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WAC-WID and Second Language Writers
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In his 2009 article, "WAC-WID in the Next America: Redefining Professional Identity in the Age of the Multilingual Majority," Jonathon Hall argues that WAC-WID administrators should be inclusive of second language (L2) students in WAC-WID programs, research, and faculty development. Hall's call for action can be thought of as one of a series of such calls, which includes Paul Kei Matsuda and Jeffrey Jablonski's "Beyond the L2 Metaphor: Towards a Mutually Transformative Model of ESL/WAC Collaboration" (2000) and Ann M. John's "ESL Students and WAC Programs: Varied Populations and Diverse Needs" (2001). Together, these three articles argue that WAC-WID administrators should become more knowledgeable about L2 writing scholarship and use this knowledge to administer more inclusive WAC-WID programs, build more inclusive curricular and assessment structures, and educate faculty across the curriculum on more inclusive pedagogical approaches. This annotated bibliography takes up that call by providing WAC-WID administrators with reviews of 26 journal articles, book chapters, and monographs that together provide a range of resources useful for providing support for the L2 students writing across the curriculum, in the majors, and in graduate programs.

In selecting works for this bibliography, I sought out articles and monographs that would be directly useful for WAC-WID administrators. As leaders in faculty development on our campuses, we are often called on to support faculty as they develop syllabi, writing assignments, pedagogical approaches and assessment practices. We are also called to advise or lead the development of larger institutional structures: WI requirements, general education curricula, high-stakes writing-proficiency assessment, graduate writing-support programs, writing fellows programs. The studies included in this bibliography may prove useful in bringing a multilingual and multicultural lens to this work. While this bibliography includes a large range of studies, it is by no means comprehensive. Not included are the many studies directed at ESL composition instructors, English for Academic Purposes (EAP) programs, or English for Specific Purposes (ESP) programs, or studies more linguistically oriented that look at specific characteristics of L2 writing, even when the study was based in a WID context. I encourage WAC-WID scholars to seek out scholarship from these areas of research, as they provide important insights into the experiences of L2 writers. I have also chosen not to include entries related more strongly to first year composition, as this area is covered in Tanita Saenkhum's and Paul Kei Matsuda's (May 2010) "Second Language Writing and Writing Program Administration," WPA-CompPile Research Bibliographies, No. 4.

The following annotated bibliography is organized in three sections: WAC-WID administrative issues and L2 writers, studies focused on L2 writers in particular disciplines, and studies focused on L2 writers across disciplines. Many of the entries included are case studies tracking the experiences of undergraduate students writing in general education courses as well as courses in their majors, and graduate students writing across master and doctoral programs; these studies often include perspectives from faculty across the curriculum. What emerges from these studies is a picture of the complex linguistic, cultural, and identity transitions made by L2 students as they write across varying social, disciplinary, and rhetorical contexts. What also emerges is a map of the many opportunities available to WAC-WID professionals for advocating for L2 students. Positioned at the crossroads of teaching and learning as agents of institutional change, WAC-WID professionals are key to making our institutional landscapes, classrooms, and assessment practices more equitable for L2 students, a group not at the margins but at the center of US institutions of higher education.

Part 1. WAC-WID Administrative Issues and L2 Writers

Hall, Jonathan

WAC-WID in the next America: Redefining professional identity in the age of the multilingual majority

WAC Journal 20 (2009), 33-49
http://wac.colostate.edu/journal/vol18/index.htm

> Drawing from data depicting the fast rise of linguistically diverse students in k-12 and in higher education, as well as the trend toward globalization in the workplace, Hall calls for WAC administrators to prepare for this "New America" by shifting faculty development programming to be inclusive of second language writing. Hall provides areas of L2 writing research useful to WAC administrators for educating themselves on working with L2 writers as well as enrich faculty development programming to be inclusive of L2 writing issues.
>
> KEYWORDS: WAC, pedagogy, transformative, multilingual, WID, diversity, ESL, data, teacher-growth, identity

