Symposium on Second Language Writing

Foreign Language Writing Instruction: Principles & Practices

and

Graduate Student Conference on Second Language Writing

June 5-7, 2008

Purdue University
West Lafayette, Indiana, USA

Chairs
Tony Silva, Purdue University
Paul Kei Matsuda, Arizona State University

http://www.sslw2008.org
Dear Symposium Participants:

Welcome to the 2008 Symposium on Second Language Writing, the 7th in a series of gatherings of second language writing specialists from around the world. The Symposium began in 1998 as a way of bringing together internationally-recognized experts in the field of second language writing to discuss key issues.

This year’s program begins on June 5th with the Graduate Student Conference, chaired by Jihyun Im and Beril Tezeller Arik of Purdue University. We hope that this event will contribute to the development of the next generation of second language writing specialists. The next two days will focus on a much neglected topic, “Principles and Practices in Foreign Language Writing Instruction,” with presentations by and conversations with some of the most distinguished figures in this area.

The Symposium will also provide many opportunities—both formal and informal—to interact with presenters as well as other second language writing specialists. We hope that you will be able to not only learn something useful from the presenters, but also to share your perspectives and insights as well as questions and concerns with other second language writing teachers and researchers from various parts of the world.

We also hope that your stay at Purdue is a comfortable and enjoyable one. If you have any questions about this Symposium, Purdue, or Greater Lafayette, please feel free to ask any of the Symposium Assistants: Haiying Cao, Shihyu Chang, Lixia Cheng, Yin Ling Cheung, Cristyn Elder, Fatima Esseili, Brian Guthrie, John Hitz, Mike Hubert, Jaisree Jayaraman, Beth Kramer, Elena Lawrick, Xianqiang Li, Cristine McMartin-Miller, Wongjan Poolpoem, Laurel Reinking, Tanita Saenkhum, and Steve Simpson.

We are grateful for the hard work of the Symposium staff members. We would also like to thank Nona Schaler, the conference coordinator, for her invaluable assistance. Finally, we would like to extend our thanks and heartfelt welcome to the presenters and session chairs as well as participants, who are here to make valuable contributions—formally and informally—to the Symposium and to the development of the field.

Tony Silva, Chair
Paul Kei Matsuda, Chair
Tony Cimasko, Associate Chair
Melinda Reichelt, Associate Chair

The Symposium on Second Language Writing is supported in part by Purdue University's College of Liberal Arts.
Table of Contents

Welcome ........................................................................................................................................... 1
Schedule .......................................................................................................................................... 3
  Graduate Student Conference Schedule ................................................................................ 3
  Symposium Schedule ............................................................................................................. 7
Abstracts ......................................................................................................................................... 10
  Graduate Student Conference Abstracts .............................................................................. 10
  Symposium Abstracts ........................................................................................................... 21

Social Events

Thursday, June 5  6:30 p.m. Social Gathering at Nine Irish Brothers
  119 Howard Avenue, West Lafayette; (765) 746-4782

Friday, June 6  8:30-9:30 a.m. Continental Breakfast at Stewart Center
  Room 214D

  5:30 p.m. Cash Bar at South Ballroom, Purdue
  Memorial Union (The bar will remain open until 8:00)

  6:00-8:00 p.m. Dinner at South Ballroom, Purdue Memorial
  Union

Saturday, June 7  8:30-9:30 a.m. Continental Breakfast at Stewart Center
  Room 214D

Publishers’ Exhibits

Publishers’ Exhibits will be open throughout the Symposium in Stewart Center Room 214D.
Participating publishers include:

  Cambridge University Press
  Elsevier
  Encomium
  Parlor Press
  Routledge
  St. Martin’s Press
  University of Michigan Press
Graduate Student Conference Schedule

Thursday, June 5 - Graduate Student Conference

8:00-8:45 Registration

8:45-9:00 Introduction (Stewart Center 202)

9:00-10:15 Session A (Stewart Center 214ABCD)

Group 1: Lessons from First-Year ESL Writing (Stewart Center 214A)
Session Chair: Crissy McMartin-Miller
Elizabeth L. Angeli, “Risk in the Second Language Writing Classroom: Students' Perceptions and Teaching's Response”
Nick David, “A University ESL Writing Course Evaluation”
Tanita Saenkhum, “Transfer of Knowledge from First-Year ESL Writing Classes to Writing in the Disciplines: Case Studies”

Group 2: L2 Writing for Children (Stewart Center 214B)
Session Chair: Laurel D. Reinking
Alexandros Bantis, “Using Task Based Writing Instruction to Provide Differentiated Instruction for English Language Learners”
Yun-I Tung, “Study of Teaching Cohesive Devices through Reading Storybooks Aloud: Its Effects on Elementary School EFL Students' Writings”

Group 3: The Relationship between Speaking and L2 Writing (Stewart Center 214C)
Session Chair: Yin Ling Cheung
Michael D. Hubert, “The Relationship between Writing and Speaking in the US Foreign Language Classroom”
Kazumi Matsumoto, “The Relationship between Spoken and Written Languages in L2/FL Writing Development”
Ho Jung Yu, “Reading in the L2 Writing Processes through the Lens of the Classroom Talk: Exploratory Case Studies”

Group 4: The Impacts of Peer Review in L2 Writing (Stewart Center 214D)
Session Chair: Xinqiang Li
Chen Chia-Ling, “Effects of the Use of Rubric Implemented for Peer Evaluation in EFL College Writing Class”
Mimi Doyle, “The Challenges of the Peer-Review Process”
Ricky Lam, “Impact of Peer Review on EFL Students: A Case in Hong Kong”

10:15-10:30 Break
10:30-11:45 SESSION B (STEWART CENTER 214ABCD)

**Group 5: L1 in L2 Writing** (Stewart Center 214A)
*Session Chair: Brian Guthrie*
Scott Chien-Hsiung Chiu, “Double Translation for Teaching L2 Writing: Exploiting the L1 in Foreign Language Contexts”
Jeongsoo Pyo, “Heritage Language Literacy Development: A Case Study of a Korean Middle School Student”

**Group 6: Perspectives on Genre and Audience** (Stewart Center 214B) Session Chair: Elena Lawrick
M. Sidury Christiansen, “Building Multicompetent Writers in the L2 Classroom: Do Specific Audiences Change the Way Students Write?”
Yu Kyung Kang, “Texts, Tests & TOEFL: Making of a Genre”
Kwanghyun Park, “Localized Recontextualization of Genre Awareness in an ESP Approach to L2 Writing”

**Group 7: Sociolinguistic Perspectives** (Stewart Center 214C)
*Session Chair: Jihyun Im*
Yin Ling Cheung, “The Challenges of Nonnative-English-Speaking Students in Publishing in Refereed Journals”
İşıl Erduyan, “Teaching Writing in Both Worlds: Notes from a NNS Writing Instructor”

**Group 8: Sociocultural Perspectives** (Stewart Center 214D)
*Session Chair: Cris Elder*
Steve Fraiberg, “Mediating Multilingual and Multimodal Contexts: A Sociocultural Study of an Israeli Web-Based Start-Up Company”
John Hitz, “The Social Impact of EFL Writing Instruction in Turkey”
Dawang Huang & Chunsheng Yang, “Approaching Discursive Identity in Chinese Scientists’ Academic Discourse”

11:45-12:45 Lunch Break

12:25-12:45 Purdue Writing Lab Tour: Meet at Stewart Center 202

12:45-2:00 SESSION C (STEWART CENTER 214ABCD)

