing process I expect to have a lot of work in academic esay, research papers to develope in my skills, strategies to writing. And also I would like to know how to espress my idea and put in my own words. And also I interest in Economic skill area too.

Now that you have begun to freewrite so well, you can freewrite the ideas that get "stuck" in your head. Don't be afraid, you have "writer s block". All I can say now is that reading is very important.

A: I always stuck when I'm beginning. You say "Okay, we going to do a research essay in this term." It's like tomorrow I have to hand in the freewriting to Maria, about my research essay. It's like I have no idea about it. What kind of topics. ... I have no idea about research ... I don't know what I'm going to write, how is introduction look like, how is the content look like, how can I get information from the book... if you read the whole book, what I'm going to put in my content? I have no idea. ... I know the meaning of academic research, but I don't know how to do that.

(Interview #1, June 22/92.)

Also within the range of student profiles found in this class, more proficient and experienced students seemed to assume other types of rhetorical relationships within their WNB's. A small group of students, some with one or two years of university or recent degrees from their own country, came across as more capable, confident student writers writing both to inform their writing teacher as a particular reader and to sort things out for themselves. These students readily focused on what they would and could do to benefit their own learning, and were able to find a suitable topic quite easily. They seldom requested advice or indicated worry explicitly.

Excerpts from two students are given here to illustrate WNB's among writers in this group. The writer of the first one is seen developing the focus of her essay right from the start in her first WNB entry. She continued to use her entries to discuss ideas for developing her topic throughout her notebook. The second student, writing in the second week of term, evidences a solid start on hers, but her tendency in her WNB was to address research and organizational concerns rather than the actual topic itself.

18/6/92.

#1. I am interested in writing research report about American culture in 1960. Because in 1960 many interesting phenomenons had been revealed in America. For example Vietnam War, J.F.K., Feminism revolutionary, Hippy, etc. I think since 1960 American culture has changed so quickly and in results they have many social problems nowadays.

I hope I can research this topic using much good materials in Canada which belongs to North America. And specially I'm interested in Hippy and Vietnam War. Because still now some young peoples try to resist their society wearing clothings like Hippy, and in some way I have some sympathy for them.

OK — where will you begin to read and what ideas do you have about connections?

June 23/92.

#3. ...I'm very interested in Environment, and I already reserched about ozone depletion and recycling in the last term, so now, I want to try to reserch about environment from another point of view, that is the "Weather". ... I can expand my knowledge about the environment from reserching this topic.... About my pre-reserch, it was just the free writing. So there was not so much information and no opinion. But I can develop this pre-reserch into my final reserch.

A third type of relationship can be seen in the WNB's of two of the graduate students in the class who had strong English skills. They wrote as expert student writers fully engaged in discussing their topics and ideas about learning, research and academic writing with the teacher as an interested consultant and advisor, bordering on a colleague at times. To some extent their stance resembled Sam's. However, they had both elected to do the intensive program for their own purposes, and had none of the pressures from TOEFL requirements Sam reported. They seem relatively at ease writing in English, for their entries often come across as more exploratory, more engaged in addressing topic and discourse concerns in relation to this particular essay project and its bearing on their own learning agendas.

June 23/92.

#3. How did you do on your research topic? ... advantages and disadvantages? ... pre-research draft?

I wrote a draft on my reseach topic, nutrients. The advantage by doing reseach about this topic is that it could be usful for my futher reseach and maybe job. At my current work, I can do such kind of reseach, because I'm working in the different field, which is dealing with Microorganisms. So I'd like to take advantage of taking this course

to study about my interest. When I reread my draft on my topic, I think I can't focus on a certain point yet, that is I'd like to explain about the intake of Calcium. I'd like to talk about a proper diet. I'd like to study about the function of Vitamins in the body, and so on. I'm not sure which one should be chose. As you said, if the topic that I'm going to focus on is too big, I might not be able to write a good reseach paper. I'm afraid that it may happen. So I have to think about wh. h topic is most important and most interesting for me. ... I'm willing to talk about value of nutrients in food.

When you said calcium, I thought about osteoporosis — This is a topic that is very interesting to women right now. Do many women get osteoporosis in Japan? What is the source of calcium for the Japanese — is it shell fish? Your topic is very interesting.

June 30, 1992.

#5. Describe ... library research. etc.

... If we haven't any specific question, going into library hasn't any useful results. In the mean time I haven't decided on my research interest in our English class. If I want to select a topic in my major field of study, it hasn't any positive effect on my English learning, and If I want to select another topic in a general field, it may be too general to deal with in a short time research period. In library research I encountered eventually with some books & journals about computer, I think it may be possible to do a short research on computer science. My decision may be confirmed in this week. ...

Well, at least you learned something about where to find the information you require.

Within the framework of journal prompts and regular teacher responses, the rhetorical relations in this WNB practice also involved degrees of dialogue that appeared to reflect the writers own changing awareness of the teacher as a reader and the purpose at hand.

Degrees of Dialogue

As discussed in Chapter I, dialogue journal studies done with children (Staton et al. 1988, Kreeft Peyton et al. 1991) have speculated on the role of such journal writing in bridging the transition from oral to written language competencies through engaging in written dialogue practices. In a more structured journal practice which includes teacher prompts, like the WNB, the dialogic qualities of the written exchange between writer and reader are constrained by the tendency towards a limited three-turn interaction. Nonetheless, there are similarities in terms of language use and possible transitional benefits from the hybrid blends of oral and written discourse that interactive journals seem to foster.

In the context of these interactive exchange journals, the WNB three-part prompt-entry-response segments often seem to convey qualities of spoken discourse and a sense of dialogue between the student writer and the teacher as prompter/reader. At times the interaction is signalled explicitly, while at other times it is merely implied. As the case studies revealed, in some entries the teacher is addressed in the second person (explicitly or elliptically), where asides, questions, or changes in focus are signalled with gambits. The phrase "As you said," in the second paragraph of #3 sample entry above signals that the teacher was being addressed directly, for instance.

A sense of implied dialogue often accompanies a personal or informal tone combined with clearly signalled turn-taking in tandem with the questions in the prompt. The excerpts from this student entry illustrate this type of pattern. Keywords in the prompt questions and the student excerpts are in bold here to highlight the

pattern. The teacher's response below illustrates too a third turn in the intermittent, three-turn conversations that this journal practice seems to support.

#3. How did you decide on your research topic? What are the *advantages* and *disadvantages* of choosing your own topic? What do you think of your *pre-research* draft?

I found my topic from TIME magazine...

The advantage of choosing this topic is...

And the disadvantage of choosing this topic is... now, I can't imagine the disadvantage of it. But perhaps..

About my pre-research, it was just the free writing. So there were not so much information and no opinion. But I can develop this pre-research into my final research.

Your pre-research should tell you what you know about the topic - It gives you an exact idea. Try and use more academic sources than Time Magazine. I will help you find some.

Few students ever ignored all of the questions in a prompt, though there were instances where one or two were left without response. On occasion, students clearly reformulated a question or interpreted it in terms of their own situational priorities. The student who wrote the entry below may well have done either of these to respond as he did.

7 July 1992.

#8. "Thoughts on keeping a writer's notebook."

Since I was starting to do this research essay, I did not know what topic I want to working on. So after that I found my topic that is blues. I know this topic a bit because I also the one who play music and like to listen to. But I've never known in the deep side of blues. First time my topic is so big and I just read books about that in general. So after that, I was thinking about how to narrow it down and I narrow my topic down to "Where the blues was born" which I can focus on one

thing in this topic. I started to read in this area and on the other hand I wrote about what I have read. So I moved on to write draft and keep information that I have read before. And right now I start to organize my information and put them together.

The possible degrees of dialogue seemed to be constrained in this journal practice by the prompts that, despite the teacher's intentions, imposed regular topic shifts and may have pre-empted any further elaboration on some topics or points. At the same time, it may be argued that these teacher-initiated topic shifts enacted an interactive teaching agenda that left room for teacher input and control. However, clearly the expectation that students would treat a teacher's prompts as optional suggestions, especially where the entries were to be read and responded to by that same teacher, was naive and bears reconsideration in future applications.

For most students, only entries #14 (self-instructions for future academic essay work) and #11 (in L1) appeared to exclude considering the teacher as reader, though not in every case.¹ There is no clear-cut pattern whereby students begin with a sense of the teacher as an outside third person reader and gradually shift to a more direct, second person dialogue, as seen in the single case study by Persi-Haines (1990) of a student learning Italian. Rather this group of journals confirm individual differences as found by North (1986) among his three philosophy students. No doubt more careful research using various sorts of protocols is needed to arrive at a better understanding

¹ Some #14 entries evidence problems with perspective that suggest the writers found it confusing to be asked to write advice to themselves after writing entries with the teacher in mind for several weeks. Li's fourteenth entry is an example of this.

Also, Khim indicated that she had the teacher in mind when writing her L1 entry which concerned rhetorical differences she had noticed between Mandarin and English.

of the dialogic factors at work in these types of prompt-entry-response journal practices.

Changes in Rhetorical Relations

Over time, as seen in the case studies, the rhetorical relationships and writer's stance observed in each WNB undergo some changes for most students. These changes seem to reflect both the growing sense of shared context, concerns and meanings between student and teacher as well as each student's developing sense of identity — "remaking" (Cooper, 1989:7) the genre, processes, values, etc., for herself and negotiating a sense of 'self' and self-efficacy within this 'academic-like' context of production.

For some, like Sam, this change involves a move from a fairly formal, impersonal stance to a more informal, personal one. This may reflect the process of becoming more acquainted with the teacher and the class's informal, North American workshop climate. For others, like Khim and Li, the change stems from an increased understanding and awareness of academic writing in L2, as they move from being inexperienced novices seeking preliminary instruction to informed student participants with a critical approach to their own learning and writing in this second culture. Either way, students may be seen to be writing themselves into a new community, negotiating and reconstructing the canons of L2 academic discourse practice for themselves.

The first type of change apparently hinges more on unfolding personal relations in a classroom community with passing time. But the second change seems to come as 'epistemic' learning, reflection and greater awareness foster increased self-efficacy and lower apprehension. It is difficult to determine how aware students actually became of the stances, relations and abilities they conveyed in their WNB entries; but, judging from interview data and some of the more explicit entries, it is clear that these elements did not escape notice entirely as they sorted out problems and gained more control over their own research and writing in L2. This may be seen too in journal entries in this chapter and in the case studies that reveal implicit or sub-conscious awareness of discourse elements like audience considerations, supporting an opinion effectively, locating and utilizing suitable sources, clarifying a topic focus, criteria for an effective introduction or conclusion, and so on. Thus, students position themselves as learners with academic writing tasks and problems to solve within the context of their WNB journal entries.

LINGUISTIC, COGNITIVE AND AFFECTIVE FUNCTIONS

As an integrated tool for learning to write, the WNB can be seen to serve a range of linguistic, cognitive and affective functions as interdependent aspects of learning. The process of writing freely on aspects of work on the essay project in the WNB provided meaning-focused writing experience in the form of extended writing practice in the expressive mode involving a significant range of cognitive-affective functions.

