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Nota di contenuto	Front Cover -- Title Page -- Copyright -- DOI https://doi.org/10.21832/GOLDEN8564 -- Contents -- Acknowledgements -- Contributors -- Preface -- Chapter 1: Crossing Borders -- Chapter 2: When Errors Are Corrected -- Chapter 3: Writing Academically in English as a Second Language: The Case of Syntactic Constructions -- Chapter 4: Writing in School Science for EAL Students: Linguistic Challenges and Pedagogical Response -- Chapter 5: Supporting EAL Writing Development in the Early Stages of the Doctorate: Candidates from the East Writing in the West -- Chapter 6: Agency in L2 Academic Literacies: Immigrant Students' Lived Experiences in Focus -- Chapter 7: Constructing Persuasion: A Cross-cultural Comparison of Chinese and English Student Writings -- Chapter 8: Crossing Literacy Borders through Writing: Transformational Apprenticeship and Repositioning of EAL Learners -- Index.
Sommario/riassunto	This book examines both writing norms and assessment, and proficiency development, and suggests that scholars need to critically examine testing regimes and develop research-based perspectives on tests and testing practices, so that educational institutions can prepare learners with differing cultural experiences for tests and assessments.