Hirsch, Linda; Carolina DeLuca

WAC in an urban and bilingual setting: Writing-to-learn in English y en Españo

Language and Learning Across the Disciplines 06.3 (2003)
http://wac.colostate.edu/llad/v6n3/hirsch.pdf

> Hirsh and DeLuca research the effectiveness of writing-to-learn pedagogies in a writing-intensive section of an Introductions to Humanities course taught in Spanish as part of a bilingual program. Hirsh and DeLuca argue that for L2 students, writing-to-learn in their

first language enables them to create meaning and further understand course material, a benefit of WAC not always available to L2 writers when faculty insist on the use of English even in low-stakes writing activities.

KEYWORDS: WAC, WID, WAC, L2, urban, write-to-learn, bilingual, Spanish-English, ESL

Janopoulos, Michael

Writing across the curriculum, writing proficiency exams, and the NNS college students

Journal of Second Language Writing 04.1 (1995), 43-50

Janopoulos examines the additional pressure WAC programs may place on L2 writers to write at the same level as their native English speaking (NES) peers, especially through Writing Proficiency Exams. He reviews the literature on L2 writing assessment, and concludes that L2 writers will not perform as well as NES writers when the assessment is based on NES writing standards, and then examines the types of support currently available to L2 writers. Based on these findings, Janopoulos argues that L2 writers need more opportunities for writing across the curriculum, more experiences writing "for a wide range of purposes and audiences" (48), and more mentoring from faculty across the curriculum on their writing. He then recommends additional institutional support for L2 writers, in the form of faculty development specific to L2 writing, staffing of writing centers with tutors trained in L2 writing, and funding for research on L2 writing.

KEYWORDS: ESL, WAC, testing, proficiency, data, administrating, WPA

Johns, Ann M.

ESL students and WAC programs: Varied populations and diverse needs

In McLeod, Susan H.; Eric Miraglia; Margot Soven; Christopher Thaiss (Eds.), *WAC for the new millennium: Strategies for continuing writing across the curriculum programs*; Urbana, IL: National Council of Teachers of English (2001), 141-164

In this landmark chapter, Johns provides WAC administrators with an overview of the research on second language writers, covering such issues as differences between permanent resident L2 students and visa-holding L2 students; second language acquisition; error; and contrastive rhetoric. She then provides approaches for analyzing how and where L2 students are taught to write in a university as well as provides suggestions for better supporting L2 writers across the curriculum though faculty development, particularly in relation to understanding the writing development of L2 students, understanding and dealing with sentence-level errors in L2 writers' texts, and the cultural complexities of plagiarism.

KEYWORDS: WAC, ESL, program, needs-analysis, change, diversity, WPA, administrating

Johns, Ann M.

Interpreting an English competency exam: The frustrations of an ESL science student

Written Communication 08.3 (1991), 379-401

> Johns uses a case study approach to examine why a L2 student writing successfully in upper-level courses in the major would repeatedly fail a writing proficiency exam. Through interviews with a L2 science student, comparison of the student's writing in response to the writing exam prompt and to a biology assignment, analysis of the writing instruction the student received within composition courses and courses across the curriculum, Johns presents a portrait of a system gone awry and opens questions on the ethics of administering writing proficiency exams to L2 students.
>
> KEYWORDS: WAC, ESL, administrating, WPA, assessment, testing, proficiency, case-study, science-major

Leki, Ilona

Challenge to second language writing professionals: Is writing overrated?

