

**AN EXPLORATION OF
THE PROCESS OF READING TO WRITE
USED BY GOOD SPANISH-AS-A-FOREIGN-LANGUAGE STUDENTS**

by

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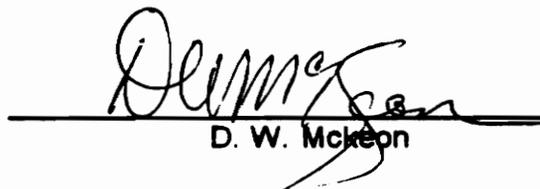
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(ABSTRACT)

Research in the process of reading to write used by foreign language (FL) students is lacking. This study is descriptive in nature as its main purpose was to generate a hypothesis about how good Spanish-as-foreign-language (SFL) students in a third-year level class performed reading-to-write tasks. The following objectives guided the investigation: (1) to explore the processes and strategies that good upper-level SFL students in a third-year Spanish composition class used to perform reading-to-write tasks; (2) to explore how the processes used were affected by the contextual constraints of academic writing within an authentic FL class; and (3) to explore how the students integrated information from the source texts into their writing in terms of types of use of information, their function, and location in the students' texts. Case study was used to explore the processes of reading to write and to capture the relationship between cognition and context within an academic FL setting.

In order to achieve the objectives of the study, two good third-year SFL students from a composition and conversation class in a large southeastern university were the subjects in this investigation. The subjects performed two reading-to-write tasks as part of their class assignments. The two reading-to-write tasks were intensely

analyzed as to the processes and strategies that the subjects used and the effects of the teacher's expectations, of the rules and conventions of academic writing, and of the subjects' limited command in Spanish on such processes. In addition, a product analysis was conducted on the final written products. Stimulated-recall interview was used as the method for data collection process. The subjects also kept reading and writing logs for each task that were used to help stimulate recall of the processes they used.

Findings indicate that the process of reading to write used by good third-year SFL students is a recursive process that includes the orchestration of the following major processes: brainstorming/synthesizing, monitoring, structuring, elaborating, planning, relaxing, writing, revising, and editing. In addition, results show that contextual constraints affect the processes listed above. Among the contextual factors explored, teacher's expectations had the strongest effect. Rules and conventions of academic writing and limited command of Spanish also affected the processes of writing from source texts. Results from the product analysis indicate that good SFL students tend to integrate information from the source texts using mainly original statements, synthesis, and paraphrases. Results led to the design of a preliminary-research based model that could have important implications for future research and consequences for teaching.

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CHAPTER I

Introduction and Purpose

Effective academic writing is, to a large extent, determined by the students' ability to write based on the reading of source texts. Be it in the form of a summary, a response and interpretation, an argumentative essay, or a research paper, students across the curriculum are required to integrate information from background texts with their own ideas to create a new text (Horowitz, 1986; Spack, 1988; Flower et al., 1990).

In foreign language (FL) classes at the university level, writing tasks based on the reading of source texts are initiated at the upper-division level. In particular, in third-year FL composition classes, the nature of writing becomes more academic in purpose. Writing starts to move from the transcription type of writing traditionally done during the lower-division classes toward a more formal, reader- and purpose-oriented type of writing (Dvorak, 1986; Kern & Schultz, 1992). In addition, at this level writing becomes an even more complex task, as students are expected to react and respond to source texts in various modes of discourse such as argumentation (Kern & Schultz, 1992). However, although reading and writing requirements begin to demand more higher-order-cognitive skills of the students, instruction still tends to emphasize the teaching of grammar. Thus reading and writing remains subordinated to the practice of grammar (Greenia, 1992). Formal and direct instruction on what strategies FL students should use to produce the kind of critical reading and insightful writing they are expected to create is often unusual in the language class (Schofer, 1990). As a result, students are confronted with learning, or even discovering, by themselves the processes and strategies that would allow them to succeed in the assigned reading-to-write tasks. Furthermore, not only have reading and writing strategies been minimally taught in FL classes, but also they have been minimally explored.

Much of the research on the process of writing based on the reading of background texts has been done with native English writers (Flower, et al., 1990; Kantz, 1986), but little has been done with either second language (L2) or FL students. Thus, in this study the researcher explored how good Spanish-as-a-foreign-language (SFL) students in a third-year college level composition class performed reading-to-write tasks, in order to gain insight into what processes and strategies they used to accomplish the tasks. In addition, the researcher explored the effect of three contextual constraints on the processes used, namely (1) teacher's expectations, (2) rules and conventions of academic writing, and (3) limited command of the target language. Finally, a product analysis was conducted to investigate how students integrated information from the source texts into their own writing. Analyses were conducted of the types of information used from the source texts, such as quotations, paraphrases, summaries, and exact copies, and of their function as well as location in the students' papers (Campbell, 1987, 1990).

This study is not experimental or evaluative; it is descriptive in nature, as it sought to generate a hypothesis about how good SFL students in a third-year level composition class performed reading-to-write tasks. The following research questions guided the investigation:

1. How do good SFL students in a third-year level writing class perform reading-to-write tasks in terms of processes and strategies used?
2. To what extent are the processes and strategies used affected by certain contextual constraints such as teacher's expectations, rules and conventions of academic writing, and limited command of the target language?
3. In what ways do they integrate information from the source texts into their writing in terms of types of information used, their function, and location?

Insights gained from the study yielded valuable implications that could help develop a model of the strategies and processes used by good upper-level SFL students

performing reading-to-write tasks. In turn, the findings of this study lead to important consequences for teaching.

Justification for the Study

Reading-to-write tasks in American universities.

In American universities, academic writing is primarily "reading to write", i.e., writing based on the reading of source texts (Flower, 1990; Spack, 1988; Horowitz, 1986). In academic writing, students are expected to have the ability to integrate information from source texts with their own ideas, elaborate on such information, and transform the information to produce an original, coherent, and topical text. Moreover, in academic writing students are expected to possess not only the skills of basic literacy--reading and writing-- but those of critical literacy as well, which requires the students to think through written texts, to question and analyze assumptions, to discern implications, and to transform information to create a new text (Flower et al., 1990; Scardamalia & Bereiter, 1987). More specifically, from a cognitive framework, in academic writing students are required to orchestrate a number of processes in reading-to-write tasks (Brown & Palincsar, 1989; Scardamalia & Bereiter, 1987; Flower & Hayes, 1981c; Stein, 1990). Four basic cognitive processes have been identified as inherent to reading and writing tasks in L1 (Stein, 1990): (1) monitoring--used to check for comprehension of meaning of the source texts as well as for progress of the students' own text ; (2) elaborating--used to integrate information from the source text with prior knowledge; (3) structuring--used to re-arrange information from the source text to create a new text; and (4) planning--used to work with content, text features, audiences, and purpose. These four cognitive processes

blend together with the three basic processes of composing to provide a representation of the processes activated to perform reading-to-write tasks. The three composing processes are writing, revising, and editing (Williams, 1989).

Reading-to-write tasks in Foreign Language Programs.

In foreign language programs, in upper-division courses, academic writing is also primarily reading to write. Students are also expected to analyze source texts and assess them critically as well as to integrate and transform information from such texts to produce original, coherent, and topical written pieces (Schultz, 1991). However, at this level, FL students' task is complicated by two major contextual constraints. First, the students' command of the target language is limited. Second, they are still negotiating the conventions and expectations of academic discourse in the target language and culture with those of their native academic community.

The students' command of the target language creates a unique context for FL readers and writers that affects the processes they use. In reading-to-write tasks, students are invited to be critical readers and writers, which demands higher-order cognitive skills such as evaluation, interpretation, argumentation (Schultz, 1991). In many instances, students can be critics in English, but they may be inhibited when they have to express their critical thinking in the target language. This may create feelings of frustration that to some degree affect the processes used and the quality of the text produced.

Secondly, negotiation with the conventions and expectations of academic writing in each language also affects the processes and strategies that students use to perform reading-to-write tasks. In the case of American students studying Spanish, this negotiation is reduced to some extent, as both languages share some patterns of

communication in writing, such as writing modes and organizational formats (Chelala, 1981; Valdes, Dvorak, Hannum, 1989). However, there is negotiation of some sort in which unique values, traditions, and beliefs from the students' native culture may interfere with those from the target language and culture. This interference may, in turn, affect the reading and writing processes used in reading to write, hindering the ability to understand and respond to a given text (Kramsch, 1985).

As has been stated earlier, despite their relevance in academic settings in both English and FL, the reading-to-write process and the effects of certain contextual constraints on the processes used have been neglected in most studies on FL writing. Most research studies in L2/FL composing have dealt with the writing processes of tasks that do not require the use of source texts (Raimes, 1987; Zamel, 1982, 1983; Krapels, 1990). Furthermore, none of these studies have considered the influences of contextual constraints on the cognition of composing.

As a result, much is left to be explored about the process of writing and the texts expected to be produced in academic settings in upper-division FL courses. In order to help FL students effectively perform reading-to-write tasks, FL professionals need to have a better, deeper, and more systematic understanding of what students do, and what processes and strategies they use as they perform the assigned reading and writing tasks. Furthermore, it is necessary to have a clearer understanding of how the processes and strategies used are affected by contextual constraints within an authentic FL composition class.

Information on the processes of reading to write is needed to help FL students become more powerful readers and writers in the target language. Information of this type can yield valuable implications for both teachers and students, helping them to understand the teaching/learning processes of reading and writing in a FL. Teachers can

have a better grasp of the strategies that their students use when performing reading-to-write tasks. Such an understanding will enable teachers not only to guide students to develop effective skills for their reading and writing tasks at their present level, but also to further their students' intellectual growth needed in subsequent FL reading and writing courses. On the other hand, information on the processes of reading to write can help students develop control over the strategies they use by making them aware of how they perform reading-to-write tasks. Such control and awareness can help students choose between effective and non-effective strategies, modify or discard ineffective ones as well as tackle processing problems more openly. All that may contribute to the empowering of FL readers and writers.

Closely related to the cognition of reading to write is the resulting integration of information from background readings into the students' texts. As has been mentioned before, in both L1 and L2, academic writing involves integration of ideas, facts, or concepts from reading sources, achieved for example by means of quotations, paraphrases, summaries, or brief references (Campbell, 1987). Expertise in how to use information from sources requires appropriate training in skills such as using quotations, paraphrasing, summarizing, and synthesizing. Britton et al (1978) remark that writers draw on the writing of others in a complex variety of ways which is developmental in nature. They propose a scale of degrees of copying and suggest that writers may have to pass through a series of stages before they can use information from sources in a synthesizing and original way. Britton's scale ranges from mechanical copying, copying for a reason, paraphrasing, summarizing, summarizing and expanding on the author's ideas, transforming and criticizing adding value judgment, to synthesizing with a purpose which, according to Britton, is not frequently required in school, but should be encouraged more.

FL students in upper-level reading and writing classes also need to draw information from background sources and integrate it into their texts in an original and coherent manner. Students are required to incorporate quotations, to paraphrase ideas or summarize and synthesize useful sections in order to support and validate their arguments. However, their readiness to do so is often weak, as they generally lack the necessary training (Bretz, 1990). In lower-division classes, students do not receive instruction in how to use information from other sources as such skill is thought to be beyond the scope of elementary and intermediate FL classes. In upper-level FL courses, students are not directly instructed either, mainly because FL instructors make the assumption that students would have learned those skills in their English classes and thus, students are expected to transfer their ability to use information learned from other sources in their native language to reading and writing tasks in the target language.

However, in this study the validity of such an assumption is questioned due to the lack of sufficient research on skill transfer that would allow one to determine its role in FL writing skill development (Eisthold, 1990; Kern and Schultz, 1992). In addition, due to the linguistic complexity inherent in integrating information from sources into the students' text, a transfer of skills would prove insufficient, as students would struggle with language barriers and tend to lose the reading and writing skills they use with some confidence in their native language (Bretz, 1990). As a result, the researcher anticipated that FL students in third-year level composition classes would show a lack of expertise in using information from reading material in the target language due to the lack of adequate practice in reading, decoding, synthesizing, or outlining skills (Bretz, 1990). This study analyzed types of information derived from source texts, as well as the function and location of this information in the students' essays. The researcher expects that the results of these analyses would provide justification for the formal inclusion of the skills of

paraphrasing, summarizing, synthesizing, using quotations, making references, and documenting sources into the FL reading and writing curriculum.

In this investigation, both a process and product analyses were conducted to serve the purposes of the study that were as follows: (1) to explore the processes and strategies that good upper-level SFL students used to perform reading-to-write tasks; (2) to explore how the processes used were affected by the contextual constraints of academic writing within a FL class; and (3) to explore how the students integrated information from the source text(s) into their own writing, namely what types of information they integrated, how they used this information, and how they located it in their writing (Campbell, 1990).

Cognition and context in composition.

The study was guided by the emerging line of inquiry that connects cognition and context in composition (Schraver, 1992; Flower et al., 1990). This kind of research has gained prominence in studies that explore the context-dependent dimensions of writing in order "to understand how cognition and context interact, particularly with what effects, at what levels, and to what extent" (Schraver, 1992, p. 196). The two contextual constraints considered in this study were the students' knowledge of the conventions and expectations of academic writing in Spanish and English, and their command of the Spanish language. For the cognition of reading to write, the processes of monitoring, elaborating, structuring, planning, writing, revising, and editing were explored based on the assumption that they provide a basic representation of what students do while performing reading-to-write tasks in their native language (Stein, 1990). These processes offered a framework for the exploration of the cognition of reading to write in a FL. Other processes

were explored as well as they emerged in the study.

In order to have access to the cognition of reading to write and to capture the connections between cognition and context within an authentic academic setting, the researcher used records of the students' behaviors in relation to the assigned reading-to-write tasks, including reading and writing logs, marks and notes, drafts and final products. Also, the researcher used stimulated-recall interviews collected during a one-semester period. Case study as the mode of inquiry was considered the most appropriate to render the focus and the depth necessary to achieve the purposes of this investigation.

General Description of the Course

Information about the course is included to provide the context in which the students performed the reading / writing tasks. The subjects of the study were in a third-year level Spanish class: Grammar, Composition, and Conversation which is a required course in most Spanish Programs designed mainly to help students refine their writing and speaking skills and reinforce their mastery of grammatical structures and vocabulary. In addition, it is a course intended to bridge the gap between elementary language courses and advanced-level courses by guiding students to use the language in a more purposeful and creative manner.

In this class, in particular, the students were engaged in a variety of activities including reading, writing, in-class discussion/conversation, and grammar and vocabulary practice. They used three textbooks: (1) Lecturas Periódísticas, a compilation of articles from magazines and newspapers in Spanish, (2) En La Ardiente Oscuridad, a Spanish

play, and (3) Composición: Proceso y Síntesis, a composition textbook that presents explanations and models of modes of writing in Spanish: description, narration, synthesis, exposition, definition, analysis and classification, comparison and contrast, cause and effect, argumentation, summary, research paper, and essay writing. The textbook emphasizes writing as a process and also contains grammar and vocabulary sections in each chapter.

The article textbook and the play were used extensively as the basis for in-class discussion/conversation and as source texts for some of the writing tasks. The students were assigned to read specific sections from the texts to be then discussed in class. The reading assignments were sometimes accompanied by comprehension and/or vocabulary questions that were checked in class and/or collected by the instructor.

As for the writing tasks, the students wrote five (5) compositions during the semester and were required to submit two versions of their writings to the instructor: (1) a final draft which constituted two thirds of the final grade for each composition and (2) a revised version using the instructor's marks, comments and suggestions which carried only half the weight of the first version. The five composition/essays constituted 40 % of the final grade for the course. Of the five writing tasks, three were based on readings of some sort: (1) an argumentative essay using a set of articles from Lecturas Periódicas, (2) a summary using a source of the students' own choice, and (3) an argumentative essay using the play. The writing task based on the articles and the task based on the play were used in the study because the students were instructed to use the same sources. The subjects reported that no specific guidelines or suggestions were formally provided by the instructor as to how to perform the tasks. In addition, the subjects remarked that grammar and structural correctness were the instructor's main concern on their essays. However, no data were collected on these aspects from the instructor's

point of view. Therefore, the researcher considered the statements as the interpretation of the subjects' perception.

Writing Topics Used in the Study.

The two reading / writing topics used in the study were:

Task I: Lea los artículos sobre ciencia y tecnología (pp. 148-61). Luego escriba un ensayo en el que Ud. presenta su opinión (argumento) sobre el siguiente tema: ¿Ciencia y tecnología para un mundo mejor? Haga referencia a los artículos según Ud. crea apropiado.

(Read the articles about science and technology (pp. 148-61). Then write an essay presenting your opinion (an argument) about the following topic: Science and technology for a better world? Make reference to the articles as necessary)

Task II: En una o dos páginas, y a doble espacio, compare Ud. la filosofía de Carlos sobre el mundo de los videntes y los invidentes con la filosofía de Ignacio sobre lo mismo. ¿Con quién está Ud. de acuerdo y por qué? Se puede citar del texto según sea apropiado. Sería preferible narrarlo en el tiempo presente.

(In one or two pages, and double space, compare Carlos' [one of the two main characters in the play, who is blind] philosophy about seeing people and blind people 's worlds with that of Ignacio's [the other main character, who is also blind] about the same topic. Who do you agree with and why? You can quote from the text as appropriate. It's recommended to write in the present tense)

Although both topics asked the students to write argumentative essays and to use reading sources, the tasks were different in depth and the subjects approached them differently. Task I was based on four magazine articles, whereas Task II was based on a literary selection; in Task I the subjects used the articles as secondary sources, whereas in Task II the play was the primary source; in Task I the subjects were not very motivated to write, whereas in Task II the subjects felt very interested and challenged by the play

and the topic itself. The subjects used similar processes and strategies to perform both tasks but in a different degree of depth and intensity. As a result of these differences each task for each case study was analyzed separately.

Brief Description of the Source Texts.

In Task I the subjects were instructed to write the essay based on four magazine articles from Lecturas Periodísticas. The articles were about science and technology. Article I, entitled "Ponga un girasol en su tanque" [Put a sunflower in your gas tank] addresses the issues of how to save the environment. The author proposes a form of combustible fuel for cars that can be generated using sunflowers. This method is natural and is less pollutant than other forms of combustibles. Article II, entitled "Ingeniería genética" [Genetic engineering] shows the advances achieved in medicine with genetic engineering. Finally, article III and IV, entitled "Ordenadores para la traducción automática" [Computers for automatic translation] and "El cerebro de un ordenador" [The brain of a computer] respectively, discuss the use of computers in the modern world.

In Task II, the subjects used the Spanish play En la Ardiente Oscuridad, by Antonio Buero Vallejos. The central issue in the play is the confrontation between the two main characters, Carlos and Ignacio, who are both blind and who have radically different views on how blind people should live their lives. Carlos is optimistic and Ignacio is pessimistic. Carlos seeks peace, harmony, and happiness for the school where they all live, whereas Ignacio intends to destroy Carlos' efforts and brings discomfort and unhappiness.

Theoretical Background for the Study

Flower and Hayes (1981) propose a theory of the cognitive process involved in composing that has laid the basis for an exploration of the thinking processes used in writing and that served as the groundwork for the study. This cognitive process theory contains four basic aspects:

1. The process of writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing.
2. These processes have a hierarchical, highly embedded organization in which any given process can be embedded within any other.
3. The act of composing itself is a goal-directed thinking process, guided by the writer's own growing network of goals.
4. Writers create their own goals in two key ways: by generating both high-level goals and supporting sub-goals, ... and by changing major goals or establishing new ones based on what has been learned in the act of writing. (p. 366)

The highlight of this model is that the major tools of analysis are elementary mental processes that have a hierarchical structure, and that may occur in the composing process at any time in a non-linear manner. The identification of the basic cognitive processes is fundamental, as it allows the exploration of the composing strategies used by different groups of writers: native, L2, FL, experienced, novice, more proficient, less proficient, among others. Moreover, the cognitive view of writing is important to help writers raise awareness of part of their mental acts performed in the course of writing.

The writing model (Figure 1) includes three major elements: the task environment, the writer's long-term memory, and the writing processes. The task is described as all elements outside the writer, such as the rhetorical problem or the assignment, for example. Long-term memory consists of the stored knowledge of the topic, the audience, and the various writing plans. The writer retrieves the stored knowledge needed to perform the assigned task and to transform such information to fit the demands of the assigned task and the needs of the intended audience.

The third area, the writing processes, includes the basic processes of planning, writing, revising, and editing. Flower and Hayes (1981) state that these processes are hierarchically organized but not fixed in a rigid order: a process may be embedded within another process at any time. This process is called recursion and gives the writer the flexibility to move back and forth from one process to another at any time during the act of writing as needed. Further, the writing processes are also goal-directed, which means that the writer creates a network of goals that, in turn, guides the writing. Flower and Hayes (1981) distinguish process goals from content goals. The former are "instructions writers give themselves about how to carry out the process of writing" (p. 377). The latter "specify all things the writer wants to say or do to an audience" (p. 377). Both constitute a network in which new goals function as part of already existing goals. Moreover, writers create sub-goals and modify the main goals in light of what they learn. It is in this form that "the fruits of discovery come back to inform the continuing process of writing" (p. 386).

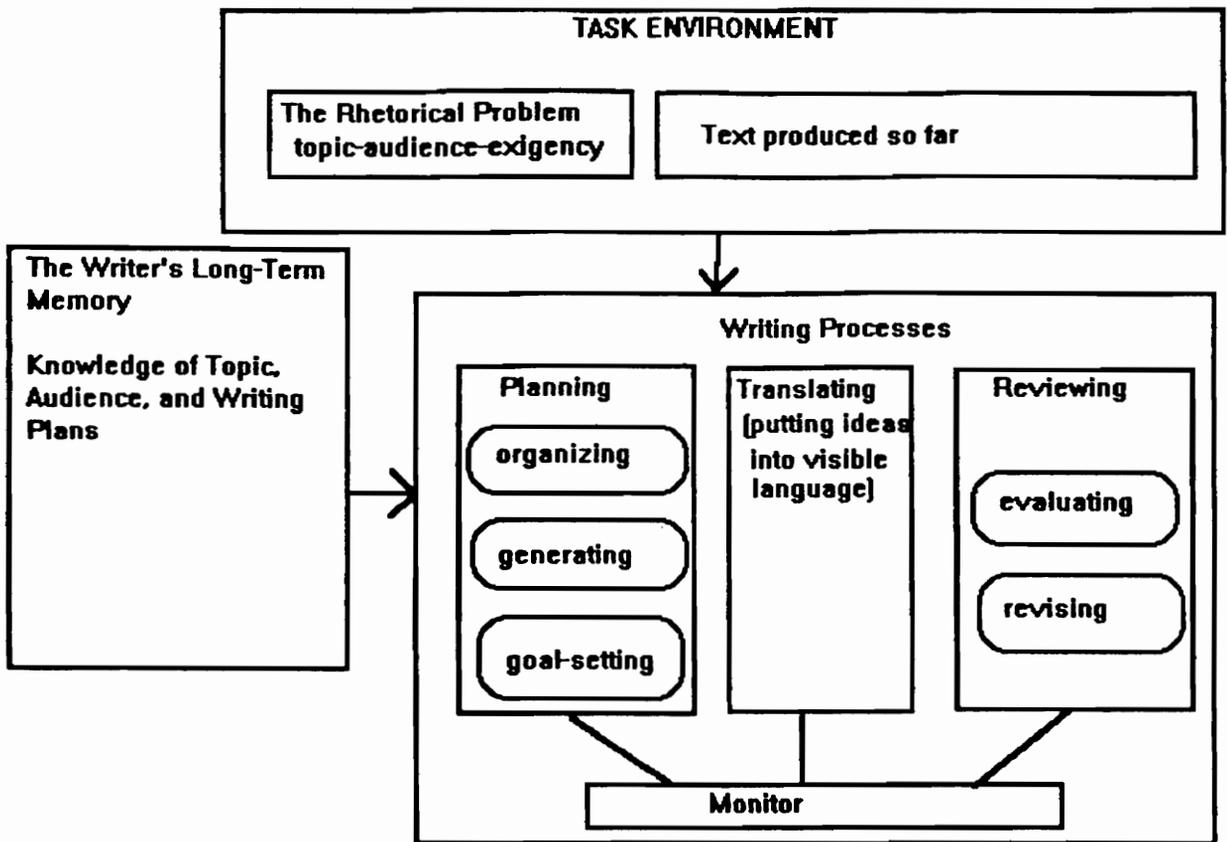


Figure 1. A Cognitive Process Theory: Structure of the Writing Model (Flower and Hayes, 1981)

As an extension of the cognitive model, Flower (1990) incorporated the concept of context. Guided by the line of inquiry in which the complex interplay between cognition and context is explored, Flower (1990) remarks that studies in writing should be conducted to understand cognition as it operates in specific contexts. Furthermore, Flower (1990) points out that studies in writing should explore processes in which the interaction between cognition and context is crucial. Thus, exploration of the reading-to-write process becomes relevant as it is highly affected by the contextual constraints and conventions of academic writing. The cognitive processes of FL students engaged in writing a personal letter are different from the processes they need to write a research paper. For the specific case of studying the reading-to-write process, "one [can] describe students' thinking at a level of detail that shows up specific differences in how individual writers perform and where they may have trouble" (p. 12). For example, it is possible to observe the many different ways in which elaboration is used, or misused, or not used at all. At the same time, such use of elaboration can be explained as determined by the social context of writing, of academic writing in particular, which is loaded with rules and conventions that are "a complex reflection of the culture of school and the cultural community to which the student belongs or aspires" (Heath, 1983).

Flower (1990) designed a conceptual diagram of the processes of reading and writing (Figure 2). The diagram presents reading and writing as cognitive processes in which social, linguistic, and cultural realities act upon cognition. It highlights features of reading and writing as constructive processes in which multiple factors participate. First, the diagram presents factors that correspond to the knowledge and contexts known to the writer and reader--social context, discourse conventions, and language--and those that have a direct influence on a particular task, such as purpose and goals and activated knowledge (Flower, 1990 p. 13-14). Second, the diagram takes account of mental

representations. These mental representations, known as schemata (Rumelhart, 1977), are constructed by readers/writers from their own previously acquired or background knowledge to create meaning from the texts, add meaning to them, and infer meaning from them. The construction of mental representations implies that a given text does not carry meaning in and of itself, but rather that it directs readers and writers to form meaning depending on their knowledge about a given topic as well as on their goals and intentions in a given task. As Dillon (1981) states:

The meaning of the text is not on the page to be extracted by readers; rather, it is what results when they engage (e.g., scan, study, reread) texts for whatever purposes they may have and with whatever knowledge, values, and preoccupations they bring to it (p. xi)

Finally, the third element in the diagram is the reader/writer's awareness of the processes used and of the forces that act upon them. Complete awareness of the processes activated in reading and writing is not feasible due to the extremely complex nature of both reading and writing: numerous mental processes are activated and many are unconscious. However, partial awareness is possible. Such awareness could help students to use the processes in a more fruitful manner in order to perform reading and writing tasks successfully.

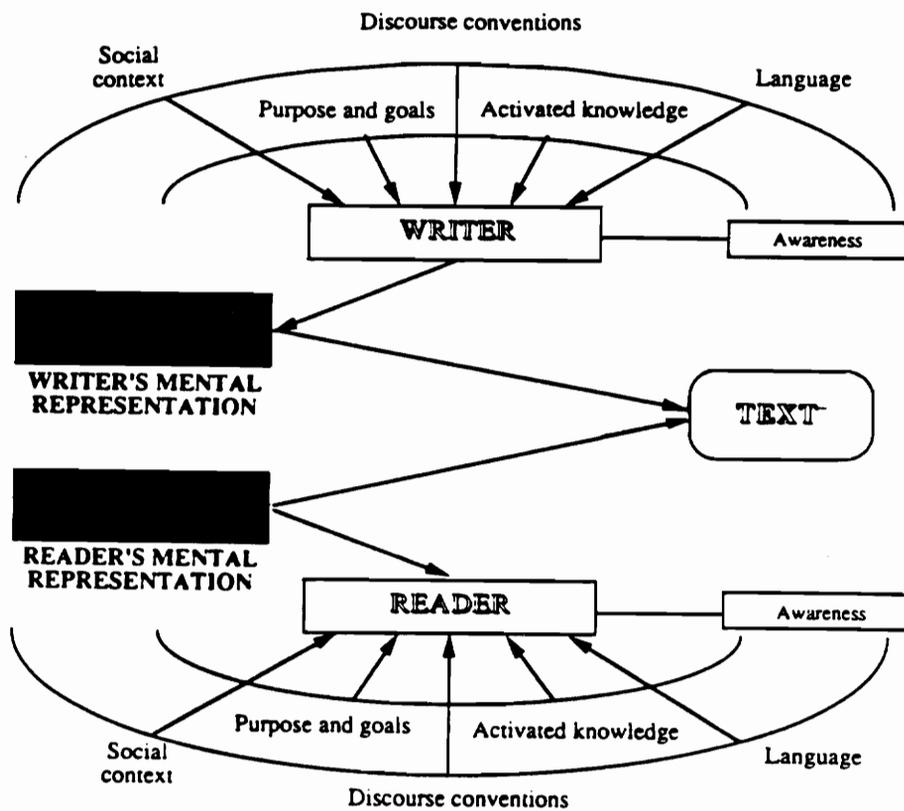


Figure 2. Reading and Writing as Constructive Processes (Flower, 1990).

The Cognition of Reading-to-Write

Considering the factors presented in Figure 2, Stein (1990) proposes a hypothesis of the cognition of reading-to-write in L1 that served as a starting point for data collection in this study. As has been stated earlier, other processes were explored as the study developed. Stein's hypothesis includes four cognitive processes: monitoring, elaborating, structuring, and planning.

(1) Monitoring is important to consider in an exploration of the processes of reading-to-write because of its role in the comprehension of a source text and in the production of a new text. The manner in which readers/writers monitor a source text and their own text affects the outcome. It has been found that expert readers and writers frequently monitor the source text and the progress of their own text to identify problems with processing (Baker and Brown, 1984; Newell and Simon, 1972). Also, the strategies used during monitoring can help determine how students handle representations of the meaning of the source text and analyze how they import material from the source text into their text (Stein, 1990). Examples of the strategies used include paraphrasing, stating the gist, rescanning, rehearsing.

(2) Elaborating is considered one of the crucial processes in performing a reading-to-write task. Elaboration is the process through which readers/writers activate their prior knowledge into the reading and writing task. In this way, the reader/writer is in a dialogical interaction with the text, learning from and adding new meaning to it, depending on his/her personal knowledge and beliefs, interests and purposes. As Dillon (1981) states:

Readers always go beyond what is explicitly stated, drawing inferences, enriching the text with pieces of personal knowledge, evaluating and interpreting it in terms of personal beliefs and values, interests and purposes (p. xi)

The process of elaboration makes it possible to see how reading and writing interact as "prior knowledge combines with source text propositions to create new ideas and practical perspectives" (Stein, 1990, p. 122). The prior knowledge activated would affect the transformation that students need to make in order to produce a text of their own. Thus, these mental representations are a fundamental factor that influences the content of the text produced.

(3) Structuring is the process through which students shape the information from the source text to create a new text. In Stein's study (1990), instances in which subjects re-organized material from the source text to create a new text were analyzed. Those instances were identified as:

agreement and disagreement between propositions in the source text or between a proposition in the source text and the student's prior knowledge, superordinate categories under which to subsume items in the source text, arranging text into high-level and low-level propositions, and discovering relations between ideas in the text that may not have been apparent on reading alone (p. 122).

(4) Planning is a central process in moving from reading to creating a new text (Stein, 1990). It has been observed that experienced writers construct elaborated plans and rely more heavily on planning than inexperienced writers do (Burtis, Bereiter, Scardamalia, and Tetroe, 1983; Flower, Hayes, Carey, Schriver, and Stratman, 1986). Stein (1990) analyzed how the participating subjects planned their task in terms of content, organization, audience, and purpose. The same factors were considered in the proposed study, as they constitute a basic framework for the exploration of planning.

Stein's model includes part of the processes activated to perform a reading-to-write task. The processes of composing, i.e, writing, revising, and editing, were also analyzed in this study as they are crucial for creating a comprehensive representation of the reading-to-write process.

Definitions, Assumptions, Limitations, and Delineations

Definitions of Terms

For this study, the following terms are defined:

Foreign language (FL): refers to the language(s) learned and/or acquired through training in a non-native setting. In this study, the foreign language is Spanish.

Reading-to-write task: refers to the writing assignment, typical of much of academic writing, that is based on the reading of source texts to produce a new text (Flower et al., 1990).

Source text: refers to a text (or texts) that is used as the basis to produce a new text (Flower et al., 1990).

Reading-to-write process: refers to the process used to write based on the reading of source texts. It has been described by Flower and her colleagues (1990) as a non-linear process in which a set of cognitive processes interact in a recursive manner. The processes analyzed in this study as a starting point for data collection procedure are: monitoring, elaborating, structuring, planning (Stein, 1990), writing, revising, and editing. Other processes will be explored as well as the study develops.

Monitoring: the process through which students read and re-read the source text for comprehension and for control of progress of their own text (Stein, 1990).