Problem-solving seems to ensue as a key function of keeping track and monitoring the state of affairs at a given point in a process. Taking time out to recall and give a written account of their experiences seemed to help most students to consider their existing skills, knowledge and previous related experiences, allowing them to recognize their strengths and weaknesses. Any of these processes might lead to identifying problems, strategies and even solutions concerning work on the essay.

Many reported that their WNB helped them to maintain a clear sense of the whole project and where they were headed at a particular point. Others also felt that at times it helped them to discover new ideas and connections, and to develop confidence and a growing sense of ease writing in English.

As seen in Ae-Li's experience writing her #9 entry ("joys and frustrations"), students sometimes address affective problems (such as self-discipline in the summer) that have direct bearing on their essay work. It seems that, even if clear solutions cannot be found in the short term, simply recognizing the existence of such problems and the role they play can reduce them to manageable proportions. In addition, the teacher can attain a fuller appreciation of a student's needs and priorities from entries of this sort.

For some, their WNB became their primary opus, where their essay itself petered out or took on a different purpose (as in Li's fall term essay project). Among the more English-proficient learners in this class were two sisters from Sweden spending their summer vacation to improve their English before their final year of high school at home. They were very bright, hard-working students, but indicated that

they felt somewhat out of place at times in a university setting. An unpleasant housing situation added further stress to their stay in Ottawa. Despite the lively and warm group dynamics of the class, these distractions left them unable to focus much energy on the essay project itself. However, they both found the WNB and their 'core' journals to be valuable outlets for addressing both their personal problems and academic interests. They each wrote lengthy, discursive and often exploratory WNB entries that gave them ample opportunity to engage in written English regularly where they might not have done had there only been the essay (and other 'assignments') to work on.² Moreover, the WNB seems to have kept them on track to completing at least one draft of an essay in the end. While the primary function of the WNB for them was therapeutic, in serving their affective needs it facilitated their writing as well and thus fulfilled a range of interrelated language learning functions.

The linguistic, cognitive and affective functions of the WNB practice seen in this ESL/EAP class parallel those of other journal/learning log practices in a number of ways. In responding to the WNB prompts on aspects of the work on the essay project, the students in this IC30 class, like students in other journal studies, can be seen recounting and reflecting on their knowledge and perceptions, explaining, questioning, stating opinions, asking for advice, posing and solving problems, identifying strategies and discourse concerns and discussing other aspects of their course work. These functions seem to arise readily when writing informally about one's own experience for oneself and with a teacher/reader in mind. Moreover, the

² It was not practical to include samples of their rather lengthy entries here.

types of writing students can be found doing in these informal, expressive journal-logs offers yet another source of learning to write in a variety of modes that may also serve incidental learning in general and academic written language development in L2 in particular.

WRITTEN MODES OF THOUGHT

As reported in other journal practices, learners are encouraged to freewrite in the expressive mode, focused on meaning, to explore and communicate ideas rather than polish their written language use. Most students reported doing freewriting in these journals, and the WNB entries for the class read, for the most part, like freewritten accounts rather than carefully monitored writing samples of L2 writing. As seen in the case studies, these personal accounts moved through a range of narrative and paradigmatic or essayist modes

Bruner describes the "narrative accounts" of Emily, the child whose language development was reported in *Narratives from the Crib* (Nelson 1989) as "autobiographical narratives about what she had been doing or what she thought she would be up to tomorrow" in which "[s]he was not simply reporting: she was trying to make sense of her everyday life" (1990:88-9). He goes on to identify how she eventually incorporates sequence, canonicity (ordinariness "as a background for explicating the exceptional" (91)), and personal perspective into "the push to narrativize her experience" (93). Eventually, problem-solving becomes what Bruner terms an "obligato", an essential imported genre in her narratives (94). He sums up

what he sees as the symbiotic relationship between narrative and the more "paradigmatic" mode of problem-solving this way:

It is not that narrative and paradigmatic modes of discourse fuse, for they do not. It is, rather, that the logical or paradigmatic mode is brought to bear on the task of explicating the breach in the narrative. The explication is in the form of "reasons," and it is interesting that these reasons are often stated in the timeless present tense, better to distinguish them from the course of events in the past (94).

Students write their WNB's in a range of narrative and expository modes. The two are often interwoven in a multimodal process of recounting and interpreting their research and writing experiences, constructing and reconstructing their own representations and understandings of the topics, tasks, skills they are struggling with in this situational context, and often extrapolating to future situations.

But the dialogic nature of the WNB makes for an interactive collaborative narrativization on the part of the writers and readers as participants in the dialogue. The prompts themselves presume, and thus scaffold, narrative and paradigmatic realities. They regularly query: a course of events, both canonical (ordinary) and exceptional in such an academic context; a personal perspective; and "reasons" that might logically explain new experiences and interpret things in relation to the ways they are 'supposed to be' within this particular discourse context. For instance, prompts include questions on How will you do/are you doing/have you done X? What is the purpose of X? What do you think of X? and so on.

Moreover, the context of production — shaped by the fifteen minute time limit, the prompts often comprising two or three questions that seem to imply conversational

demands, and the communal freewriting ritual with the particular teacher/reader 'there' to add to a sense of direct interaction — would seem to have much to do with the sometimes fragmented and often oral quality of the mix of rudimentary narrative and exposition in these written accounts.

It is not surprising that narrative would be the underlying mode of thought in a practice where writers are asked to reflect on their experiences while working on a writing project. Narrative seems to arise naturally out of recounting experiences during a process of working on a research paper, especially with an 'other' reader somewhere in mind, and right 'over there' if you happen to look up. Writing and reading about one's own experiences further enables distancing and reflection on the nature of those experiences.

Time and sequencing can often be seen as the basis for coherence in such entries, with plans for the next step (often as the solution or strategy for solving a problem realized in the recounting of events) forming the conclusion to that instalment in the ongoing saga of a research essay. An operational test for narrative might be whether an entry or passage could be given a title such as 'How I found my topic focus' or 'How I came to realize my audience'. Khim's ninth entry, which appears in the third section of Chapter III, contains two narrative anecdotes, not unlike those often overheard in student discussions about their school work. One of these recounts a discussion of audience, during one of our interviews, that changed her perception of her reader and her purpose for writing the essay.

Various degrees of distancing may be implied depending on how the writer, as the protagonist in a sequence of events, positions herself in terms of time and level of self-awareness. The use of the past tense allows greater distancing and reflection that often bring evaluation, as can the future which is of course used in planning. The present tense may convey an immediate, ongoing exploration of meaning, reveal a level of generalization concerning 'canonical' ways of doing things, or indicate what the writer perceives to be factual knowledge or logical explanation. Entry #8 in the first section of this chapter shows an example of a student narrating an overview of his work to date on his essay on "the Blues" — mainly using past tenses — looking back, evaluating his own progress as he readies himself to assemble a complete draft.

The example below, from a more advanced student, contains a far more focused, specific recounting of recent and ongoing events that, in turn, enables more insightful, concrete problem-posing and -solving work than seen in the one mentioned above. I have bold-faced the past tense verbs and underlined the present tense ones to emphasize them. The use of present and past tense modals in the last paragraph of this entry seems to evidence evaluative thinking on paper as part of the problem-solving process.

July 9/92.

#9. What are the joys, frustrations and discoveries you've experienced doing your particular research topic? Have you had any problems? What are you doing to solve these problems?

*I've got some very academical books about my reseach topic. I **started** to read them, and I actually **found** relationship calcium and neurotransportation. But I **couldn't find** any article which describe that calcium can sooth the exciety. To tell the truth, I **didn't have** enough*

time to read all the book and I'm not patient enough to organize all information. Indeed, I don't have so much information on my topic.

I tried to look for journals in the periodical. But no book explain that kind of topic. I found that my topic is not populare or its not well-discussed.

So I'm thinking about changing my topic, unless I find any way to write an essay on my current topic in a few days.

*I **should have chosen** my reseach topic at my work. It **would be** useful for my business. Maybe I will change topics. Calcium (the effect on the nervous system) to immunological topic?*

It seems that you have done a lot of work and I don't really understand why you feel you must change your topic now.³

Such personal narrative accounts bring some of the underlying cause-and-effect and process propositions to light, whether recounting events that have given rise to writing concerns of either a micro or macro discourse nature (eg. "calcium and neurotransportation", or how "well-discussed" or viable a topic may be), or somewhere in between. Writing and reading their own autobiographical accounts can take students through a "doubly narrative" (Bruner 1986:112) and doubly interpretive or hermeneutic (Phelps 1988) process that may help them to distance themselves from the events, evaluate the situation and gain a clearer perspective, allowing them to assume some sense of control over how to proceed.

I would like to propose that narrative may also operate in another way in the WNB on a potentially interactive macrotext level: as a glimpsed sequence of personal states or related concerns lying like an unspoken plot line or recurring theme waiting

³ The teacher's response here is not only a reaction to the student's own self-admonishments in the first paragraph, but also reflects the fact that at this point there were less than three weeks left to complete the essay.

A resolution test chart featuring several groups of horizontal and vertical lines of varying thicknesses. Each group is accompanied by a numerical value indicating the resolution. The values include 1.0, 1.1, 1.25, 1.4, 1.6, 1.8, 2.0, 2.2, 2.5, 2.8, 3.2, 3.6, 4.0, 4.5, 5.0, 5.6, 6.3, 7.1, 8.0, 9.0, 10, 11.2, 12.5, 14, 16, 18, 20, 22.5, 25, 28, 32, 36, 40, 45, 50, 56, 63, 71, 80, 90, 100, 112, 125, 140, 160, 180, 200, 224, 250, 280, 315, 360, 400, 450, 500, 560, 630, 710, 800, 900, 1000, 1120, 1250, 1400, 1600, 1800, 2000, 2240, 2500, 2800, 3150, 3600, 4000, 4500, 5000, 5600, 6300, 7100, 8000, 9000, 10000.

MICROCOPY RESOLUTION TEST CHART

NATIONAL BUREAU OF STANDARDS

STANDARD REFERENCE MATERIAL 1010a

(ANSI and ISO TEST CHART No. 2)

to be narrated in the mind of anyone who reads through several entries or the whole set.

For instance, a student may be particularly concerned with negotiating an understanding of audience, the nature of library research, the use of source materials, or what makes an effective introduction in academic writing, and so on. Such problems often require several weeks or perhaps the entire project to see changes or improvements. These excerpts from one student's notebook illustrate the 'writerly' potential for this type of recurrent narrative reflection on the part of the reader.

June 23/92.

... I already reserched about ozone depletion and recycling in the last term, so now, I want to reserch about environment from another point of view, ... I want to know the reason of the strange weather ... this topic is about my interest so I can expand my knowledge about the environment from reserching this topic. Now, I don't know about the weather very much, so it is the good chance to know it. ...

June 30/92.