In Kroll, Barbara (Ed.), *Exploring the dynamics of second language writing*; Cambridge, England: Cambridge University Press (2003), 315-332

> In this provocative essay, Leki draws from a range of L1 and L2 writing scholarship to question the basic assumptions that drive L1 and L2 writing programs (including WAC programs): that writing is personally fulfilling, that writing helps students learn disciplinary content, that students will need to do a lot of writing in other college courses, that students will need to write well in English for the workplace, and that writing is important for citizenship. Leki challenges L1 and L2 writing scholars to question whether our own professional focus on writing has caused us to overemphasize the power and importance of writing for students.
>
> KEYWORDS: ESL, pedagogy, talk-write, needs-analysis, assessment, proficiency, write-to-learn

Matsuda, Paul Kei; Jeffrey Jablonski

Beyond the L2 metaphor: Towards a mutually transformative model of ESL/WAC collaboration

Academic.Writing 01
http://wac.colostate.edu/aw/articles/matsuda_jablonski2000.htm

> In this landmark essay, Matsuda and Jablonski argue that the metaphor often used in WAC that characterizes all students as second language students when writing in unfamiliar discourses renders ESL writers invisible in WAC programs and elides the additional

challenges ESL students have when writing across the curriculum. Matsuda and Jablonski call for a rethinking of this metaphor as well as increased collaboration between WAC and ESL specialists.

KEYWORDS: L2, L1-L2, ESL, WAC, WID, metaphor, practice, pedagogy

Wolfe-Quintero, Kate; Gabriela Segade

University support for second-language writers across the curriculum

In Harklau, Linda; Kay M. Losey; Meryl Siegal (Eds.), *Generation 1.5 meets college composition: Issues in the teaching of writing to U.S.-educated learners of ESL*; Mahwah, NJ: Erlbaum (1999), 191-209

In this qualitative study, 29 L2 students enrolled in writing-intensive courses in 16 majors as well as 16 faculty instructors of writing-intensive courses representing 10 majors were interviewed to assess student and faculty perceptions of writing and language support available to L2 students writing across the curriculum. The authors also examined journals kept by the student participants documenting their writing experiences in the WI courses as well as syllabi and writing assignments provided by the faculty participants. The authors found that faculty were largely focused on sentence-level issues in L2 student writing; felt that these students should have more ESL education before being admitted into WI courses; and penalized L2 writers and L1 writers equally for grammatical issues in writing. The authors then used this knowledge to design a series of faculty development workshops, to work individually with faculty teaching WI courses, and to provide additional resources, such as literature on WI teaching practices. Also addressed is the role of the writing center in supporting L2 writers in WI courses.

KEYWORDS: ESL, bilingual, USA, WAC, program, Generation 1.5, administrating

Part 2: Studies Focused on L2 Writers in Specific Disciplines

Casanave, Christine Pearson

Cultural diversity and socialization: A case study of a Hispanic woman in a doctoral program in sociology

In Murray, Denise. E. (Ed.), *Diversity as resource: Redefining cultural literacy*; Alexandria, VA: Teachers of English to Speakers of Other Languages (1992), 148-182

This is a landmark study, as it is one of the first to look at the relationships among academic identity, socialization, language, and writing for second language graduate students. Casanave draws on a year-long case study of Virginia, a Hispanic student from a linguistic enclave in the US in a sociology doctoral program, who decided to leave the program after this year, the first year of her study in the program. In her exploration of what went wrong, Casanave analyses the language of sociology used in courses during this year (determining

that in her writing, Virginia could not draw on her "everyday" English or Spanish), tracked "missed opportunities" for the sociology program to draw on the resources diverse students such as this one bring to the discipline, and Virginia's discomfort with the program's focus on acculturating her into certain ways of thinking as a sociologist.

KEYWORDS: diversity, cultural, socialization, Hispanic, academic, graduate, doctoral, sociology, case-study, development

Cox, Michelle

Identity, second language writers, and the learning of workplace writing

In Cox, Michelle; Jay Jordan; Christina Ortmeier-Hooper; Gwen Gray Schwartz (Eds.), Reinventing identities in second language writing; Urbana, IL: National Council of Teachers of English (2010), 75-95

Drawing from case studies of graduate students in a Communication Science and Disorders masters program, Cox compares the writing experiences of a L2 writer with native English speaking writers in the same program, concluding that the ways in which the L2 writer was identified as "ESL" by faculty had negative consequences for this student's progress through the master's program. However, the same student's bilingualism was seen more positively by supervisors in off-campus internships. Cox calls on WAC administrators to learn more about how L2 writers fare in the workplace in order to work more productively with faculty preparing students for different professions.