Elaborating: the process through which students integrate information gained from the source text with their prior knowledge in order to "create new ideas and critical perspectives" (Stein, 1990).

Structuring: the process through which students mold material from the source text to find connections and relationships in the information read from the source text in order to create a text of their own (Stein, 1990).

Planning: relates to how students deal with content, text features, organizing ideas, and rhetorical purposes in order to produce a text of their own (Stein, 1990).

Writing: refers to the process through which students put generated ideas into "some rough order" (William, 1989).

Revising: refers to the process through which students sharpen "organization and expression" (William, 1989).

Editing: refers to the process through which students correct surface and structural errors "like spelling, punctuation, and usage" (William, 1989).

Type of information: refers to how students incorporate information from the source text(s) into their own text. Examples of this category are: quotations, paraphrases, and exact copies (Campbell, 1990).

Function: refers to the purpose of the type of information used. Two general functions will be identified in the proposed study: background--to supply secondary ideas--, and foreground--to supply main points (Campbell, 1990).

Location: refers to the position of the information used in the students' essays: first paragraph, body, last paragraph (Campbell, 1990).

Assumptions

In view of the complexity of the mental structures and processes inherent in a reading-to-write task, stimulated-recall interview is considered a valid procedure used in order to raise to a conscious level a fraction of the cognitive processes and strategies that students use to perform reading-to-write tasks. However, in this study it was assumed that students' recall of their mental processes would be accurate and would lead to valid results. Secondly, it was assumed that the processes used to perform reading-to-write tasks were interrelated and could overlap.

Limitations

The researcher acknowledges that the exploration of the process of reading to write was limited due to the complexity inherent in it. As in any mental activity underlying language use, in both reading and writing and in reading to write numerous mental processes are activated simultaneously. These processes are essentially unconscious and some are conscious, yet in both cases they are difficult to be made observable for analysis (Chomsky, 1968; Jackendoff, 1987). Although no absolute delineations of processes have been identified, some insight was gained into the ways readers and writers perform reading-to-write tasks (Baker & Brown, 1984; Flower et al., 1990; Campbell, 1987). In addition, since the use of stimulated-recall interviews implies reliance on the students' memory, certain mental processes might have escaped the students' short-term memory and, therefore, were not available for recall. Furthermore, the researcher acknowledges that the results obtained in this investigation are only preliminary and are not generalizable due to the small sample used.

Delimitations

For the purpose of the study, two delimitations are set. First, the subjects studied were limited to good SFL students in third-year Spanish composition classes. This delimitation allowed the exploration of the processes and strategies used, and of the problems encountered by good SFL students within an authentic SFL class. Second, the reading-to-write tasks were limited to those that the instructor assigned and that required the use of the same reading materials from all the participating subjects.

Summary of the Study

This study is descriptive in nature because its main purpose was to generate a hypothesis about how good SFL students in a third-year level class performed reading-to-write tasks. The following objectives guided the investigation: (1) to explore the processes and strategies that good upper-level SFL students in a third-year Spanish composition class used to perform reading-to-write tasks; (2) to explore how the processes used were affected by the contextual constraints of academic writing within an authentic FL class; and (3) to explore how the students integrated information from the source texts into their writing in terms of types of use of information, their function and location in the students' texts. Case study as the mode of inquiry was used to explore the processes of reading to write and to capture the relationship between cognition and context within an academic FL setting.

CHAPTER II

Review of the Literature

The literature relevant to the present study includes: (1) research on the writing process, (2) research on reading in a foreign language, and (3) research on the reading-to-write process and product--studies in L1 and L2.

Research on the Writing Process

Writing in both L1 and L2 not only requires knowledge of grammatical structures, but most importantly, involves a series of thinking processes, the integration of which constitutes what is known as the writing process (Paulson, 1993). The term process has been used in two contexts. First, it refers to the developmental stages that writers pass through: writers move from the expressive, to the transactional, to the poetic type of writing (Dvorak, 1986). In the expressive stage, children first learn to communicate their ideas and thoughts in a written form that is totally writer-centered; then they learn to express themselves in the transactional form while bearing in mind the intended audience and their purpose for writing; and finally, some writers develop the last form of writing used to create a special effect, as in poetic writing (Kroll, 1981; Bereiter, 1980).

The second use for the term process refers to the teaching of writing as a process in order to help students become better writers (Dvorak, 1986; Hughes et al., 1983). The process approach to teaching writing has gained prominence as a reaction against the traditional product approach which focuses on the final production of the writer. The product approach emphasizes on structural and surface correction and not on the writer's complex mental operations he/she activates during the act of composing (Connor, 1987).

On the contrary, the process approach center point is on writing as a recursive, non-linear cognitive process in which the writer moves back and forth between prewriting, writing, thinking, revising, editing, writing again, until he/she is satisfied with his/her creation (Cooper, 1975; Zamel, 1982, 1983; Flower and Hayes, 1981; Paulson, 1993). It is erroneous to view this process in terms of an assembly line which a writer "dutifully plans, generates, and then constructs [an essay]..." (Flower and Hayes 1977, p. 460). The process is much more complex and language instructors should provide opportunities to help L2/FL students analyze, organize, and focus their thoughts in writing in order for them to become effective writers in the target language (Barnett, 1992).

The process approach has been characterized by prewriting exercises and strategies, the writing of several drafts with an emphasis on revision at the macro level of content and organization and less attention to mechanics (Raimes, 1987). This approach has been widely acclaimed by L2/FL writing researchers who still see the need to strengthen its implementation in L2/FL classes. Writing experts object to the fact that most FL language instructors tend to subordinate writing to the mastery of grammar and vocabulary, and thus to treat writing as a product and not as a process (Dvorak, 1986; Barnett, 1992; Greenia, 1992). Radical changes need to be made in language classes as far as the way writing is viewed and taught; research is the means that has provided a theoretical framework to implement such changes.

Research on L2/FL writing process is not abundant; however, the existing studies on this topic have granted valuable insights mainly into the differences between good and poor writers in their composing processes (Krashen 1984; Kroll, 1992, Zamel, 1982, 1983; Raimes, 1985). Studies show that good writers in both L1 and L2/FL differ from poor writers in their composing processes as "good writers have better and more

sound procedures for getting their ideas down on paper" (Krashen 1984, p. 12). In particular, good writers differ from poor writers in two major aspects: planning and revising (Krashen 1984; Zamel, 1983).

It has been found that although both good and poor writers spend some time planning before they actually write their essays, good writers have more flexible plans and are more willing to change their existing plans to meet the needs of their intended essays depending on the topic assigned, the audience, and the purpose. On the other hand, poor writers tend either to be disturbed if they cannot develop a complete plan since they view their planning as a final framework onto which they build and expand their writing (Zamel, 1983); or they spend very little planning, thus missing a general guide to organize and start their writing.

Clear differences have also been observed between good and poor writers in their revision strategies. Skilled writers tend to regard revision as a means of discovering ideas (Krashen, 1984) and revise at all levels: from secondary, structural elements to important and more complex changes in content and organization (Zamel, 1983; Sommers, 1980). Poor writers, on the other hand, are mostly concerned with "local problems from the very beginning, changing words and phrases but rarely making changes that affect[ed] meaning" (Zamel 1983, p. 174). Such overconcern with surface correction hinders all possible ability to compose as the "overall relationship between ideas ... suffers" (Zamel 1983, p. 173).

Other studies have examined the differences between good and poor writers in their composing processes and strategy use (Zamel, 1982; Lapp, 1984; Richards, 1990; Magnan, 1985). Results indicate that, in general terms, skilled writers focus on meaning, and on communicating their message to the intended audience, whereas unskilled

writers focus on mechanics and surface structures sacrificing the quality of the content and of the organization of their writing at the expense of surface-level correction. The following chart (Shrum and Glisan, 1994) illustrates the major differences between skilled and unskilled writers:

Skilled writers

- Use a recursive, non-linear approach
- Are reader-centered
- Review what they write
- Focus on the message itself

Unskilled writers

- Use a linear approach
- Are writer-centered
- Spend little time reviewing
- Focus on mechanics of writing

Research on Reading in a Foreign Language

Studies in reading in a FL have yielded valuable information that can be organized into the following categories: Interactive models of reading comprehension, Strategies used by good and poor FL readers, Purposes of reading, and Implications for teaching.

Interactive Models of Reading Comprehension

Research on reading in a foreign language has been largely influenced by reading processing models in L1. Among the major models, the Interactive Models of Reading are reviewed for their significance in FL reading instruction as well as for their close connection with writing tasks.

Since the early 70's, researchers dealing with reading comprehension in both L1 and L2 have started to view reading as an active, interactive process which involves not only mere understanding of words and sentences, but also the creation of a model within the mind of the reader (Goodman, 1968; Barnett, 1986; Hammadou, 1991), as reading is "less a matter of extracting sound from print than of bringing meaning to print" (Smith, 1983). This conceptualization of reading has become the foundation for interactive models of comprehension that attempt to describe features of language (lexical items, syntax, topic, etc.), features of the reader (purposes, prior knowledge, proficiency, etc.), and the manner in which these features interact in the reading comprehension process (Phillips, 1984; Hammadou, 1991).

Among the major factors that affect the construction of meaning from a given text, FL reading researchers have explored the effect of the reader's prior knowledge and context, the reader's ability to make inferences, and elaboration (Hammadou, 1991; Reder, 1980). Findings reveal that both prior knowledge—the reader's general knowledge of, or cultural familiarity with, a given topic—and context—as for example, the title of a text, illustrations, etc.—have a significant impact on comprehension, stronger than the teaching of vocabulary or other lexical features, especially for beginning and intermediate FL students (Hammadou, 1991; Levine and Haus, 1985; Lee, 1986). On the other hand, lack of relevant prior knowledge as well as gaps in cultural background information inhibit or distort comprehension (Melendez and Pritchard, 1985). The importance of prior knowledge in the comprehension process has suggested that in both FL and L1 "what is understood depends [more] on the reader rather than on the linguistic difficulty of the text" (Swaffar, Arens, & Byrnes, 1991). In addition, results show that the activation of prior knowledge is an important factor in the reader's ability to make inferences. Inferring, "a thinking process that involves reasoning a step beyond the text, using generalizations

and explanations" (Hammadou, 1991, p. 28), has proved to be crucial for accurate comprehension and for the construction of meaning.

In relation to elaboration, studies show that it plays a crucial role in the comprehension and retention processes, as elaboration provides redundancy in the memory structure (Reder, 1980). Redundancy, in turn, helps avoid forgetting the information read and contributes to its fast retrieval (Reder, 1980). This notion implies that the more extra processing a reader does that leads to additional and redundant information, the better will be memory for the material processed and the better the comprehension and retention will be.

Strategies Used by Good and Poor FL Readers

Studies on process and strategy use in FL reading identify a number of strategies employed by good and poor FL readers. Research shows that good FL readers are good guessers and good problem solvers, which distinguishes them from poor readers (Phillips, 1984). In addition, results reveal that fluent readers decode less frequently than maturing ones. On this matter, Phillips (1984) points out that poor FL readers tend to decode a text word for word, which hinders all possibility for construction of meaning and comprehending the source text. The author suggests that "students should be taught a repertoire of intensive reading strategies for those occasions when they need to decode. Mastering the 'how' of successful decoding will increase their ability to read with comprehension" (Phillips, 1984, p. 292).

Closely related to decoding is the reader's ability to use linguistic elements from the text successfully. Good FL readers pay attention to syntactic structures and

discourse markers, and draw logical relationships among the known lexical items in sentences to help assign meaning more accurately (Phillips, 1984). Moreover, good FL readers activate and use their background knowledge while processing the text, which allows them to make logical inferences, judge the validity of the propositions in the text, and elaborate on them. All this, in turn, fosters the reader's ability to read FL texts critically. Phillips (1984) remarks that these major strategies should be promoted at all levels of language instruction, as the ability to read in a FL successfully is only possible to achieve "if given constant attention" (p. 294).

Purposes of Reading

Strategy use largely depends on the purpose of reading. Munby (1979) distinguishes between intensive and extensive reading. Intensive reading demands closer attention to detail and text, and it is generally done when one reads for information, to learn, and/or to write. Extensive reading, on the other hand, which is often done for pleasure, requires the ability to skim and scan the text. In skimming, a reader reads to get the general gist of the text; in scanning, a reader reads focusing on specific information in order to understand the author's intention, to react, and to learn factual information.

According to Grellet (1981), intensive and extensive readings are two ways of readings belonging to a group of four main ones: skimming, scanning, extensive, and intensive. Gunternam and Phillip (1983) propose a list of common purposes of reading, from reading words and phrases to reading for pleasure, analysis, and criticism. The last two, reading for analysis and criticism, are often followed by a writing task in which

students need to demonstrate their ability to read insightfully and write accordingly. This type of intensive reading requires the ability to comprehend thoroughly, to make inferences, to elaborate on the information read, to formulate value judgments, and to re-structure the information learned to create a new text.

Implications for Teaching

Teaching FL students effective reading strategies and skills is an essential element in the foreign language curriculum. More and more researchers in FL reading are now seeing the importance of a direct and more systematic methodology to teach reading strategies in FL classes (Barnett, 1988; Loew, 1984; Sacco, 1987; Zvetina, 1987; Kern, 1989). In addition, due to the complexity inherent in the reading process and the web of abilities it requires, strategies from decoding to elaborating need to be taught in combination and from the start of language instruction. This view is held by Loew (1984) who states "Reading should be taught as a set of highly interdependent skills, none of which can be effectively learned and practiced in isolation" (p. 301).

A number of instructional techniques have been suggested, ranging from using advanced organizers, asking priming questions, using external aids in order to activate the appropriate prior knowledge in order to make inferences and formulating evaluative judgments in order to help students develop critical-reading and thinking skills (Sacco, 1987). Also, FL experts propose the use of strategies that promote the development of metacognitive skills during the reading act so that FL readers acquire control over the techniques they use to read and comprehend a text in the target language (Zvetina, 1987). Such control would enable students to improve their use of effective strategies

and to alter or discard ineffective techniques.

Research on Reading-to-write: Process and Product

Studies in L1

Research on the process of reading to write in L1 and its resulting product is scant. However, the few studies in this area have provided valuable insight to the field by exploring an often neglected aspect of academic writing and by yielding information necessary to improve pedagogy in writing classrooms.

Of crucial value is the research done by Flower, Stein, Ackerman, Kantz, McCormick, and Peck (1990). Their study is the first to explore the process of reading to write in such depth. The authors highlight the importance of exploring the most common and frequent task in academic institutions. The study was divided into two phases: an exploratory study and a teaching study. The exploratory study consisted of an informal classroom experiment with undergraduate, Master's, and Ph.D. students. The purpose of this first phase was to explore the process of reading to write. The second phase consisted of an in-depth observation of freshman students writing from sources. In both phases, think-aloud protocols and interviews were used. The researchers worked collaboratively but each explored a particular area of the process. In this section, the research done by Flower and two studies by Stein are presented.

Flower (1990) investigated the role of task representation as a crucial factor that determines and affects the process of reading to write and the quality of the resulting final product. The main goal was to explore an area that would help students "to understand

and manage the special demands of academic discourse" (p. 36). Flower (1990) remarks that task representation is often taken for granted and, as such, considered of no interest for research. However, her data revealed the value of this aspect. The researcher observed that students interpreted the "same college writing assignment in strikingly different ways" (p. 35). She explains this phenomenon as the result of the students' awareness, or lack of it, of the conventions of academic discourse and of the instructors' expectations, which to a certain extent students are expected to infer. Along the same lines Flower remarks:

... to represent a task is to imagine a rhetorical situation--to conjure up teachers past and present, their expectations and responses, texts one has read and written, conventions, schemes, possible language--as well as one's own knowledge, needs, and desires (p. 54).

The students were given a typical college-level assignment that required reading, interpreting, synthesizing, using relevant data, and writing one's own statement (p. 42). The analysis of the data revealed that the students' task representations differed in three major areas: major source of information, text format and features, and organizing plans, strategies, and goals (p. 42). The data collected allowed the categorization of the tasks produced as: summary, response, review, synthesis, and synthesis with a rhetorical purpose. Each of these tasks offered advantages and disadvantages, as well as costs and benefits, in terms of student effort required, as Flowers points out. Of the five tasks, synthesis with a rhetorical purpose was considered the most costly but offering the most benefits; it was the most intellectually sophisticated of all because "it asks the writer to reorganize and integrate information around a controlling concept" (p. 50), and it is the most valued in academic writing. However, as the data indicate, only few students

interpreted the task in this manner. The analysis of the data led the researcher to formulate a tentative theory of task representation as a constructive process organized around three principles:

1. Writers do not 'choose' a representation; they 'construct' one, integrating elements from a large set of options and schemes (p. 54).
2. Because the process of constructing a task representation depends on noticing cues from the context and evoking relevant memories, it can extend over the course of composing (p. 56).
3. Developments and changes in a writer's representation can lead to problems in constructing an integrated task and text (p. 58)

Moving from task representation to the process itself, Stein (1990) explored the cognitive process that learners use to perform reading-to-write tasks. She worked with two groups of students. One group consisted of freshmen, the other group of junior, senior, and graduate students. She also used think-aloud protocols, the analysis of which indicated that the two groups showed similar patterns of processing. Four categories of cognitive processing acting upon both reading and writing were identified: monitoring, elaborating, structuring, and planning (p. 121). Using these categories, the researcher pursued two objectives. The first was to examine the manner in which students applied the processes to four areas of the reading-to-write task: (1) building representation of the source text and their own texts, (2) bringing prior knowledge into the reading process, (3) applying automated process and practiced strategies to the task, and (4) balancing the development of ideas and opinions with constraints of the task (p.

121). The second objective was to conduct a quantitative analysis to investigate possible correlation between cognitive processes and the types and qualities of papers created.

For the first objective, the researcher conducted case studies. The analysis of the data indicated that students needed to make decisions as to which strategy to use when, and that whether the "students manage[d] or fail[ed] to manage" any of the strategies, both process and product were affected. In addition, results showed that the processes of monitoring, elaborating, structuring, and planning overlapped, as they occurred in a recursive, non-linear manner, allowing the reader/writer to move back and forth from one process to another at any time during his/her performance of the task. Moreover, the study revealed that students used various strategies for each of the processes depending on the task assigned, or represented by the students, and on the reading and writing goals that writers set on the task. Furthermore, both cognitive processes and the strategies used for them served crucial purposes which, in turn, affected the quality of the transformation that students needed to make to produce a text of their own.

For the second goal, a Pierson Product Moment correlation was performed to explore the relationship between the frequency of each cognitive process and the quality of the papers produced, types of papers, and expert or novice status of the students. The analysis did not yield significant differences for any of the comparisons. However, Stein advised that both the small size of the sample used and the large number of paper types may account for the given results. Furthermore, Stein observed that, although no significant difference was found, the frequency with which students used a particular strategy affected "the ease" with which they conducted the task.

In a separate study, Stein (1990b) examined elaboration as the crucial cognitive process that acts upon the process of reading to write. She explored the uses of prior

knowledge in reading to write and its effect on the performance of the writing task (p. 144). The objectives of the study were to determine the ways in which students used elaboration in their process, the value that elaborative material added to the source text, and the way(s) in which elaborative material affected the quality of the final products.

The analysis of the protocols indicates that elaboration served three distinct purposes: (1) to generate ideas--Stein (1990b) explained that importation of prior knowledge not only helps students to comprehend source text propositions, but also to decide what is important about those propositions. Such a selection, in turn, leads students to create their own ideas and opinions on the topic; (2) to develop a critical perspective--Stein (1990b) reported that the use of prior knowledge serves to compare and test the validity of the ideas on the source text, leading students to develop a critical attitude on the topic to write:

[elaboration] enables [students] to draw inferences and analogies, to see ideas from a variety of perspectives, which may well influence the perspective they choose when they write (p. 154);

and (3) to build a representation of the source text--Stein (1990b) reports that the representation students build of the source text contains information derived from the text itself and from memory. In the process of representation building, part of the information is common to many readers, as it may refer to shared experiences in the world at large, but part is individual "containing each student's unique ideas, perspectives, beliefs, values, personality traits, interests and style" (p. 154). Students select material from this personalized representation and use it as the basis for their own text.

The major insight gained from this study is the value and potential of elaboration to transform information from the source text to create a new text. However, it was found that often students overlooked or did not exploit such potential, devaluing their own ideas,

which prevented them from being creative and critical. Further, students were often unaware of the value of the process of elaboration itself, and appeared to engage in it automatically, "without conscious control of the process" (p. 155). According to Stein (1990b) this finding shows that teaching students may benefit from formal instruction about the process of elaboration and its outcomes. Students can be taught some metacognitive awareness of the functions of elaboration, the value of elaborative material they generate, and of the impact it has, directly and indirectly on the papers they write (p. 155). As Stein (1990b) points out, this awareness may help students value their own ideas and experiences and use them more critically in performing academic tasks.

While Stein's (1990) model focuses on the process of reading to write, other researchers (Kennedy, 1985; Kantz, 1990) have developed a model based on the learner. Kennedy (1985) explored the differences in the composing process of writing from sources between more able readers and less able readers. As the conceptual framework for the study, Kennedy followed Anderson's (1980) model of study-type reading which consists of a three-stage process: pre-reading, reading, and post-reading. The post-reading stage corresponds to the planning process of Flower and Hayes' (1980b) cognitive model. The objectives of the study were to identify purposeful strategies used by readers/writers who write from source texts, to determine whether the strategies were used at certain stages during the reading-writing process, and to compare and contrast the strategies employed by more able and less able readers (p. 440). Think-aloud protocols were used to identify the transition from one major process or stage to another. Six sub-processes were identified from the data: reading sources, referencing sources, noting, writing, planning, and general commenting (p. 442).

Supporting Stein's results, Kennedy found that the students' writing from sources was not a linear, sequential process moving from pre-reading, to reading, to

post-reading, and writing stages. On the contrary, in some cases, the activities overlapped, or were sometimes by-passed. In relation to the difference between more able and less able readers, the researcher found that the former group consisted of very active readers, marking and checking the text, making comments while reading. The latter group was more passive in reading, not overtly interacting with the text. This difference in strategy use while reading markedly affected the quality of the text produced by each group. Kennedy warns us that these results may be only tentative due to the small size of the sample. Therefore, more research on this issue is needed.

Kantz (1990) discusses problems that students have with writing from source texts, in particular, with writing persuasive research papers. The main objective of the study was to understand the demands of synthesis tasks so that teachers can teach students how to write research papers (p. 74). Case studies were conducted to explore the problems and difficulties students faced when writing from source texts, as well as the techniques they used or did not use in the process. The major problem identified was to create original arguments by transforming the material from the source text so as to fulfill the expectations of academic written discourse. According to Kantz (1990), this problem is rooted in another problem, that of task representation. Corroborating Flower's (1990) findings on task representation, Kantz (1990) found that students interpreted the assignment in different ways, which, in turn, required different demands and led to papers of different quality. In addition, the goals that the students set for the task depended on their awareness of the possibilities and on their writing abilities. In this matter, Kantz states:

A writing-from-sources task can be as simple as collating a body of facts from a few short texts on a familiar topic into a new text that reproduces the structure, tone, and purpose of the originals, but it can also involve applying abstract concepts from one area to

an original problem in a different area, a task that involves examining the relationships among material (p. 76).

Another possible problem that may lead to failure to create an original argument is, according to Kantz, misunderstanding sources because students read them as stories. Oftentimes, students expect the source to tell the truth, and consequently, they lack the critical attitude needed to understand that facts in source texts are arguments used with a rhetorical purpose to create a certain impression (p. 78).

Kantz (1990) proposes some techniques to help students overcome these problems. One technique is to teach students the concept of rhetorical situation using Kinneavy's (1971) triangular diagram which consists of the encoder, the decoder, and the reality. Guided by Kinneavy's three parts of the communicative situation, students are taught to read rhetorically. Haas and Flower (1988) have defined "rhetorically reading" as that type of reading that teaches "students to read a text as a message sent by someone to somebody for a reason" (cited in Kantz, p. 80). Kantz recommends this technique as a powerful tool to help students develop original arguments from source texts and to create a persuasive analysis. However, as Kantz points out, this technique does not guarantee success in actually producing an original, critical, and sophisticated text. It may happen that even after a reading a source text rhetorically, students simply end up narrating facts in their own texts. This phenomenon can be explained as the result of relying on what students have more practice in: narrating and telling stories.

Suggestions are proposed to help students overcome this second problem. The recommended technique is to teach students how to infer unsaid information from a text using heuristic questions to help them think about the rhetorical gaps in the text. This technique has its own risks as well, for it may lead to the problem of asking the students to perform new sub-tasks that require the use of task management skills such as

planning. To conclude, Kantz points out the value of the two techniques as possible ways to help students become better academic writers by teaching them how to be original and creative as well as persuasive in their arguments.

Two other studies that deal with the complexities of reading to write, but from the perspective of summarizing texts are those conducted by Taylor (1984) and by Winograd (1984). Taylor studied the different summary skills of inexperienced and professional writers. The subjects were asked to write a summary of an expository text in the time necessary for them to perform the task (from 30 minutes to 2 hours). The suggested length of the summary was from three to six sentences. Think-aloud protocols were used and videotaped.

The analysis of the protocols showed significant differences between the two groups in both the ways they read the source text and the ways they wrote their summaries. The differences were noted in the following areas: reading processes, taking notes, ability to form a generalization, time spent reading and writing, monitoring skills, ability to analyze material read, sense of audience, and writing process (p. 694). In general, the professional writers were more careful readers, read the text more times, and studied the text until they were convinced they understood it thoroughly. Both groups marked the text but used the information differently. The professionals spent longer periods of time thinking before writing than the other group did. The professionals monitored the source text constantly to check for accuracy; members of the other group, in contrast, were fast at arriving at conclusions without checking for accuracy. Finally, the professionals were more objective in presenting their ideas than the inexperienced writers were.

Winograd (1984) explored the difficulties that eighth-grade students have with summarizing texts. The subjects were placed in two groups: good and poor readers. The researcher hypothesized that the difficulties in summarizing texts might be associated with problems in strategic skills. The students' awareness of the demands of summarization, their ability to identify important information in the text, and their ability to transform the text into its gist were examined (p. 404). The analysis of the data indicates that both groups of students were aware of the demands of summarization. The differences were in what they considered important in the source text and, therefore, in what they included in their summaries and in how they transformed the source text.

Other studies that discuss summarization are those by Rumelhart (1977) and Kintsch and van Dijk (1978) who view summarization "as a highly structural model for language comprehension and production" (in Campbell, 1990, p. 212). Another value of summarization is highlighted in studies by Brown et al. (1981) and by Taylor and Beach (1984) who propose that "summarization is beneficial in working with expository texts" (in Campbell, 1990, p. 212).

Studies in L2

In L2 writing, the only study that has directly explored the use of source texts in writing is that by Campbell (1987, 1990). The researcher studied how native-English and ESL students of various language proficiency levels used information from a source text in their writing. The author compared how both groups of students used information from the source text and discussed the function and location of the textual information in the students' writings. Statistical analyses of excerpts from the students' essays categorized

as: quotations, exact copy, near copy, paraphrase, summary, and original explanation (p. 216) and of the students' proficiency levels, sections of composition, and functions of the excerpts revealed that ESL students in general relied on the source text more than L1 students did to begin their writing.

Also, the overall quality of the written text produced by the students was evaluated. In the essays of the native-English students, the language, the style, and the tone were found to be more academic than those produced by ESL students. According to the evaluators, L1 texts were more academic because L1 students made a smoother use of the source text; whereas ESL students used more exact copies, quotations, and paraphrases.

Campbell (1987) also explored the process of writing from sources as performed by native and non-native speakers of English. She conducted case studies to explore the strategies the students used to create their own texts from a source text in relation to: using the background text for generating ideas, writing, revising, and documenting (p. 14). Also, the researcher considered the students' reading comprehension ability, prior experience with writing from source texts, meta-awareness, and cultural differences. Information on these factors was obtained through post-writing interviews. Think-aloud protocols were used to collect data on the processes and strategies used.

Analysis of the data was based primarily on Kirby and Kantor's (1983) concept of "authority", defined as "a good understanding and confidence of that understanding, of both the background text and his/her emerging text" (Campbell, 1987). Campbell proposes that good readers and writers have "authority" that allows them to produce better quality academic papers. On the contrary, poor readers and writers lack authority and, consequently, they try to simplify the task as much as possible "by avoiding the text, copying the text, or simplifying the structure of the merging text to accommodate

repetitious patterns of use of the background text" (p. 113). As a result, the texts produced are of low quality for academic standards.

These findings are only preliminary, and the researcher notes the need for more research on aspects involved in the writing process from source texts, accounting for language proficiency, cultural differences, and reading-writing interaction. Based on the results of her study, Campbell proposes three hypotheses on writing from source texts that may be of use for future research. The hypotheses are as follows:

1. There is a positive relationship between comprehension of the background text and overall writing quality of the student paper: as comprehension of the background text increases, so does overall writing quality. (p. 128)

2. There is a negative relationship between authority over the background text (as measured by a reading comprehension rating plus a rating of self-confidence in understanding of the text) and simplification of the use of information from the background text (e.g., avoidance, copying, repetition of the structure in the emerging text): as authority over the background text increases, simplification of the use of information from the background text decreases. (p. 129)

3. There is a positive relationship between overall writing quality and backgrounding of information from the source text: as writing quality increases, information from the source text functions more often as background than as foreground (as defined by Hopper and Thompson, 1980). (p.131).

In foreign languages, in particular, research on the process of reading to write is lacking. Most of the studies closely related to reading to write published in major FL research publications deal with pedagogical issues related to how to prepare elementary and intermediate FL students to succeed in future reading and writing tasks to be

assigned at more advanced FL classes. Research can be grouped into two major categories: (1) studies on how to narrow the gap in students' preparation to perform reading and writing tasks between intermediate- and advanced-level classes, and (2) studies on how to teach literature in order to help students develop their higher-order cognitive and critical-thinking skills needed to perform reading and writing tasks at the advanced level.

FL experts propose changes in the FL reading and writing curriculum in order to narrow the gap between intermediate- and advanced-level courses. Adequate transition from intermediate to advanced FL classes is often lacking and students move from one level to the next without the necessary preparation in reading and writing processes and strategy use that would allow them to succeed in the advanced courses. Schultz (1991b) acknowledges this problem and remarks that "students who apparently do well in their language classes often seem to be at loss when faced with the demands of upper-division courses" (p. 411). The author criticizes the lack of appropriate composition skill preparation at the intermediate level, as it is seen in many of today's major institutions, in terms of upper-division expectations. She views as the main fallacy the fact that intermediate-level students are generally taught to write in the simplest modes of writing such as description and narration, and sometimes exposition without consideration of the writing modes that students are expected to produce in advanced courses. Thus, when the same students are in upper-division classes, they are required to write in a much more complex mode, such as argumentation, and they do not have the necessary tools to do so. The main reason for this problem is simply that the different cognitive processes involved in the different modes of writing are not adequately exercised in lower-division classes. The argumentative essay involves cognitive processes that are more complex from those involved in producing a narrative or a

descriptive essay as "the argumentative essay depends on higher-level cognitive skills that can be conceived of as a multi-dimensional network of conceptual constructs" (Schulz, 1991b). When writing an argumentative essay, writers engage in a complex process that includes exploration of a problem, evaluation of facts and evidences, generation and testing of hypotheses, and redefinition of such hypotheses in relation to new ideas and evidence. Whereas, when writing a descriptive or a narrative essay, writers engage in more simple, linear cognitive processes that, according to Flower (1988), develop early, approximately at the age of three, and that "can be called upon fairly automatically for writing purposes" (Schultz, 1991b). The gap that exists between the intellectual demands of the two types of writing is central to the difficulties that students have in moving from one task to the other (Schultz, 1991; Freedman and Pringle, 1980).

As a solution to this problem, FL experts propose the design and implementation in intermediate-level classes of reading and writing practices that will prepare students to perform the type of argumentative essays teachers expect their students to produce in upper-division courses. In particular, Schulz (1991b) proposes a comprehensive program that is relevant to the proposed study as it focuses on writing tasks based on the reading of literary texts. The program is based primarily on the following principles: (1) "it targets ... the mode of essay that students will be expected to write at the next level of study..."; (2) "[it] disperses grading criteria for compositions over categories other than grammar alone."; (3) it incorporates a variety of response mechanisms, from teacher response to student response-group work; and (4) "[it] is fundamentally process-oriented ..." (Schultz 1991b, 414-15). One of the major goals of the program is to prepare students to think critically and interpretatively about the texts they read in order to respond to and write about them insightfully and argumentatively.

In this program, students are asked to make close readings of any piece they are assigned to read. This attentive reading involves (a) evaluation of grammar and vocabulary as well as of other conversational elements, such as the use of parenthetical interjections, in terms of their significance to interpret and understand the literary text; and (b) analysis of the differences between narrator and author and of the tone and style of the text. In-class discussion is conducted on these issues which, in turn, is considered a form of pre-writing for the essays that students will be writing later. The topics for such essays are in essence intellectually provocative and are developed either by the students with their instructor's approval or by the instructors. The writing of the essays is preceded by composition lessons. The lessons include guidance into how to sensitize students "to the difference between self-evident observations and potentially interpretative questions" (Schultz 1991b, 413) by constantly asking students to focus on the why or how of their statements.