... using library books, I found that I could get many new information that I didn't think (know) before. It means that I can expand my knowledge in doing research about one topic. And I can connect the new information with my original question. ...

July 2/92.

... it is difficult to choose which information are useful for my topic, in many books. Now I have borrowed 3 books. And I'm trying to find out good information. But it takes long time. ...

July 7/92.

... There are too much information, so for me it is the most hard task to choose which is the best information for my topic. But any way, I'm very interested ... And from now, I'll make my own idea, opinion, etc. I haven't made my own idea yet.

July 16/92.

#12. At first, I thought I just wrote about the strange weather's effect and its cause's information. Of course, I'm writing about these things. But I found it is interesting if I add the idea what we can do or what we have to do from now. So, I'm trying to add this information as my own idea. And, the idea that I write about the 3 main factors which caused the strange weather has not changed. But, in addition, I write the connection among these 3 factors. Because these are interact each other in complexing way.

So, at first, my main point was almost about the strange weather". But, now, my main point is "what is the cause and what we can do". So why I changed? Because when I was reading and researching about this topic, I got lots of informations about my new idea. And I could develop my original idea to the new idea.

These excerpts illustrate two related themes that may be 'read' or 'narrated' as this student's WNB unfolds (culminating in the retrospective twelfth entry above): 1) her efforts to locate and utilize sources of information on her topic, and 2) the transformations her approach to the topic underwent as she struggled with the research material to arrive at her own expanded ideas. By following such threads through a student's consecutive entries, the teacher and student can both maintain a sense of a learning process ongoing with work on the main writing project.⁴ Alternatively, it is also possible to monitor for problems that recur as unresolved troubles or dilemmas and take steps to intervene where needed.

Where problem-posing occurs as a function of freewriting it may appear in an incomplete narrative account. These accounts consists of the significant events (internal or external) that shape a particular problematic situation with the resolution or possible direction for finding a solution merely implied or hoped for in the near future.

⁴ The teacher and several students reported finding the WNB's useful in this way.

For a teacher, such accounts can often read like indirect requests for input, advice or help of some kind. The entry and response below, taken from one student's WNB at an early stage of her research, offers an example of this.

June 30/92.

#5. ... During my reading ... I was lost in my mind what I should write to focus on. I had no ideas about the organization of main ideas. Because I thought that I would like to focus on the problem which were related with environment and economy (financing aid to developing countries). But it didn't change more than I thought. There wasn't big conclusion about it in the Earth Summit. I have to think of what I would write the main points.

But, there was a general consensus about the outcome of the earth summit. What did you think of the U.S.A. stand compared to the Japan stand?

The demand for a solution inherent in posing a problem may be akin to the expectation that each tale has an ending. There seems to be a motivating push from unfinished mini-narratives that underlie such a problem-posing process.⁵ The push is to keep searching and trying to resolve a situation and move on to the next one. Posing or identifying a problem is, after all, half the battle. One student during the first term that the WNB was used in the intensive writing classes explained, *"in this log I can find the answer by myself. And even if I couldn't ... I could find the question, which shows what I don't know, ..."*.

As many of the preceding excerpts show, WNB narratives often cross the line to exposition. Recording aspects of an experience can give rise to the student's own

⁵ This calls to mind the types of incomplete case histories used as instructional problem sets for social work students reported on by Ann H. Stewart (1991). She found that the instinctive response to seek a conclusion to an unresolved situation, a story without an ending engaged learners actively in meaning making and interpretation to construct the values of a social work discourse community for themselves.

reflections, evaluations, explanations. At times, students write generalized accounts of their approaches to carrying out various essay tasks, or chronicle the development of their knowledge of their topic or of academic discourse.

These narrative expositions usually feature informal language and personal stance-marking. Bruner emphasises the importance of reflection and expressing stance for gaining some control over negotiation of meaning and becoming a participant in a "culture-creating community" (1986:132), besides a recipient of transmitted knowledge. The following entry exemplifies a narrative-expository account.

July 21/92.

#13. How have you revised you research essay? Are you having problems with content, organization, clarifying your ideas? If you are at the editing stage, what are your concerns? Are there particular things you want help with?

I have not finished writing second draft yet, because of lack of references I can't research my topic enough. I'm sure what kind of references I need. They are the ones which refers to the social rapid change since 1960 in America. I know that the young people feel very uncomfortable about the rapid change in their society. They need the place to rest like bird's nest because they feel that everything changes too rapid for them to catch up with and everything us new or unfamiliar with them.

But what changed so rapidly? Maybe one of them is an uralbalization. And the cause of it is an industrialization. But from when the industrialization happened in America? I tried to research a whole of American history, but failed.

I am trying to define my topic as why was America ripe in the Hippie movement in the 1960's and how significant was it? So I am doing well about how significant was it? but doing not so well about the first part of this sentence.

Where more exploratory writing occurs, it may spring from a narrative reportage of ideas, concerns, reflections as they come to mind. The following excerpt reveals a frequently found pattern involving a chain of problem-posing,

analysis/reflection, and solution within the student's account of how peer conference input affected recent developments in her essay.

July 7/92.

#7. What useful discoveries did you make during your last conference (or lately in your work) and how are you using that information in your essay or to work on it? Where are you in your work and how are things going with your essay right now?

In my essay, I have 3 main things that I really want to write about. But at first, I thought I should write about only 1 main point. Because if I write 3 points, I can't describe them in detail. And I had a difficulty to choose 1 main point, because all of them seems important. My conference partner ... recommended me to describe all of them, because it is better to connect all of them than I write only one of them. So I changed my mind and try to write about 3 main points. Of course, it is very hard to research 3 main points. But I agree with his opinion.

Next, I'm reading a book about the research essay and trying to find out some useful information ...

Strategies are frequently indicated where solutions for a problem have yet to be found, as seen above where a composition text is mentioned following the student's account of a complex writing problem she faces.

But in whatever way(s) it manifests itself, narrative thought appears to be the underlying mode for keeping track and making sense of the experiences most students have during their essay projects.

One of the most advanced language learners in this class, an experienced academic writer in engineering, seemed to prefer a more formal, semi-expository mode in his WNB at first. But, as a result of doing expressive freewriting, he had gradually

begun to see more epistemic uses for narrative. According to his own report in this entry, this WNB experience enlarged his repertoire of drafting strategies.

July 14, 1992.

#10. Do you know what you're going to say before you write a sentence or paragraph? Do you plan as you write a first draft of a section? If so how do you do that? Are you able to express your opinions in this paper?

As a matter of fact, I think the free writing method which is introduced to me in this class, have a major effect on me in writing in all levels, sentence, paragraph and even the whole essay. When I was studying in university and after graduation from then I was familiar with writing essay, specially in research paper we must have a detailed outline about how we want to say. This outline must be completely in a standard fashion as our teacher in writing class emphasized on it very much. Writing in this method needs a lot of time, awaring from correct spelling and gramatical points. In this method I know completely about how I want to say in each sentence or in each paragraph. Introducing free writing techniques, cause that I were free from that method of writing. Now I prefer to write before thinking and I feel that it is useful for improving my writing ability but it may not very beneficial for writing a research paper. For example I wrote my first draft of research paper in only 4 hours. never imagine before?! and I think that if completely looks like a story instead of a research paper. But I think that my ideas are able to express in this essay very easy, if they are not based on subjective facts, references, It may be useful for some research paper in general and common newspaper articles not for scientific papers.

When exposition predominates, it appears to be in response to specific prompts or concerns. Students often tend to write in a more expository mode when they are engaged in a discussion of rhetorical concerns such as trying to: identify the types of writing they need or want to do, clarify the/their purpose for writing an academic essay, identify their audience or criteria for evaluating an essay. There are clear examples of these in each of the case studies. At times, students also use exposition

as an exploratory mode for working on their essay topic, as the entry below illustrates. This student, who already had a clear topic in mind on the first day, jumped right into an exploratory draft of her essay in her first entry.

June 18

#1. What kinds of writing would you be interested in doing in terms of developing your academic skills?

I'm interested in nutrition, because it is essential topic for our life. However, we tend to forget the value of food in dairy life, in spite of to take appropriate amount of good food lead to healthy life in our life. When we go shopping and buy some food, we don't think about the value of food nutrient so much, I guess. The convenience of eating or cheepness are the point on choosing food. I think it is not good. I recommend you to take proper way of eating, taking good food. Good food doesn't always mean expensive or delicious food.

It'd rather cheap and simple one. For me, I'm usually satisfied with food when I take food on good balance of nutrients. I think it is a basic idea of nutrition. I'd like to reseach on this topic for further my studies.

Freewriting, as writing that embraces Britton's 'expressive matrix', "doesn't," in Peter Medway's words, "settle into one consistent mode, but jumps about in response to the twistings and turnings of thought".⁶ The freewriting in the above entry resembles a rough exploratory draft in the early stages of working to develop a focus for an essay topic. It reveals a process of formulating propositions, developing a line of reasoning and generating a related set of claims about why people do not show good nutritional sense and positing basic principles for addressing the problem. Developed logically through a string of associated ideas, each one giving rise to the

⁶ From an email conversation, April 7, 1993.

next, this ten minute exploration produced a simple but sound initial framework for elaboration through research and further thought.

The important point here is, I believe, that such entries engage students in thought processes and language skills that could well prove transferable to their actual essay writing. This consideration suggests more attention should be paid to generating prompts designed to facilitate exposition as exploratory writing in journal entries. I will return to this point in the final chapter.

REFLECTIONS ON THE WNB PRACTICE

Essentially, the uses, values and limitations of the WNB as practised in the WPW classes at CALS have been determined through comparing information from three related sources. The first consists of direct report data from students commenting on the practice in their entries and/or during interviews and class discussions. The second source is the teacher's reflections and recollections of her own impressions and uses of the notebooks. The third, and perhaps the richest source, comprises reading and interpreting the entries themselves in relation to each student's other work on the essay submitted in a writing portfolio at the end of the term.

Students were asked explicitly for feedback on the WNB in their eighth and fifteenth entries in the Summer term, and in final entries in previous terms. Surveying these entries, there are a number of comments that recur frequently. One of the most commonly indicated benefits is improved ability to write, speak and think more easily, more automatically in English as a result of freewriting regularly in the WNB. This

point recalls Ann Raimés' suggestion that we should be developing "TSL - thinking in a second language". Some students credited freewriting as the means by which they stopped translating. Others wrote that they "felt free" to express their ideas in their WNB, that they had become more comfortable and confident writing in English because of freewriting.

Another common response is that keeping a WNB enabled them to confirm what they were writing, to reflect on what they were doing in their essay, what stage they were at, what needed to be done next and how to go about it — in other words, keeping track and monitoring their progress on the essay as a whole. Some students recognized that the tacit question that arose with such process monitoring — 'what are you doing now?' -- provided extra motivation as well. For others it motivated or pushed their thinking about the essay or topic in new ways, helping them to develop ideas and discover new directions for research or revision. Some students said the WNB helped with the organization of the essay as well. Problem-solving was also indicated explicitly by many students as an important part of the WNB.

