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Nota di contenuto	Goals for AcademicWriting -- Editorial page -- Title page -- LCC data -- Table of Contents -- Foreword -- 1. Introduction, purpose, andconceptual foundations -- Section I. The Main Study -- 2. Context and designof the research -- 3. Students' goals for ESL anduniversity courses -- 4. A study of contrasts:ESL and university instructors'goals for writing improvement -- Section II. Case Studies -- 5. Nine Chinese students writingin Canadian university courses -- 6. Students' and instructors' assessmentsof the attainment of writing goals -- 7. The language of intentionsfor writing improvement:A systemic functionallinguistic analysis -- 8. Goals, motivations, and identities ofthree students writing in English -- 9. Variations in goals and activitiesfor multilingual writing -- Section III. Implications -- 10. Implications for pedagogy, policy,and research -- References -- Appendices -- Subject index -- Contributors -- The series Language Learning & Language Teaching.
Sommario/riassunto	This book documents the results of a multi-year project that investigated the goals for writing improvement among 45 students and

their instructors in intensive courses of English as a Second Language (ESL) then, a year later, in academic programs at two Canadian universities. The researchers present a detailed framework to describe these goals from the perspectives of the students as well as their instructors. The goals are analyzed for groups of students from particular backgrounds internationally, for changes over time, and in relation to the ESL and academic courses. The authors use activity theory, goal theory, various sociolinguistic concepts, and multiple data sources (interviews, observations, stimulated recalls, questionnaires, and text analyses) to provide a contextually-grounded perspective on learning, teaching, writing, second-language development, and curriculum policy. The book will interest researchers, educators, and administrators of ESL, university, college, and literacy programs around the world.