Another technique proposed to improve the students' analytical and writing skills is assessing a variety of composition types. That is, strong and weak compositions are analyzed as a whole-class activity according to the criteria that the instructor will be using to grade the essays in terms of content, organization, style, and grammar. In relation to content, students evaluate the interpretation given to the text and determine whether it is original or self-evident and if it is supported by the text or not. This analysis, in turn, provides additional opportunities for discussion of the assigned text. In relation to organization, which constitutes the most intense analysis done during the first part of the program, students are taught to examine the logical presentation of the arguments. As far as the analysis of style and of grammar is concerned, students' essays are evaluated in terms of basic sentence structure at this level. As the students progress through into the program, the analysis becomes increasingly more sophisticated.

General in-class discussion and assessment of compositions of this type prepare students for the peer-review work that they will start about the middle of the first semester at the intermediate level. Response-group work on drafts, the author remarks, has resulted not only in better quality essays but also in sharpened interpretative skills from part of the students "as they react to one another's ideas" (Schultz 1991b, 414). The program in general, according to the author, provides a sound means to bridge the gap between intermediate and advanced courses as it was found that the students developed "greater depth in critical thinking, increased eloquence of expression, and refined argumentation" (Schultz, 1991b, 415). This, in turn, adequately prepared the students to produce more sophisticated reading and writing tasks at advanced-level classes.

The gap between intermediate and advance-level classes is also criticized by language and literature experts who point out the lack of adequate preparation students have to process literary texts in the target language. This problem is found to be rooted in the supplementary role literature often plays in lower-level foreign language classes as well as in the use of the wrong methodology to teach literature. Schofer (1990) remarks that at the beginning or intermediate level literature is "supplementary and subservient to language instruction" as it is generally used to illustrate a language point or to stimulate discussion. However, in advanced-level classes students are expected to do literary analysis and to create critical responses about the literary selections, but without the adequate preparation to do so (Schofer, 1990). FL researchers such as Schofer (1990), and Barnett (1991) propose the integration of literature in the core of language teaching from the elementary level so that "students [can] have better preparation in reading and writing as they go from [the so-called] language to literature courses" (Schofer, 1990, p. 326) and, in turn, have the opportunity to enhance their

understanding of the target language (Barnett, 1991, p. 9).

The lack of students' adequate preparation results not only from the secondary position literature generally has in lower-division courses but also from the lack of adequate methodology FL instructors generally use to teach literature. When confronted with literary selections, often students feel disempowered as they are inhibited to engage with such selections and to respond to them critically. As Bretz (1990) remarks:

... students are easily convinced that there is only one correct 'reading' and that they do not have the tools nor the ability to find it without the aid of an instructor. Consequently, they find themselves completely 'disempowered' and often stop trying to read (p. 336).

This problem occurs mainly because the majority of college teachers still approach literature from a traditional New Critical view which reinforces that there is only one correct reading of a given text--that of the instructor. Bretz (1990), Schofer (1990), Davis (1989, 1992), Harper (1988), Kramsch (1985), (Broad, 1988), Rice (1991), Cipolla (1987) among other FL researchers acknowledge this issue and propose a radical change in the way literature should be taught in the FL curriculum. As the starting point, they suggest the use of contemporary literary theories as the guiding framework to develop a methodology to teach literature. To this end, the authors remark, teachers of language and literature should have a solid preparation in contemporary literary theories that would enable them to expand the perspectives for the teaching of literature in language courses. Knowledge of these theories, the authors agree, is essential to the teaching of literary texts as "... different theories enable [readers] to read in new and exciting ways" (Bretz, 1990, p. 336). In addition, these theories are important because of the principles about literature they underline, namely, that literature is process and movement (Schofer, 1990). That is, the process of reading literature, or any other text as well, is active and

dynamic as the reader "move[s] across the page from word to word, combining ideas, creating concepts, ... arriving at a general theme" (Schofer, 1990, p. 326), exploring with the multiple dimensions of social discourse literary language offer, and discovering the many possible messages and interpretations a literary text can provide. Furthermore, reading literature is a rich process that strongly involves writing as a person "... who reads is also writing a parallel text as he or she reads" (Schofer, 1990, p. 327).

Among the major contemporary literary theories, Iser's reader-response is repeatedly cited as the most suitable theory for teaching literature in a foreign language for its comprehensive view of the reading process. One of the most important aspects of this theory is the emphasis placed on the contribution of the reader to the process of comprehension. According to Iser, Davis (1992) explains, any literary work has two poles: the artistic and the aesthetic. The artistic is the author's text and the aesthetic is the realization accomplished by the reader. Iser's theory occupies a mid-way position between giving attention to the text and emphasizing the response provided by the reader as Davis (1992) explains:

Instead of analyzing the text on one hand or the reader on the other, the object of study for Iserian theory is the 'interaction between textual signals and the reader's acts of comprehension' (p. 361).

Following Iser's principles about understanding a text, Davis (1992) proposes that reading literature in a foreign language consists of at least four components: (1) decoding of the literal meaning of single words or sentences, (2) activation of background knowledge which involves "awareness of historical-cultural referents and the spatiotemporal context in which a work was written" (p. 359), (3) literary competence which involves knowledge of a set of conventions about genre, literary figures, etc., and (4) the reader's unique participation with and re-creation of the text as when reading

literature "through a process of individual meaning-production, readers infuse their own feelings, images, and previous experiences into the words provided by the authors" (Davis, 1992, p. 359). These components make the theory valuable to teaching reading in a foreign language because it (1) acknowledges the primacy of linguistic knowledge as essential for entry into the reality depicted by the text; (2) although this linguistic knowledge is important, it accounts for the individual reactions readers have when confronted with the words of the text: "... the words of the text are unchangeable, but individual experiences and perceptions differ ... the reader grasps the message of the literary work only by actively 'composing it' (p. 361); (3) it views the reality portrayed in literature as a series of phases that unfold moment by moment during the act of reading: "the text is experienced as the reader's viewpoint passes through the changing narrative perspectives" (p. 361); and (4) it recognizes that reading is "an event of personal and social significance, an expansion of the self" (p. 362) which causes the reader to incorporate the text into consciousness as he/she becomes conscious of otherness by questioning and probing the validity of norms and systems depicted in the text. This constitutes the aesthetic effect of reading which has been shown to be the major difficulty that FL students have when reading a text in the target language (Davis, 1989, 1992), yet what they need to learn to do to become successful readers.

Appropriate methodology is the answer to help FL students enter into and engage with the literary text to the point of being able to give an 'aesthetic' response to it . A methodology based on contemporary literary theories is one of the best ways to do it since:

instruction in literature along these lines empowers students, it teaches critical thinking, it produces readers, and it leads to an understanding of the nature of literature and language (Bretz, 1990, p. 337).

In this chapter the researcher reviewed the research done on the writing process, on reading in a FL, and on the processes of reading to write and the resulting product. Insights gained from these studies reveal that during the last decade much progress has been made in the exploration of the complexity of reading and writing in L1 and ESL, yet much is left to be explored especially in reading and writing in a FL. Moreover, the data show that there is an urgent need to implement theory into the practices of FL classrooms in order to help students to become effective readers and writers in the target language.

CHAPTER III

Methodology

This chapter describes the methodology that was employed for the study and the rationale behind the steps that were taken. Procedures for subject selection, data collection, and data analysis are presented.

Summary of the Study

This study was guided by the following research questions:

1. How do good SFL students in a third-year level writing class perform reading-to-write tasks in terms of processes and strategies used?
2. To what extent are the processes and strategies used affected by certain contextual constraints such as teacher's expectations, rules and conventions of academic, and limited command of the target language?
3. In what ways do good SFL students integrate information from the source texts into their writing in terms of types of information used, their function, and location?

Recruitment

To recruit subjects, a letter was sent to SFL students enrolled in a third year-level Spanish composition and conversation class at a large southeastern university for the spring semester 1993. The letter invited the students to participate voluntarily in the study and provided a general explanation of the purpose of the research. The consent form was enclosed for the students to sign and return to the researcher if they wished to participate. Also, the basic procedures of the study were explained to the candidates so that they could decide if they still wanted to continue in the study. The following explanation was given to the participating subjects by the researcher in person:

I am conducting a study on students reading and writing in Spanish as a foreign language at the third-year level. Your participation in this investigation will be: (1) to perform reading and writing tasks as assigned by your instructor; (2) to keep reading and writing logs about the reading and writing tasks you do; (3) to keep all marks, notes, and comments you make; (4) to keep and share with me all drafts you generate and the final products; and (5) to participate in seven interview sessions (three per task plus an initial interview), lasting approximately one hour each.

The purpose of the study was not explained to the candidates so as to assure internal validity. Twelve students volunteered to participate in the study with which the recruitment process was concluded.

Subject Selection

In order to answer the research questions, 12 SFL students from two third-year Spanish composition classes taught by the same instructor at a large southeastern university voluntarily participated in the study and became the candidates for the investigation. From this pool of candidates, six were pre-selected as possible subjects based on completeness of data collected from them. From this group, two were finally selected as good students and became the subjects of the study.

The procedure for subject selection follows: all candidates shared with the researcher copies of all the written compositions that they did throughout spring semester 1993 in their third-year level composition and conversation class. A sample of two compositions, excluding those used for data analysis in the study, were used to select the good SFL students. These compositions were evaluated holistically using Valdés, Dvorak, and Hannum's 1989 Composition Profile (Appendix A) by two independent raters. The raters were experienced Spanish instructors from a midwestern university who have taught Spanish conversation and composition courses. One of the raters is a native speaker of Spanish. The candidates whose scores ranged between 85/100 to

100/100 were considered good SFL students and were selected as subjects for the study. The average scores for the two subjects selected were as follows:

		Subjects	
		Michelle	John
Scores	Rater I	96/100	85.5/100
	Rater II	97/100	88/100

These scores show an inter-rater reliability of above 85%. The other candidates received scores of 80/100 and below, the lowest being 61/100. For the two selected subjects, their final course grade was collected and used as verification data on the subjects' academic standing in Spanish.

Both subjects are considered good Spanish students but not at exactly the same level. Michelle is considered excellent/outstanding and John good or above average. The quality of their sample essays used for the subject selection procedure, the quality of their essays analyzed in the study, and their grades in the course confirm the difference in performance between Michelle and John.

		Subjects	
		Michelle	John
Scores	Sample Essays (average)	97 (Excellent)	88 (Good)
	Analyzed Essays (average)	98	90
	Course Final Grade (average)	A	A-

In addition, the subjects show differences in reading and writing experiences and type of degrees they hold and/or are pursuing. Michelle holds a BA in English Literature, a MA in Linguistics and ESL, and is currently pursuing a MA in Education with a concentration in Spanish. John, on the other hand, does not have any previous degree and, at present, he is pursuing a BA and a BS in Spanish and Business. As a result of this difference in degrees, Michelle has more experience in reading and writing in English than John has. However, their reading and writing experience in reading and writing in Spanish is at similar levels. This difference in quality and experience is important to consider because the purpose of the study is to explore how 'good' students perform the reading/writing tasks.

General Description of the Data Collection Procedure and Analysis

Material collected from the subjects' reading-to-write tasks underwent extensive analyses at both the process and product levels. The two reading-to-write tasks were assigned by their instructor to the class as were all the other assignments. The first task, written during the first two weeks of February 1993, was an argumentative essay based on the reading of four magazine articles. The second task, written during the last week of March and the first two weeks of April 1993, was an essay based on the reading of a literary piece. Each subject participated in an initial background information interview and in three additional interview sessions per task. The purpose of the initial interview was to get information about the subjects' experience in academic settings, in reading and writing in Spanish and in English, and in performing reading-to-write tasks in both languages. The other sessions consisted of stimulated-recall interviews based on written compositions the subjects produced: one reading log per reading material; one writing log per draft; rough drafts, the first final draft submitted to the instructor; and the final, revised version also submitted to the instructor at a later time. Also, all marks, notes, and comments made by the subjects were used in each session. The reading and writing logs were not part of the required assignment for the class; they were requested by the researcher to be used to help the subjects stimulate recall of the processes and strategies they used to perform the tasks.

To analyze the data, the stimulated-recall interviews were transcribed into typed manuscripts to be further examined in order to answer the research questions. Also, all marks, notes, and comments made by the subjects on the source texts and their writing as well as all drafts generated were analyzed. The final products were analyzed as to how information from the source texts was used in terms of: (1) type of information used-- quotations, copies, near copies, paraphrases, summaries, original statements (Campbell,

1990); (2) function of the types used--background or foreground (Campbell, 1990); and (3) location: first paragraph, body of the essay, last paragraph (Campbell, 1990). Other kinds of information not previously identified in the literature that emerged from the data were also analyzed in the same way. In addition, the final products were evaluated holistically using Valdés, Dvorak, and Hannum's 1989 Composition Profile (Appendix A). The holistic evaluation was conducted independently by the researcher and two experienced Spanish instructors from a southeastern university. One of the instructors is native speaker of Spanish. Inter-rater reliability was set at 85%.

Rationale for a Case Study

Case study, as a mode of inquiry, has been strongly advocated and successfully used by writing researchers in both L1 and L2. The pioneer in the use of case study for L1 writing is Emig (1971) who studied the composing process of twelfth graders. In L2 composing research, Zamel (1983), Perl (1978), Sommers, (1978), Raimes (1985), Arndt (1987), Jones and Tetroe (1987), and Campbell (1987), among others, have utilized case study to explore the writing process of L2 and FL students.

Case-study approaches emphasize the context of research and focus on a single entity as a whole with the purpose of describing the case in its context:

The case study is a study of a 'bounded system', emphasizing the unity and wholeness of that system, but confining the attention to those aspects that are relevant to the research problem at the time (Stake, 1988, p. 258).

Furthermore, case study allows for a deep understanding and a rich account of complex processes such as writing and reading to write, complex processes "that controlled experiments generally cannot capture" (Lauer and Asher, 1988, p. 45).

Case study, as a method of research, was used in this study because of the complexity inherent in reading to write. Reading, writing, and the process of reading to write are dynamic processes with characteristics unique to each writer. Thus, case study was considered a valuable tool for an in-depth analysis to explore individual differences among readers/writers. As Newkirk (1992) remarks,

... the strength of this mode of research is not in producing generalizable conclusions, guaranteed by rigorous and objective observation procedures; the strength ... comes from the "idiographic" nature of case studies, their capacity for detailed and individuated accounts of writers writing (p. 132).

In addition, case study offered a valid research tool for this study because it allowed for an exploration of the composing process as affected by the contextual constraints of academic writing. By using case study, the researcher could explore "the writer at work in a community that shapes and constrains the writing process" (Newkirk, 1992). In addition, case study is the preferred method when the investigator has little control over the events being studied (Yin, 1984). As such, case study was considered a necessary and valuable research method for this investigation.

Stimulated-Recall Interviews

To date, writing researchers have relied largely on three investigative techniques to explore the composing process: post-hoc interviews (Stallard, 1972; Pianko, 1977; Sommers, 1978; Odell and Gaswani, 1981); so-called "think-aloud" protocols (Emig, 1971; Mischel, 1974; Perl, 1978; Flower and Hayes, 1981; Flower, 1990; Campbell, 1987), and stimulated recall (Rose, 1981; Matsushashi, 1979). In post-hoc interviews, the researcher closely observes a composing session and then questions the writer about his/her writing behavior. In "think-aloud" protocols, the researcher first instructs the writer to say aloud everything that the subject thinks while writing. The writer then composes aloud and is audio-taped for later analysis. In stimulated recall, a composing session is generally video-taped and then played back for the writer to comment on his/her writing behavior, processes, strategies, and whatever he/she is conscious of during the process. The writer describes his/her conscious perception of the composing process, and the researcher probes by asking stimulating questions to facilitate recall.

Each method possesses assets and drawbacks; however, the researcher in this study considered a modified version of the traditional stimulated-recall method the most appropriate for the study. In this modified version, there was no direct observation of the subjects performing the task, nor was there video taping, as these activities are highly intrusive. Instead, the subjects were asked to keep reading and writing logs of the reading and writing tasks they did for the study. For the logs, the subjects were requested to jot down all they could remember doing and thinking while performing the tasks. A separate log was kept for each reading material and for each writing task. The subjects were given the following directions:

For the two reading tasks, one on "Ciencia y tecnología" from Lecturas Periódicas and the other on La ardiente oscuridad and for the two argumentative writing tasks that you will be doing, I would like you to keep reading and writing logs that you and I will use later in some interviews. Please use the guidelines that follow. You can use Spanish or English, but please, keep one log per reading task and one log per writing (drafts and final product). Thank you for your cooperation.

Reading Log: After you read the assigned material, please write down all you can remember doing and thinking while performing the task. Be as specific as you can, especially in relation to what you did to understand the source text, what problems you encountered, and what you did to solve those problems. Please note that all the information that you can provide is of value for the study.

Writing Log: After you write the assigned task, please write down all you can remember doing and thinking while performing the task. Note the strategies you used, the problems you encountered, and the strategies you used to solve those problems in relation to using the source texts to create a new text, planning, making changes, etc. Please remember that all the information that you can provide is of value for the study.

This modified version of stimulated recall was chosen for two reasons. First, the only possible and realistic way to have access to what students do and think while being engaged in reading and writing tasks in authentic academic settings is asking them to keep record of their acts and then interviewing them on those records. It is impossible to observe and video tape readers and writers performing reading and writing tasks for a class unless they are in an exam situation, which is not the concern of the proposed study. Although this version of stimulated recall may not provide the detailed and sequential description of reading and writing processes that "think-aloud" protocols do, it is preferred because it removes all the intrusiveness that the latter creates.

Stimulated recall, pioneered by Benjamin Bloom (1954), is a decision-making, problem-solving research technique. Bloom tested the validity and reliability of this method and remarks that by using stimulated recall "a subject may be enabled to relive an original situation with great vividness and accuracy" (p. 25). In addition, Bloom points out the effectiveness and unobtrusiveness of this technique by stating that "this type of investigation can be carried on in such a way as to have only minimal effect on the nature of the original situation" (p. 25).

Demographic Information

Demographic information on the participating subjects obtained from the background-information interview focused on the following categories.

1. Major
2. Academic level
3. Number of years studying Spanish
4. Knowledge of other foreign languages
5. Experience reading and writing in English
6. Experience reading and writing in Spanish
7. Experience performing reading-to-write tasks in English
8. Experience performing reading-to-write tasks in Spanish

Table 1. Demographic Information

	Michelle	John
Major	Education/Spanish	Business/Spanish
Academic level	Graduate	Undergraduate
Years of Spanish	2 years college plus 1/2 semester college [^]	3 years in high school plus 1 year college [^]
Other foreign language	yes (Danish)	no
Travel to Spanish speaking countries	yes (three months)	yes (2 years)
Experience:		
Reading in English	Extensive*	Middle**
Writing in English	Extensive	Middle
Reading in Spanish	Extensive	Extensive
Writing in Spanish	Middle	Little***
Experience performing reading-to-write tasks in:		
English	Extensive	Middle
Spanish	Little	Little

[^] At present

* Extensive: Graduate level or more than 4 years

** Middle: Undergraduate level or no more than two years

*** Little: one year or less

Background Information Interview

The purposes of this initial interview were: (1) to get information about the subjects' experience in performing academic reading and writing tasks in Spanish and English; (2) to get information about their knowledge of conventions and expectations of academic writing in both Spanish and English; (3) to get information about their awareness of the processes and strategies they used when they write in general and when they write based on the reading of source texts.

Questions:

A. Experience in studying Spanish/other foreign languages:

1. How long have you been at an American University?
2. How long have you studied Spanish? Where?
3. What experience do you have with other languages?
 - a. Speaking? Reading? Writing? Family? Travel?
4. How much Spanish do you plan to take?
5. Why are you taking Spanish?

B. Experience reading and writing in Spanish:

1. How often do you read in Spanish? for your classes? at home?
2. What types of material do you usually read in Spanish? Magazine articles, newspaper articles, comics, literary books, etc.?
 - a. What types do you read in/for your classes?
 - b. What types do you read for pleasure?
3. How often do you write in Spanish? for your classes? at home?

4. What kinds of writing (using Figure ###) do you do/or have you done in Spanish? in/for your classes? at home?

C. Experience reading and writing in English:

1. How often do you read in English? for your other classes? for pleasure?
2. What types of material do you read?
3. How often do you write in English? for your classes? for pleasure?

D. Comparing reading and writing in English and Spanish:

1. Do you think there is any difference between reading in English and reading in Spanish? If so, tell me about it.
2. Do you think there is any difference between writing in English and writing in Spanish? If so, tell me about it.

E. Knowledge of the conventions and expectations for reading and writing in English and Spanish:

1. What do you think are the rules for good writing in English?
2. What do you think are the rules for good writing in Spanish?
3. Tell me about how you use these rules.
4. What do you think professors expect from your essays?
5. Tell about what you do to meet these expectations.
6. Do you think that knowing "rules" of effective writing and knowing about your instructors' expectations have any effect on what or how you write? Tell me

about it.

7. Describe what you do when you write essays/term-papers for your classes? in English? in Spanish?
8. What do you think are "source" materials?
9. Tell me about your experience with writing based on the reading of source material such as articles, chapters, literary texts, etc. Describe what you do when you write using reading material.
10. Tell me about how you use these articles, etc. to write your essays.
11. Tell me about the "rules" that guide you as you write your essays based on the reading of source texts. In English? In Spanish?
12. Tell me about what you believe your instructors expect you to do when you are asked to write using source material.
13. Tell me about how these "rules" and expectations affect what you write and how you read and write.

Conducting Stimulated-Recall interview

Sessions

Each stimulated-recall interview session was conducted within 48 hours (Bloom, 1954) after the due date of the reading and/or writing tasks. The following material(s) was/were used in the interviews for task #1 and #2, separately.

Stimulated-recall Interview Session I: Reading logs (about assigned readings) together with all marks, notes, and comments.

Stimulated-recall Interview Session II: Writing log I (about first draft submitted to the instructor) together with notes, marks, comments, rough drafts, and final product.

Stimulated-recall Interview Session III: Writing log II (about revised final draft, submitted to the instructor) together with notes, marks, comments, draft with correction and comments from the instructor, and final product.

The procedure for stimulated-recall interview was explained to the subjects. The following directions were given:

As you and I re-read your reading and/or writing logs, marks, notes, comments, drafts, and final products, I would like you to describe with as many details as possible what you did and thought from the moment you began reading the source texts until you finished the task. Please tell me all you can remember; no matter how important or unimportant you think your activities were, all the information is of value for the study to help me explore what you did and thought to perform the tasks.

The subjects were encouraged to comment freely on the processes and strategies they used to perform the tasks. Also, the researcher asked questions to help stimulate recall. The questions were related to the research questions and concentrated on the processes and strategies the subjects used, the problems they encountered, the problem-solving techniques they used, as well as on the contextual constraints that affected the strategies and processes used.

Stimulated-Recall Interviews

Reading Processes and Strategies

The following questions were asked to the subjects to help stimulate recall. The material used during the stimulated-recall interviews included: reading logs, articles, marks, notes, and comments made on articles, and other notes and comments.

I am interested in knowing what you did and thought while you were reading this article. I would like you to tell me all you can remember you did and thought in relation to reading and understanding this article. You can use your log, the article itself, and all marks and notes you made while you were reading. Also, I will ask you some questions to help you remember some more.

A. Nature of article:

1. Tell me about this article (pause).
 - a. Did you like it?
 - b. Was it difficult or easy to understand?

B. Setting of reading:

1. Where did you read it? (pause). Tell me about what was going on around you as you were reading.

C. Reading process:

Getting started:

1. What did you do to start reading it?
 - a. Did you prepare yourself in any particular way? How? Anything else?
2. Did you read it in one sitting?
3. Did you use a dictionary? Tell me about how you used it.

Problem solving strategies:

1. How many times did you read this article? Why?
2. Tell me about what you did to understand the article. Anything else?
3. What did you do when you did not understand a word or the meaning of a phrase or a passage?
 - a. How did that work?
4. Can you recall any other problems you had with understanding the article? Tell me about them.
 - a. What did you do to solve those problems?

Use of previous knowledge:

1. Think about any previous experience or any other article you read before that you might have recalled as you were reading the article. Please, tell me about it. Anything else?
2. Did that recalling help you understand the article? Tell me about it. Anything else?
3. Did that recalling help you in some other way? Tell me about it. Anything else?

Use of marks and comments:

1. Now let's look at these marks/underlined sections.
 - a. Why did you make these marks? Tell me about them. Anything else?
 - b. Why did you underline these sections? Tell me about them. Anything else?
 - c. How did you use them? Anything else?
 - d. In this note you wrote "..."; please tell me about it. Anything else?

Understanding:

1. Please, tell me about what you understood from the article.
2. Tell me about the main ideas (or messages). Anything else?
 - a. What points/arguments do you see/recognize?
 - b. Do you agree or disagree with them? Why? Anything else?
3. What do you think the purpose of the article is?
 - a. What in the text helped you see the purpose of the author?
4. What was your reaction to the article? Anything else?
5. What did you learn from it? Anything else?
6. You had an in-class discussion of the article. Describe it, please. Anything else?
 - a. Tell me about how the in-class discussion of the article helped you understand it better. Anything else?

D. Comparing articles

1. Please, compare this article with other readings that you have done before. Anything else?
2. Compare the articles in this section. How are they different? Anything else? Were some easier to read than others? Why? Show me why. Show me what sections. Anything else?

Writing Processes and Strategies

The following questions were asked to the subjects to help stimulate recall. The material used during the stimulated-recall interviews included: writing and reading logs, articles, marks, notes and comments, drafts.

I am interested in knowing what you did and thought as you were writing this first draft based on the readings of these four articles. Using your logs, the marks, notes and comments, and the draft itself, please tell me all you can remember about what you did and thought while performing the task. Also, I will use some questions to help you remember some more.

A. Getting started:

1. Tell me what you did to get started writing the essay. Did you re-read the articles? Why? Why not? How many times?

B. Using source texts:

1. Think about whether you used the articles while you were writing or not. Tell me about how you used them and for what purposes. (or) Tell me about why you did not use them. Anything else?
2. I can see that you have marked and/or copied some sections of the article. Tell me about how you used them in your essay. Anything else?
3. In reading your draft I can see that you have/have not used quotations, summaries, words, for example from the articles. Tell me about them. What did you choose to use/not to use? Why? Anything else? Tell me about how you used it in your own text. Anything else?
4. Tell me about the problems and/or difficulties you encountered in trying to use and integrate information from the articles into your own essay. Anything else?

C. Using prior knowledge:

1. You told me before that you recalled ... as you were reading the article. Tell me about how you used that information in your text. Anything else?

D. Planning:

1. Tell me about what kind of planning you did to write. Tell me also about what guided your planning and/or what you took into consideration when you were planning. Anything else?
2. Tell me about the purpose of your essay and what you did to meet that purpose. Anything else?
3. Tell me about what the audience was and what you did to address that audience. Anything else?

E. Revising and editing:

1. I can see that you have made some changes. Tell me about them. Why did you make those changes? What guided your changes? What did you change? Why? Anything else?

F. Contextual factors affecting the reading/writing task:

1. Tell me about how your command of the Spanish language affected what you wrote and how you wrote. Anything else?
2. Tell me about what rules, principles, etc. guided you in performing the task. Anything else?

Table 2. Data Collection Schedules

<u>Tasks</u>	<u>Date</u>
Recruiting subjects	Last week of January 1993
Background Interview	First two weeks of February 1993
Reading-to-write Task I	First two weeks of February 1993
Stimulated-recall Interview I	Second and third weeks of February 1993
Stimulated-recall Interviews II and III	Third and fourth weeks of February 1993
Reading-to-write Task II	Last week of March and first two weeks of April 1993
Stimulated-recall Interview I	Last week of March and first of April 1993
Stimulated-recall Interviews II and III	First three weeks of April 1993

Analysis of Data

Analysis I

Data from the stimulated-recall interviews for Task I and Task II per subject were transcribed into typed manuscript. These data, together with the reading and writing logs, rough drafts, and final essays were compiled into protocols and analyzed. Case studies as the form of reporting the results were used. Data from the stimulated-recall interviews for Task I and for Task II for each case independently were compiled into Protocol Sets A (Case Study A--Michelle) and B (Case Study B--John).

The data per case were analyzed in relation to the processes and strategies the subjects used when reading and writing in each task separately. In addition, patterns were identified that revealed the relationship between the processes and strategies and three contextual constraints: (1) the teachers' expectations, (2) rules and conventions of academic writing; and (2) limited command of Spanish.

Analysis II

Product Analysis

The final written products of Task II were analyzed to explore how information from the source text was used in the subjects' own texts in terms of types of information, function, and location. The criterion used to analyze the essays of Task II only was that those essays presented clear evidence of how the subjects integrated information from the source text into their own writing. Evidence was clear when the subjects used the texts as principal source as in the case of Task II; the evidence was not clear when the subjects used the source texts as model or as peripheral source as in the case of Task I.

The type of information used included quotations, paraphrases, synthesis, original statements, exact copies, near copies (Campbell, 1990) plus other new types that were revealed from the data. Function included background and foreground information. Background information is material that supplies secondary points, i.e., "that part of discourse which does not immediately and crucially contribute to the [writer's] goal, but which merely ... comments on it" (Hopper and Thompson, 1980). Foreground information is material that supplies the main points (Campbell, 1990; Hopper, 1979). Location refers to the place in the subjects' essays in which information from the source text is found. Location includes first paragraph, body, last paragraph.

The researcher marked clauses--main and subordinate-- in the students' essay to conduct the product analysis. The clauses were numbered and categorized for type of information used, function, and location (Campbell, 1990). The categories were verified by another rater independently who is an experienced Spanish instructor from a southeastern university and who has extensive knowledge of the source text. Inter-rater reliability was set at 85%. Frequencies and proportions of each of the three categories were calculated.

Table 3. Data Collection and Analysis

Question #	Data collection	Data analysis
1. How do good SFL students in a third-year level writing class perform reading-to-write tasks in terms of processes and strategies used?	Stimulated-recall Interview (Rose, 1981; Bloom 1957) Drafts, marks, notes, and final products	Analysis I: Processes and Strategies
2. To what extent are the processes and strategies used affected by certain contextual constraints such as conventions and expectations of academic writing and limited command of the target language?	Same as for question #1	Analysis I: Effect of Contextual Constraints
3. In what ways do good SFL students integrate information from the source text into their writing in terms of types of information used, their function, and location?	Final products	Analysis II: Product Frequencies and proportions of type, function, location of information from source text used in the subjects' essays (Campbell, 1990) Holistic evaluation on content, organization, grammar, vocabulary, mechanics (Valdés et al., 1989).

Measuring Quality of Final Texts

The final texts were evaluated using Valdés, Dvorak, and Hannum's 1989 Composition Profile (Appendix A) for holistic scoring on content, organization, vocabulary, language use, and mechanics.

Validity and Reliability

Validity refers to the fact that the method used for data gathering measures what it is supposed to measure (Best and Kahn, 1986). Reliability refers to the ability of the raters to agree on categories and scores (Huot, 1990). Inter-coder and inter-rater reliability was set at 85%, as this is the percentage commonly used by researchers. Validity and reliability of the instruments used for data collection and analysis are presented.

(1) Stimulated recall:

The validity of stimulated recall has been tested by Bloom (1954) who remarks that:

stimulated recall has been used in a number of investigations and has proved promising ... [as] the accuracy of the recall of conscious thoughts is high enough for most studies of learning situations

Bloom (1954) reports a 95% accuracy of the individual's recall of processes, thinking, and activities within a brief period of time, usually 48 hours (Gaier, 1950; Schulz, 1951).

(2) Reading-to-write process:

The data collected from the stimulated-recall protocols were tested for inter-coder reliability. Inter-coder reliability was determined by having two experts in writing from the same university independently code into categories a random sample of 100 unambiguous events identified. The coding was compared with that of the researcher. The expected numerical percentage of agreement was of 85%, as stated before.

(3) Types , functions, and location:

The categorization of the use of information from the source texts into type, function, and location was tested for inter-coder reliability. Inter-coder reliability was determined by having an expert in writing independently code into the categories of type, function, and location identified from the subjects' texts. The expected percentage of agreement was set at 85%.

(4) Holistic scoring of final products:

Holistic scoring of the final products was tested for interrater reliability. Interrater reliability was determined by having two experts in writing independently rate the final products for content, organization, vocabulary, language use, mechanics, and use of information from the source text, using the scale in Appendix A. The rating was compared with that of the researcher. The numerical percentage of agreement between the researcher and the experts was also set at 85%.

Organization of Case Studies

Chapters four and five are the two case studies that constitute the core of this investigation. Each chapter is divided into four parts: background information, analysis I, analysis II, and conclusions.