**Group 9: The Effects of Feedback** (Stewart Center 214A)
*Session Chair: Beth Kramer*
Helena Hall, “Feedback: A Tricky Matter”
Rachel Hansen, “The Effects of Second Language Learning on the Perception of Direct and Indirect Speech”
K. James Hartshorn, “The Effect of Manageable Corrective Feedback on L2 Writing Accuracy”
Group 10: Plagiarism in L2 Writing (Stewart Center 214B)
Session Chair: Steve Simpson
Brooke E. Musser, “The Writing Center as a Defense Against Unintentional Plagiarism”
Sachiko Yasuda, “Corpus-based approach to EAP writing courses: Analyzing citation practices in different disciplines”

Group 11: Writing Center (Stewart Center 214C)
Session Chair: Tanita Saenkhum
Natalie Dielman, “ Differences between ALI Advanced Writing Students and ESL Composition Students in Perceptions of the Writing Center”
Jaisree Jayaraman, “ Tutoring ESL Writers in the Writing Center: How to Avoid the Proofreading Trap”
Laurel D. Reinking & Yumi Takamiya, “Communicating Writing Center Schema to Second Language Writers”

Group 12: Interactions in L2 Writing (Stewart Center 214D)
Session Chair: Michael Hubert
Muhammad Abdul-Mageed, “Metadiscourse in Electronic L2 Writing: The Case of English E-mail Shared among Egyptian Academic E-groups' Participants”
Hana Kang, “Teaching Chinese Writing with a Contrastive Rhetoric Perspective: A Case Study in Chinese Email Writing”

2:00-2:15 Break

2:15-3:30 SESSION D (STEWART CENTER 214ABCD)

Group 13: New Modes for L2 Writing (Stewart Center 214A)
Session Chair: Fatima Esselli
Muhammad M. Abdel-Latif, “Towards a More Comprehensive and Valid Coding Scheme for Analyzing L2/FL Writers' Think-Aloud Protocols”
Rossana Camacho & Megan Palmer, “Developing Writing Fluency through Computer-Mediated Communication”
Carter Winkle, “Audio-Enhanced Feedback for Emergent Students' Writing: How English Language Learners Respond to Virtual Mediation”

Group 14: Perspectives on Problem Solving in L2 Writing (Stewart Center 214B)
Session Chair: Jaisree Jayaraman
Houxiang Li & Mei-Hsing Tsai, “Advice Delivery and Receipt in Peer Review Sessions in an ESL Graduate Writing Class”
Dachyeon Nam, “ESL Writers' Vocabulary Choices in Cultural Contrasts”
Fang Xu, “An Explorative Case Study of Lexical-Problem-Solving Mechanisms in EFL Writing”
**Group 15: Pedagogical Practices** (Stewart Center 214C)
*Session Chair: John Hitz*
- Mutsumi Inokawa, “Comparison of In-Class and Outside Class Essays”
- Sungwoo Kim, “Dialogue Journal as a site for Dynamic Assessment: A Preliminary Study”
- Tor Lindbloom, “Conversations with the Community: Applying Critical Pedagogy in the ESL Composition Classroom”

**Group 16: Role of Feedback and Motivation in SLW** (Stewart Center 214D)
*Session Chair: Beril Tezeller Arik*
- Soo Hyon Kim, “Effects of Noticing and Reformulation on Revision in Second Language Writing”
- Yan Zhao, “Creative Writing in L2: Processes and Learning Potential”

3:30-3:45 Break

3:45-5:00 SESSION E (STEW 214ABCD)

**Group 17: Historical Perspectives on Second Language Writing** (Stewart Center 214A)
*Session Chair: Beril Tezeller Arik*
- Yuan-Yu Karen Morgan, “An Overview of Studies on Writing Chinese as a Foreign Language”

**Group 18: Qualitative Research and L2 Writing Instruction** (Stewart Center 214B)
*Session Chair: Wongjan Poolpoem*
- Hyunju Lee, “Teaching First Year EAP Writing: The Role of "Genre"”
- Hong Ye, “The Missing Link: Between Creativity and Writing of Chinese English Learners”

**Group 19: To Be a Native Speaker or Not to Be** (Stewart Center 214C)
*Session Chair: Shihyu Chang*
- Davi S. Reis, “Challenging the Native Speaker Myth in the ESL Writing Classroom: How Identity Shapes Practice”
- Constantin Schreiber, “Native Speakers' Perceptions of ESL Students' Writing - Local and Global Errors Revisited”

5:15-6:00 SMALL GROUP DISCUSSIONS (STEWART CENTER 202)

6:30 SOCIAL GATHERING: Nine Irish Brothers, 119 Howard Avenue, West Lafayette
Symposium Schedule

Friday, June 6 - Symposium (Day 1)

8:30-9:30 Registration and Continental Breakfast (Stewart Center 214D)

9:30-9:45 Introduction (Stewart Center 214ABC)

9:45-10:30 KEYNOTE 1 (Stewart Center 214ABC)
Session Chair: Tony Silva
Melinda Reichelt, University of Toledo, USA, “Foreign Language Writing: An Overview”

10:30-10:45 Break

10:45-11:45 SESSION A (Stewart Center 214ABC)
Session Chair: Xiaoye You
Rachida Elqobai, Cadi Ayyad University, Morocco, “EFL in the Moroccan Educational System: The Whys and Hows”
Yukiko Abe Hatasa, University of Hiroshima, Japan, “L2 Writing Instruction in Japanese as a Foreign Language”

11:45-1:30 Lunch Break

12:45-1:05 Purdue Writing Lab Tour: Meet at Stewart Center 214D
1:05-1:30 Purdue Writing Lab Tour: Meet at Stewart Center 214D

1:30-2:15 KEYNOTE II (Stewart Center 214 ABC)
Session Chair: Liz Murphy
Marcela Ruiz-Funes, East Carolina University, USA, “Reading to Write in a Foreign Language: Cognition and Task Representation”

2:15-2:30 Break

2:30-3:30 SESSION B (Stewart Center 214ABC)
Session Chair: Deborah Crusan
Hadara Perpignan, Bar-Ilan University, Israel, “Ideas into Words: Narrowing the Gap in Doctoral Candidates’ Academic Writing in EFL”
Luciana C. de Oliveira, Purdue University, USA, “Teaching EFL Writing in Brazil: Issues and Possibilities”

3:30-3:45 Break

3:45-4:45 SESSION C (Stewart Center 214ABC)
Session Chair: Tony Cimasko
Natalie Lefkowitz, Central Washington University, USA, “Writing the Wrongs: Foreign and Heritage Language Instructors’ Quest for Accuracy”
Hui-Tzu Min, National Cheng Kung University, Taiwan, “A Principled Eclectic Approach to Teaching EFL Writing in Taiwan”
5:30-6:00 Cash Bar (Purdue Memorial Union, South Ballroom)

6:00-8:00 Dinner (Purdue Memorial Union, South Ballroom)
   Friday dinner is included in your registration. Please join us for an evening of conversation with colleagues from around the world.
Saturday, June 7 - Symposium (Day 2)

8:30-9:30 Registration and Continental Breakfast (Stewart Center 214D)

9:30-10:15 KEYNOTE III (STEWART CENTER 214ABC)
Session Chair: Melinda Reichelt
Rosa Manchón, Universidad de Murcia, Spain, “The Language Learning Potential of Writing in foreign Language Contexts: Lessons from Research”

10:15-10:30 Break

10:30-11:30 SESSION A (STEWART CENTER 214ABC)
Session Chair: Harry Harris
Helga Thorson, University of Victoria, Canada, “Student Perceptions of Writing as a Tool for Increasing Oral Proficiency in German”

11:30-1:30 Lunch Break

12:30-1:00 Purdue Writing Lab Tour: Meet at Stewart Center 214D
1:00-1:30 Purdue Writing Lab Tour: Meet at Stewart Center 214D