All six of the volunteer participants in the summer term said that the notebook provided a source of motivation, a regular nudge to consider their work and get on with it. Li, Khim and Sam talked of how problem-posing and problem-identifying in and of themselves carry a certain "positive pressure" to look for and effect solutions.

A few students stated their appreciation of regular responses from the teacher and the fact that the WNB meant she was in touch with each of them so often and

aware of what and how they were doing. This was confirmed in the interviews, even though none of the volunteers had mentioned it in their WNB's.

Students voiced complaints and criticisms as well, mainly about the prompts and the practice of limiting the WNB to reflections on their essay work. It seems that, for many students, being asked to write about their essay if they had not done any work on it since the last class only served to dampen their interest in writing their WNB. If the interviews were any indication, many students had a problem comprehending the purposes for the Writer's Notebook during the first few weeks of the six-week term, or even longer. (These concerns will be discussed in the next chapter among implications for future teaching practice.⁷) But aside from any criticisms, all of the students who wrote these evaluative entries in the summer class indicated that the practice had been a useful experience for them in one way or another. As seen in the case studies, the suggestions were for making improvements, not for doing away with the WNB.

SUMMING UP

This overview of the Writer's Notebook practice experience for the summer IC30 WPW class as a whole seems to confirm that, while this application of the practice had a number of shortcomings, the WNB functioned in a number of ways to enhance learning to do academic writing in ESL — ways that are quite similar to those found in other research of this sort in both L1 and L2. Clearly, individual differences

⁷ In fact, their suggestions and comments have been considered in the terms that have followed since that summer session.

play a major role in determining the nature of the writing and learning that occurs in such journal practices and there is a need to address these differences more effectively in the WNB journal practice seen here. Nonetheless, it does seem that journals like the Writer's Notebook, as meaning-focused written discourse in which the form and focus of the writing is left largely up to the student writers themselves, can serve a wide range of proficiency levels, as well as a variety of learning styles, approaches and agendas.

In addition, engaging students in informal journal writing in the expressive mode fosters regular extended writing practice. Such writing experience can, in turn, provide a means of increasing fluency and confidence writing in a L2 by developing language and thinking skills and abilities that may have further applications in more formal, polished modes of academic discourse.

CHAPTER VII: Summary of Findings and Implications for Teaching and Research

This study has ventured into the relatively unexplored territory of research on journal practices in adult ESL. In doing so, I have taken a qualitative, interpretive approach entailing three case studies and a less intensive study of journal writing carried on over a six-week term by students in an ESL/EAP writing class. The narrow scope of the study and relatively small body of previous research permit only speculative conclusions within the context of this ESL journal practice referred to as the Writer's Notebook (WNB). Nonetheless, where the findings on this journal practice appear to reiterate those of existing L1 and L2 research and previous claims for the value of journal writing for learning and language acquisition, I will also offer generalizations of a tentative nature.

The findings from this research do confirm and augment much of what has been reported in other journal research, while enriching the data base and the range of possible journal applications. Moreover, in as much as they call attention to additional aspects of ESL journal writing and highlight particular problems, these findings also indicate possible directions for future research and WNB teaching applications.

My purpose in this study has been to represent, interpret and critique the summer 1992 WNB journal/learning log practice which was intended to enhance the learning and teaching of academic writing in ESL. To this end, I adapted the interpretive or hermeneutic approach to studying student journal writing taken by Stephen North (1986) for this ESL context. The ensuing interpretive analysis involved

close readings of individual students' texts as meaningful, communicative discourse. The aim of this analysis was to construct what North terms a "critical biography" that would enable an understanding of the individual student writers' WNB experience in terms of their writing and their personal and situational contexts. For the case studies, this entailed reading each student's WNB in relation to other data for evidence of writing to learn in terms of developing a sense of self, rhetorical relations and knowledge of academic discourse within the context of the intensive ESL writing class and the larger Canadian university culture at Carleton. The analysis inevitably brought to light both the strengths and shortcomings of this application of the WNB journal practice as an effective ESL/EAP writing to learn strategy.

In this final chapter, I will summarize the findings and examine the WNB practice in terms of the criteria for an effective ESL/EAP journal practice outlined in Chapter I, as a basis for discussion of the findings, criteria and implications for future research and practice.

FINDINGS FOR THE CASE STUDIES AND THE CLASS

Khim, Sam and Ae-Li, the three students in the case studies, each had quite different experiences using the Writer's Notebook during the 1992 summer Writing Process Workshop essay project. Those individual differences demonstrate the flexibility and the wide range of possibilities for such a writing to learn practice; they also clarify the shortcomings of this particular application and, perhaps, some of the limits of journaling in this ESL/EAP context in general.

There were common aspects of the WNB experience shared to varying degrees by all of the students who participated in the study. Foremost among these aspects were: a) increasing fluency and ease in thinking and doing unrehearsed expressive writing in ESL, b) identifying and solving problems in the process of keeping track of the essay work and developing a better sense of continuity for the whole project in relation to past and future academic experiences, c) negotiating a sense of self within the context of the writing workshop and the process of working on a research essay in a university environment, d) developing personal knowledge and ability for academic writing in English, and e) keeping in touch with the teacher as a source of encouragement and advice during the project.

Individual Differences

The individual students, however, often perceived the WNB practice differently and approached it in particular ways that seemed to allow them to negotiate, confirm and enact their personal learning agendas and styles to varying degrees. The ensuing fit with the teaching style and agenda embodied by this WNB practice varied as well.

Thus, Khim embraced the WNB as yet another way to use writing to think and learn and develop her academic writing and research skills, as she continued to explore her recently found love for writing, especially freewriting. Whereas Sam, with a personal learning agenda that differed markedly from that of most students in the class, used the WNB to practice and refine his written academic English in keeping with his own established standards for writing as a professional and his short term

goal of working to raise his TOEFL score. And, for Ae-Li, a student in education developing a critical eye for new approaches to learning and teaching, what at first seemed like an overly structured and demanding task whose purpose escaped her became a useful way of identifying problems and keeping track of her work on her essay. It later became one she could remodel into a 'real writer's notebook' of her own making in the following term — one she eventually came to see as a teaching strategy she could adapt for future use in a Korean EFL context.

Writing in their WNB over the entire six-week term, students could be seen working through a changing sense of self-identity and rhetorical relations as they became more accustomed to writing journal entries and better acquainted with the teacher, as the reader/correspondent of their WNB entries, within the context of the writing workshop. Their growing understanding of what it means to do academic writing in a Canadian university setting also contributed to their changing perceptions of themselves as the student-writer of both their WNB and their research essay, as well as the perceived relationships with their respective readers.

For instance, Ae-Li initially assumed an informal but slightly resistant and hesitant stance of a pupil with limited academic writing experience adjusting to a new writing teacher; but, by the end of the summer, she wrote as a critical participant and experienced apprentice informing a concerned teacher of her experience of the WNB and her views on needed modifications.

Similar changes can be seen in Khim's case as she developed further confidence in her writing and new understandings of academic essay production

strategies and conventions for a Canadian academic context. For both Ae-Li and Khim, as for most students, the process of researching and taking their essays through several drafts to submit them for evaluation brought a clear sense of accomplishment and evidence of their own learning. In various ways over the term, their WNB entries testified to these accomplishments and revealed the writers' changing personal constructs of themselves and of the academic discourse practices they encountered in this English language context.

In Sam's case, he could be seen gradually assuming a less formal and slightly more personal (but always respectful) tone as he got to know the teacher better, and came to monitor his expressive writing less closely. However, he presented himself throughout, in general terms, as an experienced research writer writing to assert his expertise. In turn, he reported only minor gains in terms of academic discourse knowledge as a result of working on a personally challenging topic and using a new library system. In the end, Sam did indicate clear benefits from the WNB for his written language fluency, as well as for motivating the work on his essay; but he maintained a certain scepticism and resistance towards a practice aimed primarily at novice writers that clearly emphasized a different learning/teaching agenda from his own.

The WNB's of other students in the class further illustrate the range of individual uses for this journal practice in sorting out knowledge, ideas, personal concerns and values. Besides reflecting individual learning styles and agendas, the extent and types of uses for the WNB seemed to relate somehow to each student

writer's own readiness — that combination of personal cognitive and affective factors that figure in any learning process. Thus, for some it became mainly a place to air complaints, voice feelings about the work, the course and the strains of studying ESL; while for others it was a practical way to work out their essay ideas and problems or their understanding of particular aspects of academic discourse in ESL. At times, certain more experienced students used the entries to discuss personal theories of writing and research of a relatively complex and sometimes sophisticated nature. Nearly all of the students exhibited critical stances now and then towards some aspect or another of the situation, including their own knowledge and efforts.

I had some concern that participating in the interviews would have a strong influence on how the volunteers in this research used the WNB and their perceptions of its benefits for their own learning. It did seem that, in the process of explaining their experiences with the WNB in the interviews, some of these students sorted out possible purposes and ways of using the journal entries and prompts, particularly during the second round of interviews when these questions arose. But each of the participants showed little hesitation about voicing his or her criticisms of the practice. Indeed, both Khim and Ae-Li seemed to use the interviews as a further means, beyond the WNB itself, of getting their own suggestions across for improving the practice. Furthermore, there were other students in the class who clearly made significant use of their journals and encountered similar problems. Thus, while the volunteers may not have been representative of the class, they did provide a sense of the range of possibilities and common features confirmed in the overview of the class.

Room for Individual Interpretation and Resistance

As reported in other journal practices (North 1986, Staton et al. 1988, etc.), this Writer's Notebook practice sought to foster learner independence by leaving room for individual interpretation and stance taking, as well as other forms of personal resistance and control on the part of the student writers.

Individual interpretive stances in the WNB can be most easily observed in the often diverse entries on a particular prompt. For instance, the first prompt (querying types of writing students wanted to do) brought a range of responses: Khim's comprised a discussion of the benefits of working on a variety of writing tasks; Sam's presented a brief account of the topics areas that interested him; and another student wrote what appears to have been an exploratory first draft of a possible essay (see chapter VI).

It was clear, both from the case studies and a survey of other student journals, that students felt free to some degree to follow their own agendas and voice their views, including dissent. Sam's continuing level of generalization in his entries (intended, from his own report, to serve his own language learning goals) despite the teacher's requests for more specific details of his essay work, and Ae-Li's intermittent explicit criticisms of the summer WNB practice each offer examples of resistance.

The prompts, which were intended to draw attention to what had been identified within the WPW program as useful aspects of essay work and writing processes, often proved problematic for several students. In the interests of learner autonomy and in light of the range of learning styles and needs, skills and knowledge

of English and academic writing typical of IC30 level classes, WPW practitioners have come to the view that it is more appropriate to offer such support strategies as suggestions than requirements. Thus, students were encouraged to regard WNB prompts as optional jumping off points, or to ignore them entirely where they did not relate to their current work on their essay project. However, few students ignored any of the prompts over the term, and some, as seen in Ae-Li's case, indicated or reported difficulties understanding what they were querying at times and feelings of resentment at being given prompts rather than being left to reflect openly for themselves.