Background Information about the subjects was obtained from the background information interviews conducted by the researcher with each subject separately prior to the stimulated-recall sessions. It focuses on the subjects' experience in reading and writing in both English and Spanish and about the subjects' general knowledge and awareness of their composing processes, of the rules and conventions of academic writing, and of their teachers' expectation for their writings.

Analysis I examines the processes and strategies that the subjects used while performing the reading-to-write tasks. Patterns for processes and strategies are presented under the major activities of reading and writing for Task I and Task II separately. In addition, the processes are analyzed as affected by three contextual constraints: (1) teacher's expectations, (2) rules and conventions of academic writing, and (3) limited command of the target language.

Analysis II explores how the subjects incorporated information from the source texts into their own writing in relation to (1) type of information used, (2) its function, and (3) its location. The product analysis was conducted on the essays of Task II only because in those essays the subjects used the text as principal source. Therefore, these essays presented clear evidence of how the subjects incorporated the information from the play into their own writing.

Conclusion brings together patterns that can be identified across the two tasks within each subject in relation to the processes and strategies they used, the effect of

contextual constraints on their reading-to-write process, and the integration of information from the source text into their final written products. In addition, it also addresses the uniqueness of each subject as a good reader and a writer in Spanish as a foreign language.

CHAPTER IV

Michelle

Background Information

Michelle began studying Spanish in 1986 at another university, took four semesters and then traveled to Spain for six weeks. When she finished college, she became an avid traveler and visited Central America and Mexico. She later lived in Mexico for three months. These travels sparked Michelle's interest in Spanish mainly because she fell in love with the Hispanic culture and its people: "... their faith, colors, the family, just the values...." Later on, as a traveler and using her English-as-a-Second Language (ESL) background, she went to Denmark, taught English-as-a-Foreign Language (EFL) there for a year and a half and very quickly learned Danish, achieving an advanced proficiency level. In the future, she plans to teach Spanish or ESL, working primarily with adults. She also would like to live in South America. She is now taking three courses in Spanish including the composition and conversation class, a civilization course, and a Spanish literature class.

Reading Experience in English and Spanish.

As a person who has successful language learning experience, Michelle is very interested in reading and does it on a regular basis in English, Danish, and Spanish but tries to concentrate on one language at a time. She strongly believes that reading, more than anything else, has helped her learn the foreign languages. Her experience in learning Danish convinced her of this. She explains it in this way:

... before I could really read [in Danish], I went to the library and took out a novel and read it and then I got another one and made myself read the newspaper, I couldn't understand it, all of it, but just

when you see the written word, and then you hear it, it helps a lot, and so I just read as much as I could, and I think that's the way to improve Spanish, is just to read.

Particularly in Spanish, she reads the material for her classes including articles and literary selections; she also reads magazines and short stories in Spanish for pleasure. As an ESL teacher, she has extensive experience reading in English. She has done all types of readings from short articles, literary selections, journal articles, to books, novels, the Bible, and the newspaper.

When asked about the differences between reading in English and reading in Spanish, she pointed out that reading in Spanish could be at times frustrating as she does not always feel confident. However, she has developed her own techniques when reading in Spanish. Among such techniques are trying to guess the meaning of new words by the context and looking up in the dictionary only recurring words. This last strategy was very effective for her when she was learning Danish; it helped her improve her reading skills as well as expand her vocabulary. For her, to look up every word that she does not know is a waste of time. Instead, if she looks up a specific number of words, in particular the words that recur, she has, after completing the reading, a list of words that are hers and that she can use later.

Writing Experience in English and Spanish.

Michelle does not practice her writing in Spanish as eagerly as she does her reading; however, she writes regularly for her classes and occasionally writes some letters for pleasure. In English, she has done all types of writing tasks including essays, research papers, and analytical papers about literary texts.

Michelle stressed the similarities between writing in English and in Spanish in relation to organization and writing modes. In addition, she pointed out doing very

similar things when writing in both languages: she spends a lot of time thinking about the topic, planning her task at times just in her mind, at times jotting down notes or writing an outline. This thinking or incubation stage is the most important, the most time consuming, and the most difficult as well. She describes it in this way:

... it's all in my mind. I just walk around and try to think about it and get an idea. And you know what else I do, I talk to other people about the topic, just casually, I just ask them how do you feel about...? what do you think about ...? and get ideas from them and I think that's the hardest part about the whole thing, is to come up with the idea and deciding what I want to write about and then I'll either write an outline or I'll write the paper, a rough draft, depending on how the topic is ... and then I write an introduction, and when I sit down at the computer I'm just like a maniac, ... just write it.

At this stage she writes down her ideas without worrying about making changes, the structure, or vocabulary:

... I keep on going and look [the word] up later in the dictionary, because I don't want it to rattle me and I don't want it to get me upset, so I just keep going.

After she finishes with this step, she leaves the task and does not come back to it until later in the day or the week depending on the time available she has. She takes breaks on purpose because the planning itself is a very exhaustive process. In addition, she needs the break in order to be able to continue working on the paper with a fresh view and to make changes and corrections, and to fix in transition in order to make ideas flow logically. She follows the same procedure in both English and Spanish, yet in Spanish, she has to struggle with the details of the language such as word accuracy and idiomatic expressions:

... Idiomatic expressions especially are the worst, it's so difficult to find the equivalent, and you can't feel that what you have written is wrong, not without more experience.

Michelle explains using a similar process when writing using sources, but she thinks that this type of task is more demanding and complex than writing about her own personal experiences. She thinks that writing using source texts is more complex because this type of task demands higher-order cognitive skills such as the ability to select relevant information and synthesize it to create a new text. Michelle describes it in this way:

I think it's always a difficult task, because there is so much to synthesize, just determining what's important and what you want to include, I don't think that's very easy

Also, for her doing this kind of writings in Spanish is a new experience because she has only done it only once so far for another class. The task was a summary reporting on information from various sources. She did not have to build her own argument about the topic, just to present the information available.

Michelle also explains that writing using source texts is a challenging task because the writer blends the ideas in the text with those of his/her own. She usually uses sections that are interesting or important, expands them using her own words and ideas and creates a new text. She believes that a reader/writer gets some ideas from a text but also gives back to it his/her own interpretation which is based on his/her personal experiences and previous knowledge:

... Because, in some way, when you use other's text you capture what you want to say, but, of course, you also have something else to give to it You have to give your own interpretation about it and you have your own background and experience that you are placing on the idea, and it's never going to be the same, because it's being filtered through your life experience

Michelle remarked that writing using sources provides excellent opportunities to learn and improve the language. She can expand her vocabulary and learn how to

express ideas correctly in writing. In addition, she points out that she uses source texts as models from which to copy or imitate the style of a writer or simply to imitate the structure of complex phrases. She admits copying or semi-copying from texts because she wants to learn how to express complex ideas correctly:

I copy exactly what's in the book except I change the grammar to make it right, and try to put in transitions and things ... because I want to do it correct But I think it's important not to just eat it and spit it out, you have to understand what you are copying and not just copying it, make sure your verbs agree and you have to make sure you know that it makes sense, what you are writing. I think that helps.

But also she copies sections from a text to use as quotations in order to support her ideas, give credibility to them, and make them memorable:

How would you use quotations in English or in Spanish, for what purpose? To make what I have written memorable, to give credibility to what I have to show that I am not the only one who thinks that way, or maybe to show that I am the only one who thinks this way. Just deciding what you want to include from other people's work.

Michelle's Opinion about the Rules and Conventions for Good Writing

Michelle is very aware of her own composing process and thinks that viewing writing as a process is the most important rule for good writing. She remarks that a good writer sees writing as a process in which he/she does not feel to have to do it all at the same time and does allow him/herself to write and rewrite as many times as needed. To this, Michelle remarks:

... writing and rewriting, writing and rewriting. Basically, trying not to do it all at one time, doing it in stages is very helpful, putting it aside and coming back to it helps you look at it with a fresh perspective, you are more likely to notice your errors.

Further, according to Michelle, a good writer considers his/her audience because that determines the diction to be used and the arguments to choose and employ.

Michelle's Opinion about the Teacher's Expectations.

When asked about her opinion about what Spanish professors usually expect from her essays, Michelle points out that unfortunately, Spanish teachers, like most language teachers do, are interested only in grammar correctness. This has a negative effect on the students' interest and motivation to write and on their creativity:

I think most language teachers have this problem that they look at the grammar I think it can be overwhelming because I think the teacher has a desire to correct everything, and that can be overwhelming and often content is ignored It takes [the motivation] away, I think, it makes it more mechanical, to me [playing with the language] is the most fun part in writing

In addition, Michelle remarks that her Spanish instructor's emphasis on grammar largely affects the way she writes as she explains referring to her writing experience in her composition and conversation class:

I can tell you from my first essay to my second essay [Task 1]. Before we got our first essay back, our teacher said she didn't care about the content. I don't know that she exactly used those words, but that's the message that I got, it wasn't the concepts that were important, she wasn't teaching us how to write, she was teaching us how to write in Spanish ... I left very depressed, just because I think they are equally important. My first paper I thought was more complex and my ideas were much fully developed. My second paper was fluff because the teacher is not expecting more from my content, so that's what I put all my energy to in my first paper, of course I looked into grammar and stuff because I know that's important and I want to get better at but

The teacher's expectations had a strong effect on Michelle's reading and writing processes. Michelle was very attentive to the teacher's goals and acted accordingly mainly in order to please her.

ANALYSIS I

Processes and Strategies

Task I

Reading

The data used for this analysis were compiled from Michelle's stimulated-recall interviews and reading logs for the four articles on science and technology from Lecturas Periodísticas. Michelle read the articles in a quiet area, usually her home or the library. She thought the articles were simple and easy to read. She had a pencil and a dictionary while reading.

The processes and strategies that Michelle used indicate that she is a very active and insightful reader interacting with the texts and taking the most out of them in relation to content/meaning, grammar, vocabulary, style, and cultural information. During her reading, the following processes and strategies were identified:

1. pre-reading;
2. reading for a purpose:
 - a. getting the gist;
 - b. reading for details;
3. guessing and looking up the meaning of unknown words:
 - a. pronouncing words;
4. structuring:
 - a. structuring at the linguistic level;
 - b. structuring at the content level;
5. elaborating:
 - a. activating prior knowledge;
 - b. reacting, evaluating, and criticizing;

6. post-reading.

Among these processes the most salient ones are: reading for a purpose, structuring, and elaborating.

1. Pre -reading. Before reading the articles, Michelle tried to anticipate what the articles were about. She read the titles and other pieces of information surrounding the articles to have a general idea about them. She explained that pre-reading activities are useful because in this manner she can have a context from which to address the texts:

I always read the title because it gives you an idea of what the text is going to be about

Usually some of the vocabulary that is in the title is in this little summary question or statement helps you prepare for the reading and then I just started reading

... I read the title and the little blurb at the top.

2. Reading for a purpose. Michelle read the articles two or three times with a clear purpose each time:

... if my goal is to just understand the text, then I read it like that, in chunks, but if my goal is to learn specific new words ... , then I want to pick those out and put them in my head then I read much more slowly, then I would read for the words that I don't know. It depends on how much time I have, if I don't have time and have to answer the questions and give them back to the teacher then I just read it really fast.

Michelle read the articles with two purposes and in the following order:

a. Reading the first time / Getting the gist. The first reading was done to get the general understanding of the articles.

Just to get the main idea

I read first to understand and then I went back and underlined things.

b. Reading second or more times / Reading for details. On the second or third reading, Michelle concentrated on difficult sections, but mainly on vocabulary and structures that she wanted to learn:

Tell me about the difference between the first time you read and the second time. When I go back the second time I usually try to concentrate on the areas that I didn't understand and I read them again.

What did you do the second time? That's when I went through and read it more slowly and underlined things about the subjunctive and words that I didn't know and words that I wanted to learn

And the second time? To learn structures and words.

3. Guessing and looking up the meaning of words. The first strategy that Michelle used when dealing with new words was to try to guess their meaning from context. She used the dictionary or the glossary of the texts with care and only if the words interfered with understanding and if they appeared with frequency. She explains that if a word repeats it is an important word that she wants to learn and thus would look it up. Once again, the data showed Michelle's clear objective in using this strategy, namely to learn.

... It [the word] interfered with understanding the text, then I looked it up in the dictionary.

... so I thought this time I'm going to learn it, so I underlined and looked it up.

When words appear over and over again in reading, I try to learn them because I think if it appears in frequency then I think it's important, like 'rendimiento' this word 'yield', it kept showing up in different readings, of course I still haven't learned it but at least I can recognize it even though I probably can't use it.

(a) Pronouncing words. Another interesting observation is the strategy Michelle used to learn new words. After looking up the words, Michelle said them out loud to

herself practicing their pronunciation in order to remember them better. She explained that if she is not able to pronounce a new word, she cannot remember it.

I just said it to myself ... I try to practice it and try to use it ... I say it outloud, I try to pronounce it, sometimes they are not that easy, sometimes they are strange, like exaggeration in Spanish 'exageración', it's the same but I can't remember it, because I can't pronounce it

4. Structuring. Michelle was very active in marking and selecting information from the articles. She structured both at the linguistic and at the content levels.

(a) Structuring at the linguistic level. Michelle was very careful with and aware of what material to select and for what purpose. Her main objective was to learn and/or reinforce her knowledge of vocabulary or grammatical structures. She underlined phrases and structures and analyzed them as to how and why they were used:

... another thing that I did was, I have a lot of trouble with the subjunctive, so every time I see something, I underlined it and try to analyze it, how and why they used it ... just when I see the word 'haga' I say, oh, no I can't do this myself, so I look back and see how they form that sentence, I think that helps a lot

The marks on vocabulary show varied and well defined purposes: she underlined unknown words if they interfered with understanding and words and expressions that were interesting to her and wanted to learn or use in her writing:

... I underlined the words that I didn't know Expressions that I thought were neat and wanted to learn. I also underlined ... for example, it really didn't make any sense 'no tendría sentido' that's something I say all the time in English so I wanted to be able to say it in Spanish.

... and also 'proveer', I've seen that word a 100 times and I have never bothered to learn it, so I thought this time I'm going to learn it, so I underlined it and looked it up.

... and this one 'a partir de' and 'a fin de cuentas', those are ones that I want to use myself in my writing.

Not only was she aware of selecting material to learn, but also she was very aware of her proficiency level in Spanish and knew what she could not learn:

When I come across something like this list of diseases, I just basically ignore it and keep reading ... because I'm not at a level where I can remember them or use them.

(b) Structuring at the content level. Michelle selected information from the texts and labeled them mainly anticipating the teacher's possible questions for in-class discussion. Michelle underlined and categorized those sections and rehearsed them out loud as if she were in class. She explained that this is a very effective strategy to get herself well prepared for class discussion:

One thing I know a little bit what the teacher thinks, so I know what they are going to ask you about, if they have a paragraph on advantages, you know the teacher is going to ask you what are the three advantages of this so what I do and see the advantages and I sit and look away from the book and I try to say to myself what the three advantages are, so I know it without looking, you know what I mean? That's a real good thing.

Here I wrote advantages, remember I told you that I mark them because the teachers will ask you about them, so later when she asks I don't have to read the whole text, I don't have to know the text by heart, I know where to go.

...I was thinking more when I was reading, what was the teacher was going to ask us about, because it's such a fascinating topic and there are so many controversial things that you can discuss

5. Elaborating. The data indicate that Michelle was very active in elaborating on the readings. Two sub-processes were identified: (a) activating prior knowledge and (b) responding, evaluating, and criticizing.

(a) Activating prior knowledge. Constantly, throughout her readings, Michelle showed evidence that she activated her previous knowledge on the topic read. When she had some background information about the topic, the article resulted much easier and helped her relate to them easily as well. Michelle explains it in this way:

Was it easy or difficult, in general? I thought this one was fairly easy. Why did you think this one was easy, what made it easy? It's something I've read about in English, it's something I heard about, talked about, not necessarily about the yields but this idea about being environmentally positive and that it's easy to get the oil from the plants.

Number three was extremely easy to read because it's something that I am interested in, it was related to my field I know a lot about EEC because there has been a lot of controversy over it in Denmark, it was fun, it was interesting, I didn't think it was difficult at all. ... It's not really anything that you have to concentrate on, it's just part of you and when they talk about the problems that the EEC has, I can really relate to that It's just exciting and fun to read.

(b) Reacting, evaluating, criticizing. Knowing something about the topic or in relation to the topic and recalling it as she was reading helped her view the issues presented in the articles from different perspectives. Also, it allowed her to be critical:

It wasn't something that was totally new and you knew really that the author would have a difficult time talking about the subject without mentioning the moral controversy in some way, ... I've read quite a bit about Mary Shelly and Frankenstein and also having read A Brace New World, it's interesting that she included that, it adds depth to what she wrote

Do you remember how that Frankenstein recalling helped you understand? Just the controversy over farmers using their crops in that way and whether it was useful, whether it was worth the investment in finding out how to do it.

Any other way that recalling helped you understand?
Yes, I guess because I never thought about the sunflower or the peanut as being uses for this, but then again I never considered corn to be a use either, so I guess it makes you more open to accepting the idea.

... I really affirmed what they were talking about just in my mind, I thought they were very positive the way they spoke the advantages of using it just because it goes along with my environmental consciousness.

I'm definitely in favor of it and it would be fascinating to work for the EEC in Belgium

6. Post-reading: Another interesting strategy that Michelle used was that she looked for additional information in the text and about the text after she finished reading the articles: she re-read specific sections to cross check her own comprehension and to discover the author's purpose, patterns of organization, and style. Also, she read information that accompanied the texts such as notes about the authors or the publishers of the articles to become familiar with the cultural baggage that the articles had:

Did you look at the picture before you began reading or after? I looked at it after Did you look at the name of the author? I looked at where he was from. Why? Just because I think it is interesting, ... also looking at if it [the article] came from a newspaper, a journal perhaps. Do you know why you wanted to know where it was coming from? Just the cultural baggage the article would have.

I remember reading the last two sentences a couple of times just to be sure I understood what the author meant, and that's when I realized she was trying to connect her introduction with her conclusion

Did you look at the name of the author? Yes, that was also in relationship to why they have chosen these two authors, I can imagine that they have been translated into Spanish.

Writing

Michelle approached this task in a practical and mechanical manner. She was not motivated to write because the topic was not very interesting, but above all because she thought that the teacher was expecting only grammatical correctness and was not interested in the content.

The writing topic required the students to use the articles on science and technology from Lecturas Periodísticas, but the teacher was flexible in letting the students use other articles, or none at all. Michelle tried to use the assigned articles but did not find interesting ideas in them to use in her paper. Instead, she used an article written in Danish that she had read when she was in Denmark. She used this article as a model for her own writing, imitating its content, its tone, and style.

Data from the stimulated-recall interviews, writing logs, and drafts, marks, and other comments from Michelle show that she used the following processes and strategies in this task:

1. *planning*:
 - a. narrowing the topic;
 - b. considering teacher's goals;
 - c. developing an outline;
 - d. considering audience and purpose;
 - e. incorporating newly studied material;
2. *using source text as model*:
 - a. monitoring;
 - b. structuring;
 - c. elaborating;
3. *writing*;

4. revising;

5. editing.

Among these processes the most salient is revising.

1. Planning. Michelle's lack of interest led her to plan this paper in a less thorough manner than she usually did. Her planning was mechanical, yet she tried to make it as effective as possible. When planning, Michelle used the following strategies or sub-processes:

a. Narrowing the topic / Making the topic more interesting. The first thing Michelle did to start working on this writing task was to adjust the topic. Michelle thought that the original topic was not only boring, but also extremely broad. She needed to narrow it to make it more interesting and manageable:

When I got the topic I thought it was boring. It was extremely broad, ... so I just narrowed it down as narrow as I could just so it would be interesting

b. Considering teachers' goals. In addition, during this stage, Michelle carefully considered the teachers' goals for this task and planned accordingly:

... my main goal was to organize it after the teacher's wishes, so that's what I did. ... Based on what the teacher had mentioned about organization I knew I was going to limit myself to those four paragraphs

c. Developing an outline. Michelle wrote a very concise and organized outline that included an introduction, a body with examples and a controversy , and a solution for the end. Her outline was done in a very simple and practical manner:

... I said to myself that I need an introduction and then I need to talk about the proponents of the cordless telephone and I talked about

those who were against it , and then thought about a solution. So that was my outline, which was what I wrote down just those four phrases.

d. Considering audience and purpose. Although her outline was done in a mechanical way, Michelle wanted to be effective with the language and looked for ways to attract the reader's attention:

... so I wanted to have an introduction that caught your attention, got curious, maybe it did that or maybe it didn't.

e. Incorporating newly studied material. Not only did she want to use the language creatively and purposefully, but also she tried to incorporate in her essay as much new material studied in her class as possible. Michelle explained doing this mainly to learn such material:

... Then in each paragraph I wanted to make sure I had an introductory sentence using phrases that we got in that little box.

2. Using source text as model. Michelle used the Danish article instead of the assigned ones for this task for inspiration of ideas, but mainly as a model for content, message, and tone and style. Also, she used words and expressions from the article that she translated from Danish into Spanish. The processes of monitoring, structuring, and elaborating can be observed in this task, but are not as clearly defined as in Task II.

a. Monitoring. As explained above, Michelle tried to use the assigned articles but did not find anything from them for inspiration or ideas . Throughout her writing and especially before she actually started writing, Michelle monitored the Spanish articles to look for interesting words or expressions that she could use in her essay:

I went back and looked at them and tried to see if there were any phrases I could use

Then she monitored the Danish article looking for ideas and inspiration.

... I did have the Danish article, I did reread the article to get ideas... and that's weird because I used the Danish article and not the Spanish article for inspiration

b. Structuring. From the Danish article, Michelle selected some paragraphs to use in her paper. She used the article to get ideas, expressions that she translated into Spanish, and particularly the tone of the article:

I just read it once and there were a couple of paragraphs that I focused on a little more. ... There were some words that I wanted to look up, I had to use my Spanish/Danish dictionary and then look in the English one, and then looked in the Spanish one, it was really weird, it was fun. Because I could find the words in Danish but not Spanish for what I wanted to say in this paper

The tone was ironic, a little whimsical ... just the same as with the toilet.

... I stole some of the expressions and translated them into Spanish, I don't know if that's cheating, but I'll admit it.

c. Elaborating. In her paper, Michelle followed basically the same idea as in the Danish article, but she used her own examples. In the Danish article, the message was how the TV takes over the life of people; in her essay the message was how the cordless telephone takes over the life of people. She used her own example but followed the same ideas presented in the article. Elaboration can be seen as she used her own personal experience and background.

Tell me how you used the article. It had mentioned the cordless phone and then I decided to develop that, but the main focus of the article was the television and the automobile. Just this idea of taking over your life

We had read an article in Danish on how technology is taking over your life. It was about television and how people don't have to leave their house, they can order things from TV.

I think the article is good as far as inspiring me to give good examples to proponents to those who weren't enthusiastic about the telephone

3. Writing. Michelle wrote a rough draft putting together the information collected previously and concentrated on ideas and content.

4. Revising. Michelle thinks that revising is a crucial process. Therefore, she revised the essay in a very careful and thorough manner. She spent a large amount of time revising and focused on organization, tone and style, vocabulary, and grammar:

I wanted to communicate the idea on how ridiculous using your cordless phone has come that you are actually sitting on the toilet talking on the phone and I didn't really think this phrase communicated exactly and I asked the teacher and she said 'está sentado en el trono' and that communicated what I wanted to say, but I didn't know ... I didn't think this was graphic enough, I wanted to be graphic because it is kind of absurd.

... I didn't know which phrase would be best 'vamos al grano' o 'ceramos el punto de partida', I put them both down and then picked one later.

... Then I went back to the book [composition book] and you have that little box with vocabulary in it, and tried to use as much of that as I could.

... I wanted my title to be funny because I thought the topic was boring, so I said 'cuando su teléfono sin cordon se le sofoca' which I realized didn't really get across my meaning because I wanted to make a play on the idea of your being strangled by a cord but it doesn't have a cord but it can strangle you anyway, so that was just a fun thing. ... [But] it ['sofoca'] didn't quite communicated what I wanted to say, so I looked up for other idea.

Michelle wanted to use the language creatively. She wanted to express her ideas in an effective and organized manner, but also with humor and originality. She intentionally searched for words and expressions and manipulated sentence structure to convey her ideas in a powerful and vivid way.

5. Editing: Michelle looked at the hard copy and refined it paying attention mainly to spelling and accents marks.

Task II

Reading

The reading of the play was done in two sections and Michelle was interviewed after each section. She read with a pencil at hand, lying on her bed. She was very motivated to read and interested in the play. In general, she thought the play was not difficult to read and found herself deeply immersed in the story as she was reading it. She explained that in part the play was easy to read because it attracted her attention:

Was it difficult to read? No, not at all, I think because you are caught up in what is happening more than what you are worried about language structure

The following processes and strategies were identified:

1. pre-reading;
2. reading for a purpose:
 - a. getting the gist;
 - b. reading for details;
3. guessing and looking up the meaning of new words;

4. structuring:
 - a. structuring at the linguistic level;
 - b. structuring at the content level;
5. elaborating:
 - a. activating prior knowledge;
 - b. reacting, evaluating, criticizing.

Among these processes, the most salient ones are: structuring and elaborating.

1. Pre-reading. As in Task 1, Michelle got herself engaged in pre-reading activities that helped her get a general idea of what the play was about. She read the title, the list of characters, and the comprehension questions that the teacher assigned:

I looked at the title page and then I looked at the word 'ardiente', ... the list of characters also helped to get me started

2. Reading for a purpose. When reading the play, Michelle's main goal was to understand the plot and the conflict presented in the play. However, she also read for details to learn new vocabulary and/ or reinforce grammatical structures.

a. Getting the gist. Michelle read the play the first time to get the general idea.

b. Reading for details. Michelle read some sections a second time paying attention to linguistic elements and content as well.

3. Guessing and looking up the meaning of new words. As she did in Task 1, Michelle guessed the meaning of new words from context. She explains that she enjoys

doing this because she thinks that guessing the meaning of words is challenging and fascinating as well. She describes it in this way:

Something that I do is try to guess the words Sometimes when I have time on my hands I love ... when I have a lot of time to read because then I try not to use the dictionary. I think it's fun especially when ... I love literature, it's such a pleasure I think to try to figure out what

Again as Michelle did in Task I, she looked up in the dictionary or in the glossary at the end of the book only words that appeared with frequency. This is an interesting and effective strategy as Michelle selects what to learn and does not get overwhelmed with a large number of new words that a text may have:

I looked up only recurring words

4. Structuring. As in Task I, Michelle was a very active reader. She marked and underlined sections, and/or wrote comments throughout her reading of the play. She structured both at the linguistic and the content levels, however, her marks on content outweighed those on grammar and vocabulary.

a. Structuring at the linguistic level. Michelle underlined words, expressions, and grammatical structures that she wanted to learn and/or reinforce her knowledge of them.

This reminded me of an example of a verb we've been using 'atreverse', that was an example of it.

I tend to put a circle around it if it's a cognate so later on maybe it will ring a bell somehow

That's because we've practiced the structure and we were tested on it. So I was just saying "oh, here it is in real life." That's why I underlined that So it's nice to be able to recognize now it in writing, and to be

more aware of it, before I think I just passed over it and thought what does that mean, and just vaguely not even care to understand it.

Tell me about this on page 71. Just the emotion that's there, the diction of the word of the author as far as 'good' and 'hate', the expression of 'brutal hate'

b. Structuring at the content level. Michelle structured at the content level for a variety of purposes including understanding the conflict and the characters, reacting to and evaluating their behavior, being sensitive to cultural differences, and listing questions for the teacher.

To help herself understand the story, Michelle wrote down the names of the characters and paired them in relation to beliefs and attitude towards being blind. Also, Michelle marked sections with which she forcefully disagreed:

... whenever I found myself disagreeing I wrote 'no' in the column so I could remember it later to discuss it in class. Things that I thought were important ... they [marks] are more content that they are questions.

I think it shows who has changed a lot. And I think this exclamation point is just because they are starting to lose their intuitive ability, sense of presence of others. And just that Carlos is the first one that he was kind of voicing, not to anyone else but just to himself that Ignacio is sick and that he can't respond to friendship and anything but evil. But here he is saying it out loud and he's admitting it, so I think they have all been going around about this for some time arguing and not knowing why. Here on page 56 we just have Carlos and Ignacio why he thinks that would work. So I just wanted to focus on that. And also I did not expect at all that Ignacio, he would be ... I did not expect that at all that he would be... that he is being identified with Christ and they were calling him a Martyr, I would probably call him an Anti-Christ because he's not bringing anything good.

She was also sensitive to subtle changes, the development of a situation, or the conflict and she took notes of the sections that reflected such changes:

... this exclamation point is just because they are starting to lose their intuitive ability, sense of presence of others ... and that Ignacio is sick and that he can't respond to friendship and anything but evil.

... Here on page 56 we just have Carlos and his sense of reasoning, why he thinks that would work. So I just wanted to focus on that.

5. **Elaborating.**

a. Activating prior knowledge. Michelle's personal background, beliefs, and general cultural knowledge was activated at all times as she was reading the play. She understood the play and interpreted it based on what the text was giving her but also viewed from her own personal perspective. She explained this process in this way:

... you can't separate someone's history from their own personal experiences from how they are interpreting or reading, ... I don't know if other people noticed the references to Christ but for some reason that jumps out of me because of my background.

b. Reacting, evaluating, and criticizing. Her active position while reading lead her to be critical and to react and respond to the play in a vigorously manner. She developed strong and well defined feelings towards the characters and let those feelings interact with the play at all times:

... I caught myself just disagreeing furiously with Ignacio and his opinion, and angry with the people who agreed with him.

It wasn't meeting my expectations because I really didn't expect Ignacio to have followers. I don't agree with his philosophy and I don't see the others as superficial He [Ignacio] is so negative, there is no redeeming quality in him, I kind of agree with (silence), I guess is Elisa? who is trying to tell him that he is bringing everyone down, that what he could possibly gain from that ... I feel they are being so foolish by listening to him

... I find him [Carlos] more inspirational as opposed to Ignacio ... I can identify with him a little more

I don't have this philosophy of living in torment. I don't see that Ignacio has the right to take away this confidence that the others have, I think that's wrong. I find myself cheering when Carlos is saying

something and the others in the group are just very blind, somehow they have been won over by Ignacio, I suppose.

Not only was she able to respond to and criticize the play, but also she was able to support her reaction with evidence and examples from the play:

... Ignacio is just a worm, the fact that he can move that lamp and sneak the ashtray in his pocket and then recall his presence to Juana and Elisa, especially when they are talking about such a thing, especially when they are talking about such an intimate thing, when they are talking about him, I think it's despicable the way that he behaves, it just shows how selfish he is

... Miguel is being totally duped by Ignacio 'oh, another point for Ignacio', and I was like wake up you fool

... And also I did not expect that Ignacio would be ... that he is being identified with Christ and they were calling him a Martyr, I would probably call him an Anti-Christ because he's not bringing anything good.

Also, Michelle was able to identify cultural differences:

... I think it is very interesting and I think it's very Spanish the way the women always go around putting their arms around each other and kissing each other and putting their arms ... and locking arms, that's different, that's very different from my culture.

Michelle remarks on the strong relationship that exists between a reader's personal background and the way he/she responds to a text. In response to my question: what do you do to read, understand, and interpret the text? Michelle answered:

You can't separate someone's history from their own personal experience from how they are interpreting or reading, ... I don't know if other people noticed the references to Christ but for some reason that jumps out of me because of my background.

Putting into play her own personal background and experience, Michelle understood the drama in a more profound manner and from different angles. She was very aware of the value of prior knowledge in the reading process and activated such knowledge at all times interacting with the reading material dynamically. Clearly, Michelle sees reading as an active process in which the reader is in dialogical interaction with the text learning from it and giving back to it his/her own personal interpretation (Scholes, 1989).

Writing

Michelle did everything in Spanish while writing this paper. She tried to avoid English interference as much as possible. She used Spanish all the time purposely because she knew that in this manner it would be easier to write her paper later: "... I knew that writing in Spanish would be easier to formulate my ideas in Spanish later." Michelle worked in quiet areas, the library and her home, and used the play as principal source of information to synthesize, support, and expand her own ideas. Also, she used the play as a source for vocabulary, structure, and quotes. According to Michelle, this writing task was more challenging and complex than Task I as she had to synthesize the information in the play and create her own text.

The following processes and strategies were identified:

1. brainstorming / synthesizing;
2. using play as principal source:
 - a. monitoring;
 - b. structuring;

c. elaborating;

5. planning;
6. relaxing;
7. writing;
8. revising;
9. editing.

Among these processes the most salient ones are: synthesizing, monitoring, structuring, elaborating, planning, and revising.

1. Brainstorming / Synthesizing. Michelle brainstormed and wrote down notes, making a list, and synthesizing information on the philosophies of the two characters. She did not monitor the play at this time because she did not want the text to influence her own interpretation of the two characters. In addition, she wanted to check her own understanding of the play.

The first thing I did was, off the top of my head from my own synthesis of what was going on in the book without using the book I wrote down the name Carlos and the name Ignacio and I came up with what I thought their views of what level is, without looking at the book ... I didn't want it to influence my interpretation, just to see if I got something out of it.