1:30-2:15 KEYNOTE IV (STEWART CENTER 214ABC)
Session Chair: Julio Roca de Larios
Jean Marie Schultz, University of California, Santa Barbara, USA, “Second Language Writing in the Era of Globalization”

2:15-2:30 Break

2:30-3:30 SESSION B (STEWART CENTER 214ABC)
Session Chair: M. Sidury Christiansen
Kees van Esch & Marly Nas, Radboud University Nijmegen, the Netherlands, “Writing in Spanish as a FL in Nijmegen: In Search of a Balance”
Wenyu Wang, Nanjing University, China, “Teaching Academic Writing to Advanced EFL Learners in China: Principles and Challenges”

3:30-3:45 Break

3:45-4:45 KEYNOTE V (STEWART CENTER 214ABC)
Session Chair: Paul Kei Matsuda
Icy Lee, The Chinese University of Hong Kong, China, “Issues and Challenges in Teaching and Learning EFL Writing: The Case of Hong Kong”

4:45-5:00 Closing Remarks (Stewart Center 214ABC)
Graduate Student Conference Abstracts

Thursday, June 5 - Graduate Student Conference

9:00-10:15 Session A

Group 1: Lessons from First-Year ESL Writing (Stewart Center 214 A)

Risk in the Second Language Writing Classroom: Students' Perceptions and Teaching's Response
Elizabeth L. Angeli, University of Wisconsin-Milwaukee

For this presentation, I report on a study that examined how first-year second language students in a composition class at a large, urban university perceive the intellectual risks of writing in a second language. This presentation discusses the study's results and considers how second language writing teachers can utilize students' perceptions of risk.

A University ESL Writing Course Evaluation
Nick David, Brigham Young University

This study evaluates Brigham Young University's ESL first-year writing course through pre and post-course writing samples, a questionnaire, and student interviews. Results indicate trends of student improvement in most writing areas and high perception of improvement while suggesting the need for greater coordination between university writing courses and writing centers.

Transfer of Knowledge from First-Year ESL Writing Classes to Writing in the Disciplines: Case Studies
Tanita Saenkhum, Arizona State University

This study demonstrated transferability and non-transferability of skill sets taught in the first-year ESL writing classes by featuring case studies of six international students' writing in the business and engineering disciplines, together with interviews with instructors. Pedagogical suggestions, supported by the research findings, for effectively working with ESL students were discussed.

Group 2: L2 Writing for Children (Stewart Center 214 B)

Using Task Based Writing Instruction to Provide Differentiated Instruction for English Language Learners
Alexandros Bantis, University of Southern California

One teacher and 10 third grade students participated in the month long study investigating the effects of task based writing instruction for English language learners using Open Court. Results indicate it is a useful vehicle to provide differentiated instruction and constructivist pedagogy to meet the diverse needs of language learners.
Study of Teaching Cohesive Devices through Reading Storybooks Aloud: Its Effects on Elementary School EFL Students' Writings
Yun-I Tung, Yuan Zu University

This study conducted an experimental study to explore whether teaching cohesive devices has a positive impact on the quality of student writings. The implication raises teacher's awareness that read aloud tasks should focus on introducing not only situations, characters, and plots but the use of cohesive devices.

Group 3: The Relationship between Speaking and L2 Writing (Stewart Center 214 C)

The Relationship between Writing and Speaking in the US Foreign Language Classroom
Michael D. Hubert, Purdue University

This study seeks to characterize the relationship between the development of L2 writing and speaking proficiencies in native English-speaking learners of Spanish as a Foreign Language at beginning, intermediate, and advanced levels of study. Writing and speaking samples were collected for comparison of synchronic proficiency level across these two modalities.

The Relationship between Spoken and Written Languages in L2/FL Writing Development
Kazumi Matsumoto, Purdue University

The primary purpose of this paper is to discuss the connection between speaking and writing in L2/FL writing development through a brief review of writing development studies as well as an analysis of the spoken and written samples of FL learners.

Reading in the L2 Writing Processes through the Lens of the Classroom Talk: Exploratory Case Studies
Ho Jung Yu, Arizona State University

This study reports the approaches and purposes of addressing writing samples during the instructional processes in the L2 writing classes via the classroom talk. The findings of this study explain the contextualization of reading in L2 writing classes and demonstrate how teachers and students are interacting in processing sample texts.

Group 4: The Impacts of Peer Review in L2 Writing (Stewart Center 214 D)

Effects of the Use of Rubric Implemented for Peer Evaluation in EFL College Writing Class
Chen Chia-Ling, Yuan Ze University, Taiwan

The purpose of the present study is to explore the effects of peer feedback with the clear writing criteria of rubrics during the peer review. Implications for students with the rubrics to develop a concept of good writing, have the guidance on feedback, and increase the revisions will be discussed.
The Challenges of the Peer-Review Process
Mimi Doyle, Central Michigan University

When a student's English proficiency level is below average, the peer-review session becomes challenging. This presentation provides survey data, collected from ESL writing instructors and students. It identifies the difficulties that students experience while having a peer-review, and it provides pedagogical suggestions toward making peer-reviews more efficient at all levels.

Impact of Peer Review on EFL Students: A Case in Hong Kong
Ricky Lam, The University of Hong Kong

This paper aims at exploring how peer review is perceived by intermediate EFL learners and its impact on students' writing development.

10:30-11:45 Session B

Group 1: L1 in L2 Writing (Stewart Center 214 A)

Double Translation for Teaching L2 Writing: Exploiting the L1 in Foreign Language Contexts
Scott Chien-Hsiung Chiu, Michigan State University

This study proposed a double translation design and explored the applicability and effectiveness of current SLA research findings and implications for the L2 writing context. Analysis of the retrospective verbal reports revealed the potential effects of input processing, reformulation, and functions of pushed output for ESL learners in L2 writing.

Heritage Language Literacy Development: A Case Study of a Korean Middle School Student
Jeongsoo Pyo, The Ohio State University

The presenter explores the case of a Korean 7th grader in the U.S., who started almost simultaneously her Korean and English reading and writing in a subtractive environment. By investigating different development aspects of L1 reading and writing, the presentation will discuss contributing factors for such a difference between reading and writing proficiency in HL. Also it gives pedagogical questions as to how to develop HL writing and how to possibly connect the L1 and L2 literacy practices and development.

Group 2: Perspectives on Genre and Audience (Stewart Center 214 B)

Building Multicompetent Writers in the L2 Classroom: Do Specific Audiences Change the Way Students Write?
M. Sidury Christiansen, Indiana University - Purdue University Fort Wayne

This study investigates the role of audience in SLW. The analysis of students' papers shows whether having no audience, a fictional audience, or a specific audience results in different uses of English and an awareness of various writing practices in the student's own language(s), thus aiding multicompetency.
Texts, Tests & TOEFL: Making of a Genre
Yu Kyung Kang, *University of Illinois at Urbana Champaign*

TOEFL writing test administered in the unique Korean context gave emergence to and is currently fostering a distinct genre, TOEFL writing. This genre, a mere imitation of American academic writing, unfortunately, is prone to lack "thought" and creativity due to the way it is taught and learned. Therefore, such a test, not conducive to creativity, not only encourages rote writing but also nurtures "mechanical" writers/thinkers when writing in English.

Localized Recontextualization of Genre Awareness in an ESP Approach to L2 Writing
Kwanghyun Park, *Pennsylvania State University*

This case study tracks one ESL writer's development of his awareness in an ESP genre-based writing instruction. The analysis shows that the student often resists instruction and hybridizes a multitude of resources to recontextualize his genre awareness. Creation of a localized genre as a goal of writing instruction is discussed.