Of course, a teacher who invites stance taking and critical feedback, while encouraging students to ignore journal prompts, must be prepared to adapt when students do so. However, this is often not an easy task in reality, especially when faced with a completely unexpected response or approach.¹ But Maria, the teacher in this situation, felt convinced that when students ignored her prompts to follow their own agenda it was usually an indication of growing independence and commitment on their part, and therefore a particularly positive sign for pre-entry ESL university students learning to function in North American academe. Furthermore, this kind of critical feedback on teaching and learning can contribute to teacher learning if the teacher can maintain an open, questioning stance as well.

But even though students reported having difficulty ignoring the prompts or sometimes understanding them, the perception of room for resistance — that their

¹ Sam's case presented unexpected responses which comprised only indirect resistance to the prompts and the WNB agenda in the form of closely monitored, general responses (ones Maria had not previously encountered in WNB entries); and, judging from her comments during interviews, it took her most of the term, to understand his agenda and adjust her expectations for his entries.

voices would be heard/read by an interested and responsive reader — may have been part of what kept the students writing entries, reading the responses and continuing the dialogue, even where they were in dissent. Maria's sometimes explicit responses to student requests or problems in the form of class discussions or additional teaching materials became part of this discourse process as well.

An important function of allowing room for resistance then is that of fostering learner independence. In Ae-Li's case, summarized above, her struggle to find a purpose and make personal use of the prompts offers perhaps the clearest example of this. For some students, resistance appears to be part of a process of defining the WNB journal practice in personal terms and developing a clearer personal voice and tone in the journal entries. This seems to ensue in the process of recording and sorting out previous and new knowledge, experience and problems with essay related work. As mentioned earlier, it seems too that readiness is a key factor determining what each individual makes of a journal writing practice. Room for resistance may also mean then that, as writing to learn, a journal practice allows each student to function at her own pace, within her own zone of proximal development, rather than imposing tasks beyond a range that will build on current knowledge and abilities.

It might be argued that writing to learn inevitably brings some degree of learner independence and resistance. As discussed in Chapter I, Janet Emig is among those who have advanced arguments for the custom fit of writing and learning. This view points out that writing can provide a learner-centered and accessible means for thinking about and constructing meanings that reflect the writer's own current needs

and state of readiness. Moreover, writing to learn allows the learner to proceed at her own pace, following her own rhythm and using her own language, gradually integrating accessible new ideas and the related language into her own scheme of things. What is new and accessible, or comprehensible, may of course vary widely across individuals, particularly in adult ESL classes where students often have significantly different levels of education and expertise.

The individual differences seen in the WNB's for the three case studies and across other students in the class seem to support this view of writing to learn. Some students, like Khim, were quickly able to comprehend or adapt the purposes of the journal entries and the prompts, and even found them clear and appropriate to their needs; for others, there were clearly other needs, problems or sociolinguistic difficulties that often made these purposes seem irrelevant, confusing or even incomprehensible for part or most (but not all) of the six week term during which the essay project and the WNB were pursued. Some of the problems students reported, besides confusion over the purpose of the WNB, were: difficulty understanding certain prompt questions, feeling a need to do more imaginative types of writing in relation to their essay topics, wanting a break from thinking about the essay all the time, and confusion about the differences between freewriting in the WNB and other logs.

Nonetheless, the summer WNB practice did appear to enhance written language acquisition and learning to do academic writing for the students in a variety of ways, to differing degrees; but it also fell short of serving particular needs felt by some students to be important aspects of their learning agendas. Accordingly, a discussion of

the findings on this practice in terms of criteria for an effective journal pedagogy should offer insights into the effectiveness of these journals and suggest possible avenues for improving the practice as well as interesting areas for further research.

DISCUSSION

In the opening chapter, I outlined criteria for an effective journal pedagogy as a way of summarizing the theoretical basis and claims for this practice. To reiterate, these criteria include: 1) providing a nonthreatening venue for self-expression and engaging regularly in representing and negotiating personal meanings through informal expressive writing that provides relevant incidental linguistic practice; 2) keeping track of and recounting personal experience as a basis for making new learning connections and realizing rhetorical relations through dialogue with oneself and others — and, in turn, problem-solving and reflecting to develop critical awareness and take personal stances, with the help of individual tutor-scaffolding; and 3) participating in student-teacher dialogue to provide feedback and input into teaching and promote mutual adaptation within the teaching-learning enterprise.

The Writer's Notebook appears to confirm and realize many of these criteria, but in ways that reflect the challenges of second language acquisition (SLA) for adults learning to do academic writing in a noncredit writing workshop context. In this sense, the findings for this research offer new insights into the learning processes that may be enacted through journal writing in a second language. The shortcomings of this journal

practice also corroborate some of the limitations for journal writing indicated in other reports and suggest ways in which this practice might be improved.

Expressive Writing in the WNB

The WNB practice for this summer Writing Process Workshop class expanded the types of writing students did to include regular, extended freewriting in the expressive mode. In their WNB entries most of the students focused on expressing their own thoughts and perceptions of matters concerning academic writing, their work on the essay project and the WNB practice itself. Unlike the reproductive writing often found in ESL student essays, the WNB seems to engage students in composing, shaping, communicating their own thoughts, perceptions and opinions in their own words, for a known audience (that is, for themselves and the teacher). Few seemed to monitor their language closely in their WNB entries. And even where individuals reported a concern with form in writing the entries, as in Sam's case, entries still evidenced an awareness of writing with a transactional intention of informing the teacher as reader about his interests, concerns and work on the essay and academic work in general.

The Writer's Notebooks of the ESL students who participated in this study attest to the value of this journal practice for facilitating learning to write and rethinking personal experiences and knowledge of student academic discourse. In keeping with an ecology of writing and learning, the WNB engages the learner as a participant in discourse events that comprise complex social interactions situated

within the immediate context of the work being done on an academic writing project in a writing workshop course. Furthermore, this project is one that holds interest and value for the L2 learner preparing to study at a Canadian university.

As found in my previous research on earlier WNB practices and reported in other journal practices (Staton et al., 1988; Peyton et al. 1991; etc.), the primary means for making meaning — and, hence, learning — in the WNB, appears to lie with the accessible and protean nature of expressive writing that exploits and enables a wide range of narrative and expository modes. Experience with this type of writing can, in turn, provide a basis for achieving various levels of abstraction and analysis necessary for literate social discourse, including academic writing. Moreover, the often promising blend of narrative and expository modes of thought seen in these journals seems to occasion a range of incidental linguistic practice instrumental in developing more formal essayist writing abilities. This echoes and extends the speculations of Joy Kreeft Peyton (1988) on a role for journal writing in facilitating the transition from oral to essayist written language skills development among elementary students.

Narrative modes appear to come naturally when recounting, keeping track and reflecting on personal learning experiences, and lead to more expository or paradigmatic modes of thought like problem-solving and evaluating personal experience, knowledge and ability. Thus, as posited in first language writing across the curriculum theory, expressive writing can serve as epistemic writing on a variety of levels to facilitate writing to learn to write for academic purposes in ESL as well.

Making Personal Connections and Taking Stances in the WNB

In addition to engaging students in extended expressive writing on a regular basis, the 1992 summer WNB was intended to scaffold the students' work on their academic essay project during the summer term in a variety of cognitive and affective ways. Students were encouraged to take time in each class to stop, consider and write about their current and past experiences with certain aspects of essay work. This is seen as a way to promote reflexive learning and thus tap these experiences as a source of personal learning while bringing their existing skills and knowledge to bear on the tasks at hand.

The WNB journal prompts evidently focused attention at times on salient aspects of work on a research essay that the students might have otherwise overlooked. The prompts were generally intended to raise student awareness of timely aspects of academic research and writing processes and to promote problem-solving in their written accounts of experiences with related essay tasks. The entries, in turn, could allow both the teacher and the student writers themselves to monitor their progress. Teacher responses sought to extend this support and monitoring with practical sociolinguistic, cognitive, affective and cultural input, where it seemed indicated. As seen in the case studies and the student evaluations of the WNB, these goals met with both successes and failures. The teacher's WNB responses included in chapters three to six illustrate these mixed results as well.

Various students reiterated that the prompts helped them to reflect on their essay work at various stages where, left to their own designs, they would not have

taken time to step back and gain some distance from their immediate concerns to consider the project as a whole. Students often reported that writing regular journal reflections of this sort was also helpful for keeping the larger discourse level concerns in mind while drafting their essays. Some of the students (and the teacher) indicated that they felt the ritual writing of regular entries in a workshop classroom environment contributed a sense of belonging and motivation while working on the essay. Where prompts were perceived by students as timely, they too functioned at times in the larger historical sense, by triggering connections with previous learning and experience for solving new problems, establishing new relationships and constructing new canonical understandings, with a view to future possible applications.

But the problematic nature of prompts must also be kept in mind. For some students, prompts that called for reflections on essay tasks they had not yet completed or even considered proved distracting or somewhat confusing. Others simply tired of writing solely about essay concerns. Where they existed, these and other related problems appeared closely tied to uncertainties about the purpose of the WNB and difficulties accepting the teacher's instructions to feel free to ignore the prompts as they saw fit.

As seen both in the case studies and the overview of the class, the majority of the students readily recognized the value of these journal reflections for discovering problems or questions. Perhaps the important aspect of problem-solving in the WNB lies not so much with the problems solved in writing an entry, but more with those posed and ruminated upon. Ae-Li's problems with the one-man monopoly on bees'

communication research, for instance, were the focus of discussion in several entries before she arrived at a rhetorical solution in the third draft of her essay. Within a process of writing to learn, these and other student WNB entries revealed that problem-solving usually occurs in these journals as an expository genre of sorts that ensues in the student's narrative accounts. Problem-solving generally arises as part of an attempt to interpret difficult and puzzling aspects of their recent experiences with academic discourse and rhetorical relations.

The process of realizing a sense of rhetorical relations seems to be facilitated by what Bruner refers to as the "doubly narrative" aspect of such everyday autobiographical accounts.² This may be even truer of personal written accounts than spoken ones, for they engage the narrator as writer in a rhetorical relationship with her 'self' as a reader and interpreter of her own text — especially where such accounts are read again later on by the writer. Several students commented on the value of rereading their earlier WNB entries for seeing how their essays and their skills and strategies had developed over the course of the project. Ae-Li remarked, in our fourth interview, on how interesting it was to come across one of her entries in her third notebook (the 'real' one) and realize how she had been thinking about her topic at that time. This simple consciousness-raising strategy was used only a couple of times during this WNB practice and seems worth promoting more widely as a means of learning and reflection.

² Bruner explains that in telling about ourselves we not only narrate an account of things to others, but also to ourselves as "others" (1986:112).