... this was phase one, I was taking notes.

2. Using the play as principal source.

a. Monitoring. After the brainstorming/synthesizing session, Michelle monitored the play closely page by page looking for information that described the two characters' philosophies on being blind. She monitored the play carefully in order to have complete,

solid, and good quality information on which to base her arguments. She considered her own interpretation but wanted to be as thorough and accurate as possible:

Then I took page one and went up to the point where we read, page 92, and looked at every page ... you have to do it if you want your paper to have meat

... It was to help me organize it and to give me good quality, solid information to include, not just based it on my impression but to actually based it to what was in the text.

So you used your own ideas first and then the information in the play to support ... ? yes, to support and expand, things that I forgot, things that I really wasn't aware of the first time. You can see that in the way I did my outline, trying to get down my own questions first ... getting further information

In her writing log, Michelle describes this task as being tedious and at times boring and very time consuming, yet very necessary to do in order to have complete information for her essay: "You have to do it if you want your paper to have meat".

Also, during her writing, Michelle monitored her notes to make sure she was on target. She also monitored the play to get examples and quotes and check on accuracy of information:

... I just used my notes at this point and what I did was first thing I wanted to talk about was how they looked at the world: How did Carlos see the world? How did Ignacio see the world? ... First I compared that, then I just kept on writing, I took the next point and did the same thing, the next point was are they normal? and I talked about their views on normality and I did look at the book because I wanted to include the examples that Carlos gave of what they do that makes them normal and also I looked it up, I couldn't remember what Ignacio said about that they could do half of what sighted people do and so I looked it up and it was a tenth percent.

b. Structuring. Michelle carefully selected sections from the play that were related to, described, or exemplified the two character's philosophies. She began this structuring before when she was reading the play:

... then what I do was I looked at my notes and highlighted the red parts ... those were the parts that I wanted to include in my paper that I thought were important.

... and picked out specific pages that had information regarding their views on having been blind These are the notes I took and I took them in Spanish

... just looking at the facts and making a generalization to what was there

When she had sufficient information, she examined her list, grouped aspects that were parallel between the two characters and that she wanted to use in her paper. During this second she filtered the information previously collected and re-grouped it purposely. She labeled those sections and used the re-structured information to organize her paper in a systematic manner.

c. Elaborating. Michelle's personal background knowledge and experiences were actively interacting with the play at all times. Her own ideas were blended with those presented in the play. She began elaborating when she was reading and continued this process when she was writing the paper.

... I think it affected who I sided with ... Sherry was more like Carlos, she wasn't depressive like Ignacio and of course she had moments, days that were hard, but she didn't wallow herself pity and you could see that in her life, ... also my own personality

... just looking at the facts and making a generalization to what was there, I think it affected who I sided with ... Sherry was more like Carlos, she wasn't a depressive like Ignacio and of course she had moments, days that were hard, but she didn't wallow herself pity and you could see that in her life, ... also my own personality

... and you can see the ones that have a page number, those are the ideas where I elaborated on my own ideas or I may have went back to that if I were to quote something on my paper.

Michelle monitored the list that she created depicting the characters and added sections from the play. She selected sections from the play, elaborated on them, and synthesized the information gathered to form a better characterization of the characters. Referring to her list, Michelle explained:

...you can see the ones that have a page number, those are the ideas where I elaborated on my own ideas or where I may have gone back to that if I were to quote something on my paper, so the ones that do have page numbers, those are were I started to get more specific information out of the book.

The list consisted of a combination of Michelle's own interpretation and documentation from the play.

3. Planning. Planning was one of the richest, most intense, and active process used by Michelle in this task. During this stage, she carefully thought mainly about the ideas and about how to organize them in an effective manner. Michelle described this process as a very tiresome and time consuming one and done at all times:

Definite, this [planning] takes the most time, the actual writing I don't think takes very long, to me this [planning] takes the most time or effort anyway.

... on my drive home I just thought about it ... what were the main things I wanted to include, what was more important and what were their views of whether blind people are normal or not normal, whether they are living in a separate world or the same world, the attitude toward the abilities of blind people and their attitude toward love

Michelle was guided by what she had learned before about how to write a comparison and contrast essay, but also by her desire to be creative and to write an interesting and challenging paper.

... I started thinking to myself what's the best way to write my paper, is it going to be the block method ... or should I go back and forth between the two after I compared one characteristic. I decided that after I went back and looked at it and just decided that it would be more fun and interesting for me and more practice language wise to use it in an alternating method So then when I looked at this, I realized that later on I would have to divide it and decide what points of Carlos are parallel with Ignacio and then I came up with the red highlights that was to indicate that was a separate idea

Examining her list of ideas before she started writing the first rough draft, Michelle thought about the form and organization for her essay. She thought about different methods to write a comparison/contrast essay such as the block method or the alternating method. The block method consists of writing about the characters in different paragraphs; the alternating method consists of writing about the characters in the same paragraph alternating the description of their features. She decided to worry about the organization later and continued writing. In her writing log Michelle states:

Best way to write c/c [comparison/contrast] in this case? Block or alternating? Later divide and organize points, notes repetitive.

From the stimulated-recall interview, the same evidence is found:

... I started thinking to myself what's the best way to write my paper, is it going to be the block method where you write one paragraph about Carlos and one paragraph about Ignacio or should I go back and forth between the two after I compared one characteristic

At this stage she wanted to have the ideas written down and then work on their organization and the structure of the paper. Michelle planned and wrote the outline in Spanish and tried to avoid English interference as much as possible:

But I knew that writing in Spanish would be easier to formulate my ideas in Spanish later.

She frequently reread the assignment to make sure she was on target and double checked the teacher's expectations for this task. In addition, she consulted her

composition textbook to get ideas and suggestions on how to write a comparison / contrast essay. Also, she used the composition textbook to look for expressions and phrases that were appropriate for her essay. She wrote in her writing log:

Examine notes, highlight red parts, reread assignment, look up comparison/contrast in composition book for phrases, etc., style.

From the stimulated-recall interview the same evidence was found:

... then what I did was went back to my composition book, ... I went back to look at it because they have those boxes with all those phrases that you use when you write a comparison/contrast essay and wanted to use them.

4. Relaxing / Taking breaks. Michelle took two major breaks to relax and let ideas work in her mind.

The first break was after her planning:

[From her writing log]

... take a breather, let mind work on its own ... watch people go by

[From the stimulated-recall interview]

I did this [the list] one day and then the next day in the evening I did this [rough draft] ... because you get tired of it and also that you know your mind is still working on it and that you have to work on a paper, and on my drive home you just think about it ... what were the main things I wanted to include, what was more important and what were their views of whether blind people are normal or not normal, whether they are living in a separate world or the same. The attitude towards the abilities of blind people and their attitude towards love.

During this break, she continued thinking about the paper and, in particular, about the best manner to organize it in order to present the information in a thorough, consistent and parallel way between the two characters. During this break, she continued the planning process but in a less structured fashion. Michelle considered this break a combination of break and post-planning which is very important; it allows her to let her

ideas to accommodate in her mind and to re-structure them in an unstructured but effective manner.

The second break was after she wrote the introduction and the body of the rough draft and before she wrote the conclusion. Michelle was getting tired and thought that the conclusion was difficult to write:

... then I took a break and then I came back about an hour and a half later and wrote my conclusion ... I was getting tired of working on it ... this was hard

5. Writing: Michelle wrote a rough draft focusing mainly on content and ideas. She did not worry about organization, vocabulary, grammar, nor mechanics.

... this was just get it down on paper and get it done, don't worry about the details

I wrote a rough draft ... I just wrote as quickly as I could, I didn't use a dictionary. Sometimes I put a little 'x' over the word that meant that later I would look it up because I didn't know

At this time my grammar had nothing to do with my considerations, I'm sure if you read my Spanish here you would laugh because I didn't think about that, I didn't think about whether my subject and verbs were agreeing, on thinking about whether my adjectives had the correct endings, I didn't think about that stuff at all.

Although content was Michelle's main consideration at this stage, she also began focusing on the tone, the style, and the purpose of her paper:

... I wanted to be funny or ironic because he [Ignacio] is a party pooper, I wanted something else to describe him besides his name because it gets boring when you are switching back and forth, when you are using the names all the time, I wanted to use an epithet to describe a person instead.

.... Then sometimes you can see I also have English words like 'embraces', it just gives more emphasis to what you want to say

I wanted to use a more precise word like 'to waste time' and I don't know how to say that and I just said 'use time' One thing that I learned in high school was how boring it is when you introduce a quote to always say 'el dice que', so I always try to avoid to say even in English 'he said' because you can give much more color to what you are doing when you try to use a different word, and some other Spanish paper I wrote I looked up at least as many words as I can think of So I have that list and try to use it, you know

... I did use 'nosotros' in my introduction because I wanted to influence my reader, get them to think the way I think or believe my ideas a little more

During her writing, Michelle monitored her notes to make sure she was on target. She also monitored the play to get examples and quotes and to check on accuracy of information:

... I just used my notes at this point and what I did was first thing I wanted to talk about is how they look at the world: How did Carlos see the world? How did Ignacio see the world? First I compared that, then I just kept on writing, I took the next point and did the same thing, the next point was are they normal? and I talked about their views on normality and I did look at the book because I wanted to include the examples that Carlos gave of what they do that makes them normal and also I looked it up, I couldn't remember what Ignacio said about that they could do half of what sighted people do and so I looked it up and it was a tenth percent.

.... I used a quote ...'it's a sad parody of love', that's very nicely phrased by the author, so I wanted to use it and that's when I went back to the text and you can see where the page numbers are there.

... I did get this expression from the book 'son seres normales' ... and also this expression 'viven en un mundo aparte'.

....[I used the play] when I used a quote, ... "it's a sad parody of love" that's very nicely phrased by the author, so I wanted to use it and that's when I went back to the text and you can see where the page numbers are there.

The organization of the paper at this stage is very simple including only the basic parts of an essay: an introduction, a body without paragraph divisions, and a conclusion. Michelle

explains that she decided to divide the body of the essay into paragraphs later because at this stage she wanted to concentrate on the ideas. The organization takes much time and needs to be done separately:

... So there were no divisions in my body, I was just pouring out there ... except for my introduction and my conclusion. I put the paragraph divisions later I didn't feel like taking the energy to think how I was going to include this and this takes more thought and this takes more value and thinking

However, she included in the body the three categories around which she presented the two characters' philosophies. The categories used were: how the characters' viewed the world, viewed themselves, and how they viewed their abilities, their attitude toward love, and their attitude toward being blind.

6. Revising. Michelle revised her paper in a thorough manner. She was very creative and purposely looked for ways to express her ideas in writing in a lively and creative fashion. Also, she was very attentive to her audience and the purpose of the paper and used linguistic elements to achieve her goals. She was very aware of what she was doing and carefully revised her essay:

... I wanted to be funny or ironic, I wanted something else to describe him besides his name, because it gets boring switching back and forth when you are using the names all the time, I wanted to use an epithet to describe a person instead.

It makes you think more, it makes you formulate generalizations about it I used the 'nosotros' in my introduction because I wanted to influence my reader, get them to think the way I think, or believe my ideas a little more

Michelle is a very resourceful writer. She consulted her Spanish textbooks and other texts not used in her class to find answers to her questions and meet her needs. Also, Michelle used her Danish dictionary to have a precise word in her essay. This shows her concern for and interest in using accurate words that will express her ideas in the way and for the purpose that she wants. This interest in word choice gave the essay life and variety, and made it interesting for the reader:

And sometimes I used the Danish dictionary because, for example 'smallest', I knew that my English dictionary would not have 'smallest' in it, I didn't look it up, so I went to my Danish dictionary because they have this expression ... and I like that and I wanted to see how they translated it, because I have a Spanish/Danish dictionary.

This is done without thinking which language to resort to, yet it shows her resourceful mind and desire to be creative and use the best words or structures possible:

I'm not asking myself if the word sounds better in Danish, but somehow, the word flows into your head, you just want to say it the best way that you can Then sometimes you can see I also have English words because I want to use more than just ordinary words, like 'embraces', it just gives more emphasis to what you want to say.

Michelle sees her process of writing using a text very different from writing an essay based on her own experiences and she says:

... they are both writing, but they are extremely different Recently I had to write a paper based on my own thoughts and feelings and responses to some things, it's not hard, you never have to stop and say, what do I think? You don't have as much conflict when you are writing something from your very own experiences or impressions ... when you are using text, you have to interpret what the aim of the text is.

7. Editing. When she finished the first rough draft she typed it in the computer and revised it at the surface/structural level:

... I typed it in just exactly what was on the paper ... my next job was to correct typos, accents, cut out all the garbage, take out things that

weren't relevant, I looked at my transition, and then divided it into paragraphs, checked my structure.

... First I typed it really fast and then went through a really basic reading to correct typos, not to evaluate it

Then she revised it at a more deeper level. Her marks and comments on her draft show that she made changes at the sentence level, paragraph level checking for transition, and at the stylistic level:

I wasn't happy with the sentence ... and I decided to change it, ... to me that wasn't a transition and I needed a transition for my introduction.

... This part of this paragraph I really felt there was too much and that the sentences were confusing, too short and repeating my subject, and so I worked on eliminating a lot, combining sentences. I just decided that this sentence had nothing to do with the rest of the paper, so I just crossed it out.

... and then I went back and tried to get rid of their names a little bit because I thought I was using them a little too much

... and then I went and divide it into paragraphs, I only divided it into two paragraphs

Editing in this task was combined with revising. Michelle went back and forth making changes in mechanics but also continued polishing her essay mainly at the organizational and stylistic levels.

Summary

This section contains the analysis of the processes and strategies that Michelle used in Tasks I and II. The data show that Michelle approached each task in different

ways; however, she used processes and strategies that led her to perform both tasks effectively. In addition, similar processes were identified in each task. Among these processes, the most intensely used ones were: planning and revising in Task I; and synthesizing, planning, monitoring, structuring, elaborating, and revising in Task II. The effects on these processes of contextual constraints are presented in the following section.

Effects of Contextual Constraints

Teacher's Expectations

The data indicate that the teacher's expectations had a strong effect on the processes and strategies that Michelle used. Evidence was found that the teacher's expectations affected constantly what Michelle did. She was aware of the teacher's goals and expectation at all times. The teacher's expectation affected Michelle's reading-to-write process in both negative and positive ways.

Negative Effects

The data showed that Michelle thought that her teacher expected mainly grammatical correctness from her essays and that content was not important. This emphasis on grammatical accuracy had a strong negative effect on Michelle's writing processes. It created feelings of frustration and led to lack of motivation to write.

... I think most language teachers have this problem that they look at the grammar ... I think it can be overwhelming because I think the teacher has a desire to correct everything, and that can be overwhelming and often content is ignored It takes [the motivation] away, I think, it makes it more mechanical, to me [playing with the language] is the most fun part in writing

Michelle was highly affected by the teacher's concern for grammar, especially in

Task I. Michelle felt frustrated and approached this task in a mechanical and disinterested manner:

I can tell you from my first essay to my second essay [Task I]. Before we got our first essay back, our teacher said she didn't care about the content. I don't know that she exactly used those words, but that's the message that I got, it wasn't the concepts that were important, she wasn't teaching us how to write, she was teaching us how to write in Spanish ... I left very depressed, just because I think they are equally important. My first paper I thought was more complex and my ideas were much fully developed. My second paper was fluff because the teacher is not expecting more from my content, so that's what I put all my energy to in my first paper, of course I looked into grammar and stuff because I know that's important and I want to get better at but

... my grade was better than the one that was more complicated, that's because I took less risks in this one, there were no risks in this one

... I don't think you can really base it on your grade because I don't think this essay, the quality is very good compared to the first one it's a whole different goal, it was written not to please myself, but to please the teacher, there is nothing of me in this paper

In Task II, Michelle was not affected by the teacher's expectation because she had written the essay before the teacher explained that grammar was the main element in the essays.

To do the grammar the best we could ... I wrote it before she said that, and I'm glad, because it just totally takes the energy out of me. To just concentrate on grammar that's a pathetic way to write an essay, I don't think that's right, I think it's both the ideas and the grammar. Granted the grammar is important but it's not all. So it makes you feel a little deflated when you hear that, that's the only thing that will be graded.

Positive Effects

To a certain extent, the teacher's concern for grammatical accuracy had also some positive effects. Michelle indicated that such emphasis on grammar helped her become more aware of and sensitive to linguistic elements. However, she strongly asserted that a balance should be attained in which grammar and content are given important roles in the writing tasks.

Just that it was grammatically well written ... I guess it's good because it gives you a conscience about your spelling, and being careful that you use the right tense, and try not to make the mistakes that you made before. But its also limited when you know the expectations aren't very high as far as content.

The teacher's expectations also had some positive effects on Michelle's reading processes:

One thing I know a little bit about what the teacher thinks so I know what they are going to ask you about, if they have a paragraph on advantages, you know that the teacher is going to ask you what are the three advantages of this

... I was thinking more when I was reading, what was the teacher going to ask us about, because it's such a fascinating topic and there are so many controversial things that you can discuss

In particular, the teacher's goals affected Michelle's selection of material from the readings. Michelle selected information from the texts and label them mainly anticipating the teacher's possible questions for in-class discussion. She underlined and categorized those sections and rehearsed them out loud as if she were in class.

As the goal of the teacher in the reading tasks was changing from language to content, so was Michelle's direction in her marks changing. She explained that knowing that the teacher was more interested in the students' understanding of the content in the

play led her to focus on ideas more and to pay less attention to linguistic elements.

Michelle described it in this way:

... I feel also the goal of the teacher is also to have us get a lot out of the content, and interpreting what we are reading instead of bogging ourselves down with trying to understand the [language and structure]

Rules and Conventions

Knowledge of the rules and conventions of academic writing had a positive effect on Michelle's process of reading to write. She was very aware of the rules and conventions of academic writing: she indicated recalling and employing rules of organization, of paragraph development, of style, and of grammar. She pointed out that she recalled and used rules that she has learned throughout her academic experience from high school to college. She thought these rules to bear as guiding principles while she was performing the tasks.

Just my history in writing, everything I have ever done in the past goes into it. The voice of my high school composition teacher saying "use something else besides 'decir' when you are introducing a quote" and just things that I read about writing during my linguistics program, and things also from my own writing class that I taught

Michelle explained that her awareness of prescriptive rules of grammar had a crucial role in her writing. However, she indicated that she was aware of such rules at specific stages during her writing, particularly when she revised or edited her essays.

I think it's both depending on what stage of writing you are in. Initially when you are getting your ideas, then it's just getting your ideas together and the information down, like when I was doing my rough draft, I didn't worry about the language, but then I try to put the accents on and make sure I spell things right, and even put my upside down question marks

In relation to grammar rules, Michelle commented on the fact that she was becoming more aware of certain rules now that they she would not recall before:

Much more conscious, one thing that I have learned this semester is to use, when you are combining two words with the conjunction "and" and the second word starts with an "i" and you have to use an "e" instead of a "y", every time I put that in an essay it's wrong, and I knew I had to change it and I forgot, so I was totally unconscious about that regardless of when I looked at my corrections, and then today I was taking notes in my Spanish class, and I saw this, just small things like that

These new rules dictate the correct usage of subtle linguistic details to which she has been exposed before, yet she did not internalize until she was ready for them. This observation may indicate a developmental relationship between internalization and usage of rules with maturity as writer or language learner. Michelle was able to recall and use more rules as she was developing more solid command in Spanish and becoming a more mature writer. Not enough data was available to further explore this issue and to draw a conclusion. A study that explores the relationship between rules of writing and maturity as writer from a developmental point of view may shed light on this phenomenon.

Limited Command of the Target Language

Michelle's limitations in Spanish led to some English interference when she wrote in Spanish, especially when she had to express complex thoughts in writing. However, she indicated that she tried to use Spanish as much as possible and avoided translating:

I think that when it gets very analytical and theoretical you do tend to do it in English when you are consciously thinking about it, but then you have to formulate it in Spanish.

Michelle also reported that her limitations in Spanish created feelings of frustration because she felt "trapped by the ability or inability in the language". However, she still wanted to be creative, to play with the language, and to face the challenge of expressing complex and sophisticated ideas in writing in Spanish:

It's much different than writing the paper in English when you have a whole range of words that are describing more specifically what you want to say. It's a little frustrating, but at least I am at the point where I can write without constantly having to look in the dictionary, just for verbs "he faced the situation" knowing verbs like that helps a lot. It's not sophisticated enough where you can write without the dictionary.

... It just becomes a little more simple to say because you are trapped by your ability or inability, then it makes it harder to come to a conclusion or formulate your ideas because you have to fight with the language.

... I try to play with that complex thought, because I think my sentences have gotten a lot more complex than they were at the beginning

Also, her limitations in Spanish made her very aware of selecting material to learn, and also it made her very aware of what material she could not learn. Thus, her proficiency level in Spanish served as a filter that selected what material she was ready for to learn and what material she should worry about at a future stage.

When I come across something like this list of diseases, I just basically ignore it and keep reading ... because I'm not at a level where I can remember them or use them.

Michelle tried several strategies to overcome the language barrier and improve her writing skills. The most ineffective strategy for her has been writing the words in English and then looking up their equivalent in Spanish:

Then I usually take words from English that capture what I mean and then look them up in the dictionary ... that really doesn't work because you don't know if it has the same connotations.

The most effective strategy for her is reading a large variety of books in Spanish and analyzing the authors' style, sentence structure, and word choice:

Always when I am reading my text books ... I like analyzing a persons style, ... I really like analyzing her sentences because I want to write the kind of complex sentence that I write in English in Spanish ... I know she uses a lot of dependent clauses using the gerund, and I don't think I have ever done that before now

... reading a lot, not only reading for content but reading to analyze a persons style and what they actually do. One way that Ben Franklin learned to write so well, was that he imitated the writing of others, because he wanted to teach himself how to write better. And I guess what you could do is, was taking some of the sentences I like out of this text and writing them with my own context and then string it together.

ANALYSIS II

Product Analysis

The final written product of Task II was analyzed to explore how Michelle used information from the source text into her own essay. The essay was divided into clauses-- main and subordinate-- which were then categorized into type of information used, its

function, and its location. Each clause represented the following combinations of types of information used: (1) one type, (2) more than one type, and (3) a main type with one or more embedded types in it. The location referred to the place in which the type of information was used in the essay. The three locations in which the types occurred were: first paragraph, body and last paragraph. The function referred to background and foreground information.

Michelle used mostly synthesis, paraphrases, and original statements. Synthesis and paraphrases occurred more frequently in the body of the essay; original statements occurred more frequently in the first and last paragraph. Michelle used only two quotations, inserted them as part of her own sentence structure, and placed them in the body of her essay. The synthesis, paraphrases, original statements, and quotations all had a foreground function, i.e., to contribute to the development of the main idea and purpose of the essay.

What follows is the translation of the essay and its divisions into clauses used for the analysis. The clauses are numbered using numbers and letters. The numbers refer to the classification of the entire clause, the letters refer to the classification of underlined sections within each clause. The translation was used only to report the results.

First Paragraph:

² Carlos, the main character in "En la ardiente oscuridad" by Antonio Buero Vallejo, has a ^a philosophy about the world of the seeing and the blind which is very different from that of his adversary, Ignacio.

[² Synthesis - Foreground]

[^a Exact Copy from assigned topic - Foreground]

³ In general, one can say that Carlos' attitude is that of an optimist and ^a gives us hope, whereas ^b that of Ignacio bothers us because it is so negative.

[³ Synthesis - Foreground]

[^a Original Statement]

[^b Original Statement]

Body:

⁴ As for their philosophies, Carlos and Ignacio do not share the same point of view as far as the attitude that blind people should have towards their behavior, love, reality, and their abilities.

[⁴ Synthesis - Foreground]

⁵ A controversial aspect is that Carlos does not differentiate between the world of the seeing and that of the blind, whereas ^a Ignacio believes that blind people live in a separate world.

[⁵ Synthesis]

[^a Paraphrase (p. 65-66)]

⁶ Carlos always insists that blind people are normal human beings.

[⁶ Paraphrase / Synthesis (p. 66)]

⁷ To support his opinion, Carlos tries to give examples showing that blind people can do the same things that seeing people do, including getting married, studying, doing exercises, etc.

[⁷ Synthesis / Paraphrase (p. 66)]

⁸ ^a Ignacio, on the other hand, repeats his favorite [estribillo]: ^b normality does not exist for the blind.

[Original Statement]

[Paraphrase (p. 27, 47, 80)]

⁹ This great pessimist states that blind people have the ability to do only a tenth of what the seeing do.

[Paraphrase (p. 72)]

¹⁰ Like the typical wet blanket, he does not accept either that the love of the blind is true, explaining that it is "a sad parody of the love between seeing people!" (73)

[Original Statement]

[Paraphrase (p. 73)]

[Quotation (p. 73)]

¹¹ Contrary to Carlos, Ignacio is convinced that the blind lack much of the pleasure of life because they do not see.

[Synthesis (p. 50)]

¹² Unfortunately, Ignacio worries too much about the world of the seeing and spends much time thinking about life as a seeing person.

[Synthesis (p. 50)]

¹³ He wonders, for example, if the seeing have a power that they [blind people] lack.

[Synthesis / Paraphrase (p. 60)]

¹⁴ Carlos, on the other hand, avoids these negative thoughts, saying that it is not reasonable to think about this because to complain does not help them.

[Synthesis / Paraphrase (p. 67)]

¹⁵ One has to combine the ability to feel satisfied to a certain extent with the ability to use will power in order to "reach a relatively happy life" (79).

[Synthesis]

[Quotation]

¹⁶ According to Ignacio, on the other hand, [blind people] must reject the idea of conformity because the blind who imitate the seeing, feign happiness and are silly and superficial.

[Synthesis (p. 48-50; 105-08)]

¹⁷ They believe in illusions and they do not face reality.

[Synthesis]

¹⁸ Then, the most authentic type of life for the blind is to immerse themselves in suffering, tragedy, and the hopelessness of the situation.

[Synthesis / Paraphrase]

¹⁹ Carlos, on the other hand, holds to the philosophy of working for a better world.

[Synthesis]

²⁰ He would like to share with Ignacio how big, free, and beautiful life is.

[Synthesis]

²¹ He believes that it is necessary to take risks if one wants to achieve happiness./

[Synthesis]

Final Paragraph:

22 It is clear that the philosophies of these young people differ in almost all aspects, but that of Carlos is more attractive because it is based on love.

[Original Statement / Synthesis]

23 Tolerance, reason, and virtues in general work daily as inspiration to live a complete life.

[Original Statement / Synthesis]

24 Although Ignacio's philosophy is understandable, his obsession with sadness and anguish is suffocating.

[Original Statement / Synthesis]

25 Carlos, on the other hand, does not ask for pity and he is not so stubborn that he cannot face the challenges of being blind.

[Original Statement / Synthesis]

26 His desire to improve his situation is admirable.

[Original Statement]

The number of times that each type of information was used in relation to its function and location in the essay is summarized in the following table.

Table 4. Number of times of type of information per function and location

<u>Type of Information</u>	<u>Function</u>		<u>Location</u>		
	Foreground	Background	First Paragraph	Body	Last Paragraph
Original Statements	4	0	2	1	1
Original Statements/ Synthesis	4	0	0	0	4
Synthesis	12	0	2	10	0
Synthesis/ Paraphrase	5	0	0	5	0
Paraphrases	4	0	0	4	0
Quotation	2	0	0	2	0
Exact Copy	1	0	1	0	0
Total	36	0	5	23	5

Conclusion

Processes and Strategies

The processes and strategies that Michelle used in each task are summarized in the tables below.

Table 5. Processes and Strategies used in Task I

<u>Reading</u>	<u>Writing</u>
Pre-reading	Planning
Reading for a purpose	Narrowing topic
Getting the gist	Considering teacher's goals
Reading for details	Developing outline
Guessing and looking up words	Considering audience and purpose
Pronouncing words
Structuring	Incorporating new material
at the linguistic level	
at the content level	
Elaborating	Using source text as model
Activating prior knowledge	Monitoring
Reacting, evaluating, criticizing	Structuring
Post-reading	Elaborating
	Writing
	Revising
	Editing

Table 6. Processes and Strategies used in Task II

<u>Reading</u>	<u>Writing</u>
Pre-reading	Brainstorming/Synthesizing
Reading for a purpose	Using play as principal source
Getting the gist	Monitoring
Reading for details	Structuring
Guessing and looking up words	Elaborating
Structuring	Planning
at the linguistic level	Relaxing
at the content level	Writing
Elaborating	Revising
Activating prior knowledge	Editing
Reacting, evaluating, criticizing	

As mentioned before, Michelle is considered an excellent SFL student. Her grades, academic background, and reading and writing experience indicate her outstanding ability in reading and writing in both English and Spanish. In this analysis, the researcher found evidence that Michelle used processes and strategies that helped her perform the reading/writing tasks successfully. In both tasks she was very aware of what she was doing and had very clear objectives. Although she was more motivated and more interested in Task II, she showed effectiveness in both tasks and used similar processes.

Reading Processes and Strategies

The reading processes and strategies that Michelle used in Task I and Task II are summarized in the following table.

Table 7. Reading Processes and Strategies

Task I	Task II
Pre-reading	Pre-reading
Reading for a purpose	Reading for a purpose
Getting the gist	Getting the gist
Reading for details	Reading for details
Guessing and looking up words	Guessing and looking up words
Pronouncing words	
Structuring	Structuring
at the linguistic level	at the linguistic level
at the content level	at the content level
Elaborating	Elaborating
Activating prior knowledge	Activating prior knowledge
Reacting, evaluating, criticizing	Reacting, evaluating, criticizing
Post-reading	

The reading processes and strategies that Michelle used in Tasks I and II indicate that she is a skillful reader who interacts with the texts both at the linguistic and content levels. In addition, evidence was found that Michelle is a critical and insightful reader. In both tasks she used very similar processes with the exception of 'pronouncing words' and

'post-reading' identified in Task I only. Also, slight differences were noted in some of the processes between the two tasks which are presented below.

In both tasks, Michelle used pre-reading activities such as reading the titles, surrounding information, or the list of characters in the play. She explained that pre-reading activities of some sort are useful for her since they provide a context from which to approach the texts. In both tasks, Michelle read the texts to get the general ideas in them, but also to learn new words, expressions, and/or grammatical structures. Michelle dealt with unknown vocabulary in the same way in both tasks. Her first strategy was to try to guess the meaning of new words from the context. She pointed out that she thoroughly enjoys doing this as it is challenging and entertaining. She used the dictionary with care and only to look up the meaning of recurring words. Her objective in looking up the meaning of recurring words was to learn them.

The processes of structuring and of elaborating were identified in the reading of both tasks. However, Michelle structured and elaborated more intensely in Task II than in Task I. This difference can be explained by the strong interest that Michelle had in the play in Task II. In both tasks, Michelle structured at the linguistic and the content levels. She read with a pencil in hand and marked the texts constantly. On the linguistic level, she focused on words, expressions, and grammatical structures that were interesting for her and that she wanted to learn. On the content level, she marked and selected sections that she thought were interesting or that could be used during the in-class discussions. She also marked sections that reflected her opinions and/or reactions towards the topics in the texts. In both tasks, Michelle elaborated on the information in the texts by activating her prior knowledge and by reacting, evaluating, and criticizing. She was very insightful and was able to support her reactions with clear reasoning and valid examples from the texts.

Writing Processes and Strategies

The writing processes and strategies that Michelle used in Task I and Task II are summarized in the following table.

Table 8. Writing Processes and Strategies

Task I	Task II
Planning	Brainstorming/Synthesizing
Narrowing the topic	Using play as principal source
Considering teacher's goals	Monitoring
Developing outline	Structuring
Considering audience and purpose	Elaborating
Incorporating new material	Planning
Using source text as model	Relaxing
Monitoring	Writing
Structuring	Revising
Elaborating	Editing
Writing	
Revising	
Editing	

Michelle approached each writing task differently, but in both instances she used processes and strategies that helped her perform the tasks effectively. In Task I, Michelle used an article other than the assigned ones to write her essay. She used the Danish article because the other articles were not inspiring for her. The Danish article was

amusing and interesting; she imitated its style, and the way the ideas were presented in it. Michelle approached this task with lack of motivation partly because the topic was not exciting to her, but mainly because she thought that the teacher was expecting only grammatical correctness from the essay. This had a strong negative effect on her motivation to write. As a result, Michelle wrote the essay in a practical manner, yet struggling all the same to make her essay as effective as possible.

In Task II, on the other hand, Michelle was highly motivated with the source text and the writing topic. In addition, Michelle was not discouraged by the teacher's emphasis on grammar because she wrote the essay before the teacher said that grammar was the main element in the essays.

Although the motivation factor varied in each task, Michelle used processes and strategies that led her to accomplish both tasks effectively. Furthermore, she used similar processes in both tasks. The processes and strategies varied mainly on the degree of intensity with which they were used.