Group 3: Sociolinguistic Perspectives (Stewart Center 214 C)

The Challenges of Nonnative-English-Speaking Students in Publishing in Refereed Journals
Yin Ling Cheung, *Purdue University*

This study focuses on Hong Kong doctoral students' perception as writers of journal articles, their difficulties in getting papers published in refereed journals, the strategies they use to cope with difficulties from writing to publishing, and their perception towards the training in publication in research degree programs in Hong Kong.

Teaching Writing in Both Worlds: Notes from a NNS Writing Instructor
İşıl Erdüyan, *University of Wisconsin-Madison*

One field that requires more attention in SLW research is the analyses of NNS EFL writing instructors. With this inspiration, this paper attempts to compare my experience in Turkey and the USA as a NNS English writing instructor; portraying both contexts from the perspective of my teaching identity and experience.
Glocal Complexity, Baroque Alignments, and Working-Class Adolescents: Co-Constructing Intel/legible Lessons in a Bengali English-Medium School
Gael Fonken, St Cloud State University

After teaching in India at an internationally-acclaimed, democratically-inclusive English-medium school, I reflect on the task of creating materials for remediating at-risk lower-class students. In the midst of multiple contact zones, sociocognitive resources are essential. Particularly, the basic skill of alignment helped my students and I write more appropriate (readable) texts.

Group 4: Sociocultural Perspectives (Stewart Center 214 D)

Mediating Multilingual and Multimodal Contexts: A Sociocultural Study of an Israeli Web-Based Start-Up Company
Steve Fraiberg, University of Illinois at Urbana-Champaign

Drawing on six months of ethnographic research on the language practices at an Israeli hi-tech company, this paper proposes a situated framework for studying literate activity in multilingual and multimodal contexts

The Social Impact of EFL Writing Instruction in Turkey
John Hitz, Purdue University

In Turkey, access to EFL writing instruction remains largely a privilege of the wealthy, a circumstance that might further divide an already unequal society. Being English-medium only, many Turkish universities provide students few opportunities to develop writing skills in Turkish. Thus, EFL writing instruction has been a focus of debate.

Approaching Discursive Identity in Chinese Scientists' Academic Discourse
Dawang Huang, City University of Hong Kong and Ningbo University (China) and Chunsheng Yang, Ohio State University

This ethnographically-inspired research shows the disciplinary socialization process of an experienced local-educated Chinese researcher via the theoretical lens of discursive identity. Notably, the fashioning of a somewhat ‘transpositionist’ multilingual writer can be seen through his selective participation into the international academic community concomitant with a pragmatist attitude towards local conversation.

12:45-2:00 Session C

Group 1: The Effects of Feedback (Stewart Center 214 A)

Feedback: A Tricky Matter
Helena Hall, University of Illinois at Urbana-Champaign

The current study focuses on the feedback two ESL composition teachers provided on their students' papers. Even though the teachers believed their feedback was easy to understand, the students often had difficulties figuring out what they needed to do. Therefore, they were not able to successfully revise their papers.
The Effects of Second Language Learning on the Perception of Direct and Indirect Speech
Rachel Hansen, Brigham Young University

This study looks at L2 learning and the interpretation of direct and indirect teacher feedback. Participants studied essays differing in the directness of teacher feedback. L2 learners were less able to understand indirect speech than native English speakers and were less likely to ascribe indirect speech to gender.

The Effect of Manageable Corrective Feedback on L2 Writing Accuracy
K. James Hartshorn, Brigham Young University

Many L2 writing teachers and students are overwhelmed by the numerous errors that need to be corrected in traditional approaches to process writing. Others simply reject the value of error correction. This study explores the effect on writing accuracy when students are systematically provided with manageable amounts of corrective feedback.

Group 2: Plagiarism in L2 Writing (Stewart Center 214 B)

The Writing Center as a Defense against Unintentional Plagiarism
Brooke E. Musser, University of Toledo

International students enrolled in American universities often have trouble adjusting to conventions of the country's citation. This difficult transition can have negative consequences for the students, including an accusation of plagiarism. The researcher examined how the writing center, country of origin, and previous education related to how three international students acclimated to the research protocol of a U.S. university.

Modeling Lessons, "Plagiarizing," and L2 Graduate Writer Authority
Talinn Phillips, Ohio University

Exploring a case study of an L2 graduate student, this presentation examines how one writer overused models and "patchwriting" in an ineffective attempt to construct her authority as a writer. Based on my findings, I discuss ways for teachers to use models critically in their classrooms, continually complicating their use.

Corpus-based Approach to EAP Writing Courses: Analyzing Citation Practices in Different Disciplines
Sachiko Yasuda, University of Hawaii at Manoa

Teaching citation practices is fundamental to EAP courses. To teach a different set of academic writing conventions across different disciplines, corpus conondancing tools seem to provide immense benefit for both L2 writers and EAP instructors. This presentation will demonstrate how the findings of corpus analysis will inform syllabus design and materials, and how using the corpus will help students learn different genres.
Group 3: Writing Center (Stewart Center 214 C)

Differences between ALI Advanced Writing Students and ESL Composition Students in Perceptions of the Writing Center
Natalie Dielman, *The University of Toledo*

A qualitative exploration into the differences in perception of the Writing Center between IEP students and university ESL students

Tutoring ESL Writers in the Writing Center: How to Avoid the Proofreading Trap
Jaisree Jayaraman, *Purdue University*

When working with ESL writers in one-on-one tutorials, writing center tutors often get into the predicament of editing and proofreading the tutees' work, instead of focusing on improving their writing skills. This presentation will provide some strategies for tutors to avoid the proofreading trap and make the tutorial a productive learning experience for the tutee.

Communicating Writing Center Schema to Second Language Writers
Laurel D. Reinking & Yumi Takamiya, *Purdue University*

Our research records tutorials between graduate-student tutors and graduate-student tutees who are nonnative speakers of English. Using conversation analysis methodology, we then transcribe and analyze the interactions. Preliminary results show that providing tutees with explicit schematic knowledge of writing center tutorials-specifically tutor and tutee roles-leads to a more goal-oriented tutorial.

Group 4: Interactions in L2 Writing (Stewart Center 214 D)

Metadiscourse in Electronic L2 Writing: The Case of English E-mail Shared among Egyptian Academic E-groups' Participants
Muhammad Abdul-Mageed, *Indiana University, Bloomington*

This paper investigates the use of metadiscourse in electronic academic L2 writing, with a focus on the variety of English produced by Egyptian academic e-groups' participants. The concept has been proven to be significant in 'offline' academic discourse and the results of the current paper suggest that it is also employed in electronic academic discourse, but with different distribution and frequencies

Teaching Chinese Writing with a Contrastive Rhetoric Perspective: A Case Study in Chinese Email Writing
Hana Kang, *The Ohio State University*

This study explores how contrastive rhetorical analysis between Chinese and English may help Chinese as a Foreign Language learners (CFL) write in Chinese. The findings indicate that CFL students gained an awareness of the different rhetorical styles between Chinese and English while exhibiting a positive attitude toward Chinese writing.
Towards a More Comprehensive and Valid Coding Scheme for Analyzing L2/FL Writers' Think-Aloud Protocols
Muhammad M. Abdel-Latif, University of Essex

This paper highlights some of the problematic aspects found in the previous coding schemes used for analyzing L2/FL writers' think-aloud protocols, presents a newly developed coding scheme and shows how it avoids these problematic issues found in the previous ones. The paper ends with presenting some implications for researchers interested in the composing process area.