KEYWORDS: WAC, ESL, WID, graduate, workplace, case-study, native-nonnative, evaluation, faculty-opinion, worker-opinion

Fishman, Stephen M.; Lucille McCarthy

An ESL writer and her discipline-based professor: Making progress even when goals do not match

Written Communication 18.2 (2001), 180-228

This article, which draws on a case study of an L2 undergraduate in an introduction to philosophy WI course, and co-written by the professor of the WI course and a composition-rhetoric scholar, contrasts the professor and L2 student's goals and expectations for student writing in this course. After an introduction, the first half of the article is written from Fishman's perspective on his learning goals for the course, his experience reading and assessing the L2 student's writing, and the questions the experience of teaching this L2 student raised for him. The second half, drawn from McCarthy's interviews of the L2 student, describes the student's goals for taking the course, reactions to Fishman's responses to her writing, analysis of a piece of the student's writing that received an F and an analysis of a piece that received a higher grade, and an analysis of the writing-to-learn activities used by Fishman that helped the student progress: a student letter exchange, student-generated

essay exam questions, and student-generated discussion questions, used to prompt small group discussions.

KEYWORDS: ESL, case-study, teacher-student, philosophy-course, teacher-opinion, student-opinion, improvement, conflict

Leki, Ilona

Living through college literacy: Nursing in a second language

Written Communication 20.1 (2003), 81-98

In this provocative article, which is based on a case study of a L2 undergraduate nursing major, Leki argues that writing in courses in the major is experienced by L2 students as a "necessary evil, an obstacle to beyond" (82). Leki analyzes the kinds of and amount of writing this student completed for courses, as well as the weight on these writing assignments in course grades; interviews the student on writing experiences in the major and during practicum experiences in a hospital; and interviews nursing faculty on why they assign writing and how this writing compares to writing by professional nurses. Based on this evidence, Leki argues that writing was given undue importance in this major, as the writing assigned did not match the writing students will do professionally, and that oral communication rather than written communication was more relevant in this profession. However, it was classroom writing assignments that cause this L2 student and her professors to doubt whether this student should progress in the program. The study reported on in this article is part of a larger study, reported in *Undergraduates in a Second Language* (Lawrence Erlbaum, 2007).

KEYWORDS: ESL, Chinese-English, nursing-program, case-study, nursing care plan (NCP), genre, disciplinary, nonacademic, data, regulation, literacy, acquisition

Part 3: Studies that Look at L2 Writer across Disciplines

Abasi, Ali R.; Nahal Akbari; Barbara Graves

Discourse appropriation, construction of identities, and the complex issue of plagiarism: ESL students writing in graduate school

Journal of Second Language Writing 15.2 (2006), 102-117

Drawing on case studies of five L2 graduate students—two MA students in a Second Language Education program, a PhD student in Counseling, a PhD student in Educational Administration, and a PhD student in Education—the authors examine how L2 graduate students make choices about appropriating discourse when writing, how they identify their voices in source-based writing, and how choices of appropriation and voice relate to a student's identities. They found that the less experienced graduate students were less likely to be aware of textual choices as rhetorical and as creating identity in writing in contrast to

the more experienced graduate student writers. After analyzing participants' writing, the authors discovered that the less experienced graduate students also plagiarized more and tied this practice to their educational histories and assumptions about their roles as writers.