In both tasks planning had a major role. In Task I, her planning was fast and mechanical, yet it included all the basic elements. She narrowed the topic to make it more manageable, considered audience and purpose, the teacher's goals, and ways to incorporate new material in her essay. Also, she developed an outline that served as a guide during her writing. In Task II, her planning also played a crucial role. It was one of the richest, most intensive, and active processes she used in this task. She mainly thought about the ideas that she wanted to include in the essay and their organization. Michelle described this process as the most tiresome and time consuming. As a result, she took a break to relax and to let her ideas work on their own. She did not take a break in Task I because her planning was not intensely done.

The processes of monitoring, structuring, and elaborating (Stein, 1990) were identified in both tasks, but they were used with a different degree of intensity in each task and at different moments during the composing process. The reason for these differences may be explained by how she used the source texts. In Task I, the article was used as model from which Michelle imitated its tone and style. Michelle did not use the article for content; in Task II, the play was used as principal source of information and constituted the core of ideas in the essay.

In Task I, Michelle monitored the source text after the planning process and her monitoring was brief; in Task II she monitored the play before she started planning and her monitoring was very carefully done. She did it in this way to have accurate, solid, and well documented information to develop her essay. In Task I, Michelle structured the article to get mainly words and expressions; in Task II, Michelle structured the play at the content level. She re-structured the information in the play and grouped it into three categories that she then used in the body of her essay. In Task I, elaborating was used in a light manner. Michelle followed the ideas on the Danish article but used her own example. Elaboration was seen in the used of her own personal experience and background blended with the ideas in the article. In Task II, elaborating had a major role and was very intensely done. In this task the process of elaborating started during the reading of the play and continued as she was writing the essay. Michelle not only activated her prior knowledge on the ideas presented in the play, but also she forcefully reacted to and criticized the characters in the play.

Another process common to both tasks is revising. In each task, Michelle revised intensely. In both tasks, the writing itself was done fast, but then the revising process polished all the elements in the essay from content and organization, to tone and style and word choice.

The only major process that was unique to Task II is brainstorming/synthesizing. When Michelle used the source text as principal source she needed to synthesize the information first before she continued with all the other processes. She explained that she needed to do this because she wanted to check her own understanding of the play and because she did not want the text to influence her own interpretation of the characters. She had already formed her own persona of each character and wanted to express them in writing. This brainstorming/synthesizing process served as a foundation from which to develop the essay.

The processes and strategies identified indicate that Michelle is a resourceful, creative, and insightful writer. Her resourcefulness is seen through the use she made of reference material. In Task I she used a Danish article for inspiration, she also used a Danish-Spanish dictionary to look for more precise and powerful words that she wanted to include in her essay. She also consulted her composition textbook to look for phrases and/or expressions that were appropriate for her essay. In Task II, she consulted her notes from class and the composition textbook to check on grammar rules and usage. She also used the composition textbook to get ideas for the organization of the essay.

Her creativity is seen through her desire to use words, expressions, and sentence structure in a lively, varied, and original way. She was attentive to word choice and very aware of the power of words in conveying an intended message. Her insightfulness is seen through the way she structured and elaborated on the source text, particularly in Task II.

All the processes and strategies here identified were used in a recursive manner, with the exception of the brainstorming/synthesizing process in Task II which Michelle used prior to all the other processes to establish a framework from which to build her essay.

Effects of Contextual Constraints

The researcher explored the effects of three contextual constraints of the process of reading to write. The three factors were: teacher's expectations, rules and conventions of academic writing, and limited command in Spanish. The results indicate that the teacher's expectations had the strongest effect on Michelle's reading-to-write process. Michelle was very aware all the time of the goals and expectation of the teacher and acted to please her. Michelle's knowledge of the rules and conventions of academic writing also affected Michelle's reading-to-write process. Such knowledge served as a guiding principle that dictated to her what strategies to use to perform the tasks effectively. She recalled mainly rules of organization, of the importance of audience and purpose, and rules of grammar. Her limited command in the language did not constitute a problem for her. Although, she felt at times frustrated when she could not express complex ideas in Spanish in writing, she was willing to play with the language and to seek the challenge of expressing her thoughts in a varied and rich sentence structure format. In addition, her limitations in Spanish led her to explore ways to improve her language skills, in general, and her writing skills, in particular. Her most effective strategy was to read extensively both for content and to analyze an author's style and way of constructing sentences in writing.

Product Analysis

Results from the product analysis only indicate a tentative trend of how Michelle integrated information from the source text into her essay due to the small sample used. Findings show that she used quotations with caution and employed mainly original

statements, synthesis, and paraphrases. She used original statements and synthesis in the first and last paragraphs; she used paraphrases and synthesis in the body of the essay. All the types had a foreground function that contributed to the development of the main idea in her essay.

CHAPTER V

John

Background Information

John is a good/ above average student in Spanish who has a strong interest in the language and works diligently in his tasks. John has been at the university for two years and has been studying Spanish, his only foreign language, as his major for one semester and a half. He studied Spanish for three years in High School and traveled abroad. He lived in Honduras for a year and in Belize for another year as a missionary and learned much of his Spanish there taking intensive courses and interacting with native speakers. He studies Spanish mainly because he is very interested in the language:

... I just love the language. Even if I don't get a job in Spanish, it's something I enjoy doing, I do it for the fun of it

He plans to combine Spanish with International Business and would like to live and work with a Hispanic community in the USA or Latin America. John is taking two Spanish classes this semester: the composition and conversation class and a civilization course. Last semester, he took the first part of the composition and conversation class, an oral proficiency class, and two literature courses.

Reading Experience in English and Spanish.

John has extensive experience in reading Spanish and enjoys doing it. For pleasure he reads magazines, books, and the Bible; for his classes he reads articles from magazines and newspapers (Lecturas Periodísticas), and other textbooks including content and literary selections. In English, he also has extensive experience in reading.

He reports reading and discussing the Bible and other church books daily and/or weekly for pleasure. For his classes he reads technical textbooks.

Writing experience in English and Spanish.

John enjoys writing but does not write as frequently as he reads. Further, he does not think of himself as skillful a writer as he is a reader and a speaker. In relation to his experience with writing in Spanish, he reported writing letters to his friends and papers and essays for his classes periodically, but acknowledges that he tends to write the way he speaks. He views this as a deficiency and attributes it to the fact that he was introduced first to the spoken language in Spanish and lacked, for a long time, formal writing instruction in Spanish. He is very open in accepting his limitations as a writer and very eager to find ways to improve. As far as writing in English is concerned, he writes letters and a diary, but does not write essays or papers for his classes, only exams and numerical exercises.

In relation to his composing process, he points out the significant role that the thinking or incubation stage has for him when writing both in English and Spanish. During this stage, which is usually the most extensive and time consuming, he generates ideas and organizes them sometimes on paper or simply in his mind. He remarks that he needs this preliminary base but he is very flexible and lets new ideas come into play as well:

Like this last paper I wrote, that's all I thought about, while I am walking or driving. I will speak my letter, I'll speak my paper, so I can think of different ways, different arguments, and this is the same way in English as in Spanish

I try to follow the outline but also allowing myself what I want to say, because I think about the paper all the time.

In addition, John points out that revising is another important process at which he is

becoming more skillful.

John has limited experience in writing using source texts in English and even less in Spanish. However, he thinks that writing using source texts is an enjoyable and challenging activity that requires the reader/writer's active interaction with a given text. John views himself as an insightful reader who interacts with a text learning from it and responding to it giving back to it his own personal experiences and knowledge.

... It goes back to the what I said before one thing I get in trouble with, is I don't read papers the way everyone else does, like I'll read the story and applying the story to me, but a lot of teachers believe in you have to understand the story for the purpose that Borges wrote the story, but I like to apply it to myself if possible and so my interpretation will be different Some teachers don't accept that and I disagree with that philosophy, I believe that work should be alive, it shouldn't be dead work that sits on a book shelf, if you can't apply the work to your life for good or for bad it wasn't worth your time reading

John believes that his way of reading texts is usually disapproved by his teachers because teachers tend to see reading as a text-centered activity in which the text has the major role and the reader a minor one.

As I said most teachers don't allow you to do your own personal interpretations in some ways that bothers me ... I still write my own personal interpretation I would rather write what I feel than feel what I'm writing otherwise I'm not writing what I write to me I can't see how I can produce better work if I'm writing about something I don't care about, if it's not interesting I'm not going to write about it, I haven't seen it that bad in Spanish but I've never had that type of work where I have had to analyze and making my interpretation of work as much as I did in English. English teachers are terrible.

John's Opinion about the Rules and Convention for Good Writing and about the Teacher's Expectations.

When asked about the rules for good writing, John pointed out organization and

the development of a clear thought as the main elements for good writing in English.

However, for good writing in Spanish, he pointed out only grammatical accuracy:

Organization and then presenting a good opening thought and then developing that thought

For me what I have to do is basically look through the book and look in each chapter what we learned ... and make sure everything is in agreement, for me that's the only way grammatically I can approach a Spanish paper now, is to make sure I am using my reflexives right... I'm trying to write the perfect paper so I really just focus on the grammar.

Closely related to the emphasis placed on grammar is the fact that John considers that Spanish professors expect only grammatical accuracy from his essays:

What do you think professors expect from your essays? I think right now at this level they want the grammar, I don't think they are very interested in the thought

ANALYSIS I

Processes and Strategies

Task I

Reading

John read the articles in a quiet area, usually his house and with music in English or Spanish. In general, he thought that the articles were simple and interesting to read especially when he had background knowledge that helped him relate to them. When he did not have any background, the articles were more difficult:

This one was a little bit harder, I think part of it was a little bit longer, the material was something I was not familiar with, the vocabulary is a little bit different, plus the concept itself ..., if I were to read this in

English it would cause me to think a little bit more just because it's more of a scientific field, so that made it a little bit more difficult for me. But still, the location was exactly the same, and I did the same things ... I think part of it was my lack of knowledge of genetic science, just because I'm not very familiar with it, so I might understand the words, but I have a hard time relating it in English part of it, so I have no base to go to.

This one was interesting, I found it very interesting because it talks about computers, I like computers a lot, it talks about translation, I can relate to that because of my experience with computers, and I have had to translate several times so I understand that concept of what it is like to translate

The processes and strategies that John used indicate that he is an insightful reader who focuses on content mainly rather than on linguistic elements. He read the articles once and did not mark or underline any sections, nor did he use a dictionary. However, he was active in elaborating and reacting to the information in the articles. The following processes and strategies were identified:

1. pre-reading;
2. reading for a purpose:
 - a. reading for understanding/getting the gist;
3. guessing and looking up the meaning of new words;
4. elaborating:
 - a. activating prior knowledge;
 - b. reacting, evaluating, and criticizing.

Among these processes, the most salient is elaborating.

1. Pre-reading. John tried to anticipate the content of the articles. Before reading them, John looked at the pictures and other pieces of information around the articles. He also read the titles. John explains that he does these types of pre-reading activities to have a context from which to address the articles.

... sunflower that's the first thing that caught my attention, ... then I checked out the cartoon, to give me basically an idea to where the article is going, so I have a context, so I know what the article is talking about, then I just plowed into it

2. Reading for a Purpose.

a. Reading for Understanding / Getting the gist. John read the articles once and focused on the ideas. Occasionally, he read parts of the articles a second time to remember them before class.

Once, maybe go over it before class, just sections. But to prepare for class, just once

3. Guessing and looking up the meaning of unknown words. John tried to guess the meaning of unknown words or expressions from the context. He did it for pride and for challenge and viewed this strategy as a negative one. He looked up the meaning of new words only if they appeared with frequency and considered this strategy to be negative as well.

A little is like pride, but it's like the challenge, I can almost put it in context so I get the general idea. My bad habit in vocabulary is if I get the general idea of the sentence and then I only see the word once and get the general idea of the sentence then I won't look it up, if it's a repeating word or an important word then I will look it up, which is a bad habit, because I should look up all the words I don't know.

Further, John stated that he looked up repeating words so that they did not interfere with understanding.

... If I see the word twice or a few times then I realize that this word will keep popping up I have to figure out what it is, because if I don't I'll lose the whole context of the story

4. Elaborating. John was a very insightful and critical reader. He activated his previous knowledge on the topics read, related it to the readings, and evaluated and criticized the information in the articles.

a. Activating prior knowledge. John recalled readings that he has done before. He also recalled movies that he has watched before. Both the readings and the movies helped him relate to the articles easily and understand them better.

... it made me think of cornahol, that type of gas they tried in the states about ten years ago ... I was surprised that they didn't mention that but soybeans, peanuts, other fruits and vegetables that are capable for making gasoline For me I've seen a practice use for it, it can work, it might not be the most pleasing idea because most people don't like it but I have seen that actually in practice, it gave me an idea of what they were talking about if it is feasible.

... a movie that I just seen called "Human Duplicators"... just because they were reproducing humans they would copy a human, like at the age of 50 they could make a zero copy of him ... I think it made me laugh because it made me see how other people blow it out of proportion

... I also thought about WordPerfect and the fact that you can use Spanish, and how difficult it would be for them to make a program to write in English and they can translate it into Spanish, because I have heard of programs where you can do that, so I was thinking about that concept of translation.

b. Reacting, evaluating, and criticizing. John reacted to and criticized the articles. He was moderate in his opinions, compared his own ideas with those presented in the articles, and drew his own conclusions on the issued discussed in the texts. Further, he was able to provide evidence and examples from the texts to supported his reaction.

I thought it was an interesting idea, but I don't know how feasible it is, I'm very pessimistic when it comes to certain things, I think it's a great

idea but I know how other people will react to it ...

... as they said that there are problems they have in translating things just because of certain words, and as they said later on that I can relate to is that you cannot achieve a perfect translation, even as a human it is impossible a perfect translation because of the idiomatic expressions and so I can relate to that very well.

I thought it was a good idea if they wanted to achieve this European Committee I hope they have success with it and that all people have it.

Writing

John performed this task in a fast and practical manner because of lack of time. He used the articles on science and technology from Lecturas Periódicas. He used them as peripheral sources to draw some examples to support his own ideas.

The following processes and strategies were identified:

1. planning:
 - a. brainstorming;
2. using source text as a peripheral sources:
 - a. monitoring;
 - b. structuring:
 1. structuring for content;
 2. structuring for linguistic elements;
 - c. elaborating:
 1. elaborating on personal experiences;
 2. elaborating on articles;
3. writing;
4. revising;

5. editing;
6. considering audience and purpose;
7. relaxing;
8. referencing/ using quotes.

Among these processes the most salient ones are: elaborating and revising.

1. **Planning.**

a. **Brainstorming.** John quickly thought about the topic and jotted down the ideas that came to his mind developing in this manner a brief outline:

My outline was basically, the topic, the main idea in this case, what is a better world and then the four things that I thought we consider necessary

... what I did I wrote down the science and technology that we have and I mention telephone, television, car and computer

John considered this outline to be very simple and not as thoroughly and well developed as he said he usually writes outlines. The reason for this brief outline was lack of time because he had other exams the same week the paper was due.

Usually I would do a more intensive one [outline], I think on that one it was more of a brainstorm outline, I was just trying to think ... and pick and choose what I thought what was more appropriate for the article ... because I would usually prefer to do, like the first paragraph I would just say thesis, second paragraph I would usually show what I want to present in it and then underneath there just scratch some ideas down, do more the formal type of outline

Any reasons for this?

Time ... because I had two tests, it wasn't as high of a priority for the week, the first one I spent more time with in my mind, this one I didn't put much priority on it

Despite of the time problem, John wanted to write this paper in a manner that

was challenging and interesting to him:

When I began, I wanted to, I thought it would be easier for me to go along with the readings because the readings basically all were in favor of the positive aspects of technology, but when I reviewed the readings the more I realized that I really didn't think would be exciting to write in that way, so then I decided it would be more interesting and more of a challenge for me to write, to show that science hasn't been the greatest thing for us, and so therefore going off the topic she gave us which was science and technology for a better world, I thought it would be interesting to touch upon what is a better world, but I thought I would give it an interesting twist, because we always assume a better world, we make a better world, our better world isn't someone else's better world

1. Considering the teacher's goals. During the brainstorming session, John considered the teacher's goals for this task, made his own interpretation of them, and performed the task accordingly.

... I think the teacher tried to challenge us to do, see all the articles were rather positive, write a negative article maybe, she was saying I could do whatever, I thought it would be kind of fun to do a negative one

... one thing that caught my eye was that she kept on saying 'un mundo mejor' so that became the basic thesis of my paper was "What is a better world"

This brainstorming session became at the same time his planning which was brief, yet with clearly defined objectives. It also reflected an overall framework for the organization of the paper:

... and I came across showing what they've done to us, I mean the negative aspect, and that's what I bring out in the paper is I agree that these things have helped us but I wanted to show that they are not ever so important, I didn't want to show that I'm this orthodox Jew who wants to live in the woods

... I knew the beginning I wanted to show and to explain the fact that we've created this world, then to explain that the things that we have, that we consider necessary and how we believe that makes this a better world, and then to show what are the effects of that, the things that make our life so much better, what has that truly done to use and then at the end, sum it up and that's how I basically approached it

2. Using articles as peripheral sources. John used parts of two of the articles to draw examples that would support his own ideas. The processes of monitoring, structuring, and monitoring were identified in this task but less intensively than in Task II.

a. Monitoring. John monitored the assigned articles very quickly and decided to use them as peripheral sources only to exemplify his own ideas.

... I glanced at them

... I reviewed the readings

b. Structuring.

1. Structuring for content. John used the articles as peripheral sources to illustrate his ideas and to link the articles to his paper. He selected brief sections from two of the four articles and use those sections as examples in his essay:

I just remember that article talking a lot about computers that's why I brought in the computer aspect to the paper ... just because I want to show, the computers were there and I want to have some tie into the articles

... it also talks about the second article very briefly, I don't mention the articles but I just make a subtle reference to it, so if someone who had read the articles would recognize that I'm referring to it, in the four paragraph I said "perhaps they would die premature" that's referring to the fact of immortality in the first one and that they can live forever

c. Elaborating. John elaborated extensively on his own beliefs and personal experiences in relation to science and technology. He also elaborated on the articles he

used in his paper.

1. Elaborating on personal experience. John elaborated extensively on his experience in relation to science and technology when he lived in Honduras. He remembered not having much technology available there, yet being able to enjoy and appreciate life deeply. He used his insights from this experience to build the main idea in his essay.

... I tried to tie in the experience I had when I was in Honduras, showing how I was living down there how I didn't have such things, but you know their lives were very simple and they enjoyed their lives, and I had a lot of fun, I didn't have a television, I didn't have a telephone, but I was able to live and I thought in some ways that was a better life, without such distractions, and that's what I was trying to pull in to the second and third paragraph, and with the five paragraph I referred back to the grammar books saying how they thought a good concluding paragraph would be, basically saying restate your thesis statement, that's what I try to restate, I try to restate the thesis with tying in also the second and third paragraph

2. Elaborating on articles. John elaborated on the articles about computers. As explained above, he used the articles primarily to show a link between the articles and his essay, but also because he could relate to them easily. He agrees on the benefits that computers can bring to a person's life.

... I tried to refer back to the computer just so I would have some reference to the articles, I can see that these happening can make our life easier and I do state that, so people don't think that I'm a complete orthodox character who believes in living in the 18th century...

When I read the articles, the first part was more interesting about the translating because I have seen that working so for me that's an interest ... how the computer can help us or facilitate us to do things a lot easier, like, translating a document from English to Spanish, how the computer makes your life easier that's why I narrowed in more on this first article

3. Writing. John wrote a rough draft in a brainstorming manner focusing on ideas and content:

... so then I go to the computer, that was just the basic thought process, and with that I'm at the computer and typed out, whatever came to my mind, just basically creating an opening paragraph to present the idea of what is a better world

... So basically the first draft was more of the ideas, so there is a lot more errors in the first draft

... I just type it out I don't really think, just whatever comes, I type it, it just like a stream of consciousness.

4. Revising. Since John did not develop a well-thought plan and his rough draft was mainly a brainstorming of ideas not well organized, he revised and edited the essay intensely. He revised it several times before he was satisfied with the final product: he made changes at the organizational level to make sure his ideas flowed logically and smoothly:

... because I wasn't well prepared I found a lot of places that I was just jumping around, there wasn't a constant stream of thought so that's what I was trying to correct, the stream of thought and of course if I saw a blatant error in grammar I would correct it, but it was more that I wanted to make it flow, and that was the purpose of the first draft.

... then on the second draft what I usually do is read it outloud, that's how I do my papers, I'll read it just to see how it sounds, if it sounds choppy that enables me to what I am able to do, and correct it. I had a problem in two places if I am not mistaken, it was my opening paragraph in my opening statement but I didn't know how to correct it, just because, I knew what I wanted to say, but it wasn't coming out right, I kind of corrected it on the first draft, the second draft I was able to get it better, on the final draft I feel it came out a little bit better, we'll find out soon enough, once again this one came in

He also revised the essay at the surface level making syntactic and lexical changes:

... so on the first draft when I went through I spent most of my time

looking for repeated words, so I could use the thesaurus to make sure that the repetitious of words, but more important I was looking for word structure

He revised his paper a third time focusing on its effectiveness to communicate his intended purpose:

... the final draft I read it outloud ... to make sure that, that's how I wanted to be expressed, and especially when, the final statement, when I read the final paragraph I really felt like I presented the ideas the way I wanted to, the grammar might still be a little weak but I had my ideas that I want to express, I felt like, in most part it, an emotional type of paper where it really makes you think, it makes you understand, I was able to make you think and that was one of the purposes, so I felt really good with, especially with the final sentence and the final paragraph, so for me, again, I feel good about it, I really feel like it was a good paper, so that's when I decided that, that's when to turn it in.

a. Considering Audience and Purpose. Although John said that he did not write for a specific audience but mainly for himself and sometimes for the teacher, his answers indicated his strong consideration for audience and purpose in particular during the revision process:

I write things that I find interesting that I would write to myself, I think that goes to the same reason, how I read, I apply the things to myself, if I can't apply I find the reading very boring, that's probable the same reason how I write to an audience, I write something that motivates myself or that can persuade myself for doing something, I guess if I can persuade myself I should be able to persuade another college student or hopefully a professor.

... That's why I put that in there once again to try to make the reader think about, instead of just having the reader to just read and say "OK that's just fine" I like to make the reader sit back and think "OK, he's asking me to think" it makes the reader stop and think about what I am writing, which for me makes, gives the paper more impact, that's why I added that extra sentence

5. Editing. John revised the essay a last time focusing on punctuation, accent marks, and other mechanics and, particularly, checking on words and expressions that were not appropriate for academic writing:

... the last draft before the final is make sure, the nit picky little details, like I make sure I have my accents correct, I make sure I have my adjectives in the correct place, make sure there in agreement in male/female and a number and that's basically, I try to avoid words that I would say speaking as opposite that should be in writing ... but is there a better word to say that, because it is more of a speaking word than a written word, so that's what I am trying to check, because I know there is a difference between writing and speaking certain vocabulary words, so that's why I am starting to try to check now to make sure I am not just saying, how I write when I speak, I try to learn also the ability to write how it is supposed to be written, not just the spoken language. Then came to the final draft which I go over one last time to make sure everything is correct, I still missed one, but that's basically the process.

6. Relaxing / Taking Breaks. John did not take as many breaks in this task as he said he usually does when writing because he lacked time. However, he considers that relaxing between processes is crucial for him to be able to approach the task with a fresh and clear perspective at all times:

All the revisions one right after the other or was there time in between? They were done, I had two tests, so I didn't allow as much time as usual, so I basically wrote it that day that I turned it in, so I wrote it then I would maybe go clean house, cook something in about ten minutes and then come back, I will allow some time but not the usual, like a day or so in which I usually prefer, like it would sit then I would come back and read it fresh. So that was one bad aspect of writing, I didn't allow myself the time, but yes, I usually give myself five or ten minutes before I would read it and make the next round of corrections.

7. Referencing / Using Quotes. John made reference to the articles in a very subtle and indirect way to make the reader find a connection between his paper and the articles:

... that's the way I like to refer to things, I don't like to say "let us read from..." I like to casually refer to some people that I talked about, and they would say "oh, he's referring to that

... just referring [in] general to the idea, I skipped the first one completely, about the combustible vegetables, but the second and the other ones, the ideas of, I wouldn't say scientific the science of the genes, I don't refer I say "in that article..." but like I said I remember the key ideas even the phrases I don't mention it's just the basic idea of, the idea of immortality I refer to even generally, so if none had ever read it, it wouldn't affect their reading, but it just gives them a better insight if they would have read it.

Task II

Reading

John was very motivated reading the play. He found the play quite easy as well as very interesting and enjoyable to read:

... it was very enjoyable reading, for the most part very simple reading

And also I think I was into it this time, it was more exciting, more interesting for me to see a debate at this level so to me it's more stimulating to read, more exciting, more emotional to read it and that for me made it a lot easier to get into what they are saying

Also, John found that reading the play was challenging due mainly to the fact that being the text a play made him infer and interpret unsaid information more than when he read pieces of other literary genres:

I think that one thing is that you have the stage directions and that enables you to create more of the imagination, in some ways you have to read it so in that way it makes you think more, a novel is more restricted it's not as more for thought, while a play is more, I have to create the play in my mind, I have to do the stage directions, I have to see where everyone, I have to create the basic scene, where everyone is at.

John read the play in sections at different places, sometimes at his house sometimes at other places, yet always in a quiet, distraction-free environment where he could concentrate and be undisturbed. Very often he listened to music in English and/or Spanish while performing the task. He did not have a pencil nor a dictionary:

... I had to find a place where it is quiet, music doesn't bother me it's just more noise. But if people are talking I like to listen to the talking and I can't concentrate reading, like I can in English. In both instances I made sure both kids were asleep before I started reading, where I was reading I made sure there was no one from my track team around me, so I could be by myself and study, I was away from the side of the track, so I couldn't watch anyone, I was in a very boring place. Basically I try to make it very simple, very plain, no distractions.

I was in my house, it was very quiet, it was my home environment.

The data from John's stimulated-recall interview and reading logs indicate that he used the following processes and strategies when reading the play:

1. pre-reading;
2. reading for a purpose:
 - a. getting the gist;
3. guessing and looking up the meaning of unknown words;
4. structuring:
 - a. structuring for content;
5. elaborating:
 - a. activating prior knowledge;
 - b. reacting, evaluating, criticizing.

Among these processes the most salient one is elaborating.

1. Pre-reading. Like in Task 1, John used pre-reading activities such as reading the title and the list of characters to have a context from which to approach the play.

I think about the title, and I was trying to figure out what the title meant, because I went into the play, the teacher told us not to read the introduction, then I started the play and I was trying to figure out I wanted to figure out why it was called that why it was called, [...] I wanted to figure out what that is referring to, the title really sparked my interest, and once I figured out why the title 'Oscuridad', [...] now I try to figure out why 'Ardiente'.

2. Reading for a Purpose.

a. Reading for understanding / getting the gist. Using the same procedure that John used in Task 1, in general, he read the play once and focused on its content, the plot, and the description of the characters. He occasionally read some parts twice:

Just once.

I read a little bit looser on the stage directions, which I probably shouldn't because for me to do what was going on, basically I read very carefully what was going on.

I read it myself once, but I did read on page 59 where Ignacio is telling his story about he had fallen, and it talked about sight once again, and that part I had to read twice, because it was a very important part and I didn't capture that whole thing the first time, I really wanted to make sure I got that, so I read it again the second time.

3. Guessing and looking up the meaning of unknown words. As he did in Task 1, John tried to guess the meaning of unknown words or expressions from the context. He looked up the meaning of new words only if they appeared with frequency.

... only time I use the dictionary is if I see the word twice, and I see it's a pivotal word, where I don't understand the sentence, I don't understand where I am going, and I see the word, then I will look up the word, otherwise I'll circle and queue the situation, I can usually

figure out what the base of the word means

4. Structuring. During the reading of the first and second parts of the play, approximately the middle of the play, John did not mark or underline any sections. He explained that the main reason was simply that he did not have a pen or pencil with him at the time of reading. In the last part, he underlined and marked sections. This reflected what he said he usually does when reading:

I think part of the problem the second time, I didn't even have a pen with me, ... both times I was caught without a pen, which is very unusually for me.

This time I was, I had a pen with me, this helped.

a. Structuring for content. John selected and marked information from the play only at the content level. He grouped the characters together according to beliefs and ways of behaving. It is interesting to note that John started using this strategy after the teacher demonstrated it in class.

... actually from the first day of class, I already read a little bit and the teacher said, let's go over all the characters, and I wrote down all the characters ... I continued to figure out who's who and how everyone is related. I think that's one thing that is different with a drama as opposed to a book because there are so many different characters that are speaking and you have to pay attention to who's who and how are those related.

John marked sections in the play anticipating the topic for the writing task. He had a very clear purpose for reading. he marked sections that described, explained, or exemplified the characters' ideas:

... by now I was seeing the conflict that was being created between Carlos and Ignacio and I kind of figure that the essay would have to deal with that conflict, so now since I had a purpose for reading, I would look for points that when I write the paper, I think points that

maybe I can take out, more now so for reference

Later, he had the topic for the writing task and marked the text with a more clear purpose than before:

... by now I knew what the assignment would be so I was able to narrow down what exactly I have to look for, I'm creating my paper as I read now, I look for points that Carlos and Ignacio are trying to show, and maybe the reaction of certain people to what they are saying.

Also, he marked sections that he thought he could use during the in-class discussion:

And any other conflicts I might have seen, like the relationship conflict that was existing between Carlos and Juana, so I always make sure I put a little more attention on those to see if there is any little sudden hints about what would happen with those two, so have been underlining those clues, because we discussed that in class also, so I make sure I looked for those special things, so if they were brought up in class again I would know exactly where to find them.

5. Elaborating.

a. Activating prior knowledge. John pointed out the need to connect the texts that he reads with his own personal life. He indicated that he needs to establish this text-life relationship in order for him to see reading as meaningful and worth pursuing. During the reading of the play, John recalled some relatives of his who are deaf. This recalling helped him understand the life of the characters in the play. Also, it helped him gain insight into the sufferings of the deaf family, in particular, and the sufferings of handicapped people and what they do to overcome their problems, in general.

Actually I think I applied it more to my brother's ex-wife's family are all deaf, so I really was thinking a lot about them and how they were living and how they reacted toward life, so I was relating more these types of experiences to, I wonder how they were going, how they reacted, sure it's different being deaf and being blind, that's how I was putting work into life.

Did that thinking about that family help you understand the characters at all? Sure, it helped me understand, but it also made me want to read more, just because I'm familiar, not really familiar, I have some personal interest into it then I can learn maybe more how they grew up

b. Reacting, evaluating, criticizing. John had a very insightful and critical attitude during the reading of the play. He read to learn, to understand, and to criticize the manner in which the characters dealt with their problem. He agreed with Carlos' attitude towards life, but was very sympathetic with Ignacio, the pessimistic blind character in the play. Also, John was also very aware of the ability of the author to arise emotions from the reader.

Also I think if there is anything I can learn from it, if I can learn anything from what I am reading, any attitudes. That's my typical way when I read, I like to see if there is anything I can apply to myself, besides enjoying what I am reading if I can better myself from reading something, like a thought or something.

... I may have found myself siding more with Carlos and his points than Ignacio's and I think that's point I brought up in my writings, I can see where he is coming from, I think I know what happened to him, but I feel like the typical person being picked on all my life, so I have this attitude, so I developed my opinion towards Ignacio I don't know if that's what the author is trying to develop that opinion, but that's the one I have created

I think, like I said, partly because I have applied it to see how some people view themselves as being oppressed and how they then just sit on themselves because I can't do anything, and this just gives me some insight on how they view themselves and that just helps me view themselves a little bit better, to me it's important to understand, just to understand there ways of thinking of other people, I think if I understand that I have a better chance of helping them, for me that's been very good for me that way.

John pointed out the importance of reading as a means to learn about and reflect on what other people do in life. In this task he reflected on the way blind people live. He showed a very sympathetic attitude reacting in a moderate and considerate manner. Further, he compared his beliefs with those of the characters in the play and drew his own conclusions. He was able to support his conclusions with examples and evidence from the play.

Writing

John was very motivated to write this essay. He spent more time on this task than on the previous one. He worked in his house in a quiet and undisturbed environment, sometimes listening to music in English and/or Spanish. He tried to limit distractions, calling this setting a "boring" place, so he could be free to concentrate on his writing.

The following processes and strategies were identified:

1. brainstorming / synthesizing;
2. using source text as principal source:
 - a. monitoring;
 - b. structuring;
 - c. elaborating;
3. planning;
 - a. relaxing / taking a break;
4. writing;
5. revising;
6. editing.

Among these processes the most salient ones are: synthesizing, structuring, elaborating,

and revising.

1. Brainstorming / Synthesizing. John synthesized and summarized the main ideas that described the two characters' philosophies in order to have a base from which to build his paper. This initial synthesis was used, as John said, as "the overall guide and principle" from which to create the essay:

At first I had the idea... at first I had to find what was Carlos' and views towards about being blind, so I had the overall guide and principle

This activity was done without monitoring the play, just based on what he remembered from it:

Basically a lot of the ideas I had formed in my mind, and I had already written them in my things to you, in my reading logs, so it made it all the easier because I had already formed an opinion which made it a lot simpler for me.

