Critical Academic Writing And Multilingual Students A Suresh Canagarajah

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.

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.

This landmark volume provides a broad-based, state-of-the-art overview of current knowledge and research into second language teaching and learning. Fifty-seven chapters are organized in eight thematic sections: "social contexts of second language learning;" "research methodologies in second-language learning, acquisition, and teaching;" "contributions of applied linguistics to the teaching and learning of second language skills;" "second language processes and development;" "teaching methods and curricula;" "issues in second or foreign language testing and assessment;" "identity, culture, and critical pedagogy in second language teaching and learning;" and "important considerations in language planning and policies. The Handbook of Research in Second Language Teaching and Learning is intended for researchers, practitioners, graduate students, and faculty in teacher education and applied linguistics programs; teachers; teacher trainers; teacher trainees; curriculum and material developers; and all other professionals in the field of second language teaching and learning.

Reflections on Language Teacher Identity Research is the first book to present understandings of language teacher identity (LTI) from a broad range of research fields. Drawing on their personal research experience, 41 contributors locate LTI within their area of expertise by considering their conceptual understanding of LTI and the methodological approaches used to investigate it. The chapters are narrative in nature and take the form of guided reflections within a common chapter structure, with authors embedding their discussions within biographical accounts of their professional lives and research work. Authors weave discussions of LTI into their own research biographies, employing a personal reflective style. This book also looks to future directions in LTI research, with suggestions for research topics and methodological approaches. This is an ideal resource for students and researchers interested in language teacher identity as well as language teaching and research more generally.

Adopting an interdisciplinary perspective, BUILDING GENRE KNOWLEDGE provides a unique look into the processes of building genre knowledge while offering a dynamic theory of those processes that is inclusive of both monolingual and multilingual writers—a necessary move in today's linguistically diverse classrooms. It will therefore be of great interest to researchers and practitioners in both first and second language writing studies.

A working guide for students conducting theological writing and research on theology and biblical studies courses, this book integrates the disciplines of writing, rhetoric, and theology, to provide a standard text for the teaching and mentoring of writing across the theological curriculum. As a theological rhetoric, it also encourages excellence in theological writing in the public domain by helping to equip students for their wider vocations as writers, preachers, and communicators in a variety of ministerial and professional contexts. This 2nd Edition includes new chapters on 'Writing Theology in a New Language', which explores the linguistic and cultural challenges of writing theology well in a non-native language, and 'Writing and Learning Theology in an Electronic Age', addressed to distance learning students learning to write theology well from online courses, and dealing with the technologies necessary to do so.

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.

This edited collection brings to the forefront attempts to connect critical pedagogy and ELT (English Language Teaching) in different parts of the world. The authors in this collection write from their own experiences, giving the chapters nuanced understanding of the everyday struggles that teachers, teacher educators and researchers face within different contexts. Throughout the book, contributors connect micro-contexts (classrooms) with macro-contexts (world migration, politics and social issues) to demonstrate the impact and influences of pedagogy. In problematizing ELT and focusing on so-called 'peripheral' countries where educators have created their own critical pedagogies to respond to their own local realities, the contributors construct ELT in a way that goes beyond the typical ESL/EFL distinction. This unique edited collection will appeal to teacher educators, in-service teachers working in the field as well as students and scholars of English language teaching, second language acquisition and language education policy.

The Handbook of Second and Foreign Language Writing is an authoritative reference compendium of the theory and research on second and foreign language writing that can be of value to researchers, professionals, and graduate students. It is intended both as a retrospective critical reflection that can situate research on L2 writing in its historical context and provide a state of the art view of past achievements, and as a prospective critical analysis of what lies ahead in terms of theory, research, and applications. Accordingly, the Handbook aims to provide (i) foundational information on
the emergence and subsequent evolution of the field, (ii) state-of-the-art surveys of available theoretical and research (basic and applied) insights, (iii) overviews of research methods in L2 writing research, (iv) critical reflections on future developments, and (iv) explorations of existing and emerging disciplinary interfaces with other fields of inquiry. This is the first book-length study of bilingual, international, and immigrant students in English writing courses that attempts to fully embed their writing experiences within the broader frame of their personal histories, the human context of their development, and the disciplinary contexts of their majors. It address the questions: How useful are L2 writing courses for the students who are required to take them? What do the students carry with them from these courses to other disciplinary courses across the curriculum? What happens to these students after they leave ESL, English, or writing classes? Drawing on data from a 5-year longitudinal study of four university students for whom English was not their strongest/primary language, it captures their literacy experiences throughout their undergraduate careers. The intensive case studies answer some questions and raise others about these students' academic development as it entwined with their social experiences and identity formation and with the ideological context of studying at a US university in the 1990s.