KEYWORDS: WAC, ESL, plagiarism, identity, constructivist, graduate, appropriation, case-study

Angelova, Maria; Anastasia Riazantseva

"If you don't tell me, how can I know?": A case study of four international students learning to write the U.S. way

Written Communication 16.4 (1999), 491-525

This article, which draws from 9-month case studies of four L2 graduate students during their first year studying in the US, analyzes the experiences these students had writing for their graduate courses. This qualitative study, based on interviews with the students and faculty, analysis of student writing, a focus group interview of the case study participants, and journals the students kept reflecting on their writing experiences, looks at the complex factors involved with learning to write in US graduate programs, including the students' histories as writers, students, and professionals; the political histories of the students' home countries; cultural assumptions about authority and student-teacher relationships; and past experiences with writing in English. The article concludes with approaches faculty could use to ease the writing experiences of L2 graduate students, including making instructions for writing assignments more explicit, learning more about their L2 students' educational and literacy backgrounds, explicitly inviting questions during class and meetings during office hours, and making use of a writing fellow.

KEYWORDS: ESL, acquisition, case-study, international, graduate, case-study, disciplinary, academic, acculturation, international student

Belcher, Diane

Writing critically across the curriculum

In Belcher, Diane; George Braine (Eds.); *Academic writing in a second language: Essays on research and pedagogy*; Norwood, NJ: Ablex (1995), 135-154 [ERIC Document Reproduction Service, ED 376 727]

Belcher argues that graduate ESL writing courses should include instruction on writing critical reviews of literature in the graduate student's field. Belcher also argues for the value of researching critical reviews in the students' disciplines as a classroom activity, and includes a comparison of reviews in the article

KEYWORDS: ESL, academic, graduate, review-of-scholarship, pedagogy

Casanave, Christine Pearson

Writing games: Multicultural case studies of academic literacy practices in higher education (2002), Mahwah, NJ: Erlbaum

Framed by identity theories, situated learning theories, and Ortner's (1996) game metaphor, Casanave's analysis also draws from teaching experiences in the U.S. and Japan and case study research on undergraduates and academic professionals. She demonstrates how the metaphor of the game reveals complicated connections between identity and writing in academia, both for first year writers negotiating new writing expectations and junior faculty negotiating the disciplinary boundaries of scholarly research and publication.Casanave includes a rich array of texts in this book--teacher comments on student writing, interview transcript excerpts, autobiographical writing by established scholars, ethnographic notes from case studies—which together create a rich portrait of the games we play when write in academia.

KEYWORDS: academic, multicultural, case-study, scholarly-publishing, game, development, community, praxis, identity, individual

Leki, Ilona

Coping strategies of ESL students in writing tasks across the curriculum

TESOL Quarterly 29.2 (1995), 235-260

In this landmark study—one of the first articles to present case study research on L2 students writing in courses outside of composition and ESL courses—Leki presents data from case studies of five visa-holding second language students in their first semester at a US university, analyzing the strategies these students use to write successfully in their courses. Leki categorizes the strategies, and discusses how the students used or adapted strategies they gained as writers and students in their first languages. The article concludes with a call for more case study research of L2 writers writing in courses across the curriculum.

KEYWORDS: ESL, coping, learner-strategy, WAC, task, ethnographic, data

Leki, Ilona

"A narrow thinking system": Nonnative-English-speaking students in group projects across the curriculum

TESOL Quarterly 35.1 (2001), 39-67

This important study focuses on how L2 students fare during group projects when in groups with L1 students. Drawing on data from a 5-year study of 6 L2 students, Leki examines the experiences of these students participating in group work across 54 courses, with 17 of these

group work experiences resulting in evaluated projects. The case study students all reported having positive experiences with group work as students in their home countries, but negative experiences in the US university, due largely to their L1 peers' lack of confidence in L2 students' ability to make meaningful contributions to group work. Leki shares field notes on group dynamics (including transcript excepts of group conversations), interview material from the L2 case study participants, and an analysis on why these groups did not have the learning outcomes hoped for by the faculty, drawing on theories of power and language. The article ends with a call for ESL specialists to educate faculty across the curriculum on power, language, and culture, with the goal of working to create more equitable learning environments for L2 students across the curriculum.