The close ties between expressive writing and speech may allow the student writing in her WNB an accessible way to begin to explore a dialogic relationship with herself, and others. Thus, the WNB offers a forum for discovering and trying on possible stances, finding a tone or a voice, and situating oneself in relation to a topic and an audience. This experience of *intrapersonal* rhetorical relations, or self-dialogue, could logically play a significant role in negotiating other *interpersonal* relationships and stance taking behaviours in both the WNB and in the essay it pertains to. Determining just what the nature of that interdependence or intertextuality might be suggests an interesting question for further research on the production of tandem texts like the WNB's.

In an informal workshop setting, journals like these can provide a relatively safe venue for exploring new experiences, risking self-expression in L2, taking personal stances, and reflecting to consider other possible perspectives within this second language and culture. Many of the students in this IC30 writing class could be observed doing just that in their WNB's, some much more than others to be sure. It is worth considering possible ways to invite more stance taking and the attendant processes of distancing and reflection on one's thoughts, or metacognition. For Bruner reminds us that stance taking is a means to negotiating a 'self'; and Britton and others point out the importance of self-identity in developing a 'sense of audience' and rhetorical relations. Also, these affective-cognitive processes are thought to be essential means for pushing beyond the unconscious acquisition of literacy skills to cultivate critical thinking and awareness.

The WNB Journal as a Teaching Resource

Both student and teacher accounts of their experiences with the WNB affirm that this journal practice served to facilitate collaborative learning/teaching processes in that summer IC30 writing class. The routine of reading and responding regularly to student WNB journals brought benefits for both learning and teaching in a number of ways. The journal prompts served clear tutoring purposes as well, despite being problematic.

In theory and practice, judging from the findings of this research and other journal studies, it is clear that consciousness raising should and can work both ways in a interactive journal practice. Not only can students receive or seek teacher support and advice on their problems; but the teacher can also gain new insights into each student's background, needs, interests and abilities and respond in useful and timely ways through journal exchanges or by adapting the planned teaching strategies or agenda where appropriate.

Such insights often come by reading between the lines or across a series of entries, as shared meanings and rhetorical relationships develop. For the teacher/reader of even rudimentary narrative-expository accounts unfolding through a term, indirect indicators of problems sometimes come, for instance, in the form of missing sequences in an account of a process or problems identified with no sign of a strategy or solution.

Many IC30 students took the opportunity to ask advice in their WNB when they felt the need. As well, Maria, the teacher, reported that reading and responding

regularly to the entries enabled her to keep in touch with individual class members, make suggestions where she saw a problem, and use student feedback to inform and adapt her curriculum to better suit the needs of that particular class. Of course not every need was voiced, recognized or met, but Maria remained convinced that the benefits of reading journal entries after each class brought important input into her teaching that otherwise would have been lacking. And comments from students indicated the value they placed on having regular contact with the teacher in their WNB's. It was interesting to find that, for certain individuals, knowing that the teacher had read their entries was more important than getting a response. Sam, for one, expressed this sentiment.

The individual differences, highlighted by the case studies, do confirm the impressive range of functions, modes and directions students can undertake through informal expressive writing, even within the constraints of reflecting on a particular project with specific prompts. But Sam's case in particular also reiterates Cinthia Gannett's point that we need to consider personal differences to arrive at more effective journal pedagogies adaptable to a wider variety of student needs and values.

This WNB journal practice confirmed the potential for journals to provide student input into teaching. However, there also appears to be considerable need for greater flexibility and sensitivity to individual student approaches and needs within this particular practice. The teacher's responses would seem to offer a means for inquiring into the personal learning agenda of a student who appears to have quite disparate

needs and values from those of the other students in a class. In some situations there are cultural or religious differences that need to be recognized as well.

Though not an issue in this class, it is necessary to approach reflection, and self-reflection in particular, in relation to ESL and adult education, with explicit concern for the need to respect cultural and individual values. As indicated earlier, it is important to leave room for resistance, to provide for the possibilities of critical interaction among both students and teachers within a given learning situation. Teachers cannot require reflection, only encourage and facilitate it. An effective way to do so is for the teacher, like Maria, to engage in reflection herself within the context of the immediate learning/teaching situation. Showing students models of journal reflections is certainly recommended; but participative teaching, participating in what is claimed as a valuable, meaningful activity can furnish a much better basis for critical dialogue and the "mutual adaptation" Dewey recommended.

There is some explicit evidence that mutual adaptation was negotiated through this WNB practice. For instance, one student called for more models of academic essays in an entry and the teacher, realizing that this would probably benefit most of the students at that point in their essay work, rearranged her teaching plans for the next class accordingly. But, from my discussions with the teacher, it was clear that there had been much more indirect student input from reading about the concerns and problems students discussed in their notebooks throughout the term. This input shaped her teaching at times on both the class and student levels. Where several students indicated confusion over some aspect of work on the essay or some point made in

class, she would make a point of addressing the matter in the next class. Similarly, when she realized from reading a student's WNB that she/he was having a problem, she would seek a conference with that student at the earliest opportunity.

Maria also indicated, over six months later, that, as she continued to reflect on it, student feedback in the WNB held more longterm effects for her future teaching and journal practices.

The ways that the WNB practice for this 1992 summer IC30 class satisfied the criteria for an affective journal pedagogy were clearly constrained and shaped by the short term and intensive nature of the ESL/EAP writing workshop environment. Six weeks is not much time in which to establish and develop a new discourse practice in a second language, especially in a summer term when new students and a new teacher often enter the scene. But the intensive nature of the ESL program in this situation seemed to result in a fast forming sense of community and classroom culture (not unlike summer camp) that no doubt played a positive role. The effectiveness of the practice also reflected the students' own individual learning styles, needs and readiness in relation to the overall task of learning to do academic writing in L2.

An important finding here, in my opinion, lies with the individual differences revealed in the analysis of these journals. Stephen North (1987) argues that journals are for learning, and as such learners will make of them what they will and can rather than what teachers would have them do. Journals inevitably hand some control over to the learner and teachers must learn to adapt and accept their own secondary roles in these practices if learning is to take priority over teaching.

Teaching Implications

Although the WNB as it was used in this IC30 writing class did realize a variety of important learning and teaching functions reported in other journal studies and advocacy literature, there are noticeable shortcomings to be addressed in future applications. Several students encountered problems identifying a clear purpose for writing the WNB. As Sam's case showed, this journal practice proved of only limited value in helping more atypical students address the learning agendas they had identified for themselves. Many students felt a need for opportunities to do more imaginative types of freewriting in their WNB, as a break from the constant focus on academic discourse. But, for most students, the prompts proved perhaps the most problematic aspect of this WNB journal practice. It seems that the problem at the heart of these difficulties is the contradiction between learner-centeredness and teaching curriculum design.

While journal writing and writing to learn are thought of as learning-oriented pedagogical practices, the WNB cannot be labelled "learner-centered" in the traditional sense that that term has held in adult education. That is, it is a teacher-selected task which is directed through the use of teacher-prompts, albeit ones presented only as suggestions to be disregarded if the student wishes to pursue other lines of thought.

But though students indicated that they were often helpful, the prompts were clearly problematic in a number of ways. The most prevalent problem with the prompts was the fact that no one felt free to disregard them, despite repeated reminders that they should feel free to do so. Most students instead often felt quite

constrained by them. The volunteer participants all agreed that the fact that the prompts were in the form of questions might be the biggest single obstacle to ignoring them and going off in their own directions. This suggests it might be worth experimenting with prompts in the form of topics or statements for comment, rather than questions.

Of course, there were also students who, like Khim, valued the prompts and the guidance they felt they provided. But the extent and effectiveness of the scaffolding supplied by the prompts in this situation seemed to be constrained for some students by a combination of factors. Some possible factors include: readiness, conflicting agendas and uncertainties about the purposes of the WNB and the prompts early on in the practice, or even well beyond the first few weeks.

It is clearly essential to clarify the purpose and agenda for this journal practice in relation to both the essay project and the individual learning needs of the students early on in the proceedings. Introducing the Writer's Notebook to a class remains a challenging task. In the 1992 summer term, this included showing students excerpts from previous students' WNB's as a basis for explaining the practice. However, closer attention to the effectiveness of this from the students' point of view is indicated — especially in light of the number of students in this study who, like Ae-Li, found it hard to grasp the purpose of the WNB until well into the fourth week of the six-week course.

One possibility would be to have students define their own purpose(s) for keeping a Writer's Notebook early on in the project, after reading former student

entries and engaging in group discussion of the possible uses. This would allow the teacher to check that students had indeed identified a useful purpose for keeping the journal. It could also provide the teacher with insights into each student's personal needs and interests.

It is important to emphasize that journal practices like the WNB are not aimed at getting students hooked on journals or freewriting but rather facilitating the development of their written language abilities, and increasing their awareness of discourse practices and the possibilities for writing as a tool of learning.

With these things in mind, it does seem that the WNB could acquire greater learner-centeredness through negotiating with students about the use of prompts, the possible ways and purposes for using this journal practice, and the types of concerns it encompasses. It would be useful to experiment with different forms of prompts, no prompts, student-generated prompts, and so on, to address this aspect of the WNB practice in future applications.

There were some particularly valid suggestions made by students at the end of the term. Several students called for greater freedom to do creative writing and completely open freewriting in the WNB, as a means of developing ideas for their essays along more imaginative lines and having a break from thinking about the essay project some of the time. There was also almost a consensus that only one class session each week be given to writing a WNB entry on the essay; many felt they would be quite willing to write more reflections on their essay work on their own time, given the freedom to do other types of freewriting not necessarily connected to

academic writing, in the other class each week.³ As mentioned earlier, there was also a recommendation from some of the students who were interviewed that re-reading earlier entries and discussing them more often would be particularly useful.⁴

Apparently, for these students, reflecting on the WNB practice itself had successfully invited stance taking and interest in critical social action. For several students, writing about their essay had often been a thorny issue; yet in their final entry they still admitted, if rather grudgingly, that they had benefitted from writing their WNB. Quite a few indicated too that writing the entries during class time was critical if they were to keep a WNB on a regular basis. There is the added consideration that spending class time on it attaches a definite value to journal writing. There are those who will argue though that doing so does not foster independent learning. My response is to negotiate these aspects of a journal practice with the students.

Learning often proceeds in spite of, or even because of conflict and challenging circumstances. Although there was no explicit attempt to raise challenging questions in these summer WNB prompts, journal practices like the WNB can and should, in my opinion, offer a forum for dealing with relevant cultural and sociopolitical issues and affective considerations. Avoiding such questions dismisses their potential value for learning through critical thinking. Freire points out that through "consciously critical

³ These suggestions reflect, in my opinion, how much most students come to enjoy freewriting in their second language and appreciate its benefits for improving their written language acquisition.