Developing Writing Fluency through Computer-Mediated Communication
Rossana Camacho & Megan Palmer, Brigham Young University

The present study focuses on the impact of synchronous computer-mediated communication (SCMC) on writing fluency development. Students participated in an eleven-week SCMC program and their progress was measured comparing words per minute and error-free T-units. The students' perceptions are also reported.

Audio-Enhanced Feedback for Emergent Students' Writing: How English Language Learners Respond to Virtual Mediation
Carter Winkle, Barry University

Providing English Language Learners with meaningful and comprehensible feedback to their writing is essential to the development of academic writing skills. By means of internet-based courseware, an in-service teacher-researcher enhances an existing acronymic coding system with digital audio files to make available "virtual mediation" during students' revision processes.

Advice Delivery and Receipt in Peer Review Sessions in an ESL Graduate Writing Class
Houxiang Li & Mei-Hsing Tsai, The Pennsylvania State University

Adopting conversation analysis as an analytical framework, the present paper takes interactions in peer review sessions in a graduate ESL writing class as the locus of investigation, setting out to reveal the asymmetrical and delicate nature of advice giving and receiving among peers and its pedagogical implications.
ESL Writers' Vocabulary Choices in Cultural Contrasts
Daehyeon Nam, Indiana University, Bloomington

Twenty-four college-level Korean EFL writers’ expository writing samples, describing two different cultures, are analyzed. A corpus-based analysis is employed both quantitatively and qualitatively to identify the patterns of the writers' vocabulary choices and reactions to the cultures. Discussion includes how EFL writers position themselves in describing different cultures.

An Explorative Case Study of Lexical-Problem-Solving Mechanisms in EFL Writing
Fang Xu, School of Foreign Languages, Suzhou University, China

Based on both introspective and retrospective data from six Chinese EFL writers, the present study explored lexical-problem-solving mechanisms that the writers employed in the non-automatic process of transcribing thoughts into lexical units. Pedagogically, the study helped teachers to guide student writers in dealing with lexical problems in EFL writing.

Group 3: Pedagogical Practices (Stewart Center 214 C)

Comparison of In-Class and Outside Class Essays
Mutsumi Inokawa, Tokyo University of Foreign Studies

This study examined the differences between the assigned essays written in the classroom and those written outside the classroom by Japanese college students. Essays were analyzed from the perspective of linguistic accuracy, difficulty of the level of vocabulary used and the frequency of articles. Some implications for the instruction of writing essays are suggested.

Dialogue Journal as a site for Dynamic Assessment: A Preliminary Study
Sungwoo Kim, Pennsylvania State University

Dynamic Assessment (hereafter DA) attempts to overcome the traditional dichotomy of instruction and assessment. The study discusses the potential of the dialogue journal from the perspective of DA. It also proposes some considerations in applying DA to interactive journal writing in the CMC environment.

Conversations with the Community: Applying Critical Pedagogy in the ESL Composition Classroom
Tor Lindbloom, University of Minnesota

This paper proposes a means of making the content of writing courses relevant to the larger community while avoiding the theoretical and practical pitfalls which can accompany teaching through "political topics." Students learn more about the origins of their own values and how to address an audience with different values.
Group 4: Role of Feedback and Motivations in SLW (Stewart Center 214 D)

Second Language Acquisition and Second Language Writing
Leslie Altena, University of Pennsylvania

SLA research shows that feedback can draw attention to form/meaning/function relationships and help learners acquire language. A longitudinal study explored the relevance of this finding to L2 writing. Graduate ESL theology students' revisions in response to SLA-informed feedback were analyzed and compared with their retrospections on what made feedback useable.

Effects of Noticing and Reformulation on Revision in Second Language Writing
Soo Hyon Kim, University of Illinois at Urbana-Champaign

Despite teachers' best efforts, students often make limited revisions to their writing. This paper proposes that teachers' reformulation as feedback can raise students' awareness of their revisions, and sensitize them to the gap between their interlanguage and that of a more proficient writer, potentially helping them develop effective revision skills.

Creative Writing in L2: Processes and Learning Potential
Yan Zhao, University of Warwick, UK

The paper presents outcomes of my research into the L2 creative writing processes among subjects at Warwick University. Following up an interest in the motivations of recognized translingual novelists, I investigate relationships among varying stimuli, motivations, processes and learning outcomes in L2 creative writing.

3:45-5:00 Session E

Group 1: Historical Perspectives on Second Language Writing (Stewart Center 214 A)

An Overview of Studies on Writing Chinese as a Foreign Language
Yuan-Yu Karen Morgan, Purdue University

This study aims to provide an overview of what the researchers have investigated in the field of writing Chinese as a second language and what should future research look into to improve Chinese composition instruction.

First Generation L2 Composition Scholars: The Process Era
Karen Power, Cedarville University

My research is a historical study about the L2 composition scholars who carved out a place for writing instruction in the field of ESL. Practitioners like Zamel, Raimes, Reid, Johns, Kroll, Leki, Silva and others rejected the traditional methods of teaching in favor of more communicative approaches to language learning. In doing so, they became a generation of pioneers who, at a time which lacked any well developed theories of ESL, ventured into the unknown territory of second language composition in order to best serve the needs of a growing number of ESL university students. This is their story.
**Group 2: Qualitative Research and L2 Writing Instruction (Stewart Center 214 B)**

**Teaching First Year EAP Writing: The Role of "Genre"**  
Hyunju Lee, *The Ohio State University*

This paper is a preliminary report of a 6-month-long qualitative study of first year EAP writing courses at O.S.U. The researcher was the teacher of the courses. The study aims to describe how first year graduate students from various disciplines respond to genre-based writing instruction in a single classroom.

**The Missing Link: Between Creativity and Writing of Chinese English Learners**  
Hong Ye, *University of Melbourne*

As part of a bigger project, the study aims to improve understanding on issues concerning how to foster creativity through English writing in the Chinese context. Using narrative and ethnographic approaches, this paper will focus on writing programs in English language at Chinese universities in order to investigate how greater levels of creativity might be fostered.

**Group 3: To Be a Native Speaker or Not to Be (Stewart Center 214 C)**

**Challenging the Native Speaker Myth in the ESL Writing Classroom: How Identity Shapes Practice**  
Davi S. Reis, *The Pennsylvania State University*

This paper traces the development of an ESL writing teacher's identity and explores how his beliefs influence his identity and practice. After challenging the native speaker fallacy himself, he used his instructional practice to empower his students to do the same. Implications for teacher education and research are offered.

**Native Speakers' Perceptions of ESL Students' Writing - Local and Global Errors Revisited**  
Constantin Schreiber, *Ball State University*

Analyzing native speakers' reactions to advanced learners' writing, this study presents a model for a needs analysis for advanced pre-academic ESL writing classes. The results of this approach can be used to identify priorities for ESL writing instruction that serves the purpose of preparing learners for academic coursework.
Symposium Abstracts

Friday, June 6 - Symposium (Day 1)

9:45-10:30 Keynote I (Stewart Center 214ABC)

Foreign Language Writing: An Overview
Melinda Reichelt, University of Toledo, USA

In this keynote address, I will provide an overview of the FL writing literature, including a description of the contexts focused on, the topics addressed, the methods used in FL writing research, and common venues for publication of FL writing works. Additionally, I will describe contextual factors shaping foreign language writing and writing instruction in contexts around the globe, including linguistic, economic, cultural, and political factors as well as factors related to local pedagogical environments. I will conclude with questions about FL writing for us to consider as we listen to the remaining symposium presentations.

