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Nota di contenuto	Frontmatter -- Contents -- Contributors -- Acknowledgements -- Preface -- Introduction. Broadening the Perspective of L2 Writing Scholarship: The Contribution of Research on Foreign Language Writing -- Chapter 1. Situated Writing Practices in Foreign Language Settings: The Role of Previous Experience and Instruction -- Chapter 2. Changes in English as a Foreign Language Students' Writing Over 3.5 years: A Sociocognitive Account -- Chapter 3. Towards a Blueprint of the Foreign Language Writer: The Linguistic and Cognitive Demands of Foreign Language Writing -- Chapter 4. The Temporal Dimension and Problem-solving Nature of Foreign Language Composing Processes. Implications for Theory -- Chapter 5. Age-related Differences and Associated Factors in Foreign Language Writing. Implications for L2 Writing Theory and School Curricula -- Chapter 6. The Globalization of Scholarship: Studying Chinese Scholars Writing for International Publication -- Chapter 7. A Critical Evaluation of Writing Teaching Programmes in Different Foreign Language Settings -- Chapter 8. The Contribution of Studies of Foreign Language Writing to Research,

Theories and Policies -- Chapter 9. Studying Writing Across EFL Contexts: Looking Back and Moving Forward -- Chapter 10. Training for Writing or Training for Reality? Challenges Facing EFL Writing Teachers and Students in Language Teacher Education Programs -- Chapter 11. Bibliography of Sources on Foreign Language Writing -- Index

Sommario/riassunto

This book represents the most comprehensive account to date of foreign language (FL) writing. Its basic aim is to reflect critically on where the field is now and where it needs need to go next in the exploration of FL writing at the levels of theory, research, and pedagogy, hence the two parts of the book: 'Looking back' and 'Looking ahead'. The chapters in Part I offer accounts of both the inquiry process followed and the main insights gained in various long-term research programs. The chapters in Part 2 contribute a retrospective analysis of the available empirical research and of professional experiences in an attempt to move forward. The book invites the reader to step back and rethink seemingly well established knowledge about L2 writing in light of what is known about writing in FL contexts.

2. Record Nr.	UNIORUON00332388
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