2. Using source text as principal source.

a. Monitoring. John carefully monitored the play to write his essay focusing on sections that he had marked before during the initial reading:

When I got the assignment, what I did was finish reading the book that, I thought that would be the best way to do that

b. Structuring. John carefully selected sections in the play that described the characters' philosophies and labeled them into general categories. Then he grouped the labeled sections by category and selected the categories that were well documented in the play to use in his paper. This is a very laborious and thorough structuring; John went from the very general, which was all possible sections that described the characters, to very narrow, which included the three categories that he selected to use in his paper.

The criterion to select the three categories was information well documented in the play.

John summarized this process in the following manner:

... then I went through, and basically underlined anything in the book that referred to that, and then I went back, then I just found anything that related to it, so therefore I had a whole [...] of knowledge, concerning each person's view, and then from there I choose my point, because I figure that way I know what I have a base on as opposed to choosing where I want to go and then looking through the whole book trying to find it, I already know where all the information is. That's how I choose how I wanted to do it.

c. Elaborating. The process of elaborating was done extensively during his reading of the play. He then used the elaborated material when he wrote the paper.

3. Planning. John thought about how to write the paper, in particular about how to organize the information gathered in the most effective manner. During this stage, he considered audience and purpose:

... a couple ideas came out on how I wanted to do the paper, so I didn't write them as, I just wrote down just a couple of ideas how I wanted to present it, how I wanted to parallel the arguments, to make it easier for the reader to understand the differences between the two

a. Relaxing / Taking a Break. John took a break to let the ideas set in his mind and to relax. He took a nap for three hours. When he woke up, he continued planning.

... so when I woke up I already had some ideas ... I wanted to parallel the two to show what their views would be, about them not being equal and then discuss what was the purpose of meeting in the center, like Ignacio wanted to see hope, that burning sensation and then I wanted to talk about Carlos' [...] equal and why they are equal and explain to him in confidence what he wanted to bring to the students. Finally... my last paragraph had to be what I viewed what my opinion was on it, and like I said I had already made an opinion before I even did the paper, back when I was doing all the reading logs.

... I view my audience ... generally speaking [as] someone who has read the paper, who's knowledgeable with the work, someone who... I try to make it more advanced. I'm not really sure with my Spanish I can really do I like to think I try to make it more technical, more analytical, than a normal off the cuff, I guess that's what I mean by more advanced, because I don't think in my writing style, I don't think I'm good enough yet, where as in English I can do a simple paper as opposed to a big work. I would say I want more quotes, I want to make it analytical very precise, and very well documented ... so there are no windows the discussion is just, here it is, this is how it is, and be very accurate, and correct.

4. Writing. John wrote a rough draft using the information collected. He focused on the ideas and gave them a preliminary organization:

... it was almost like pure stream of consciousness when I was writing down all I wanted to say, but I was mixing up his view from the blind to the seeing from what he wants in a wife and what he views as love can exist

... then what I did was basically old fashion, I just went... the first paragraph was just introduction paragraph, basically I'd say what was the book, then I was trying to stress the positive and negative aspects, what was the basic purpose of each in the next sections, and then I dove into it

5. Revising and Editing. John revised the essay carefully. He revised and edited the essay several times focusing on mechanics, linguistic elements, content, and organization. Also, he made changes considering the purpose and the audience of the essay.

John made changes at the linguistic level and cleared up details such as spelling. He was resourceful and consulted notes from class and grammar books to make sure his changes were correct.

... I went back, as usual, I would go back and read, make sure I had all the words down, make sure I didn't ... I did spell check first and

then I go back to make sure I used complete sentences, to make sure it sounded correct, like right here, I put down parenthesis because that didn't sound right at all to say, it didn't flow so I just marred it off myself, so I could think about it, and then like a lot was I went through and checked subjunctives because I'm always super conscious when using subjunctives That was the main focus on this one, basically, just make sure all the parts are there.

In this one I was going back to my notes from class and my grammar books to make sure, like what part ... make sure the preposition that goes with this verb ... I wanted to make sure so I went back to [it] to make sure that it was right, it was things like that I was doing in this part, so that's where the first one ended.

John explained that he needed to fix errors at the surface level first in order for him to be able to focus on the content and the organization of the essay:

... When I got to the second round that's when I changed more content, I don't really know why, maybe because I got rid of all the ugly stuff in the first one that it made it easier for me to see content that needed to be changed.

At this time, he carefully worked on the organization of the essay considering the purpose and the audience of the essay:

... so it wasn't easy for the reader to understand, so that's one reason why I had to add that thought in. I added that expression ... I tried to organize ... I tried to put it in order so it wouldn't be so disjointed

The data indicate that John had very clear objectives each time he revised and/or edited the essay. For example, the first time he focused on mechanics and linguistic elements; the second time he made changes at the content and organizational level. However, evidence was found that the revisions at the mechanical, linguistic, content, and organizational levels were done recursively. The following excerpt indicate that during the revision process on one of his drafts, he intended to make grammatical changes. Nevertheless, he found that he still needed to work on the organization of his

essay. He fixed the organization of the essay adding new phrases to make the transition effective.

... This one I basically looked more for grammar, but turned out that when I was reading this whole section about love again, I didn't feel good with it after the first phase, I liked the points I brought out, but I did lack organization. Once again that's why I had a lot of corrections, I added a whole new section just because it was very disjoint. It just didn't flow, it was very confusing one part where I'm talking and then just skip completely to a new topic, and I didn't realize it the first two times I had written it, the third time I passed through it, it wasn't obvious the point I was trying to show, so I had to try a better lead into that section

Then he went back and finished editing the essay focusing, particularly, on subject-verb and subject, pronoun, and adjective agreement.

... the third one was simply just going through and doing the 'concordancia' [agreement]

John read the essay aloud several times to make sure it sounded correct and the ideas evolved with fluency:

... on this I reread outloud, all my rereading I read outloud ... For me I can hear the sound of it, and if I feel motivated by the end, like I really feel like I presented my ideas very well I can just feel like it's there. I was feeling that at the end of the second one and going into the third one. I can just feel "OK, I'm getting there, I can feel that this is what I want to present, this is how I wanted it" it's like, is the paper agreeing to what my mind wanted, how I want to present it. Once it come in line... and the less I can reflect, then I'm done with the paper. Until I get to that point I don't feel comfortable

Also, he focused on words and expressions that he thought were not appropriate for the academic writing register, but instead that were more common in spoken Spanish. This

relates to his belief that he writes the way he speaks.

... make sure I use proper words, things like [a Spanish word] I would put in the future because that's a Honduras expression, instead of saying future they always use "to go" and use a verb. So I try to make it grammatically correct by using future, it's more formal I guess

Summary

This section contains the analysis of the processes and strategies that John used in Task I and Task II. The data show that John used similar processes in both tasks, however, some variations in the way the processes were used was noted. In Task II, the processes identified were more intensely used than in Task I. Among the major processes identified in both tasks, elaborating and revising were the most salient ones. The effects on the processes used of contextual constraints are presented in the following section.

Effects of Contextual Constraints

Teacher's Expectations

The data indicate that the teacher's expectations had some effect on the processes and strategies that John used. The data showed that John thought that the teacher expected mainly grammatical correctness from his essays and that content was not important. This emphasis on grammatical accuracy annoyed John, but it did not affect his motivation to write. It made him focus on the grammar of the essays mostly during the revising process and mainly to please the teacher. The following excerpts from his interview illustrate his opinion on his teacher's expectations.

One page, spelling to be correct, basically the general grammatical, stuff to be correct ... I don't trust English or Spanish teachers, because I think they look more towards the grammar, and that's their job, they narrow in more on the grammar than they do on the actual writing itself. So that's what I try to focus in on more, that's why in my first draft I try to let my thoughts flow, and from thereon in I just assume my thoughts are good, then I narrow in on the grammar just so I can please the teacher

... I see that Spanish teachers don't really look at form, it's more like looking at the grammar, I have to say I don't think I'm that great of a writer that have no... nothing that can't be reworded better or explained better, but the only type of correction I get is that you misspelled this, you misspelled that ... It's just part of the game, it's a really bad attitude but, sometimes that's what the teacher wants, I'll give what the teacher wants.

... she [the teacher] said be very careful because you will be using lots of subjunctive, so when I went into it especially on the second and the third round I made a special effort to make sure I had used it...

Usually it's on the second round when I also look at them. If something is very, very obvious on the first round I'll notice it ... But it came more into play on my second round, even in the third round that was even more... I was interested in 'concordancia' ['agreement], I think that's all you'll see correction wise.

John was convinced that his Spanish as well as all language teachers expect mainly grammatical correctness from his essays. He was attentive to these expectations, took them into consideration, but did not let them interfere at all time during the construction of his paper. He focused on them when he was ready to revise and edit. Otherwise, he focused on the content and the message of his essay.

Rules and Conventions

Knowledge of the rules and conventions of academic writing had a positive effect on John's process of reading to write. Although he was not very aware of the rules and conventions for good writing, he agreed that rules and conventions of academic writing guided him in performing the tasks.

... I think most of that stuff is so ingrained now that I don't consciously think of what to do

Probably his lack of previous formal writing instruction and his tendency to write like in the way he speaks may account for this lack of consciously recalling and employing rules for writing.

That's one of my problems, I don't recall it [rule] when I am writing it, it's more I write how I speak, it's possible that I do remember them, but when I write I don't think "OK, I need to this, I need to do that

However, the data indicated that when available to him, he used rules of writing and benefited from them. He used rules and suggestions for organization presented in the composition textbook. He used them as guiding principles to organize his essay in Task II.

This one was a little bit better because it gave you some ideas how to write this type of paper. You can do, show the pro and show the con, show all pro, show all con, I think this is one of first times I have looked at it as an idea ... The first time, because all the rest of the papers I just went after it ... It's just good to see those suggestions, I think that may have guided my format, not my writing itself but more of the general format of the paper.

John did not consciously recall rules for academic writing, but he was very aware of grammar rules. He recalled them and employed them especially when he revised his papers.

Limited Command of the Target Language

John's limitations in Spanish led to some English interference when he wrote in Spanish. However, he indicated that he tried to use Spanish as much as possible and avoided translating:

Probably before I begin typing ... in English, when I start typing ... in Spanish ... When I was reading the articles maybe, when I was getting ready to go upstairs, and I start typing, I will think in English, when I start typing, I still have that ability to think in Spanish, so when I start typing it's all in Spanish.

Actually there is no [translation]. It's possible that when I learn Spanish there is some expressions though, I just translate it directly, literally I just went from English to Spanish, and since I have said it for so long, you still see false cognates, where it appears that I am translating directly from English, that's just because that's how I learned it, my mind said this is how you say it, no one ever corrected me so, I mislearned them, and now I have them.

His language level affected the way he wrote. John reports that he tends to write the way he speaks: he usually uses words and sentence structures that are more

appropriate for an informal, spoken register. He is very aware of this problem and makes all the effort possible to overcome it. When he writes, and in particular, when he revises he pays special attention to sentence structure and word choice. However, he remarks that he needs guidance that would show him how to use the language in a formal, academic writing style.

The way I write is the way I speak and that's why I have a lot of problems right now because I didn't realize how many errors I had in my speech, until I have had to put them on paper. And also know that I have to go back and make sure the words I write are correct because some words that you say are not the same words you use when you write, that's the second problem I am having because I never, I'm not like most students who have had the chance to go through college level, freshman, sophomore levels writing, I'm almost I'm a native in the aspect, I learned how to speak first, and now I have to come back and learn how to write. That's why my writing problems are a little bit different than the normal person, I am just writing what I say, or what I speak, just 100 percent no if, ands, or buts.

... If no one has ever told me that it's wrong, then I can't do it. If someone has told me once, you should say it this way, then I can usually remember that and say "OK, I've made that mistake.

ANALYSIS II

Product Analysis

The final written product of Task II was analyzed to explore how John used information from the source text into his own essay. The essay was divided into clauses which were then categorized into type of information used, its function, and its location. Each clause represented the following combinations of types of information used: (1) one type and (2) more than one type. The location referred to the place in which the type of information was used in the essay. The three locations in which the types occurred were: first paragraph, body and last paragraph. The function referred to background and foreground information.

John used mostly synthesis, paraphrases, and original statements. Synthesis and paraphrases occurred more frequently in the body of the essay; original statements occurred more frequently in the first and last paragraph. John used three quotations. Two quotations were separated from his sentence structure; the other was inserted as part of his sentence. The three quotations were placed in the body of the essay. He also used two near copies and inserted them as part of his own sentences. The synthesis, paraphrases, original statements, quotations, and near copies all had a foreground function, i.e., to contribute to the development of the main idea and purpose of the essay.

What follows is the translation of the essay and its divisions into clauses used for the analysis. The numbers in the clauses indicate their sequence in the essay. The translation was used only to report the results.

First Paragraph:

2 In the drama "In the burning darkness" we find two view points of the luck [in life] that a person may have.
[Synthesis/Original Statement]

3 In the first place, we have the way of thinking of Ignacio who is very pessimistic and that of Carlos who is optimistic about the luck that he has received in this life.
[Synthesis/Original Statement]

Body:

4 Ignacio believes that the blind belong to an inferior class to that of the seeing.
[Paraphrase]

5 According to him, blind people have a serious weakness that prevents them from enjoying life thoroughly.
[Synthesis/Paraphrase]

6 "We study, yes, a tenth of what seeing people study. We practice sports ..., less nine tenths of what they can do and as far as love is concerned ... in fact we do not love each other."
[Quotation]

7 According to Ignacio, it is almost impossible to find true love in the world of the blind.
[Synthesis]

8 He imagines that love cannot exist without seeing the physical beauty of his companion.
[Synthesis/Paraphrase]

9 Also, there is no woman who may want to suffer with a blind man.
[Synthesis/Paraphrase]

10 He does not want a woman who may take him to a false kingdom of joy. (46)
[Near Copy]

11 He wants to find a woman who can accept him the way he is.
[Synthesis/Paraphrase]

12 Besides, the only seeing woman who looks for the love of a blind man would be uglier than Picio.
[Paraphrase]

13 He believes that only this type of woman look for a blind person because there is no other understandable reason.
[Synthesis]

14 Besides, Ignacio probably believes that a blind woman is the only desirable "woman".
[Original Statement]

15 When he describes the woman that he desires, he says "I do not want a woman, I want a blind woman! A blind woman of my own world of blind people, who can understand! You. (Juana) Because only you can love a truly blind person, not a poor innocent who thinks [he] is normal." (91)
[Quotation]

16 Again, this shows the two different worlds that exist in their minds.
[Synthesis/Original Statement]

17 A seeing person can not understand the life of a blind person, therefore, he cannot get into his world.
[Paraphrase]

18 To him, one does not have to accept one's luck in life.
[Paraphrase]

19 A person can have a burning sensation inside him/herself while he/she is in the darkness.
[Paraphrase]

20 He wants to give his students this hope of the sight and the desire to improve their luck in life.
[Synthesis/Paraphrase]

21 However, if a blind person thinks positively, Ignacio sees him as deceived person.
[Synthesis]

22 He remarks that such persons are poisoned with joy and are sad without knowing it.
(45)
[Near Copy]

23 At the same time, Carlos is very optimist about his luck in life.
[Synthesis/Original Statement]

24 He believes that to be blind does not mean to be dependent.
[Synthesis]

25 According to Carlos, a seeing person can do any thing he/she wishes.
[Synthesis]

26 There are no limitations to the possibilities.
[Original Statement]

27 He thinks that a seeing woman can marry a blind person for true love.
[Synthesis]

28 To him, there are no reasons for blind people to live in a different world.
[Synthesis/Paraphrase]

29 Tragedy is well distributed among human beings; but we are not separate from this world ... He [Ignacio] does not yet know how big, free, and beautiful our life is. He does not have confidence; he is afraid to leave his cane ... You are the ones who must help him to trust! (66-67)
[Quotation]

30 If one has confidence, one can be free and enjoy the marvelous things in this life.
[Synthesis/Original Statement]

31 He/she does not have to stumble around the rest of his/her life with a cane.
[Paraphrase]

32 This is Carlos' philosophy of life.
[Synthesis]

Last Paragraph:

33 Truly speaking, both philosophies make sense, but Carlos' philosophy is more convincing to me.
[Original Statement]

34 The reason is that, for me, it is indispensable to make the best out of one's life.
[Original Statement]

35 One should not blame others but accept his/hers limitations and overcome them.
[Original Statement]

36 For Ignacio, this means that one has to have hope because the situation will change.
[Original Statement/Synthesis]

37 Yet for Carlos, this means that we have to change [the situation] for our own sake.
[Original Statement/Synthesis]

38 We all have weaknesses and this is not the most important.
[Original Statement]

39 What is of value is what we do with our weaknesses.
[Original Statement]

40 Therefore, Carlos' attitude is more convenient to me because I am a very optimistic person and always believe that we alone set our limitations.
[[Original Statement]

The number of times that each type of information was used in relation to its function and location in the essay are summarized in the following table.

Table 9. Number of times of types of information per function and location

Type of Information	Function		Location		
	Foreground	Background	First Paragraph	Body	Last Paragraph
Original Statements	8	0	0	2	6
Synthesis/ Original Statement	7	0	2	3	2
Synthesis	7	0	0	7	0
Synthesis/ Paraphrase	6	0	0	6	0
Paraphrases	6	0	0	6	0
Quotation	3	0	0	3	0
Near Copy	2	0	0	2	0
Total	39	0	2	29	8

Conclusion

Processes and Strategies

The processes and strategies that John used in Task I and Task II are summarized in the tables below.

Table 10. Processes and Strategies used in Task I

Reading

Pre-reading

Reading for a purpose

Getting the gist

Guessing and looking up words

Elaborating

Activating prior knowledge

Reacting, evaluating, criticizing

Writing

Planning

Brainstorming

Considering

teacher's goals

Using texts as peripheral sources

Monitoring

Structuring

at the content level

Elaborating

on personal
experiences

on articles

Writing

Revising

Considering audience
and purpose

Editing

Table 11. Processes and Strategies used in Task II

<u>Reading</u>	<u>Writing</u>
Pre-reading	Brainstorming/synthesizing
Reading for a purpose	Using play as principal source
Getting the gist	
Monitoring	
Structuring	
	Elaborating
Guessing and looking up words	Planning
Structuring	Writing
for content	Relaxing
Elaborating	Revising and Editing
Activating prior knowledge	
Reacting, evaluating, criticizing	

John was considered a good/above average SFL student. His grades, academic background, and reading and writing experience indicate that his is a skillful reader and writer. In this analysis, the researcher found evidence that John used processes and strategies that helped him perform the reading/writing tasks effectively.

Results show that John is an insightful and critical reader and writer who focuses primarily on the ideas, the content, and the message of any given and his own text. John used similar processes in each task. However, some variations were identified within the processes used.

Reading Processes and Strategies

The reading processes and strategies used in Tasks I and II are summarized in the following table.

Table 12. Reading Processes and Strategies

Task I	Task II
Pre-reading	Pre-reading
Reading for a purpose	Reading for a purpose
Getting the gist	Getting the gist
Guessing and looking up words	Guessing and looking up words
Elaborating	Structuring
Activating prior knowledge	at the content level
Reacting, evaluating, criticizing	Elaborating
	Activating prior knowledge
	Reacting, evaluating, criticizing

The reading processes and strategies that John used in Task I and Task II indicate that he is a insightful reader who interacted with the texts mainly at the content level. In both tasks he used pre-reading activities such as reading the title of the articles in Task I, and the list of characters in Task II. Pre-reading activities of this kind provided John with a context from which to approach the texts. In both tasks he had a major objective for reading and that was to get a general understanding of the texts. He did not worry about syntactic or lexical elements; he focused on the ideas and the message

conveyed in them. When confronted with new words, he tried to guess their meaning from the context; but if a word appeared with frequency he wanted to look it up so it did not interfere with his understanding. However, he did not feel confident about these strategies because he thought that they were weaknesses in his dealing with new vocabulary.

In both tasks, he was very active elaborating on the material read. He activated his previous knowledge and reacted to, responded, and criticized the information in the texts in an intense manner. Elaborating was the most salient process during the readings in both tasks. John believes that by elaborating, a reader makes reading meaningful and valuable.

In Task II John used the process of structuring but not until the second part of the play. No evidence was found of structuring in Task I; the reason, he explained was lack of a pencil at the moment he was reading. In Task II, he did have a pencil and marked sections and wrote comments on them. His structuring was done at the content level focusing on sections that he could use in his essay.

Writing Processes and Strategies

The writing processes and strategies that John used in Task I and Task II are summarized in the following table.

Table 13. Writing Processes and Strategies

Task I	Task II
Planning	Brainstorming/Synthesizing
Brainstorming	Using play as principal source
Considering teacher's goals	Monitoring
Using texts as peripheral sources	Structuring
Monitoring	Elaborating
Structuring at the content level	Planning
Elaborating	Relaxing
on personal experiences	Writing
on articles	Revising and Editing
Writing	
Revising	
Considering audience and purpose	
Editing	

John approached each writing task in different ways. In addition, he spent a different amount of time on each task. In Task I, he used the source texts to draw examples to support his own ideas; in Task II he used the source text to develop the core of ideas in his essay. On Task I, he spent little time due to other exams he had on the same week the essay was due; on Task II, he had more time available and spent much more time on this essay. Although he used similar processes in both task, as shown in the table above, variations were noted that are mainly accounted for the degree of effort he put on each process.

In both tasks the processes of planning, brainstorming, monitoring, structuring, elaborating, writing, revising, and editing were identified. However, in Task I, they were much more superficially used than in Task II; yet in both cases they were used effectively. In Task I, his planning was fast and brief, but he employed basic strategies such as brainstorming and considering the teacher's goals that allowed him to perform the task successfully. During the planning process he also thought about the basic organization of his essay. In Task II, his planning was much more laborious and got its final shape as the result of other processes that he had been employing before. These processes were: brainstorming/synthesizing, monitoring, structuring, and elaborating. The brainstorming/synthesizing process was done prior to monitoring the source text. Its purpose was to serve as a foundation from which to start planning and developing the essay. The planning process was so exhausting for John that he took a break to relax and to let his ideas continue working on their own.

The processes of monitoring, structuring, and elaborating were identified in both tasks; however, in Task II they were more intensely used than in Task I. In Task I, John monitored the source texts very rapidly, almost glancing at them; he structured very little too selecting sections from two of the articles that he used to exemplify his own ideas in

the essay. The elaborating process was more intensely used than the other two processes in this task. He elaborated mainly on his own personal experiences rather than on the information in the articles.

In Task II, the processes of monitoring, structuring, and elaborating were used intensely. He monitored the play page by page checking on information that he could include in the essay; he structured the information from the play in a skillfully manner grouping and re-structuring the information until he reduced it into the three categories that he used to describe the characters. Finally, he elaborated extensively activating his prior knowledge and reacting to, responding, and criticizing the behavior of the two characters.

In both tasks, the writing of the first draft was done in a fast manner focusing mainly on the content. As a result, John carefully revised both essays. In both tasks, when revising, he paid special attention to organization, sentence structure, and word choice while carefully considering the audience and the purpose of his essays.

All the processes and strategies here identified were used in a recursive manner, with the exception of the brainstorming/synthesizing process in Task II which John used prior to all the other processes to establish a framework from which to build his essay.

Effects of Contextual Constraints

The researcher explored the effect of three contextual constraints of the process of reading to write. The three factors were: teacher's expectations, rules and conventions of academic writing, and limited command in Spanish. The results indicate that the teacher's expectations had some effect on John's reading-to-write process. John thought that the teacher expected mainly grammatical accuracy from the essays and as such he concentrated on the grammar mainly during the revising process. His objective was to please the teacher. John was not very aware of the rules and conventions of academic writing. Therefore, he did not consciously recall many rules. However, the few that he recalled, such as rules of organization and of grammar, served as principles that guided him in performing the tasks. His limited command in Spanish did not constitute a major problem for him. It led to some English interference, but did not prevent him from playing with the language and seeking the challenge of expressing complex thoughts in a creative manner.

Product Analysis

Results indicate that John integrated information from the source text in a creative and skillful manner. He used quotations with caution, inserted few near-copies, and employed mainly original statements, synthesis, and paraphrases. All the types had a foreground function that contributed to the development of the main idea in his essay.

CHAPTER VI

Conclusions

Summary of the Study

The purpose of this study was to generate a hypothesis about how good SFL students in a third-year level class performed reading-to-write tasks. The following objectives guided the investigation: (1) to explore the processes and strategies that good upper-level SFL students in a third-year Spanish composition class used to perform reading-to-write tasks; (2) to explore how the processes used were affected by the contextual constraints of academic writing within an authentic FL class; and (3) to explore how the students integrated information from the source texts into their writing in terms of types of use of information, their function, and location in the students' texts. Case study was used to explore the processes of reading to write and to capture the relationship between cognition and context within an academic FL setting.

In order to achieve the objectives of the study, two good advanced-level SFL students from a composition and conversation class in a large southeastern university were the subjects in this investigation. The subjects performed two reading-to-write tasks as part of their class assignments. The two reading-to-write tasks were intensely analyzed as to the processes and strategies that the subjects used and the effects of the teacher's expectations, of the rules and conventions of academic writing, and of the subjects' limited command in Spanish on such processes. In addition, a product analysis was conducted to explore how the subjects integrated information from the source text into their essays. Stimulated-recall interview was used as the method for data collection process. The subjects also kept reading and writing logs for each task that were used to help stimulate recall of the processes they used. The analysis of their

individual experiences, reading and writing processes, effects of contextual constraints, and of the final written products were detailed in the two preceding chapters.

This chapter presents an overview of the findings across the subjects so that patterns emerge of the processes and strategies used , the effect of contextual constraints on such processes, and the integration of information from the source texts into the subjects' final written products. The goal is to gain an understanding of how good advanced-level SFL students perform reading-to-write tasks in order to help design a preliminary research-based model that could have important consequences for future research and implications for teaching.

It should be noted that as this investigation involves only two case studies, the results cannot be claimed to describe what all good advanced-level SFL students do while performing reading-to-write tasks. However, inferences are made and conclusion drawn based on what the researcher observed from the two cases. The purpose of this chapter is to serve as a bridge between the uniqueness of each reader/writer and the generality of their cases.

Discussion of Results

The discussion of the results is organized in the following manner: **Processes and Strategies** discusses patterns that emerge from the analysis of the reading and writing processes used by the two case studies in both tasks; **Effects of Contextual Constraints** describes the role that teacher's expectations, rules and conventions of academic writing, and limited command of the target language had on the reading-to-write process; and **Product Analysis** addresses features related to how the subjects integrated information from the source text into their own writing in terms of type of information used, its function, and location in the subjects' essays in Task II.

Processes and Strategies

Results indicate that both subjects were very active and insightful readers as well as skillful writers. They were both considered good SFL students, but not exactly at the same level. Michelle was considered excellent/outstanding; John was considered good/above average. The difference between the two subjects was supported by the quality of the sample essays used during the subject selection procedure, the quality of the essays used in the analysis in this study, and their final grades from the composition and conversation course. The following chart contains the average scores of the subjects in the sample essays, essays used in the analysis, and course grade.

		Subjects	
		Michelle	John
Scores	Sample Essays (average)	97 (Excellent)	88 (Good)
	Analyzed Essays (average)	98	90
	Course Final Grade (average)	A	A-

In addition, Michelle had more years of language study and more degrees than John had. However, their reading and writing experience in reading and writing in Spanish is at similar levels.

Michelle and John were considered good SFL students who used processes and strategies that helped them perform the assigned tasks effectively. The following section discusses the significance of the processes identified in this investigation.

Reading Processes and Strategies

The major reading processes and strategies that the subjects used in Task I and Task II are summarized in the following table.

Table 14. Reading Processes and Strategies

Pre-reading

Reading for a purpose

Guessing the meaning
of unknown words from context

Looking up recurring words

Structuring

Elaborating

Pre-reading. The subjects used pre-reading activities not assigned by the teacher, but initiated by the subjects themselves. Michelle and John emphasized the importance of pre-reading activities in order for them to have a context from which to address the reading material. Pre-reading activities have been strongly advocated by FL educators (Hammadou, 1991; Swaffar et al., 1991) based on research findings that show that skillful readers engage in some sort of pre-reading activity in order for them to develop a framework. This framework prepares readers to address the text effectively by activating prior knowledge relevant to the reading material. In this study, the pre-reading activities identified were: reading the titles of the articles and of the play, reading

surrounding information about the articles, and reading the list of characters from the play.

Reading for a purpose. Both subjects had clear purposes for reading. In the case of Michelle she read the texts at least twice with a distinct objective each time. The first time, she read to get a general understanding of the texts; the second time, she read to learn words, expressions, sentence structure, and to focus on interesting and/or important sections in the texts. John also had a purpose for reading, but he generally read the texts once and did it to get the gist; he did not express much interest in the linguistic elements as Michelle did. In Munby's (1979) terms Michelle did intensive and extensive reading; John, on the other hand, did only extensive reading.

Munby (1979) distinguished between intensive and extensive reading. Intensive reading demands closer attention to detail and text, and it is generally done when one reads to learn. Extensive reading requires the ability to skim and to scan to get the general gist of a given text.

Guessing the meaning of unknown words from context. Research has shown that good FL readers are good guessers and good problem solvers, which distinguishes them from poor readers (Phillips, 1984). In this study, when confronted with new words, both subjects tried first to guess the meaning of the words from the context. However, they did not consider this strategy in the same way. Michelle thought that trying to guess the meaning of words from context was very positive as well as challenging and even fascinating; John, on the other hand, thought that the strategy was negative and reflected laziness from his part.

Looking up recurring words. An interesting strategy that has not been explored before by FL reading researchers has been observed in this study. In this investigation, both subjects used the dictionary with care and did it in the same way. They used the dictionary to look up the meaning of only recurring words. However, the reason behind this strategy was different for each subject. Michelle used this strategy because she thinks that if a new word repeats, it should be an important word that she wants to learn; John, on the other hand, used this strategy because he thinks that if a new word appears with frequency it may hinder his understanding of the texts. As in the strategy above, John thought that this was another negative strategy, and that instead he should look up the meaning of all unknown words.

Structuring. Research in L1 reading has shown that good readers are active readers who interact with the texts at the linguistic and content levels. Good readers constantly mark sections in the texts and make comments on them shaping and reshaping the information in multiple ways finding connections and relationships in the information given (Kintsch & Van Dijk, 1978; Langer, 1984; Stein, 1990). In FL reading research, this process has not been explored and thus it has not been distinctly identified in the literature. In this study the process of structuring was investigated. Results indicate that both subjects used structuring but they structured in different ways depending on the type of reading material they used. When they read the articles in Task I, structuring was very superficially done; when they read the play in Task II, structuring was very intensely done. This difference may be accounted for by the degree of interest that each type of text arouse from the students, which, in turn, affected the subjects' desire or lack of it to structure the information in the texts.

Elaborating. The processes of elaborating have been extensively explored by both L1 and FL researchers. FL studies show that the reader's prior knowledge, the reader's ability to make inferences, and elaboration largely affect the construction of meaning from a given text (Hammadou, 1991; Reder, 1980). Findings reveal that prior knowledge has a significant impact on comprehension, stronger than the teaching of vocabulary or other lexical features (Hammadou, 1991; Levine and Haus, 1985; Lee, 1986). On the other hand, lack of relevant prior knowledge as well as gaps in cultural background information inhibit or distort comprehension (Melendez and Pritchard, 1985). The importance of prior knowledge in the comprehension process has suggested that in both FL and L1 "what is understood depends [more] on the reader rather than on the linguistic difficulty of the text" (Swaffar et al., 1991). In addition, results show that the activation of prior knowledge is an important factor in the reader's ability to make inferences. Inferring, "a thinking process that involves reasoning a step beyond the text, using generalizations and explanations" (Hammadou, 1991, p. 28), has proved to be crucial for accurate comprehension and for the construction of meaning. In relation to elaboration, studies show that it plays a crucial role in the comprehension and retention processes, as elaboration provides "redundancy in the memory structure" (Reder, 1980). Redundancy, in turn, acts as a "safeguard against forgetting and an aid to fast retrieval" (Reder, 1980).

In this study, elaborating was the most intensely used and salient process. Evidence was found that both subjects elaborated on the information in the texts in two ways: (1) by activating their prior knowledge and (2) by reacting to, responding, and criticizing. In both tasks the subjects used these two forms of elaborating.

Writing Processes and Strategies

Research is lacking on the processes and strategies used to perform reading-to-write tasks in foreign languages. In this study, a preliminary identification is provided of the processes and strategies that good SFL students used in reading-to-write tasks. Of the processes identified, the processes of monitoring, structuring, and elaborating constitute the major contribution of this study to the FL profession because they have not been explored before by FL writings researchers.

However, since the results were obtained from the exploration of two case studies only, generalizations cannot be made about what all good SFL students do when performing reading-to-write tasks. Nevertheless, conclusions are drawn based on the patterns that emerged common to both subjects.

The writing processes and strategies used by the subjects in both tasks are summarized in the following tables. Table 15 presents the ways in which the source texts were used in each task. Table 16 contains the processes and strategies that the subjects employed in each type of use made of the source texts.

