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Description. The Michigan Series on Teaching Multilingual Writers. In the years since the first edition of Controversies in Second Language Writing was published, there been little to no clear resolution of the controversies Casanave so accessibly and fair-mindedly laid out. In fact, many of them have become far more complex and intertwined with many other 21 st century issues that teachers of L2 writiing cannot help but be affected by in their classrooms.

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This book brings together top scholars on different sides of the important scholarly debate between the translangual movement and the field of second language writing. Drawing on a wide range of perspectives, this volume examines the differences in theory and practice with the hope of promoting reconciliation between the two schools of thought. Chapters address the tensions in the relationship between translangualism and second language writing and explore programs, pedagogies, and research that highlight commonalities between the two camps. With contributions from leading scholars, this book comprehensively addresses the issues related to this contentious debate and offers ways to bring the two camps into conversation with one another in a way that promotes effective teaching practices. By providing a panoramic view of the current situation, the text is a timely and unique contribution to TESOL, applied linguistics, and composition studies.

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Assessment in the Second Language Writing Classroom is a teacher and prospective teacher-friendly book, uncomplicated by the language of statistics. The book is for those who teach and assess second language writing in several different contexts: the IEP, the developmental writing classroom, and the sheltered composition classroom. In addition, teachers who experience a mixed population or teach cross-cultural composition will find the book a valuable resource. Other books have thoroughly covered the theoretical aspects of writing assessment, but none have focused as heavily as this book does on pragmatic classroom aspects of writing assessment. Further, no book to date has included an in-depth examination of the machine scoring of writing and its effects on second language writers. Crusan not only makes a compelling case for becoming knowledgeable about L2 writing assessment but offers the means to do so. Her highly accessible, thought-provoking presentation of the conceptual and practical dimensions of writing assessment, both for the classroom and on a larger scale, promises to engage readers who have previously found the technical detail of other works on assessment off-putting, as well as those who have had no previous exposure to the study of assessment at all.

Provides an accessible, comprehensive and practical introduction to current theory and research in second language writing and their classroom applications.

Offers an up-to-date analysis of issues related to providing, using and researching feedback, including new developments in technology.

This module explores the purposes of and methods for teaching second language writing. Engaging and accessible, Teaching Second Language Writing is organized into three sections that mainly focus on activities, approaches and real-life writing tasks and genres that are the most applicable and useful for the language teaching classroom. -- The Routledge E-Book Modules on Contemporary Language Teaching introduce students to the major areas of second language instruction through jargon-free style and explain concepts as they are introduced thus facilitating comprehension for those with little or no background. The series consists of independent modules that can stand alone or be combined at the discretion of the reader or instructor. The modules can also be used as supplements to existing materials for maximum flexibility. Modules in this series include: Language (Bill VanPatten) Communication and Skill (Bill VanPatten) Second Language Acquisition: The Basics (Gregory D. Keating) Focusing on Form in Language Instruction (Wynne Wong and Daphnée Simard) Vocabulary in Language Teaching (Joe Barcroft) Interactive Tasks (Michael J. Leeser and Justin P. White) Technology in Language Learning: An Overview (Bryan Smith) Teaching Second Language Writing (Charlene Polio) Readers have the option to select and download electronically the 40-50 page modules for individual use, or to purchase multiple modules at once. With each module written by an expert in that respective field, with self-quizzes, reflection boxes, recommended readings, and discussion questions, these modules serve as the ideal text for introductory courses in Second Language Instruction. To purchase these modules and view module summaries, please visit the series companion website: www.routledge textbooks.com/textbooks/9781315679594/

Theory has been used widely in the field of second language writing. Second language writing specialists|teachers, researchers, and administrators|have yet to have an open and sustained conversation about what theory is, how it works, and, more important, how to practice theory. Practicing Theory in Second Language Writing features fourteen essays by distinguished scholars in second language writing who explore various aspects of theoretical work that goes on in the field.

In this original volume, eighteen researchers from different parts of the world reflect on their own research projects, providing insights into key methodological issues in research on second language writing. By offering a glimpse into the process of constructing and negotiating knowledge in the field--the messy space of situated practices of inquiry--it helps to demystify the research process, which can appear in published studies and in introductory methodology guides to be neater and more orderly than it actually is. Taking a broad conception of research as inquiry that emphasizes the situated and constructed nature of knowledge in the field, Second Language Writing Research: Perspectives on the Process of Knowledge Construction encourages multiple forms of inquiry, including philosophical, narrative, and historical modes. Empirical inquiry as presented in this book encompasses both quantitative and qualitative approaches as well as those that strategically combine them. A helpful discussion of the "nuts and bolts" of developing sustainable research programs is also provided. The volume as a whole facilitates a situated, issue-driven research practice. Its unique focus on second language writing research makes it an invaluable resource for both novice and experienced researchers in the field.

Understanding, Evaluating, and Conducting Second Language Writing Research speaks to the rapidly growing area of second language writing by providing a uniquely balanced approach to L2 writing research. While other books favor either a qualitative or quantitative approach to second language acquisition (SLA) research, this text is comprehensive in scope and does not privilege one approach over the other, illuminating the strengths of each and the ways in which they might complement each other. It also provides equal weight to the cognitive and socio-cultural approaches to SLA. Containing an array of focal studies and suggestions for further reading, this text is the ideal resource for students beginning to conduct L2 writing research as well as for more experienced researchers who wish to expand their approach to conducting research.

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