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Edited by Barbara Kroll

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Acknowledgments

For most of my 35 years of teaching, I have been working to address the needs of writers and to investigate the variables that contribute to differing skill levels in the texts that non-native speakers of English produce. I salute all of my colleagues who have worked to create the field that no one could have named when I started teaching: second language writing studies; they have enriched my life immeasurably with their efforts to establish a discipline and seek answers to our common questions. This book represents the work of several members of that scholarly community, each focusing on a specific aspect of our now very diverse field.

I wish to thank the contributors to this volume; they worked diligently to repeatedly revise their chapters, helping me realize the vision I had for this book. They also dealt gracefully with the feedback given by a variety of anonymous reviewers who read multiple versions of the manuscript. I thank the reviewers for putting in such scrupulous attention to the volume; even when their individual suggestions and concerns contradicted each other, their collective advice proved useful in shaping the final text.

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Barbara Kroll

Abbreviations used

ACT	American College Testing Program
ASTP	Army Specialized Training Program
CCCC	Conference on College Composition and Communication
CLEAR	Center for Language Education and Research
CUNY	City University of New York
EAP	English for academic purposes
EFL	English as a foreign language
ELI	English Language Institute
ELTS	English Language Testing Service
ESL	English as a second language
ESP	English for special [or specific] purposes
ETS	Educational Testing Service
FCE	(Cambridge) First Certificate in English
FL	foreign language
GSLPA	Graduating Students' Language Proficiency Assessment
IATEFL	International Association of Teachers of English as a Foreign Language
IEA	International Educational Achievement
IELTS	International English Language Testing System
IRC	Internet relay chat
JBW	<i>Journal of Basic Writing</i>
LAN	local area network
L1	native [or first] language
L2	second language
MELAB	Michigan English Language Battery
MOO	multi-user domain, object-oriented
MUD	multi-user domain
NES	native English speakers
NR	New Rhetoricians
PEG	Project Essay Grader
SAT	Scholastic Aptitude Test
SFL	Systemic Functional Linguistics
SLA	second language acquisition

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TESL	Teaching of English as a second language
TESOL	Teachers of English to Speakers of Other Languages
TOEFL	Test of English as a Foreign Language
TWE	Test of Written English
WAC	writing across the curriculum
WAN	wide area network
WSSE	World Standard Spoken English

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Series editors' preface

Whereas it is commonplace to talk of English as the language of globalization and international communication, it is appropriate to recognize that it is written English that is the predominant medium for much of this discourse. Second language writing skills play an increasingly important role today in the lives of professionals in almost every field and discipline, creating a challenge to those responsible for the teaching of second language writing. The growing body of research by scholars in the field of second language writing instruction reflects an international response to this phenomenon, much of the results of which are reflected in the present volume.

Exploring the Dynamics of Second Language Writing is a timely collection of original papers surveying theory, research, and practice in the teaching of second language writing. Each of the chapters provides a useful overview of a key topic in second language writing, identifying the major theoretical issues, surveying research findings, and exploring applications to second language teaching.

The book is based on several assumptions:

- The field of second language (L2) writing is an autonomous discipline, though one that draws on a number of related fields, including composition studies, rhetoric, contrastive rhetoric, text linguistics, and genre theory.
- There is a demand today for teachers with a high level of pedagogical understanding and expertise in the different aspects of writing instruction, from curriculum development, to classroom pedagogy, to assessment.
- If teachers, teacher educators, and language teaching professionals are to keep abreast of ideas and developments in this rapidly expanding field, they need access to information on current research theory and practice. Language programs around the world require instructors who can assist international students to meet the complex academic writing demands of a wide range of disciplines.
- The teaching of writing is based on an understanding of the nature of texts, cognitive processes, learners, participants, and learning contexts;

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and a variety of different research approaches are needed to explore these variables.

These themes are reflected throughout this book, which draws on theory and research to examine pedagogical issues and to provide a basis for the development of courses in L2 writing. The contributors show how the field has developed in the last 40 years, explain the shifts in theoretical perspectives and teaching approaches that have marked its development, and suggest directions for future research. The book will thus prove an invaluable resource for teachers in preparation, as well as for experienced teachers, researchers on L2 writing, and curriculum and materials developers.

Michael H. Long

Jack C. Richards