⁴ Time constraints might be a consideration in the extent to which this strategy could be employed. But it comes highly recommended from the students who did it on their own.

confrontation with their problems" learners can become agents of their own solutions, as opposed to objects of imposed solutions (1989:16).⁵

This does not mean engaging in journal writing as a form of personal emotional therapy, but rather encouraging students use their journals to examine possible ways of seeing and responding to factors that impact on their approach to learning and experience. Freire calls for a reflexive approach to adult literacy that translates readily to an adult ESL context:

... education enabling the people to reflect on themselves, their responsibilities, and their role in the new cultural climate — indeed to reflect on their very power of reflection. The resulting development of this power would mean an increased capacity for choice (16).

His mention of "cultural climate" can be seen to carry particular implications for ESL pedagogy. Some WNB prompts do raise questions that clearly scaffold student discussion and reflection on cultural differences for doing academic writing in English in Canada compared to what they have experienced in their own countries. The WNB could provide an appropriate and potentially effective means of getting at such matters and increasing student awareness.

In addition, WNB entries could be used, where indicated, to address problems that I have come to refer to as examples of "pedagogy shock". This phenomenon may arise during a student's first encounter with communicative language teaching methods and/or a workshop approach to writing and process in ESL, often increasing affective

⁵ The context for Freire's approach of course differed markedly from that of an adult ESL/EAP classroom situation. But the concept seems to translate readily here.

factors that have a negative impact on learning.⁶ Sharing entries on issues concerning contrastive rhetoric and approaches to teaching and learning writing could offer opportunities for the types of critical interaction. Discussions on such matters could also lead to writing that arises more naturally out of classroom life and shared discourse rather than as a timetabled activity — writing that comprises local informal social action and has potential to serve as a transition to more public formal literate activity.

The potential for expressive writing to engender more formal academic discourse writing skills, as discussed earlier, carries yet another implication for future applications of the WNB. To tap this potential further it would seem worthwhile to seek ways of prompting students to do more expository writing in their learning logs. One task that comes to mind is having students freewrite to explore their topic from another point of view, or take an opposing stance as in assuming the role of 'devil's advocate' in an argument.

At the same time, as part of the expressive matrix, narrative seems to be a natural and relatively accessible mode for keeping track of learning experiences and sorting out one's thoughts and interpretations of new ideas on the basis of relevant previous experience and knowledge. However, it is also a mode that is not generally valued in relation to academic study and, accordingly, may be readily overlooked or even discouraged in advanced ESL/EAP courses. The findings in this research seem to

⁶ The literature on learning styles has raised issues relating to compatibility between various learning and teaching styles, but there seems to be little attention to the effects on learners when they encounter a pedagogy that presents a dramatic departure from any they may have experienced previously.

indicate a valid, if little understood, role for narrative in writing to learn that teachers might be well-advised to consider.

In short, future applications of the WNB journal practice should weigh these pedagogical considerations in revising the practice. The above suggestions for making improvements are aimed at shaping a journal practice that will promote a full range of writing experience and enhance learner-centeredness and critical awareness through an interactive curriculum in order to better serve learning needs and develop a more effective journal practice for facilitating learning and teaching academic writing in adult ESL.

Research Implications

In a relatively new field of research like journal writing there is bound to be a wealth of possible directions for future research. But I would like to focus here on three of the questions that have arisen within the context of this study of the Writer's Notebook. These concern two aspects of making transitions in writing development and a third question on a possible role for narrative in learning and language development through journal writing. The first of these questions builds on the particular findings of Joy Peyton Kreeft (1988) in the collaborative research she did with Jana Staton et al.

I am not alone in the belief that an important function of journal writing in both linguistic and discourse acquisition lies with the possible vertical transfer of thought processes, language skills and rhetorical sensibilities from the personal,

informal realm of expressive writing encouraged in journals to more formal, public discourse practices. Joy Peyton Kreeft demonstrated the role of dialogue journal writing in bridging from spoken interaction to the "solitary self-directed aspects of essayist writing" (88) among grade six students. Furthermore, Britton's hypothesis that "expressive writing may operate as the matrix from which differentiated forms of mature writing are developed" (175:144) and Moffett's claim that "all writing is exposition" (1968:246) lend added support to this speculation.

The students in this study often wrote their WNB entries in mixed expressive modes and sometimes wrote entries that appeared to be exploratory or rough drafts for sections of their essays. In light of this, it does not seem far-fetched to posit a role for expressive journal writing in the development of essayist academic discourse skills and urge further research into this role for journal writing and other informal expressive writing activities.

At the same time, it would appear to be worthwhile to research ways to tap into the potential for such transfer more directly. This logically calls for research among practitioners, a type of research that is finding growing support in the literature (North 1989, Chorny 198).

Earlier in this chapter, I raised a question on the nature of the interdependence or intertextuality between intrapersonal and interpersonal rhetorical relations within given contexts of production and situation as a possible direction for research in this area. The above speculations, on yet another issue of transfer and interconnectedness, indicate other directions for further research into the ways in which writing to learn by

participating in informal writing practices like interactive journals may affect learning to engage in more formal academic or public forms of written discourse.

Nonetheless, the most intriguing question in my mind remains the possible role of narrative in learning. In this and the previous research I did on Writer's Notebooks, it seemed that an underlying narrativity provided an essential and accessible means for making sense of things and locating oneself in an autobiographical account of the particular social and cultural learning experience at hand. Narrative seems to function both explicitly and implicitly in such written accounts of things. Narrated versions of actual events sometimes lead to a level of generalization concerning what 'usually' happens in such situations, with possible insights into discourse practices and cultural values. Elements of narrative thinking may also get woven through related entries in the WNB over time, lending a sense of continuity and historicity to the record of writing and learning events in an underlying narrative representation of change, process and development.

Based on this research experience, I believe that the value of narrative modes for negotiating connections and sorting out new learning experiences to arrive at personal constructs merits looking into. It crops up more and more in the literature, but to my knowledge, like journal writing and other forms of writing to learn, there has not been much actual research. In the recent article by Britton and Chorny (1992), the authors point out that

The role of narrative in learning is being rediscovered. Spectator role discourse, and other forms of narrative, in their focus on the concrete, on personal experience, serve to bridge the gap that students often

perceive as divorcing their own language from the language demanded in school. Personal narrative probably frees the writer to focus on process because the narrated material is familiar. For teachers there is the bonus of getting to know their students as individuals (118).

Roland Barthes is quoted as saying, "[narrative] is simply there like life itself . . . international, transhistorical, transcultural" (in White 1980:1). Surely "transcultural" raises the even larger question of how narrative might function in second language acquisition, particularly in the area of developing reading and writing abilities.

SUMMING UP

This study has confirmed that, like other types of journal writing, the Writer's Notebook is primarily a tool for learning and reflects the individual differences among the writers who engage in its practice. While there is definite room for improvement in this application of the practice, the Writer's Notebook appears to provide a relatively effective journal pedagogy for writing to learn to do academic writing in a second language. As a communicative journal practice, the Writer's Notebook also offers a practical and valuable source of regular learner input into teaching and a facility for mutual adaptation between teacher and students interested in social, interactive pedagogy. However, this research has raised several questions for future study on the nature and value of journal writing and writing to learn in ESL and has left many more unanswered.

AN AFTERWORD

The practice of using Writer's Notebooks has continued in IC30 Writing Process Workshop classes since I began my research. In the recent 1992-93 school year, some of the discoveries made during this study have already been implemented, and no doubt others will follow. I hope to have opportunities to adapt the practice for other more and less advanced levels, where appropriate, and to find ways to engage students in shaping it to their own needs and interests.

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APPENDIX 1: Academic Writing Scale¹

- 90 *Expert writer.* Writes with authority, accuracy and style. Has a mastery of appropriate and concise English.
- 80 *Very good writer.* Clear and logical presentation with accurate language forms and good style. Just the occasional slip or infelicity reveals he is not a native writer. Often approaching bilingual competence.
- 70 *Good writer.* Can develop a thesis systematically with well-structured main and subordinate themes and relevant supporting detail. Generally accurate and appropriate language, layout and style. Responds to tone or purpose of writing task. Mainly distinguished from Band 8 performer in fluency, accuracy and appropriateness.
- 60 *Competent writer.* Uses a wide range of skills to convey thesis--presenting it in quite a well-structured fashion, arranging main and supporting themes and details logically. Use of lexis and grammatical patterns reasonably accurate. Slight limitation of style and mastery of appropriate idiom in an otherwise intelligible presentation.
- 50 *Modest writer.* Conveys basic information competently, but logical structure of presentation will lack clarity. Work will show several slips and formal errors. Use of style and conveyance of tone is present but not consistent. Essay may well lack interest but the basic message gets through.
- 40 *Marginal writer.* Presentation has coherent appearance and several factual statements can be sequentially made. Work lacks logical structure and use of discourse markers. Often makes lexical and grammatical errors. Uses basic punctuation conventions. Uses restricted range of skills. Will backtrack and may still repeat. Basic theme is conveyed but imperfectly.
- 30 *Extremely limited writer.* Produces a string of sentences rather than an essay. Some theme but not logically presented. Use of simple sentence structure and restricted lexis with errors and inappropriacies abounding. Main merit is the conveyance of straightforward information.
- 20 *Intermittent writer.* No working facility; perhaps sporadic uses.
- 10 *Non-writer.* Not able to write.

¹ From Brendan J. Carroll. 1980. *Testing communicative performance*. Oxford: Pergamon Press, 136.

**APPENDIX 2: Summer 1992 IC30 WPW Class Procedures & WNB Prompts,
plus Research Procedures**

DATE	CLASS PROCEDURES	WNB PROMPTS	RESEARCH
June 18 (Thurs)	FIRST CLASS Introductions; AWWs questionnaire; Course outline; WNB 1&2; brainstorm essay topics; teacher's letter given; hmwk: pre-research draft on essay, answer teacher's letter.	1. What kinds of writing would you be interested in doing in terms of developing your academic skills? 2. What is the purpose of a research essay?	-collect AWWs questionnaires, (other 2, J.17) - request for research volunteers. ->Jul.19(pm), interview Khim - #1
June 23 (Tues)	Return WNB 1&2; I discuss WNB & research; WNB 3; reading on process & group discussion; peer conference on topics & pre-research drafts; lesson on using periodicals; go to library.	3. How did you decide on your research topic? What are the advantages and disadvantages of choosing your own topic? What do you think of your pre-research draft?	-explain & discuss WNB & purpose of my research to class. -Jul.22(pm), interviewed Sam & Ae-Li
June 25 (Thurs)	Return WNB 3; WNB 4; peer conference on draft/ideas; generate que.'s on topic for library research headings; discuss library strategies; go to library; work on first draft; Hmwk: freewrite 15min.; finish 1st.draft.	4. Why do professors assign research essays? What do you see as your purpose for writing this essay? How are essays usually evaluated? What kind of evaluation do you expect?	-other interviews being conducted.
June 30 (Tues)	Return WNB4 & freewrt; discuss WNB as a learning log & prompts as optional; WNB 5; discuss freewriting -> "creative topic exploration" exercise from V. Draper; drafting, conferencing, etc.; complete 1st draft next by class.	5. Describe your experiences as you were doing library research. What were you thinking? How did you feel? What are you doing with the info you find during library research? What do you think you should be reflecting on?	