This collection of innovative, thought-provoking papers discusses contemporary issues, practices, and research related to the role and teaching of English in multilingual countries. The papers, written by experienced practitioners in the field from a number of different countries, examine how the English language can be more effectively taught to students in Asia who speak English as their second, third, or fourth language. The book will be of interest not only to linguists, language teachers and educators but also to social science researchers involved in exploring the effects language policy can have on education and society at large. The eleven chapters in this book are divided into three sections: multilingual aspects in the teaching and learning of English, code-switching and code-mixing, and assessment. Their authors came to Karachi from different academic, cultural and geographic backgrounds and with diverse experiences of the world of English Language Teaching in order to participate in the Fifth International Seminar hosted by the Aga Khan University Centre of English Language. The contributors are all multi-linguals for whom the question of how best to teach languages is a challenge they face on a daily basis. This small collection of papers is likely to become a powerful resource for English teachers, scholars, and researchers interested in the problems facing language educators in today’s multilingual, multi-cultural world.

This guide aims to demystify the practices of scholarly journal publishing in English. The book focuses on practices, institutions and politics rather than language and writing. Drawing on 10 years of research into academic publishing and writing practices, it provides a guide for readers to relate to their own contexts and situations as they consider publishing. Spotlighting the challenges and realities faced by linguistically diverse immigrant and resident students in U.S. secondary schools and in their transitions from high school to community colleges and universities, this book looks at programs, interventions, and other factors that help or hinder them as they make this move. Chapters from teachers and scholars working in a variety of contexts build rich understandings of how high school literacy contexts, policies such as the proposed DREAM Act and the Common Core State Standards, bridge programs like Upward Bound, and curricula redesign in first-year college composition courses designed to recognize increasing linguistic diversity of student populations, affect the success of this growing population of students as they move from high school into higher education.

This book proposes a broad-based multiteracies theory and praxis for college writing curriculum. Khadka expands on the work of the New London Group's theory of multiteracies by integrating work from related disciplinary fields such as media studies, intercultural communication, World Englishes, writing studies, and literacy studies to show how they might be brought together to aid in designing curriculum for teaching multiple literacies, including visual, digital, intercultural, and multimodal, in writing and literacy classes. Building on insights developed from qualitative analysis of data from the author's own course, the book examines the ways in which diverse groups of students draw on existing literacy practices while also learning to cultivate the multiple literacies, including academic, rhetorical, visual, intercultural, and multimodal, needed in mediating the communication challenges of a globalized world. This approach allows for both an exploration of students' negotiation of their cultural, linguistic, and modal differences and an examination of teaching practices in these classrooms, collectively demonstrating the challenges and opportunities afforded by a broad-based multiteracies theory and praxis. This book will be of particular interest to scholars and researchers in writing studies, rhetoric and communication studies, multimodality, media studies, literacy studies, and language education.

Scholars who use English as an additional language confront challenges when disseminating their research in the global market of knowledge production dominated by English. English for Research Publication Purposes analyses the experiences and practices of these scholars across the globe and presents "critical plurilingual pedagogies" as a theoretically and empirically informed means of supporting them. This book: • Draws on an empirical study of a Latin American university's effort to mount a course that provides support to emerging and established scholars who use English as an additional language; • Brings theoretically informed discussions of critical pedagogies, plurilingualism and identity affirmation to better serve plurilingual scholars who seek to publish their research in English-language journals; • Provides examples of classroom activities that can be adapted and adopted to local contexts and realities in a curriculum based on critical plurilingual pedagogies; • Proposes future directions for research into the internationally urgent, growing concerns of global scholars who produce English-medium academic knowledge for the world stage. Incisive and cutting-edge, English for Research Publication Purposes will be key reading for academics and upper-level students working in the areas of ESP, EAP, ERPP, and Applied Linguistics. This work acts as a critique of current scholarly publishing practices, exposing the inequalities in the way academic knowledge is constructed and legitimized. It examines three broad conventions governing academic writing: textual concerns, social customs, and publishing practices.