Table 15. Uses of Source Texts

	<u>Source Text Used as</u>		
	<u>Model</u>	<u>Peripheral Source</u>	<u>Principal Source</u>
<u>Objective</u>	to imitate content, tone, and style	to draw examples and support writer's own ideas	to synthesize information and build argument

The subjects used the source texts in three different ways: (1) as model, (2) as peripheral source, and (3) as principal source. As model, Michelle used an article other than the assigned ones to imitate its content, its tone and its style. As peripheral source, John used the assigned magazine articles to draw examples and to support his ideas. As principal source both Michelle and John used the literary piece to synthesize information and construct their own texts. It was interesting to note that the subjects treated the magazine articles and the literary piece in different ways even though the nature and the objective of both written tasks were the same, i.e., to synthesize information from the source texts, elaborate on them, and write an argumentative essay. In general terms, the subjects used the magazine articles as model or peripheral source and they used the literary selection as principal source in their writing. The factors provoking this difference were not identified. A study that takes into consideration the different ways in which source texts are used is needed. Further, an investigation that explores the differences between writing using magazine articles and writing using literary selections may shed light on this phenomenon.

Table 16. Writing Processes and Strategies / Uses of Source Texts

<u>Processes and Strategies</u>	<u>Uses of Source Text as</u>	
	<u>Model and Peripheral Source (Task I)</u>	<u>Principal Source (Task II)</u>
	Planning	Brainstorming/ Synthesizing
	Monitoring	Monitoring
	Structuring	Structuring
	Elaborating	Elaborating
	Writing	Planning
	Revising	Relaxing
	Editing	Writing
		Revising
		Relaxing
		Editing

Table 16 shows a variation in processes and strategies used by the subjects dependent upon how the source texts were used. In particular, the variation is seen in relation to the processes of monitoring, structuring, and elaborating.

When the source texts were used as model or peripheral source the processes of monitoring, structuring, and elaborating were not as intensely used as when the source text was used as principal source. In the first case, the subjects used these processes in a superficial manner. They monitored the articles fast, almost like glancing at them; they structured very little and mainly at the linguistic level to use words or expressions from the

articles into their writing; and they elaborated not as much on the information in the articles, but on their own personal experiences.

On the other hand, when the source text was used as the principal source, the subjects employed the processes of monitoring, structuring, and elaborating in a very intense and careful manner. Both Michelle and John monitored the play page by page looking carefully for information that they could use in their essays. They describe this process as a very laborious and exhaustive one that they did in order to have solid and well founded information to support their own arguments. In addition, Michelle and John constantly monitored the writing topic to make sure they were on target. These findings support results from other L1 research on the process of reading to write which remark that expert readers/writers monitored the source texts frequently during the performance of the tasks (Stein, 1990; Baker & Brown 184; Newell & Simon, 1972).

The process of structuring was also very intensely employed when the source text was used as principal source. Both subjects used the same procedure. They carefully selected sections in the play that described the characters' philosophies and labeled them into general categories. Then they grouped the labeled sections by category and selected the categories that were well documented in the play to use in their papers. This is a very laborious and thorough structuring. The subjects went from the very general, which was all possible sections that described the characters, to the very narrow, which included the categories that they selected to use in their papers. The following chart represents this process in a graphic manner.

First structuring	_____	All information related to characters
Second structuring	_____	Grouped aspects that were parallel between the characters
Third structuring	_____	Labeled groups

No data exist in FL writing on the way FL writers structure information to perform reading-to-write tasks to compare these findings to. The data available is that of Stein (1990) who explored the reading-to-write process used by L1 students. In her study, structuring did not play such crucial a role as it did in this study in Task II. The reasons for this variation may be related to the type of source text the subjects used and to the expertise in reading/writing of the subjects in each study. In Stein's (1990) investigation, the source text was a compilation of five short paragraphs from various sources; in this study in Task II, the source text was a literary selection. Further, in Stein's study the subjects varied in writing experience and expertise; in the present study the two subjects were considered good SFL students.

The processes of elaborating played also a very relevant role when the subjects used the source text as principal source. The subjects activated their prior knowledge and reacted, responded, and criticized the attitude of the characters in a vigorous manner. In addition, they were able to provide evidence and examples from the play that supported their opinions. Both subjects were very active, insightful, and critical readers/writers. These findings support those of Stein's (1990), who found that the process of elaborating played a very important role in the performance of the reading-to-write task among L1 students.

The other processes identified that were common to the three types of use made of the source texts have been more commonly explored in L1 and FL writing research (Barnett, 1992; Connor, 1987; Flower and Hayes, 1977). The findings in the present study support results obtained from investigations that have explored the composing process of good writers. In this study, evidence was found that the subjects used the processes recursively allowing themselves to move from one process to another with flexibility at any moment as necessary. In Table 16, the processes are presented in a linear format to indicate the general sequence of the processes used. However, the subjects moved back and forth from one process to another as needed. In the lists in Table 16 the only difference in order is observed in planning. In Task I, in which the subjects used the text as model or as peripheral source, the process of planning was used to begin the task and to help the subjects generate and organize their own ideas. In task II, in which the subjects used the text as principal source, the process of planning was used later in the sequence. The subjects started the task by brainstorming and synthesizing and relying heavily on the source text and then they proceeded with the actual planning. Despite the difference in order in which planning was used, in both tasks the subjects used planning effectively and in a flexible manner by adjusting their planning as they were writing.

The way the subjects wrote and revised their essays also showed that they used strategies that are typical of good writers. The subjects wrote the first drafts in both tasks focusing on the content and not worrying about sentence structure or word choice. They polished the first drafts during the revision process. Revising was very intensely used. The subjects concentrated on content, organization, and linguistic elements. In addition, they made changes considering their intended purpose and audience. These findings support the following characterizations drawn by FL writing researchers on what

good FL writers do while writing: skilled writers use a recursive, non-linear approach, are reader-centered, review what they write, and focus on the message itself (Shrum and Glisan, 1994).

Two processes were identified only in Task II, when the source text was used as principal source: brainstorming/synthesizing and relaxing. Both subjects synthesized the information in the play before they continued with the other processes. They explained that they needed to synthesize the information first in order for them to have a base on which to start constructing their essays. Both subjects used this process and they did it for the same reason. No data exist from other studies on the significance of this process for the researcher to make a comparison. A study is needed in which the significance of synthesizing is explored in relation to the other processes used when performing reading-to-write tasks.

Relaxing was identified in the performance of Task II. Both subjects reported the need to take a break after the planning process. They explained that after planning, which combined the orchestration of synthesizing, monitoring, structuring, and elaborating, the subjects needed a break to let the ideas work on their own and get settled in their minds. After the break, which varied in length depending upon the time available they had, they proceeded with the writing task with a clearer and richer perspective for their essays. The subjects also reported taking breaks during the revision process in order for them to be able to revise the written piece with a fresh attitude. When the subjects worked intensely as they did in Task II, relaxing serve as a soothing lapse that allowed them to continue with the task with a fresh and clear disposition.

Effects of Contextual Constraints

One of the objectives of the study was to explore how the processes used by the subjects were affected by the contextual constraints of academic writing within an authentic FL class. This study was guided by the emerging line of inquiry that connects cognition and context in composition (Schriver, 1992; Flower et al., 1990). The three contextual constraints considered in this study were: (1) teacher's expectations, (2) rules and conventions of academic writing, and (3) limited command of the language.

Both subjects were affected by these factors but not to the same degree. The data indicated that Michelle was more affected than John was. In particular Michelle was mainly affected by the teacher's expectations. She was constantly aware of the teacher's goals and expectations and acted accordingly mainly in order to please her. Michelle thought that the teacher was expecting mainly grammatical correctness from the essay in Task I. This thought did not affect the quality of her essay, but it did affect her motivation to write and the way she approached the task. She performed this task in a fast, mechanical, yet effective manner. John also thought that the teacher was expecting mainly grammatical accuracy from the essays but was not affected as highly as Michelle was. The main effect that thinking about the teacher's expectations as being only grammatical correctness was to make him aware of the grammar in his essays but specially during the revision and editing processes.

Knowledge of the rules and conventions of academic writing also had a stronger effect on Michelle than it did on John. This could be explained by the fact that Michelle had more formal training in academic writing than John had, thus she has more rules available to resort to than John has.

The limited command in Spanish had the least affect on both subjects. Although they expressed that their limitations in Spanish were frustrating at times and led to some English interference, such limitations did not prevent the subjects from using the language creatively and in varied ways.

The trend in these findings is that the more skillful the writer is, as Michelle is, the more affected by contextual constraints he/she becomes. More research is needed on the effects of contextual constraints on the process of reading to write in relation to level of linguistic expertise of the subjects studied.

Product Analysis

The product analysis was conducted only on the essays of Task II because these essays provided clear evidence of how the subjects integrated information from the source text into their own texts. Therefore, results from this analysis provide only a very tentative indication of how good SFL students integrate information from source texts. A study that includes a larger sample is needed to be able to draw more generalizable conclusions.

Results from this analysis are summarized in the table below. The table contains the number of times that each type of information was used by the two subjects in relation to function and location.

Table 17. Number of times of type of information per function and location used by the two subjects

<u>Type of Information</u>	<u>Function</u>		<u>Location</u>		
	Foreground	Background	First Paragraph	Body	Last Paragraph
Original Statements	12	0	2	3	7
Original Statements/ Synthesis	11	0	2	3	6
Synthesis	19	0	2	17	0
Synthesis/ Paraphrase	11	0	0	11	0
Paraphrases	10	0	0	10	0
Quotation	5	0	0	4	0
Near Copy	2	0	0	2	0
Total	75	0	6	52	13

Results indicate that the subjects used mainly synthesis, paraphrases, and original statements in their essays. The subjects used very few quotations. Near copies were used twice and were identified only in John's essay. In the first paragraph the types identified were original statements, the combination original statement/synthesis, and synthesis; in the body mainly synthesis, paraphrases, and the few quotations were found; the last paragraph contained original statements and the combination original statements/synthesis. All types of information were used with a foreground function, i.e., to contribute to the development of the main idea of the essays.

The findings on the types of information used support those of Campbell's (1987, 1990). In her study, Campbell found that L1 students, who wrote better quality and more academic essays than the ESL students did, integrated information from the source text in a smoother way using more original statements and synthesis or summaries. On the other hand, ESL writers tended to rely more on the source text and used mainly paraphrases, quotations, and exact copies. Campbell concluded that skillful writers tended to use more original statement and synthesis/summaries, whereas less skillful writers used more paraphrases and quotations. The results in this study support the trend of how skillful writers integrate information from source texts.

However, the findings in the present study on the function of the types used do not support those of Campbell's (1987, 1990). Campbell concluded that "as writing quality increases, information from the source text functions more often as background than as foreground ..." (Campbell, 1987 p. 131). In the present study all types were considered to have foreground function. The difference in results may suggest that the subjects in this study may still need to improve their skills in integrating information from the source texts by using information from source texts more to exemplify (background) rather than to construct and formulate the main ideas in their essays (foreground). Further, the data used in this analysis was very small. A larger sample is needed to gain further insight in this issue.

A Preliminary Research-Based Model of the Process of Reading to Write in Spanish as a Foreign Language

The generalizations outlined above constitute a framework upon which the following preliminary research-based model is proposed as to how good advance-level Spanish students perform reading-to-write tasks. This model (Figure 3) is only preliminary as it is derived from the results obtained from two case studies only. A study including a larger sample is needed to test the accuracy of the model proposed.

In this model the following premises are held. These premises serve, in turn, as hypothesis that need to be tested in future research.

1. The process of reading-to-write used by good SFL students is a recursive process in which the reader/writer interact with multiple factors and orchestrate multiple processes. The factors include source text, contextual constraints, and final product. The processes used include brainstorming/synthesizing, planning, monitoring, structuring, elaborating, writing, revising, and editing.
2. The source texts can be used as model, peripheral source, or principal source.
3. When the source text is used as model or peripheral source the following major processes are used: planning, monitoring, structuring, elaborating, writing, revising, and editing.
4. When the source text is used as principal source the following major processes are used: brainstorming/synthesizing, monitoring, structuring, elaborating, planning, writing, revising, and editing.
5. The processes of monitoring, structuring, and elaborating are more intensely used when the source text is used as principal source than when it is used as model or peripheral source.
6. Contextual constraints affect the processes used.

7. Teachers' expectations have a strong effect and may affect in positive and negative ways depending on their expectations.
8. Knowledge of the rules and conventions of academic writing have a positive effect on the process of reading to write. They serve as guiding principles in the performance of the tasks.
9. Limited command of the target language leads to some English interference but it does not prevent the writer from trying to use the language in a creative and meaningful way.

PRELIMINARY RESEARCH-BASED MODEL

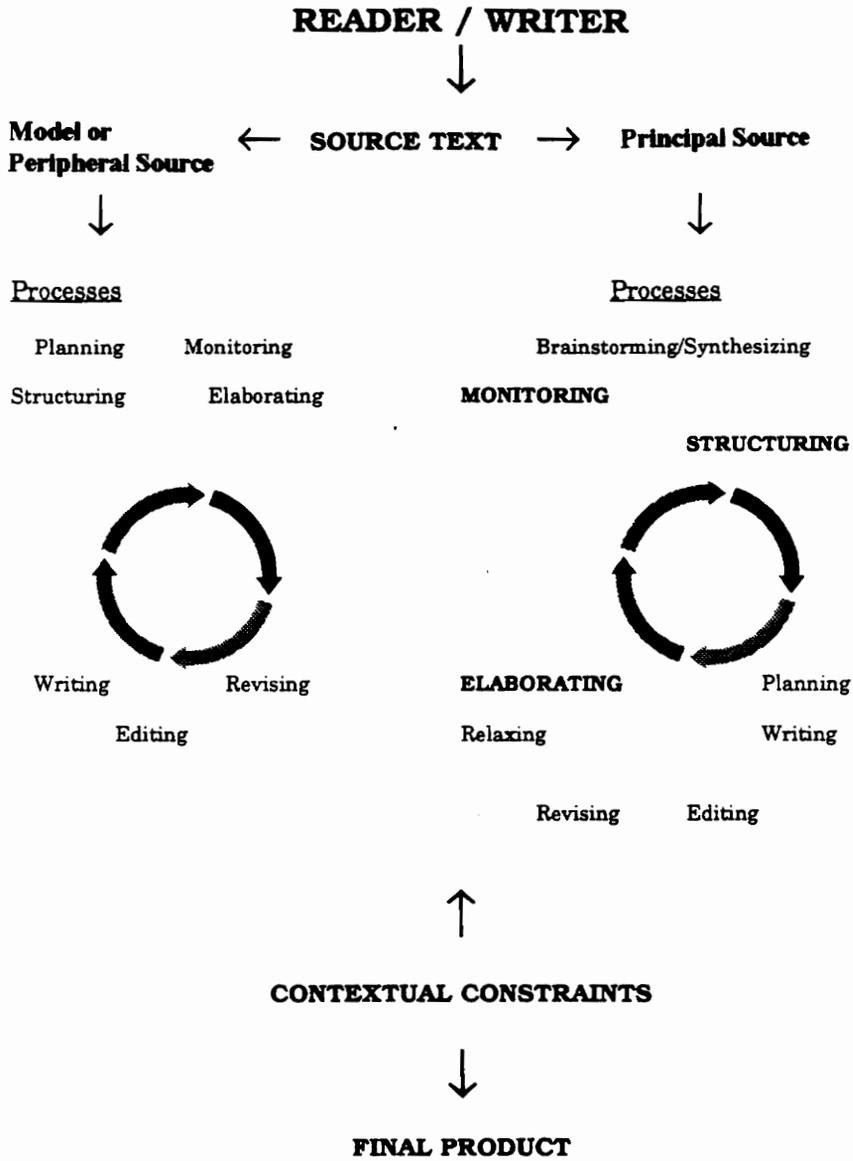


Figure 3. The Process of Reading to Write Used by Good SFL Students

CHAPTER VII

Implications

Based on the results of this study, the following possibilities for future research and for classroom teaching are suggested.

Implications for Future Research

This study was descriptive in nature. Its main purpose was to identify and describe the processes and strategies that good upper-level SFL students used when performing reading-to-write tasks. The following objectives guided the investigation: (1) to explore the processes and strategies that good upper-level SFL students in a third-year Spanish composition class used to perform reading-to-write tasks; (2) to explore how the processes used were affected by the contextual constraints of academic writing within an authentic FL class; and (3) to explore how the students integrated information from the source texts into their writing in terms of types of use of information, their function and location in the students' texts.

In the process of answering the questions posed, the researcher also raised more questions for future research. In relation to the process of reading to write used by good SFL students, the following areas need to be further explored:

1. In this study the researcher, by identifying and describing the processes and strategies that the subjects used when performing reading-to-write tasks, observed that the source texts were used in different ways. The subjects used the magazine articles as model or as a peripheral source whereas they used the literary selection as the principal source in their writing. The factors provoking this difference were not identified because

they were beyond the scope of this descriptive study. However, a study that takes into consideration the different ways in which source texts are used in performing reading-to-write tasks may shed light on this phenomenon. For instance, a study of this sort may provide insight into the relationship that may exist between type of source text and how the writer uses it.

2. In addition, the researcher, by identifying and describing the processes and strategies that the subjects used when performing reading-to-write tasks, observed some differences in process use dependent upon how the subjects used the source text.

When the subjects used the source text as model or as a peripheral source the following major processes were identified: planning, monitoring, structuring, elaborating, writing, revising, and editing. On the other hand, when the source text was used as the principal source similar processes were used with two variations: (a) the processes of monitoring, structuring, and elaborating were very intensely used, and (b) two other major processes were added: brainstorming/synthesizing and relaxing. The differences in processes used identified in this study could serve as a starting point for future experimental/comparative studies. For instance, a comparative study that explores the processes used when writing using source texts as model or peripheral sources and writing using source texts as principal sources may help provide further insight into this difference.

3. As mentioned above, when the source text was used as primary source, the process of brainstorming/synthesizing was identified. Both subjects synthesized the information in the source text before they continued with the other processes. They explained that they needed to synthesize the information first in order for them to have a base on which to start constructing their essays. No previous data exist from other studies on the significance of this process for the researcher to make a comparison. A study is needed in which the significance of synthesizing is explored in relation to the other processes.

4. In the exploration of the effect of contextual constraints on the processes of reading to write the following trend was identified: the more skillful the writer is, the more affected by contextual constraints he/she becomes. More research is needed on the effects of contextual constraints on the process of reading to write in relation to level of expertise of the subjects studied in order to have a clearer understanding of the effects of context in the reading/writing processes.

5. In the exploration of the contextual constraints, it was observed that (a) teachers' expectations had a strong effect and affected in positive and negative ways depending on the expectations; (b) rules and conventions of academic writing had a positive effect on the process of reading to write. They serve as guiding principles in the performance of the tasks; and (c) limited command of the target language led to some English interference, but it did not prevent the writer to try to use the language in a creative and meaningful manner. Each of these observations need to be further explored in order to have a more accurate representation of the significance of these contextual constraints in the process of reading to write.

6. In this study, a preliminary research-based model is proposed of the process of reading to write used by good SFL students. The model needs to be tested in future research in order to make its premises valid for implementation in the classroom.

7. A study with a larger sample is needed to explore the integration of information into the students' essays in relation to type of information used from the source text, its function, and location in the students' essays.

Implication for Teaching

From the results of this study the following major implications for teaching are made.

First, although the model proposed is only preliminary, it provides a basic framework around which a comprehensive FL reading and writing curriculum can be designed. Such curriculum should emphasize reading and writing as active processes in which multiple other processes are orchestrated. Also, the curriculum should provide students at all levels with formal instruction on the processes and strategies outlined in the model in order to help FL students become effective readers and writers in the target language. Particular attention should be given to the processes of monitoring, structuring, and elaborating due to their crucial role in the performance of reading-to-write tasks. In addition, the curriculum should seek that reading and writing instruction in FL classrooms not continue to be limited only to the mastery of syntactic and lexical elements, but, instead that it aims at the students' mastery of effective processes and strategies focusing on content as well as on linguistic elements of the target language.

Second, the model proposed contains three contextual constraints that affect the students' reading/writing processes. Among these constraints, results indicated that teacher's expectations played a crucial role in the processes and strategies used by the subjects. In particular, the teacher's expectations exercised a powerful effect on the students' motivation to write. Such effect should be used to the advantage of the students. Teachers and students alike can benefit if teachers expect students to be creative, to read insightfully, and to write purposefully while attending to linguistic accuracy as well. If FL teachers' expectations continue to be only grammatical correctness and the content of the students' essays is ignored, the students will loose

interest and produce dull, ineffective pieces. Students are attentive and take into consideration the teacher's goals and expectations, and they act accordingly in order to please their teachers. This observation should make FL teachers reflect on how strong their influence can be on the students. FL teachers can benefit from this and the students as well if the expectations are sound and logical. The data in this study revealed that expecting only grammatical correctness from the students' essays has a negative effect. A balance should be attained in which each element has its place and is fully considered. Linguistic accuracy, content, and the ability to use the language in writing purposefully and creatively should all be considered in FL reading/writing teaching . This may not guarantee that the students will become effective readers and writers, but at least it will assure that the goal for successful teaching is well sought by providing the students with opportunities to become effective readers and writers in the target language.

The second contextual constraint investigated was the knowledge of rules and conventions of academic writing. Both subjects indicated that knowledge of the rules and conventions of academic writing were useful and helped them perform the tasks. The rules served as guiding principles that led to the desired objective. This observation should make FL writing teachers aware of the value of rules and conventions for good writing. FL teachers should provide students with the rules and conventions of academic writing so that students can become more aware of such rules and resort to them as needed. These guiding rules should not be grammar rules but more than that. They should be guidelines about how to organize a paper effectively, how to write a conclusion, how to use the language creatively, how to deal with tone and style, etc. Most composition textbooks include rules of this sort, however, FL teachers tend not to explore them to their fullest extent in the FL writing classroom.

The third contextual constraint explored in this study was limited command of the target language. For third-year level students in Spanish, as were the cases in this investigation, limited command in Spanish had some effect on their processes. It was observed that their limitations in Spanish led to some English interference, but it did not prevent them to use the language creatively and with rich and varied sentence structure. The subjects wanted the challenge to play with the language and convey their intended message in a lively manner. This observation should make FL writing teachers reflect on the opportunities they provide their students to use the language in such a creative, varied, and rich manner. FL writing instruction should allow for this challenge.

Results from the product analysis indicated that good SFL tend to integrate information from the source texts by using mainly original statements, synthesis, and paraphrases. This finding should be used to incorporate formal instruction of the types listed above in FL reading and writing classes . Instruction on writing synthesis or paraphrases, for example, in FL reading and writing programs is often lacking. Instruction of this kind will provide FL readers/writers with the skill and practice necessary for them to make effective integration of the information in source texts into their own writing.

Reading-to-write tasks are complex and challenging. At present, our FL students are required to perform tasks of this sort, but they are not formally shown how to do them. Formal instruction in the processes involved in the performance of reading-to-write tasks is the basic means to help our students produce effective writing pieces based on reading material. The preliminary model proposed in this study provides a basic framework to start formal instruction of the processes needed.

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APPENDIX A

Analytic Scale Used as Holistic Measure of Overall Quality, Content, and Organization of Final Products

Composition Profile
(Valdés, Dvorak, and Hannum, 1989)

IDEAS/CONTENT	30-27	Excellent-very Good	has fully anticipated reader questions in selecting information; topic well-thought-out and carefully developed with effective supporting details; interesting to read
	26-22	Good-Adequate	has anticipated most reader questions in selecting information; topic may not be fully explored; development is adequate although some ideas may be incompletely supported or irrelevant; interesting ideas in places
	21-17	Fair-Poor	has anticipated few reader needs in selecting information; topic explored only superficially and inadequately developed with many ideas unsupported or irrelevant
	16-13	Needs lots of work	shows no awareness of reader needs; ideas superficial and/or uninteresting with little development; OR not enough to evaluate
ORGANIZATION	29-18	Excellent-Very Good	has fully anticipated reader needs in organization and presenting information: clear thesis; flows of ideas fluid and logical; a pleasure to read
	17-14	Good-Adequate	has anticipated most reader needs in organizing and presenting information; main ideas stand out, but sequencing of ideas sometimes

		choppy or disconnected; reader may sometimes have difficulty following flow of ideas
	13-10 Fair-Poor	has anticipated few reader needs in organizing and presenting information; ideas frequently confused and/or disconnected, with logical breakdowns apparent; reader frequently has difficulty 'getting the point' of message as communicated
	9-7 Needs lots of work	shows no awareness of reader needs; logical organization absent, OR not enough to evaluate
GRAMMAR	25-22 Excellent-Very Good	wide range of structures with few or no significant errors (e.g., sentence structure)
	21-18 Good-Adequate	adequate range of structures, but little variety; tends to overuse simple constructions, some significant and minor errors (e.g., agreement), but meaning seldom obscured
	17-11 Fair-Poor	limited range of structures with control of grammar uncertain; errors frequent, especially when more complex constructions attempted; meaning often confused or obscured
	10-5 Needs lots of work	frequent and persistent errors of basic grammar and sentence construction; meaning blocked as text dominated by errors; OR, not enough to evaluate
VOCABULARY	20-18 Excellent-Very Good	language choices appropriate for topic, purpose and reader; excellent use of idioms and precise, colorful vocabulary; little or no evidence of English interference

	17-14	Good-Adequate	language choices usually appropriate for topic, purpose and reader; vocabulary accurate but may be somewhat limited; some errors or interference may be present but meaning rarely obscured
	13-10	Fair-Poor	language choices sometimes inappropriate for topic, purpose and reader; vocabulary very limited, with overuse of imprecise or vague terms; English interference evident, particularly with respect to idioms; meaning often confused or obscured
	9-7	Needs lots of work	language choices often inappropriate for topic, purpose and reader; range of vocabulary extremely limited; English interference frequent; OR not enough to evaluate
MECHANICS	5	Excellent-Very Good	very few or no faults with respect to spelling/accenuation, punctuation or presentation
	4	Good-Adequate	occasional faults in spelling/accenuation, punctuation or presentation
	3	Fair-Poor	frequently faults in spelling/accenuation, punctuation; messy presentation that is sometimes illegible
	2	Needs lots of work	persistent errors in spelling/accenuation, punctuation; handwriting often illegible; OR not enough to evaluate

APPENDIX B

Essays originally written in Spanish

Michelle--Essay of Task II

Discordia Profunda

Carlos, el protagonista de "En la Ardiente Oscuridad" por Antonio Buero Vallejo, tiene una filosofía sobre el mundo de los videntes y los invidentes que es muy diferente de la del antagonista, Ignacio. Por lo general, se puede decir que la actitud de Carlos es optimista y se nos da esperanza mientras que la de Ignacio nos molesta ya que es tan negativa.

En cuanto a sus filosofías, Carlos e Ignacio no tienen el mismo punto de vista de la actitud que los ciegos deben tener hacia su comportamiento, el amor, la realidad y sus habilidades. Un aspecto de contienda es que Carlos no se diferencia entre el mundo de los videntes y los invidentes mientras que Ignacio cree que los invidentes viven en un mundo aparte. Carlos siempre insiste que los invidentes son seres normales. En su argumento, él trata de dar ejemplos demostrando cómo los invidentes pueden hacer las mismas cosas que videntes, incluyendo casarse, estudiar, hacer ejercicios, etc. Ignacio, al contrario, repite muchas veces su estribillo favorito: la normalidad no existe para los ciegos. Este gran pesimista declara que los invidentes solamente pueden hacer la décima parte que los videntes hacen. Como el aguafiestas arquetípico, no acepta tampoco que el amor de los invidentes es verdadero, explicando que es "una triste paradi del amor entre videntes!" (73) En contraste con Carlos, Ignacio está convencido que los ciegos les falta mucho de la placer de vivir porque no ven.

Desgraciadamente, Ignacio se preocupa mucho del mundo de los videntes y usa mucho tiempo considerando la vida como vidente. Especula, por ejemplo, si los videntes tienen un poder que les falta. Carlos, al cambio, se niega estos pensamietos inútiles, diciendo que no es razonable pensar en esto porque el quejarse no les ayuda. Uno debe combinar el conformarse hasta cierto con el uso de la fuerza de la voluntad para "conseguir una vida relativamente feliz" (79). Según Ignacio, por otra parte, deben rechazar la idea de conformarse porque los ciegos que imitan a los videntes, fingen la alegría y son tantos y superficiales. Creen en ilusos y no se enfrentan la realidad. Entonces, la vida más auténtica para los ciegos es revolcarse en el sufrimiento, la tragedia y al desesperación de la situación. Carlos, en cambio, se adhiere a la filosofía de trabajar por un mundo mejor. El quisiera compartir con Ignacio como grande, libre y hermosa es la vida. El cree que es necesario tomar riesgos si uno quiere conseguir la felicidad.

Es evidente que la filosofía de estos jovenes se diferencia de casi todos los aspectos, pero la de Carlos es más atractiva porque está basado en el amor. La tolerancia, la razón y los virtudes en general funcionan diariamente como inspiración para vivir una vida completa. Aunque la filosofía de Ignacio es comprensible, su obsesión con la tristeza y la desesperación es ahogado. Carlos, por otra parte, no pide piedad y no es tan testarudo que no puede enfrentarse a los desafíos de ser ciego. Su deseo de mejorar su sitiación es admirable.

John--Essay of Task II

En la ardiente oscuridad

En el drama "En la ardiente oscuridad" se encuentra dos puntos de vista de la suerte que le toca a uno. En el primer lugar, tenemos el modo de pensar de Ignacio quien es pesimista y de Carlos quien es optimista sobre su suerte que han recibido en esta vida.

Ignacio cree que los ciegos son una clase de gente inferior a los videntes. Según él, los ciegos tienen una debilidad grandísima, la cual les impide gozar de la vida completamente.

Estudiamos, sí; la décima parte de las cosas que estudian los videntes. hacemos deportes ..., menos nueve décimas partes de ellos e en cuanto al amor ... en realidad no nos amamos." (pág 72-73)

Para Ignacio, es casi imposible encontrar el amor verdadero en el mundo de los ciegos. Imagina que el amor no puede existir sin ver la belleza física de su compañero. También, una mujer quien quiera sufrir con un ciego no existe. No quiere una mujer quien va a llevarle a ningún falso reino de alegría (46) Quiere encontrar una mujer quien le acepte tal como es. Además, la única mujer vidente que busca el amor con un ciego sería una mujer quien es más fea que pisco. Él cree que sola esta clase de mujer busca un invidente porque no hay otra razón comprensible. Además, es probable que Ignacio crea que una ciega es la única "mujer" deseable. Cuando él describe la mujer que él

desea, dice que "no quiero una mujer, sino una ciega! Una ciega de mi mundo de ciegos, que comprenda! ... Tú (Juana) porque tú sólo puedes amar a un ciego verdadero, no a un pobre iluso que se cree normal." (91) Nuevamente, se demuestra los dos diferente mundos que existe en su mente. Un vidente no puede comprender la vida de un ciego y por lo tanto no puede meterse en su mundo.

Para él, uno no tiene que aceptar su suerte en la vida. Se puede tener un arder adentro mientras que esta en la oscuridad. El quiere dar a los alumnos esta esperanza de la vista y el deseo de mejorar su suerte en la vida. Sin embargo, si un ciego tiene el modo de pensar positivo, Ignacio le ve como una persona engañada. Dice que tales personas son envenenadas de alegría y son tristes sin saberlo. (45)

Al mismo tiempo, Carlos es bien optimista sobre su suerte que le tocó. Cree que ser invidente no tiene que decir ser dependiente. Según Carlos, un vidente puede hacer cualquier cosa que desea. No hay un limit a los posibilidades. Cree que una vidente puede casarse son un invidente por amor verdadero. Para él, no hay ningún razón que los ciegos tienen que ser aparte del mundo.

La desgracia está muy repartida entre los hombres; pero nosotros no formamos rancho aparte en el mundo ... No sabe aun lo grande, lo libre y hermosa que es nuestra vida. No ha adquirido confianza; tiene miedo a dejar su baston ... Sois vosotros quienes debéis ayudarle a confiar! (66-67)

Si uno tenga esta confianza, se puede ser libre y gozaa de las maravillosas cosas de esta vida. No tiene que tropezar por todo de su vida con su bastón. Así es la filosofía de vida de Carlos.

En verdad, ambas filosofías tienen sentido, pero más me conviene la actitud de Carlos. La razón es que, para mi, es indispensable que uno hace el mejor con su vida. No deben echar la culpa hacia los demás pero acepta sus límites y los superan. Para Ignacio, esta quiere decir que uno tenga esperanza que la situación cambiara. Mas para Carlos, esto quiere decir que debemos cambiarlas por nosotros mismos. Todos de nosotros tenemos nuestras debilidades y esta no es lo mas importante. Lo que es valioso es que hacemos con estas debilidades. Por tal razón, la actitud de Carlos más me conviene porque soy una persona bien optimista y siempre creo que solamente nosotros fijamos nuestros límites.

VITA

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