KEYWORDS: L2, group, data, case-study, longitudinal, student-opinion, data, native-nonnative, dynamics, ESL, WAC

Leki, Ilona

Negotiating socioacademic relations: English learners' reception by and reaction to college faculty

Journal of English for Academic Purposes 05.2 (2006), 136-152

Though not focused on writing, this article has important implications for L2 writing and WAC. Drawing on data from a 5-year study of 6 L2 students, Leki examines the relationships between L2 writers and faculty across the curriculum, using a framework of identity theory and situated learning theories for her analysis. Leki concludes that faculty often have good intentions when working with L2 students but not enough knowledge about differences in culture and language to best design tests and assignments, interpret L2 student behavior, and accommodate L2 students.

KEYWORDS: teacher-student, interaction, ESL, EAP, case-study, accommodation, teacher-opinion, interview, data, student-opinion, subject-position

Leki, Ilona

"Pretty much I screwed up": Ill-served needs of a permanent resident

In Harklau, Linda; Kay M. Losey; Meryl Siegal (Eds.), *Generation 1.5 meets college composition: Issues in the teaching of writing to U.S.-educated learners of ESL*; Mahwah, NJ: Erlbaum (1999), 17-43

Leki reports on a longitudinal case study of Jan, a Polish permanent resident student who, due to a low GPA in the first year, focuses entirely on grades in the second year, and does so by "cutting literacy corners" such as turning in the same paper to different teachers, turning in the same homework again and again to the same teacher, intentionally using his "ESL identity" to buy time and not fulfill all requirements of writing assignments, as well as other approaches to "gaming the system" of school. Jan is often rewarded with A's for these

approaches, and is seen as a good student by his teachers. Leki uses this case study to turn a critical eye on US higher education, which allows for these loopholes and doesn't, at least in this case, live up to its self-definition as fostering a curriculum of critical thinking and writing across the curriculum.

KEYWORDS: ESL, USA, bilingual, case-study, Generation 1.5

Leki, Ilona

Undergraduates in a second language: Challenges and complexities of academic literacy development

Mahwah, NJ: Erlbaum (2007)

This book is a culmination of Leki's five-year longitudinal case study research on four L2 students—an immigrant Chinese student majoring in engineering, a visa Chinese student majoring in nursing, a permanent resident Polish student majoring in business, and a visa Japanese student majoring in social work. Leki's goal was to analyze the academic writing experiences over these students' entire undergraduate careers, to find out how well their first-year ESL writing courses had served them. Leki focuses a chapter on each case study participant, then includes a chapter that looks across the case studies entitled "Social and Ideological Contexts of Literacy Development," and then a concluding chapter that returns to what she discovers to be the limited role of a first year ESL writing course, and implications for first year L2 writing pedagogy.

KEYWORDS: longitudinal, ESL, case-study, data, Chinese-English, Japanese-English, Polish-English, academic, social, ideological, literacy

Rich, Sarah

Linguistically and culturally diverse students' perceptions of successful classroom practices in a UK graduate program

Across the Disciplines 02 (2005)
http://wac.colostate.edu/atd/lds/rich.cfm

This article, published in a special issue of *ATD*, *The Linguistically Diverse Student*, edited by Ann M. Johns, critiques pedagogical and faculty development approaches to supporting L2 writers used in UK institutions of higher education that position these students as culturally determined. Rich reports on an action research project in which 14 L2 graduate students in a TESOL master's program participated in three forms of support: regular one-on-one tutoring sessions with a faculty member, weekly meetings focused on writing protocol in the program as well as feedback for the program, and participation in peer study groups. Drawing on Lave and Wenger's "communities of practice" framework, Rich argues that this model recognized L2 students' ongoing development as members of this

disciplinary community while providing forums for these students to give feedback on the effectiveness of the support they were receiving.