10:45-11:45 Session A (Stewart Center 218ABC)

EFL in the Moroccan Educational System: The Whys and Hows
Rachida Elqobai, Cadi Ayyad University, Morocco

The Moroccan linguistic context is one of the most intricate in North Africa. Learning and mastering foreign languages, at least two in addition to the official language, Arabic, is one of the educational system’s objectives (National Charter of Education). As an important component of this multilingual context, English is gaining a lot more interest, especially with globalization. This presentation aims to give an overview of this complicated, yet very rich linguistic context. The use of English both in Moroccan social life and at school (Official Guidelines for Teaching English) is presented with a focus on the role of writing in the EFL teaching curriculum.

L2 Writing Instruction in Japanese as a Foreign Language
Yukiko Abe Hatasa, University of Hiroshima, Japan

This presentation will report current views about the place of writing instruction in Japanese as a Foreign language programs in the US colleges and universities, and explain rationales behind such views, in terms of learning context, learner needs, instructional goals and FL acquisition of Japanese by learners of non-alphabetic language backgrounds. Then, how writing is planned and instructed in these programs and issues involved in the writing instruction in this context will be discussed. In addition, the instructional practice in JFL will be compared with that in JSL and issues that may need to be considered in JFL curriculum will be discussed.

1:30-2:15 Keynote II (Stewart Center 214ABC)

Reading to Write in a Foreign Language: Cognition and Task Representation
Marcela Ruiz-Funes, East Carolina University, USA

This presentation provides an overview of the cognition of reading to write in a Foreign Language (FL) and explains the processes that are orchestrated when students participate in such a complex intellectual activity. It highlights the major studies done in FL writing process research and their implications for teaching, the notion of reading as an interactive process, and the importance of task representation in reading to write. The theoretical framework of this work is based on the investigations conducted by Flower et al on reading to write in English as a first language and those of Carson and Leki in English as a second language.
Ideas into Words: Narrowing the Gap
Hadara Perpignan, Bar-Ilan University, Israel

The experience described is that of teaching a course in EFL academic writing at the PhD level in Israel. After situating writing in English in the learners’ academic lives, I will situate my pedagogical choices in the many-faceted related literatures. I will then present the course syllabus as constructed along two interwoven strains of learner activity, one consisting of highly personalized multi-draft text production and the other of group tasks, which will be illustrated. One theme running through this presentation is that of the disturbing disparity between the complexity of the ideas to be expressed and the limited range of language resources with which to express them.

Teaching EFL Writing in Brazil: Issues and Possibilities
Luciana C. de Oliveira, Purdue University, USA

This presentation examines issues related to EFL writing instruction in Brazil. The presenter describes the institutional context of Brazil, the role English has played in the Brazilian educational system, and a brief summary of language education policies that have influenced the teaching of EFL. The presenter addresses the writing instruction that takes place in Brazil, the principles underlying that instruction, and the issues and possibilities for teaching EFL writing in the Brazilian educational context.

Writing the Wrongs: Foreign and Heritage Language Instructors’ Quest for Accuracy
Natalie Lefkowitz, Central Washington University, USA

This paper describes pedagogical practices employed in L2 writing instruction geared toward foreign language (FL) and heritage language (HL) students. Participants include university Anglophone and Latino Spanish majors, and FL and HL writing instructors (both native and non-native speakers of the languages they teach). Ethnographic surveys and interviews reveal prevailing beliefs that influence perceptions and expectations of students, course objectives, achievement of classroom goals, materials selection, error treatment strategies, feedback, grading, assignment types and procedures, sociolinguistic/cultural sensitivity, and the underlying principles guiding these choices. Suggested pedagogical implications pertain to appropriate instructional approaches and materials for these distinct language learner populations.

A Principled Eclectic Approach to Teaching EFL Writing in Taiwan
Hui-Tzu Min, National Cheng Kung University, Taiwan

This paper describes a principled eclectic approach to teaching English writing in a university in Taiwan. This pedagogy is premised on the three guiding principles of Kumaravadivelu’s macrostrategic framework: particularity, practicality, and possibility (Kumaravadivelu, 2006, p. 69) and takes into account various components in L2 writing: the L2 writer, the L2 reader, the L2 text, the contexts for L2 writing, the writing teacher, and the interaction of these elements. The author will present how she integrated and adapted the mainstream writing approaches to assist her students in composing academic essays in English.
The Language Learning Potential of Writing in Foreign Language Contexts: Lessons from Research
Rosa Manchón, *Universidad de Murcia, Spain*

In this presentation I intend to explore the instrumental role that writing can have in the language learning experience of foreign language (FL) learners. I shall start by discussing the theoretical and educational reasons that justify the inquiry into this issue. I will then review the cumulative empirical evidence on the instrumental role that writing can have in instructed learning contexts. To this end, I will first provide an overview of the most prominent themes in this line of inquiry. This will be followed by a deeper analysis of some of the main findings of this research, together with an assessment of the instructional implications that may derive from it, with a special focus on pedagogical decision making regarding task-related factors and issues of feedback.

Teaching English Writing in Ukraine: Principles and Practices
Oleg Tarnopolsky, *Dnipropetrovsk University of Economics and Law, Ukraine*

The paper deals with the basic issues of teaching writing in English as a foreign language (EFL) to Ukrainian tertiary students. Teaching EFL writing is considered as aimed at two principal goals – teaching the techniques of writing and teaching writing skills – and having two principal directions – teaching writing for practical purposes and teaching academic writing. Twelve principles of teaching EFL writing are discussed with the indication of each principle’s relevance to one or both of its principal goals and to one or both directions in teaching writing.

Student Perceptions of Writing as a Tool for Increasing Oral Proficiency in German
Helga Thorson, *University of Victoria, Canada*

This presentation focuses on the dynamic interconnections between foreign-language writing and speaking and concentrates on writing as a tool for learning and, in particular, writing as a tool for enhancing oral proficiency. The role of writing in second language conversation courses is addressed, particularly students’ perceptions of writing as a tool for increasing oral production. The results of a survey tracking students’ perceptions of writing at the beginning and end of their conversation courses are summarized. Finally, suggestions for ways in which instructors can design second language conversation courses using writing as a tool for enhancing oral proficiency are provided.

Second Language Writing in the Era of Globalization
Jean Marie Schultz, *University of California, Santa Barbara, USA*

Globalization’s effect on the teaching of English and foreign language literature and culture has created a problematic stance toward the role of second language writing. Whereas transnational trends would seem to cast the study of foreign cultures and the ability to communicate orally in an urgent light, the predominance of English as the lingua franca paradoxically suggests that learning to write in a foreign language should be decidedly subordinate to the other goals of language study. Within the context of globalization, what, then, is the role of foreign language writing and what are the implications of teaching and/or learning to write in a foreign language?
2:30-3:30 Session B (Stewart Center 214ABC)

Writing in Spanish as a FL in Nijmegen: In Search of a Balance
Kees van Esch & Marly Nas, Radboud University Nijmegen, The Netherlands

A student of FL writing can be compared with a circus performer who is balancing plates on poles: seeking a balance between content, text organization and language in order to put up a good performance. The Nijmegen Spanish as a FL writing courses we report on in this presentation aim at providing that balance by teaching students the necessary knowledge, skills and strategies to write good argumentative essays and by making them use teacher and peer feedback on argumentation, language and text organization.

Teaching Academic Writing to Advanced EFL Learners in China: Principles and Challenges
Wenyu Wang, Nanjing University, China

This paper introduces the principles I follow and the challenges I meet in an academic writing class for undergraduate English majors at a large research university in China. The principles include knowing students’ needs, connecting reading and writing, explicating discourse structures, designing communicative writing tasks, scaffolding the writing process, maximizing the effect of response, and evaluating both product and progress. These principles show features, but not constraints, of process- and genre-based teaching approaches to L2 writing instruction. For me, the best principle is: use whatever works best in the classroom, no matter what name tag it wears. Challenges I encounter in my teaching are also discussed, including rhetorical problems and plagiarism issues surfacing in students’ writing, as well as my dilemma with error treatment.