Focusing on adolescent multilingual writing, this text problematizes the traditional boundaries between academic writing in school contexts and self-initiated writing outside of the formal learning environment. By reconceptualizing the nature of adolescent multilingual writing, the author establishes it as an interdisciplinary genre and a key area of inquiry for research and pedagogy. Organized into six chapters, Reconceptualizing the Writing Practices of Multilingual Youth provides an in-depth examination of the writing practices of multilingual youth from sociocultural and social practice perspectives. Drawing on first-hand research conducted with young people, the text questions the traditional dichotomy between academic writing and non-formal equivalents and proposes a symbiotic approach to exploring and cultivating the connections between in- and out-of-school literate lives. By
highlighting a bidirectional relationship between formal and informal writing, the text advocates for writing instruction that helps adolescents use writing for entertainment, identity construction, creative expression, personal well-being, and civic engagement, as well as helps them learn to navigate future literacies that we cannot imagine or predict now. This much-needed text will provide researchers and graduate students with a principled overview and synthesis of adolescent multilingual writing research that is significant yet underexplored in applied linguistics, TESOL, and literacy studies.

This book takes a critical look at why issues of language in higher education are routinely marginalised, despite the growing internationalisation of universities. Through analyses of a variety of intercultural encounters, the book highlights the range of interpretative possibilities available for understanding these encounters, and suggests the role that the reality of the contemporary intercultural dynamic between the Socratic and Confucian pedagogic traditions can play in driving change to the pedagogic practices of higher education. Another important aim of the book is to examine language in the academy as an object of cultural theory. While rooted in the practical and empirical reality of teaching and using language in higher education, this book argues for the importance of examining the institutional interface between language and higher education, and of critically exploring the values inscribed in the pedagogy and evaluation of academic language.

Understanding digital modes and practices of traditional rhetoric are essential in emphasizing information and interaction in human-to-human and human-computer contexts. These emerging technologies are essential in gauging information processes across global contexts. Digital Rhetoric and Global Literacies: Communication Modes and Digital Practices in the Networked World compiles relevant theoretical frameworks, current practical applications, and emerging practices of digital rhetoric. Highlighting the key principles and understandings of the underlying modes, practices, and literacies of communication, this book is a vital guide for professionals, scholars, researchers, and educators interested in finding clarity and enrichment in the diverse perspectives of digital rhetoric research.

This book presents a participatory action research study exploring the social identity and academic literacies of bilingual preservice teachers. It describes the transformative experiences of undergraduate students during their participation in a program specially designed to develop bilingual teachers in Hawaii, USA. Further, it discusses how the curriculum and instruction in the classroom provide a ‘third space’ for facilitating peer interaction and critical reflection on such issues as academic literacy, heritage language education, and teacher identity. In doing so, it connects ideas of social identity and academic literacies of bilingual preservice teachers to the “real work” of mentoring and teaching PreK-12 students themselves.

This collection of scholarly articles by leading researchers offers empirical data and analysis of complex issues related to providing feedback during the writing process.

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 who include Japanese learners.

The SAGE Handbook of Rhetorical Studies surveys the latest advances in rhetorical scholarship, synthesizing theories and practices across major areas of study in the field and pointing the way for future studies. Edited by Andrea A. Lunsford and Associate Editors Kirt H. Wilson and Rosa A. Eberly, the Handbook aims to introduce a new generation of students to rhetorical study and provide a deeply informed and ready resource for scholars currently working in the field. Critical Academic Writing and Multilingual Students is a guide for writing teachers who wish to embark on a journey toward increased critical awareness of the role they play, or potentially could play, in the lives of their students. “—Jacket. Multilingual writers—often graduate students with more content knowledge and 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 Rafroth 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.

