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Nota di contenuto	Preliminary Material / Phan Le Ha and Bradley Baurain -- Chapter 1: Crafting New Possibilities for Self: The Ethics of Teaching Creative Writing in EFL / Rosemary Viete -- Chapter 2: The Writing and Culture Nexus: Writers' Comparisons of Vietnamese and English Academic Writing / Phan Le Ha -- Chapter 3: Chinese Postgraduate Students Learning to Write in English: Toward an Understanding of L2 Academic Writing / Meihui Wang -- Chapter 4: Turning the Spotlight to International Students' Internal Negotiations: Critical Thinking in Academic Writing / Ly Thi Tran -- Chapter 5: Staff Perceptions about the Role of Writing in Developing Critical Thinking in Business Students / Duong Bich Hang -- Chapter 6: 'I Pain, I Gain': Self-Assessment in a

Chinese University Academic Writing Course / Paul McPherron -- Chapter 7: Cross-Cultural Moral Explorations in Plagiarism / Bradley Baurain -- Chapter 8: Beyond the Accusation of Plagiarism / Qing Gu and A. Jane Brooks -- Chapter 9: Plagiarism, Intertextuality and the Politics of Knowledge, Identity and Textual Ownership in Undergraduate ESL/EFL Students' Academic Writing / Celia Thompson -- Chapter 10: Developed World Influences on ESL/EFL Writing Situations: Differentiating Realities from Fantasies / Jayakaran Mukundan -- Chapter 11: Walking the Tightrope: An Inquiry into English for Academic Purposes / Matthew Piscioneri -- Afterword Crossing Cultures in an Unequal Global Order: Voicing and Agency in Academic Writing in English / T. Ruanni F. Tupas -- List of Volumes / Phan Le Ha and Bradley Baurain.

Sommario/riassunto

This volume aims to provide 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. Knowledge construction as discussed in this volume is discussed from individualist, collectivist, cross-cultural, methodological, pedagogical, educational, sociocultural and political perspectives. The volume features a diverse array of methodologies and perspectives to sift, problematise, interrogate and challenge current practice and prevailing writing and publishing subcultures. In this spirit, this volume wishes to break new ground and open up fresh avenues for exploration, reflection, knowledge construction, and evolving voices.
