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Examining what is involved in learning to write for academic purposes from a variety of perspectives, this book focuses in particular on issues related to academic writing instruction in diverse contexts, both geographical and disciplinary. Informed by current theory and research, leading experts in the field explain and illustrate instructional programs, tasks, and activities that help L2/multilingual writers develop knowledge of different genres, disciplinary expectations, and expertise in applying what they have learned in both educational and professional contexts.

The book inquires into critical thinking through a cultural approach. Based on an ethnographic study, it compares Chinese postgraduate students' conceptualisations and applications of critical thinking in three different settings in China and the UK. From an insider's perspective, it analyses the intricate interplay of multiple cultural and individual factors that conditions students' critical thinking development as they learn to write an academic thesis and to manage postgraduate learning. The book offers insights into the nature of problems that Chinese students encounter with critical thinking and envisions possibilities for the ideas for critical thinking to have a transformative power in an intercultural space. The book will primarily be of interest to academics and educators who work on critical thinking and academic writing, especially those who work with Chinese students. Scholars interested in intercultural issues in higher education may also find it relevant.



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It can be a challenge writing in a language that is not your native tongue. Constructing academic essays, dissertations and research articles in this second or foreign language is even more challenging, yet across the globe thousands of academics and students do so, some out of choice, some out of necessity. This book looks at a major issue within the field of English for Academic Purposes (EAP). It focuses on the issues confronting non-native-English-speaking academics, scholars and students, who face increasing pressure to write and publish in English, now widely acknowledged as the academic lingua franca. Questions of identity, access, pedagogy and empowerment naturally arise. This book looks at both student and professional academic writers, using qualitative text analysis, quantitative questionnaire data, corpus investigations and ethnographic approaches to searchingly examine issues central to the EAP field.

Second language students not only need strategies for drafting and revising to write effectively, but also a clear understanding of genre so that they can appropriately structure their writing for various contexts. Over that last decade, increasing attention has been paid to the notion of genre and its central place in language teaching and learning. Genre and Second Language Writing enters into this important debate, providing an accessible introduction to current theory and research in the area of written genres-and applying these understandings to the practical concerns of today's EFL/ESL classroom. Each chapter includes discussion and review questions and small-scale practical research activities. Like the other texts in the popular

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Michigan Series on Teaching Multilingual Writers, this book will interest ESL teachers in training, teacher educators, current ESL instructors, and researchers and scholars in the area of ESL writing.

Provides insights into the process of knowledge construction in EFL/ESL writing - from classrooms to research sites, from the dilemmas and risks NNEST student writers experience in the pursuit of true agency to the confusions and conflicts academics experience in their own writing practices.

Academic Writing in a Global Context addresses the issue of the pressure on academics worldwide to produce their work in English in scholarly publishing, and why the growth of the use of academic English matters. Drawing on an eight year 'text-ethnographic' study of the experiences of fifty scholars working in Europe, this book discusses these questions at both a macro and micro level – through discussions of knowledge evaluation systems on all levels, and analysis of the progress of a text towards publication. In addition to this, case studies of individual scholars in their local institutions and countries are used to illustrate experiences of using English in the academic world. Academic Writing in a Global Context examines the impact of the growing dominance of English on academic writing for publication globally. The authors explore the ways in which the global status attributed to English is impacting on the lives and practices of multilingual scholars working in contexts where English is not the official language of communication and throws into relief the politics

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surrounding academic publishing. This book will be of interest to postgraduates and professionals in the fields of World Englishes, language and globalization and English Language Teaching.

This book focuses on appropriate English for Academic Purposes instructional concepts and methods in the Japanese context. It investigates a variety of pedagogical techniques, addressing the fundamental academic English skills – listening, speaking, reading and writing – as well as assessment and materials development. All the research included was conducted in Japanese university settings, thus shedding new light on the effective implementation of EAP teaching and learning activities with Japanese learners of English. This book is of interest to anyone working in an EAP context at the secondary or tertiary level, especially those which include Japanese learners.

Overall, this study offered a critical lens to examine undergraduate student writing by exploring their writing process and portraying their intentionality as writers rather than viewing issues in their writing as simply “problems” or “mistakes,” a shift in focus that can reframe and broaden the ways researchers approach the study of students’ writing practices and increase instructors’ awareness of the complexities of writing development.

Multilingual writers—often graduate students with more content knowledge and

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broader cultural experience than a monolingual tutor—unbalance the typical tutor/client relationship and pose a unique challenge for the writing center. *Multilingual Writers and Writing Centers* explores how directors and tutors can better prepare for the growing number of one-to-one conferences with these multilingual writers they will increasingly encounter in the future. This much-needed addition of second language acquisition (SLA) research and teaching to the literature of writing center pedagogy draws from SLA literature; a body of interviews Rafoth conducted with writing center directors, students, and tutors; and his own decades of experience. Well-grounded in daily writing center practice, the author identifies which concepts and practices directors can borrow from the field of SLA to help tutors respond to the needs of multilingual writers, what directors need to know about these concepts and practices, and how tutoring might change in response to changes in student populations. *Multilingual Writers and Writing Centers* is a call to invigorate the preparation of tutors and directors for the negotiation of the complexities of multilingual and multicultural communication.

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