Fully updated and packed with new material, the second edition of Thesis and Dissertation Writing in a Second Language is the ideal guide for non-native speaker students and their supervisors working on writing a thesis or dissertation in English. Considering the purposes of thesis and dissertation of writing alongside writer/reader relationships, this book uses accessible language and practical examples to discuss issues that are crucial to successful thesis and dissertation writing. This edition offers: Insights into the experience of being a doctoral writer, issues of writer identity, and writing with authority. Typical language and discourse features of theses and dissertations Advice on the structure and organisation of key sections Suggestions for online resources which support writing. Extracts from completed theses and dissertations. Guidance on understanding examiner expectations. Advice on publishing from a PhD Suitable for students from all disciplines, Thesis and Dissertation Writing in a Second Language is essential reading for non-native speaker students looking to complete a thesis or dissertation in English.

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. This volume highlights the role of language ideologies in the process of negotiation of identities and shows that in different historical and social contexts different identities may be negotiable or non-negotiable.

Languages are inseparable from their contexts of use. They are not only congruent with, but also involved in the configuration of the worldview and value systems manifested in cultures and embodied in texts. The spread of English worldwide foregrounds the issue of textual dynamics in intercultural settings. The production/reception of texts in English facilitates international contacts and exchanges, yet it also triggers hegemonic practices. The volume aims to investigate the representations and negotiations of sociocognitive identities in intercultural settings relevant for ‘good practice’. Contributions explore ‘languaging’ strategies (verbal, visual, multimodal; English monolingual, bilingual, multilingual) through a range of methodological perspectives wherein the respect for sociocultural differences is a constitutive value.

One-on-one encounters with writers often contribute more to the development of student writing abilities than any classroom activity because they are personalized and responsive to individual needs. For the encounters to be successful, the writing tutor, teacher, or consultant must be prepared, must be knowledgeable of what it means to write and the factors that make writing more and less effective, and must also know the students. This guide focuses on what those who conference with second language writers need to know to respond best to students, recognize their needs, and steer conversations in productive directions. One on One with Second Language Writers provides tips about activities that can be adapted to individual contexts, student writing samples that can be analyzed for practice, a glossary, a list of useful resources, and a checklist for conferencing sessions. The book is appropriate for use in university and secondary school writing or learning centers, teacher training programs for both general composition and ESOL instructors, and as an individual reference tool. The book uses non-technical language where possible, but terminology is introduced where it might be useful when conferencing with students.

This volume begins by locating critical inquiry within the epistemological and methodological history of second language study. Subsequent chapters portray researcher-participant exploration of identity and agency while challenging inequitable policies and practices. Research on internationalization, Englishization, and/or transborder migration address language policies and knowledge production at universities in Hong Kong, Standard English and Singlish controversies in Singapore, media portrayals of the English as an Official Language movement in South Korea, transnational advocacy in Japan, and Nicaraguan/Costa Rican South to South migration. Transnational locations of identity and agency are fore-fronted in narrative descriptions of Korean heritage language learners, a discursive journey from East Timor to Hawaii, and a reclaimed life history by a Chinese peasant woman. Labor union and GLBT legal work illustrate discourses that can hinder or facilitate agency and change. Hawaiian educators advocate for indigenous self-determination through revealing the political and social meanings of research. California educators describe struggles at the front-lines of resistance to policies and practices harmful to marginalized children. A Participatory Action Research (PAR) project portrays how Latina youth in the U.S. “resist wounding inscriptions” of the intersecting emotional and physical violence of homes, communities, and anti-immigrant policies and attitudes. Promoting agency through drawing on diversity resources is modeled in a bilingual undergraduate PAR project. The volume as a whole provides a model for critical research that explores the multifaceted and evolving nature of language identities while placing those traditionally known as participants at the center of agency and advocacy.

This book is a pioneer attempt to bridge the gap between the fields of second language acquisition (SLA) and second and foreign language (L2) writing. Its ultimate aim is to advance our understanding of written language learning by compiling a collection of theoretical meta-reflections and empirical studies that shed new light on two crucial dimensions of the theory and research in the field: first, the manner in which L2 users learn to express themselves in writing (the learning-to-write dimension), and, second, the manner in which the engagement in written output practice can contribute to developing competences in an L2 (the writing-to-learn dimension). These two areas of disciplinary inquiry have up until now developed separately: the learning-to-write dimension has been the cornerstone of L2 writing research, whereas the writing-to-learn one has been theorized and researched within SLA studies, hence the relevance of the book for exploring L2 writing-SLA interfaces.