KEYWORDS: ESL, diversity, student-opinion, pedagogy, classroom practice, England, graduate, cultural, data

Santos, Terry

Professors' reactions to the academic writing of nonnative speaking students

TESOL Quarterly 22.1 (1988), 69-90

This article reports on a study that compared the reactions of professors across the curriculum to different types of errors made in two first year ESL essays, one by a Chinese student and the other by a Korean student. A total of 178 professors participated in the study: 144 native English speakers and 34 second language professors, with 96 in the social sciences and humanities, and 82 in the physical sciences. The goal of the study was to see which types of errors (e.g., categories like verb agreement, sentence fragments, use of the possessive, and mechanics, as well as errors in organization and content) were most irritating to professors, so that ESL composition teachers could focus on these types of issues when teaching. The findings most useful to WAC administrators were that the more experienced professors were more tolerant readers than the less experienced, suggesting that experience reading L2 writing impacts a professor's flexibility as a reader of L2 writing.

KEYWORDS: ESL, Chinese-English, Korean-English, case-study, response, comprehension, data, disciplinary, age-correlation, native-nonnative

Zamel, Vivian

Strangers in academia: The experiences of faculty and ESL students across the curriculum

College Composition and Communication 46.4 (1995), 506-521

Zamel presents interview and survey data of L2 student and faculty perspectives on L2 writers, action research motivated by requests by faculty for seminars and workshops on what they termed the "ESL problem" at their institution. The faculty perspectives Zamel uncovers "reveal divergent views on language, language development, and the role faculty see themselves playing in this development" (507). Zamel analyses the assumptions behind these views, and draws from 325 responses from first and second year L2 students on their perspectives on faculty, their experiences with faculty in relation to their writing, and what they need in order to learn and write more effectively. Zamel uses this data to argue that L2 students need "multiple opportunities to use language and write-to-learn, course work which draws on and values what students already know, classroom exchanges and assignments that promote the acquisition of unfamiliar language, concepts, and approaches to inquiry, evaluation that allows students to demonstrate genuine understanding" (519). This argument fits well with approaches to pedagogy already valued by WAC.

KEYWORDS: ESL, student-opinion, case-study, teacher-attitude, WAC

Zamel, Vivian; Ruth Spack (Eds.)

Crossing the curriculum: Multilingual learners in college classrooms

Mahwah, NJ: Erlbaum (2004)

This edited collection brings together the perspectives of L2 students, ESOL and composition researchers, and faculty in different disciplines on what it means for L2 students to write and learn through writing across the curriculum and into specific disciplines. The first section is devoted to case study research on undergraduate L2 students' experiences as they write across the curriculum; the second section features reflections by a L2 biology major and L2 sociology major on their writing and learning experiences in courses in their majors and across the curriculum; and the third section shares chapters written by faculty in anthropology, philosophy, nursing, literature, sociology, and Asian American studies on their attempts to address the needs of L2 writers in their classrooms.

KEYWORDS: ESL, skill-transfer, WAC, academic, case-study, student-opinion, biology-major, sociology-major, pedagogy

Zawacki, Terry Myers; Anna Sophia Habib

"Will our stories help teachers understand?" Multilingual students talk about identity, academic writing, and expectations across academic communities

In Cox, Michelle; Jay Jordan; Christina Ortmeier-Hooper; Gwen Gray Schwartz (Eds.), *Reinventing identities in second language writing*; Urbana, IL: National Council of Teachers of English (2010), 54-74

Zawacki and Habib present data from interviews with 26 second language writers from across the curriculum on their experiences negotiating voice, identity, and writing as well as faculty representing 15 disciplines on their experiences and perspectives on second language writers. This study is part of a larger action research project run by a research team composed of WAC, writing center, and English Language Institute professionals, a project that has resulted in an institutional publication, *Valuing Written Accents: Nonnative Students Talk about Identity, Academic Writing, and Meeting Teachers' Expectations,* and website, *Valuing Written Accents.* This article focuses on student and teacher perspectives on originality, voice, fluency, accuracy, transfer, and reflection in L2 student writing.

KEYWORDS: interview, student-opinion, ESL, WAC, voice, identity, faculty-opinion