3:45-4:45 Closing Plenary (Stewart Center 214ABC)

Issues and Challenges in Teaching and Learning EFL Writing: The Case of Hong Kong
Icy Lee, The Chinese University of Hong Kong, China

In post-colonial Hong Kong, English is increasingly regarded as a foreign rather than a second language. Although English continues to command a high market value, complaints about falling English standards have been escalating, and there is a general perception that people with a good command of written English are at a premium. Why have years of English language education in Hong Kong failed to produce students whose writing measures up to society’s expectations? This paper attempts to answer this question by examining the problems students and teachers face in the Hong Kong writing classroom, uncovering the myriad of issues and challenges that may confront EFL students and teachers in similar contexts.
In 2009, the Symposium on Second Language Writing will be held at Arizona State University.

Immerse yourself in the grand natural beauty of the Grand Canyon State, the amenities of a major vacation destination, and the warm November sun as you contemplate the future of the field with world’s leading scholars.

Is it too early to be talking about the future?

No, not at all.

The future is always just ahead of us.

More information, including call for proposals, will be available online at: http://sslw.asu.edu/
Second Language Writing at Purdue University

The Department of English at Purdue University offers M.A. and Ph.D. students opportunities to specialize in second language writing in either of two programs.

English as a Second Language
The graduate program in English as a Second Language offers courses in historical and theoretical foundations of second language studies, curriculum design, qualitative research design, quantitative research design, second language acquisition, professional development, sociolinguistics, the structure of contemporary English, second language writing, world Englishes, and language testing. The program's faculty includes: Dwight Atkinson, Margie Berns, April Ginther, and Tony Silva. For more information, see the program website at http://www.cla.purdue.edu/english/esl/index.html.

Rhetoric and Composition
The graduate program in Rhetoric and Composition offers courses in contemporary composition theory: classical, medieval, modern, and postmodern rhetoric; empirical research on writing; writing assessment; writing across the curriculum; writing center theory; writing program administration; professional writing theory; visual rhetoric; digital publishing; and new media. The program's faculty includes Jennifer Bay, Samantha Blackmon, Linda Bergmann, David Blakesley, Richard Johnson-Sheehan, Thomas Rickert, Shirley Rose, Michael Salvo, Patricia Sullivan, and Irwin Weiser. For more information, see the program website at http://www.digitalparlor.org/rhetcomp/.

Teaching Opportunities
Teaching opportunities in the English department include courses in first-year composition, advanced composition, business writing, technical writing, ESL writing (graduate and undergraduate), ESL oral communication (graduate), linguistics, literature, and the writing lab.

Questions?
If you are interested in studying second language writing at Purdue, contact Tony Silva at tony@purdue.edu. If you have general questions about English Graduate Studies at Purdue, contact Jill Quirk at griffi@purdue.edu. If you have questions about student life or would like to hear a student's perspective regarding graduate studies in the department, contact the GradSEA officers at gradsea@expert.cc.purdue.edu.
Second Language Writing at Arizona State University

Arizona State University offers opportunities to specialize in second language writing in several degree programs, including:

- Ph.D. in English with a Concentration in Rhetoric, Composition and Linguistics
- Ph.D. in Applied Linguistics
- Master’s in Teachers of English to Speakers of Other Languages (MTESOL)
- M.A. in Linguistics (Applied Linguistics Track)

ASU regularly offers an advanced graduate course on second language writing as well as a wide range of courses in applied linguistics, composition studies, rhetoric and TESOL. Students will have a chance to work with several faculty members with expertise in second language writing, including: Sarah Hudelson, Mark A. James, and Paul Kei Matsuda.

In addition, ASU is home of many internationally known researchers in closely related fields, including: Akua Duku Anokye, Carole Edelsky, Christian Faltis, Patricia Friedrich, James Paul Gee, Barbara Lafford, Roy Major, Aya Matsuda, Bryan Smith, Duane Roen, and Terrence G. Wiley, among many others.

One of the largest universities in the United States with a considerable number of international and resident multilingual students, ASU is uniquely situated to provide rich cross-linguistic and cross-cultural experience as well as opportunities for class observations, internships, teaching and research.

Arizona State University will be hosting the 2009 Symposium on Second Language Writing on November 5-7, 2009. (For more information, see http://sslw.asu.edu/.)

With a variety of programs as well as a large number of faculty members and courses in areas related to second language writing, ASU provides abundant opportunities for you to explore various areas of inquiry that can contribute to your development as a second language writing teacher, researcher, and program administrator. In other words, ASU has something for everyone!

If you are interested in studying second language writing at ASU, please feel free to contact Paul Kei Matsuda at Paul.Matsuda@asu.edu or visit http://matsuda.jslw.org/.

For more information about graduate programs offered by the English Department, please contact:

Sheila Luna, Graduate Coordinator
Arizona State University
Department of English
Box 870302
Tempe, AZ 85287-0302
Telephone: 480-965-3194
Fax: 480-965-3451
E-mail: sheila.luna@asu.edu
http://www.asu.edu/english/
The Second Language Writing Interest Section

Teachers of English to Speakers of Other Languages

TESOL, a global association for English language teaching professionals, is both a professional organization and a specialized field of study. During its June 2005 board meeting, the TESOL board of directors approved the Second Language Writing Interest Section, the newest of the nineteen interest sections within TESOL.

The Second Language Writing Interest Section (SLWIS) provides a forum for researchers and educators to discuss and exchange information in the area of second language writing. The group has experienced rapid growth within TESOL and welcomes participation both online and in person at the annual spring convention and exposition.

Discussion E-List

Visit http://www.tesol.org/getconnected to subscribe to SLWIS-L, the discussion list for SLW-IS members, or visit http://lists.tesol.org/read/?forum=slwis-l if you are already a subscriber.

Second Language Writing at TESOL

The 43rd Annual TESOL Convention will be held in Denver, CO from March 26-28, 2009

SLWIS will host colloquia, workshops, and presentations on all aspects of second language writing. In addition, the Open Business & Planning Meeting, traditionally held Thursday late afternoon, is a time to get involved with planning for the subsequent year.

An Evening with the Second Language Writing Interest Section: Forging New Pathways in the Teaching of Second Language Writing

Thursday, March 26, 2009 from 8:00 – 10:00 pm Location TBA

2009 will mark the third year that the SLWIS hosts an event at which noted second language writing scholars will be available to participants to discuss issues related to second language writers and writing in a social and very informal setting.

For more information, please contact:

Gigi Taylor, Chair vgtaylor@email.unc.edu

Chris Tardy, Chair-Elect CTARDY@depaul.edu
The Committee on Second Language Writing
The Conference on College Composition and Communication
National Council of Teachers of English

The Conference on College Composition and Communication (CCCC) is the world's largest professional organization for researching and teaching composition, from writing to new media. The CCCC Committee on Second Language Writing (SLW) forms the core of a dynamic group of composition scholars, instructors and administrator who come together to discuss and address second language writing issues. The group continues to grow and we welcome your participation on the email list throughout the year and in person at the annual conference in the spring.

SLW.CCCC: Second Language Writing at CCCC Email List

In order to facilitate communication among people who are interested in second language writing, the Committee on Second Language Writing sponsors an email discussion list (hosted by North Carolina State University). To join the list, send an email message to mj2@lists.ncsu.edu with the following in the body of the message (do not type anything in the subject line): subscribe slw_cccc

Second Language Writing at the Conference on College Composition and Communication
The 2009 Conference will be held March 11-14 in San Francisco, CA

The annual conference offers many opportunities for second-language specialists to attend, present, participate, and network, including:

Sessions
CCCCs features numerous sessions on second language writing and writers with topics from identity to assessment, from the classroom to online communities, from primarily US English contexts to global multilingual writing.