Editors and contributors pursue the ambitious goal of including within WAC theory, research, and practice the differing perspectives, educational experiences, and voices of second-language writers. The chapters within this collection not only report new research but also share a wealth of pedagogical, curricular, and programmatic practices relevant to second-language writers. Representing a range of institutional perspectives—including those of students and faculty at public universities, community colleges, liberal arts colleges, and English-language schools—and a diverse set of geographical and cultural contexts, the editors and contributors report on work taking place in the United States, Asia, Europe, and the Middle East.

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 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.

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 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. In this book, Rebecca Lorimer Leonard shows how multilingual migrant women both succeed and struggle in their writing contexts. Based on a qualitative study of everyday multilingual writers in the United States, she shows how migrants’ literacies are revalued because they move with writers among their different languages and around the world. Writing on the Move builds a theory of literate valuation, in which socioeconomic values shape how multilingual migrant writers do or do not move forward in their lives. The book details the complicated reality of multilingual literacy, which is lived at the nexus of prejudice, prestige, and power.

The Routledge Handbook of English for Academic Purposes provides an accessible, authoritative and comprehensive introduction to English for Academic Purposes (EAP), covering the main theories, concepts, contexts and applications of this fast growing area of applied linguistics. Forty-four chapters are organised into eight sections covering: Conceptions of EAP Contexts for EAP EAP and language skills Research perspectives Pedagogic genres Research genres Pedagogic contexts Managing learning Authored by specialists from around the world, each chapter focuses on a different area of EAP and provides a state-of-the-art review of the key ideas and concepts. Illustrative case studies are included wherever possible, setting out in an accessible way the pitfalls, challenges and opportunities of research or practice in that area. Suggestions for further reading are included with each chapter. The Routledge Handbook of English for Academic Purposes is an essential reference for advanced undergraduate and postgraduate students of EAP within English, Applied Linguistics and TESOL.

Featuring a collection of newly commissioned essays, edited by two leading scholars, this Handbook surveys the key research findings in the field of English for Specific Purposes (ESP). • Provides a state-of-the-art overview of the origins and evolution, current research, and future directions in ESP • Features newly-commissioned contributions from a global team of leading scholars • Explores the history of ESP and current areas of research, including speaking, reading, writing, technology, and business, legal, and medical English • Considers perspectives on ESP research such as genre, intercultural rhetoric, multimodality, English as a lingua franca and ethnography

Critical Academic Writing and Multilingual Students

The Routledge Handbook of Multilingualism provides a comprehensive survey of the field of multilingualism for a global readership, and an overview of the research which situates multilingualism in its social, cultural and political context. The handbook includes an introduction and five sections with thirty two chapters by leading international contributors. The introduction charts the changing landscape of social and ethnographic research on multilingualism (theory, methods and research sites) and it foregrounds key contemporary debates. Chapters are structured around sub-headings such as: early developments, key issues related to theory and method, new research directions. This handbook offers an authoritative guide to shifts over time in thinking about multilingualism as well as providing an overview of the range of contemporary themes, debates and research sites. The Routledge Handbook of Multilingualism is the ideal resource for postgraduate students of multilingualism, as well as those studying education and anthropology.

In this book, Jennifer Jenkins, one of the leading proponents of English as a Lingua Franca, explores current academic English language policy in higher education around the world. Universities around the world are increasingly presenting themselves as “international” but their English language policies do not necessarily reflect this, even as the diversity of their student bodies grows. While there have been a number of attempts to explore the implications of this diversity from a cultural perspective, little has been said from the linguistic point of view, and in particular, about the implications for what kind(s) of English are appropriate for English lingua franca communication in international higher education. Throughout the book Jenkins considers the policies of English language universities in terms of the language attitudes and ideologies of university management and staff globally, and of international students in a UK setting. The book concludes by considering the implications for current policies and practices, and what is needed in order for universities to bring themselves in line linguistically with the international status they claim. English as a Lingua Franca in the International University is an essential read for researchers and postgraduate students working in the areas of Global Englishes, English as a Lingua Franca and English for Academic Purposes.

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