July 2 (Thurs)	Return WNB 5; WNB 6; conferencing on a model; peer conference on draft; nutshell of main idea as focusing strategy; students working & conferencing at own pace.	6. Who is going to read your essay? What are they looking for? How does that affect the way you write your essay? Are you having any problems?	
July 7 (Tues)	Return WNB 6 & other work with comments; WNB 7&8; class discussion of WNB & essay project; interest groups: periodicals workshop, peer revision conferences, drafting.	7. What useful discoveries did you make during your last conference (or lately in your work)? How did you/ will you use that info in your essay? How are things going with your essay right now? 8. Thoughts on keeping a WNB. - What happens when I write entries. What I do. What I get by doing this. Connections with essay work. The questions - help or limitation? Writing, language, etc.	- I took class on this day, as a substitute. - Jul.8(pm) interview 2 with Sam
July 9 (Thurs)	Return WNB 7&8 & other work; WNB 9; peer conferencing; revising; workshop on bibliographies; work on thesis statements - using questions to focus more clearly.	9. What are the joys, frustrations, and discoveries you've experienced doing <u>your</u> particular research topic? Have you had any problems? What are you doing to solve these problems?	- other interviews in pm
July 14 (Tues)	Return WNB 9; WNB 10; guest speaker from Writing Tutorial Service; conference on models of essay intro's & concl's; peer conferencing, revisions.	10. Do you know what you're going to say before you: write a sentence or paragraph? Do you plan as you write a first draft of a section? If so, how do you do that? Are you able to express you opinions in this paper?	- interview 2 with Ae-Li in pm.

<p>July 16 (Thurs)</p>	<p>Return WNB 10; WNB 11; class conference on student model essay; peer conferencing on revisions; WNB 12 as homework.</p>	<p>11. Write your entry in your native language.</p> <p>12. How has the topic you've been working on changed or developed over the past weeks? How are you managing the ideas that you have and your resource material?</p>	<p>- interview 2 with Sam in pm.</p>
<p>July 21 (Tues)</p>	<p>Return WNB 12 & other writing; WNB 13; sentence combining as a pre-editing activity; group & class discussion of editing concerns; peer editing conference; WNB 14 - homework (next class pre-empted by a trip).</p>	<p>13. How have you revised your research essay? Are you having problems with content, organization, clarifying your ideas? If you are at the editing stage, what are your concerns? Are there particular things you want help with?</p> <p>14. If you were to write yourself a letter giving advice for working on a future research paper, what points would you include?</p>	
<p>July 28 (Tues)</p>	<p>FINAL CLASS (some students had already left - not Khim, Sam or Ae-Li) AWSS post-test questionnaire; first responses returned to students for comparison; WNB 13 returned; look over entire WNB, WNB 15; finish up loose ends of essay, portfolio, self-evaluations for both essay and portfolio.</p>	<p>15. What have you learned from you WNB? Explain how, or if, you used it. Do you have any suggestions for doing these WNB's?</p>	<p>- other 2 questionnaires done in Core on July 17 - collect AWSS (1&2) - interview 3 with Ae-Li in pm. - photo-copies of portfolios & WNB's. - interview 3 with Sam & Khim, July 29.</p>

APPENDIX 3: IC30 WPW Course Outline

Maria Axler

228C PA

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Office Hours 12-1:00 Tues. Thurs.

or by appointment

Writing Process Workshop COURSE OUTLINE

During the next six weeks you will be encouraged to write a Research Paper. If possible you should consider writing the paper about a topic in your intended field of study. There are many good reasons for this; however, if you find this impossible you can attempt a topic in another field. Please clear all topics with me because I have noticed that students often select a topic that is too general or broad. Remember, you have a unique point of view if you allow yourself the freedom to think.

I expect that your progress will be guided by a series of "Writer's Notebook" entries that will be written during each class. These entries will be collected at the end of each class, responded to and then returned to you. At the same time Adrienne Soucy will be conducting some research on this. She will come to class on Tuesday 23 June to talk about this research project.

A 3-RING BINDER IS YOUR WRITING PORTFOLIO. The organization of this binder is similar to the organization of your binder during the last term. This means the binder is divided into useful and logical sections:

Writer's Notebook'

Free Writing

Course Handouts

All work in progress ... topic searches, brainstorming, drafts, conference sheets, etc.

If you are confused about any particular points of grammar, please keep note of them and I will try to answer your questions. You are free to visit me during my office hours if you have any problems or ideas. Please feel free to tell me if you are dissatisfied with any aspect of the course and I will try and resolve those issues with you.

! ! ! ! CLASSES BEGIN AT 9 AM ! ! ! !

Please make every effort to be there on time so as to not disturb your classmates.

APPENDIX 4: STUDY PROCESS QUESTIONNAIRE¹

There is no "right" way of studying that everyone should use. Different learning styles and courses lead to different approaches. The following questions are concerned with your attitudes towards your studies and your usual ways of studying.

It is important to answer each item as honestly as possible to ensure accurate, useful results. Your first reaction is probably the best one, so don't spend a long time on any one item. Do not worry about projecting a good image. Your answers are **CONFIDENTIAL**.

NAME _____

DATE _____

Circle the number beside each item that fits you best.

KEY:

- 5 means .. Always or almost always true of me
- 4 means .. Frequently true of me
- 3 means .. True of me about half the time
- 2 means .. Sometimes true of me
- 1 means .. Never or only rarely true of me

- 1-2-3-4-5 1. I am/was at college/university mainly because I feel I will be able to get a better job if I have post-secondary education.
- 1-2-3-4-5 2. I find that at times studying gives me a feeling of deep personal satisfaction.
- 1-2-3-4-5 3. I want top grades in my course work to ensure I will have more job options when I graduate.
- 1-2-3-4-5 4. I learn best from lecturers who work from carefully prepared notes and outline major points neatly on the blackboard.
- 1-2-3-4-5 5. While studying, I often think of real life situations for which the material I'm learning would be useful.

¹ Adapted from the *Study Process Questionnaire*. 1985. Hawthorn, Australia: The Australian Council for Educational Research Ltd.

- 1-2-3-4-5 6. I usually summarize suggested readings and include these as part of my notes on a topic.
- 1-2-3-4-5 7. I get discouraged by a poor mark on a test and worry about how I will do on the next test.
- 1-2-3-4-5 8. I find that studying academic topics can be as exciting as a good novel or movie.
- 1-2-3-4-5 10. I learn some things by rote (memorizing), going over and over them until I know them by heart.
- 1-2-3-4-5 11. When I read new material I am often reminded of things I already know and then see my previous knowledge in a new light.
- 1-2-3-4-5 12. I try to work consistently throughout the term in a course and review regularly when exams are close.
- 1-2-3-4-5 13. Whether I like it or not, I can see that further education is a good way for me to get a well paid or secure job.
- 1-2-3-4-5 14. I feel that just about any topic can be highly interesting once I get into it.
- 1-2-3-4-5 15. I am basically an ambitious person and want to get to the top, whatever I do.
- 1-2-3-4-5 16. I tend to choose subjects and courses with a lot of factual content rather than theoretical kinds of subjects.
- 1-2-3-4-5 17. I find I like to do enough work on a topic to enable me to form my own point of view before I feel satisfied.
- 1-2-3-4-5 18. I try to do all my assignments as soon as possible after they are given out.
- 1-2-3-4-5 19. Even when I have studied hard for a test, I worry that I may not do well on it.
- 1-2-3-4-5 20. I usually become increasingly absorbed in my work the more I do.
- 1-2-3-4-5 21. I see getting high grades as a kind of competitive game, and I play to win.

- 1-2-3-4-5 22. I generally restrict my studying to what is specified in the curriculum as I think it is unnecessary to do anything extra.
- 1-2-3-4-5 23. I try to relate what I have learned in one subject to that in another.
- 1-2-3-4-5 24. After a class, I reread my notes to make sure they are clear and I can understand them.
- 1-2-3-4-5 25. Teachers should not expect students to spend significant time studying material everyone knows will not be on the exam.
- 1-2-3-4-5 26. My studies have changed my views about such things as politics and my philosophy of life.
- 1-2-3-4-5 27. I believe society is based on competition and schools and universities should reflect this.
- 1-2-3-4-5 28. I think it is best to accept the statements and ideas of my lecturers who know more than I do, and question them only under special circumstances.
- 1-2-3-4-5 29. I spend a lot of my free time trying to obtain more information about new and interesting topics discussed in class.
- 1-2-3-4-5 30. I keep neat, well-organized notes for most courses.

APPENDIX 5: Beliefs about Academic Studies¹

For each of the following statements, indicate whether they are true (T) or false (F) for you.

1. Academic grades most often reflect the effort you put into courses.
2. I came to university because it was expected of me.
3. I have mainly determined my own career goals.
4. Some people have a talent for writing, while others will never write well no matter how hard they try.
5. Professors sometimes get an early impression of you and then, no matter what you do, you cannot change that impression.
6. I am a good writer.
7. I never feel really hopeless -- there is always something I can do to improve my situation in life.
8. Studying everyday is important.
9. I consider myself highly motivated to achieve success in life.
10. Sometimes I feel that there is nothing I can do to improve my situation.
11. Doing work on time is always important to me.
12. What I learn is determined more by university and course requirements than by what I want to learn.
13. I am easily distracted from my work.
14. There has been at least one time in school where my social activity hurt my academic performance.
15. I plan well and stick to my plans.

¹ Adapted from Ashton D. Trice. 1985. Academic Locus of Control Scale for College Students. *Perceptual and Motor Skills*, 61, 1045.

APPENDIX 6: Academic Writing Skills Self-Assessment

NAME: _____

DATE: _____

Rate your own academic writing abilities as you begin this term. At the end of the course, you can use your responses to these items to help you to identify changes in your writing.

Write the number from the scale below beside each statement, to indicate how true it is of you. It's usually best to go with your first response to get an accurate indication.

- 5 - this item is always true for me.
- 4 - this item is frequently true for me.
- 3 - this item is true for me about half the time.
- 2 - this item is sometimes true for me.
- 1 - this item is rarely or never true for me.

1. I clearly understand what is required to write an academic essay.
2. I can think of my own topic for an essay.
3. I know how to develop or generate ideas on an essay topic.
4. I can find a clear focus of my own when I write on a topic.
5. I feel confident when I begin to write a first draft.
6. Finding information on an essay topic in the university library is a lot of work, but I can manage well.
7. I can summarize information from readings on my topic to work into my essay.
8. I use information from lectures and readings to support my ideas effectively.
9. I'm not sure of what to do to revise a draft of an essay.
10. I check my spelling often as I write, right from the start.
11. I enjoy writing and look forward to starting each new writing assignment.
12. I write well organized essays.
13. I can write an essay that communicates my ideas clearly.

14. Worrying about my ability to write an essay in English makes it difficult to get started.
15. I feel confident about my ability to do academic writing.

END

'2 0-0 7-9 4

FIN