Workshops (traditionally all day Wednesday)
Members of the CCCC Second language writing community offer two consecutive half-day workshops about working with multilingual writers. The morning workshop provides a common basis of practices and understandings about the reality of teaching L2 students. The afternoon workshop builds on themes presented in the morning and provides participants with opportunities to engage in several focused small-group discussions topics that best address their individual needs.

Special Interest Group (SIG) Meeting (traditionally Thursday evening)
The mission of the Second Language Writing Special Interest Group (SIG) is to bring scholars and practitioners together to discuss the issues that all writing instructors, and, by extension, all writing programs face when working with second-language writers. Each year’s SIG meeting at CCCC convenes for discussion around a particular issue and closes with an invitation for attendees to gather for dinner. We will examine the revisions to the CCCC’s Position Statement on SLW.

Committee on Second Language Writing Open Meeting (traditionally Saturday morning)
Each year, the Committee on Second Language Writing sponsors an open meeting to plan activities and sessions for the following year. If you’d like to get involved in second language writing workshops or the Special Interest Group on Second Language Writing, please come to this meeting. We will also share ideas for panel proposals. In 2009, the committee will be working on its charge to revise the CCCC Position Statement on Second Language Writing and Writers.

If you have any questions about the activities above or the Committee on Second Language Writing in general, please feel free to email the Committee’s Co-Chairs:

Christina M. Ortmeier-Hooper
ortmeier@educ.umass.edu

Susan Miller-Cochran
susan_miller@ncsu.edu
Journal of Second Language Writing
An international journal on second and foreign language writing and writing instruction

Aims and Scope
The Journal of Second Language Writing is devoted to publishing theoretically grounded reports of research and discussions of central issues in second and foreign language writing and writing instruction. Some areas of interest are personal characteristics and attitudes of L2 writers, L2 writers' composing processes, features of L2 writers' texts, readers' responses to L2 writing, assessment/evaluation of L2 writing, contexts (cultural, social, political, institutional) for L2 writing, and any other topic clearly relevant to L2 writing and/or writing instruction.

Impact Factor
The Journal of Second Language Writing has an Impact Factor of 0.700*

Top Articles downloaded from the Journal of Second Language Writing (October - December 2007)
The use of paraphrase in summary writing: A comparison of L1 and L2 writers
Volume 15, Issue 4, December 2006, Pages 261-278
Keck, C.

Genre pedagogy: Language, literacy and L2 writing instruction
Volume 16, Issue 3, September 2007, Pages 148-164
Hyland, K.

Preparing writing teachers to teach the vocabulary and grammar of academic prose
Volume 16, Issue 3, September 2007, Pages 129-147
Coxhead, A.; Byrd, P.

Teaching writing teachers about assessment
Volume 16, Issue 3, September 2007, Pages 194-209
Weigle, S.C.

Collaborative writing: Product, process, and students' reflections
Storch, N.

*Journal Citation Reports® 2007, published by Thomson Scientific
Titles of Interest from Routledge

Please visit the Routledge booth for more information on these and other titles!

NEW!
Undergraduates in a Second Language
Challenges and Complexities of Academic Literacy Development
Ilona Leki

A Synthesis of Research on Second Language Writing in English
Ilona Leki, Tony Silva, and Alister Cumming

Forthcoming!
Generation 1.5 in College Composition
Teaching Academic Writing to U.S.-Educated Learners of ESL
Edited by Mark Robarge, Meryl Siegal and Linda Harklau

Handbook of Research on Writing
History, Society, School, Individual, Text
Edited by Charles Bazerman

Handbook of Research in Second Language Teaching and Learning
Edited by Eli Hinkel
2nd Edition
Teaching ESL Composition
Purpose, Process, and Practice
Dana R. Ferris and John S. Hedgecock
Response to Student Writing
Implications for Second Language Students
Dana R. Ferris

Second Language Writing Research Perspectives on the Process of Knowledge Construction
Edited by Paul Kei Matsuda and Tony Silva
Teaching Academic ESL Writing Practical Techniques in Vocabulary and Grammar
Eli Hinkel
Second Language Acquisition
An Advanced Resource Book
Kees de Bot, Wander Lowie, and Marjolijn Verspoor

ESL & Applied Linguistics
Professional Series

NEW!
Idioms
Description, Comprehension, Acquisition, and Pedagogy
Dilin Liu

Forthcoming!
Teaching ESL/EFL Reading and Writing
LS.P Nation

Forthcoming!
Teaching ESL/EFL Listening and Speaking
LS.P Nation and Jonathan Newton

New Perspectives on Grammar
Teaching in Second Language Classrooms
Edited by Eli Hinkel and Sandra Fotos

Researching Second Language Classrooms
Sandra Lee McKay
Second Language Writers’ Text
Linguistic and Rhetorical Features
Eli Hinkel

NEW!
3rd Edition
Second Language Acquisition
An Introductory Course
Susan M. Gass and Larry Selinker

NEW!
Handbook of Cognitive Linguistics and Second Language Acquisition
Edited by Peter Robinson and Nick C. Ellis
Case Study Research in Applied Linguistics
Patricia Duff
On Second Language Writing
Tony Silva and Paul Kei Matsuda

To order call 1-800-634-7064 or go online www.routledgeeducation.com
Second-Language Writing in the Composition Classroom
A Critical Sourcebook

Paul Kei Matsuda, Arizona State University
Michelle Cox, University of New Hampshire
Jay Jordan, Pennsylvania State University
Christina Ortmeier-Hooper, University of New Hampshire

Second-Language Writing addresses key issues for instructors working with multilingual writers in first-year composition. Framed with insightful introductory material, this sourcebook provides both theoretical context and practical resources for designing courses, negotiating differences among students, and responding to and assessing second-language writing.

you get more
at Bedford/St. Martin's

everything we do to support teaching Bedford Select technology that helps you think outside the book The Bedford/St. Martin's Series in Rhetoric and Composition readers that match the ways you teach Just-in-Time Teaching handbooks that workTake 20 rhetorics for every level PeerSpace interactive e-books Comment landmark professional resources CompClass practical teaching guides Exercise Central 3.0 award-winning anthologies Peer Factor expert consultants i-cite custom with care Adjunct Central the best editors in the business ix more free resources than any other publisher Make-a-Paragraph Kit service & support when you need it Exercise Central To Go experienced authors i-claim a publisher who composition BITs innovative teaching materials The Bedford Bibliographer reasonable prices Teaching Central careful development Testing ToolKit trade titles available at a discount Re:Writing workshops & symposia Re:Writing Plus fabulous party at 4Cs
ESL Online@UVic

 Beginner Writing     Intermediate Writing     Advanced Writing
 Beginner Listening     Intermediate Listening     Advanced Listening

Introduction to Information Technology English

Two Options to Study Online

Learn on Your Own
Unlimited access to exercises and lessons
Instant feedback to answers
Flexible learning within each course
Thirty-day learning experience

Learn with a Tutor
Unlimited access to exercises, lessons and assignments
Personalized feedback from your tutor
Flexible study schedule
Three-month learning experience

For information, contact:
Email: info@encomium.com • Skype: encomiumpub • Sample courses: www.encomium.com

Affiliated with
University of Victoria | Continuing Studies

Encomium Publications
Tel: 800-234-4831; 513-871-4377
Fax: 513-871-4312