Exploring the Dynamics
of Second Language Writing
THE CAMBRIDGE APPLIED LINGUISTICS SERIES

Series editors: Michael H. Long and Jack C. Richards

This series presents the findings of work in applied linguistics that are of direct relevance to language teaching and learning and of particular interest to applied linguists, researchers, language teachers, and teacher trainers.

Recent publications in this series:

Cognition and Second Language Instruction edited by Peter Robinson
Computer Applications in Second Language Acquisition by Carol A. Chapelle
Contrastive Rhetoric by Ulla Connor
Corpora in Applied Linguistics by Susan Hunston
Criterion-referenced Language Testing by James Dean Brown and Thom Hudson
Culture in Second Language Teaching and Learning edited by Eli Hinkel
Exploring the Dynamics of Second Language Teaching edited by Barbara Kroll
Exploring the Second Language Mental Lexicon by David Singleton
Focus on Form in Classroom Second Language Acquisition edited by Catherine Doughty and Jessica Williams
Immersion Education: International Perspectives edited by Robert Keith Johnson and Merrill Swain
Interfaces Between Second Language Acquisition and Language Testing Research edited by Lyle F. Bachman and Andrew D. Cohen
Learning Vocabulary in Another Language by I. S. P. Nation
Network-based Language Teaching edited by Mark Warschauer and Richard Kern
Pragmatics in Language Teaching edited by Kenneth R. Rose and Gabriele Kasper
Research Perspectives on English for Academic Purposes edited by John Flowerdew and Matthew Peacock
Researching and Applying Metaphor edited by Lynne Cameron and Graham Low
Second Language Vocabulary Acquisition edited by James Coady and Thomas Huckin
Sociolinguistics and Language Teaching edited by Sandra Lee McKay and Nancy H. Hornberger
Teacher Cognition in Language Teaching: Beliefs, Decision-Making, and Classroom Practice by Devon Woods
Text, Role, and Context by Ann M. Johns
Understanding Expertise in Teaching: Case Studies of Language Teacher Development by Amy B. M. Tsui
Exploring the Dynamics of Second Language Writing

Edited by

Barbara Kroll
California State University, Northridge
Contents

List of contributors  page ix
Acknowledgments  xi
List of abbreviations used  xiii
Series editors’ preface  xv

Introduction: Teaching the next generation of second language writers  1
Barbara Kroll

I EXPLORING THE FIELD OF SECOND LANGUAGE WRITING  11

Chapter 1 Second language writing in the twentieth century: A situated historical perspective  15
Paul Kei Matsuda

Chapter 2 Research on second language writing: An overview of what we investigate and how  35
Charlene Polio

II EXPLORING THE VOICES OF KEY STAKEHOLDERS: TEACHERS AND STUDENTS  67

Chapter 3 Experienced ESL/EFL writing instructors’ conceptualizations of their teaching: Curriculum options and implications  71
Alister Cumming

Chapter 4 Second language writing up close and personal: Some success stories  93
Tony Silva, Melinda Reichelt, Yoshiki Chikuma, Nathalie Duval-Couetil, Ruo-Ping J. Mo, Gloria Vélez-Rendón, and Sandra Wood
### Contents

#### III EXPLORING WRITERS’ FINISHED TEXTS 115

- **Chapter 5**  Responding to writing  
  Dana Ferris  
- **Chapter 6**  Grammar and the ESL writing class  
  Jan Frodesen and Christine Holten  
- **Chapter 7**  Writing teachers as assessors of writing  
  Liz Hamp-Lyons  

#### IV EXPLORING CONTEXTUALITIES OF TEXTS 191

- **Chapter 8**  Genre and ESL/EFL composition instruction  
  Ann M. Johns  
- **Chapter 9**  Changing currents in contrastive rhetoric: Implications for teaching and research  
  Ulla Connor  
- **Chapter 10**  Reading and writing relations: Second language perspectives on research and practice  
  William Grabe  
- **Chapter 11**  Literature in the teaching of second language composition  
  Stephanie Vandrick  

#### V EXPLORING TECHNOLOGY 285

- **Chapter 12**  The impact of the computer in second language writing  
  Martha C. Pennington  

#### EPILOGUE: EXPLORING OURSELVES 311

- **Chapter 13**  A challenge to second language writing professionals: Is writing overrated?  
  Ilona Leki  

Index 333
Contributors

Yoshiki Chikuma, College of Charleston
Ulla Connor, Indiana University–Purdue University in Indianapolis
Alister Cumming, University of Toronto
Nathalie Duval-Couetil, Purdue University
Dana Ferris, California State University, Sacramento
Jan Frodesen, University of California, Santa Barbara
William Grabe, Northern Arizona University
Liz Hamp-Lyons, Hong Kong Polytechnic University
Christine Holten, University of California, Los Angeles
Ann M. Johns, San Diego State University
Ilona Leki, University of Tennessee
Paul Kei Matsuda, University of New Hampshire
Ruo-Ping J. Mo, Canton, Michigan
Martha C. Pennington, University of Luton
Charlene Polio, Michigan State University
Melinda Reichelt, University of Toledo
Tony Silva, Purdue University
Stephanie Vandrick, University of San Francisco
Gloria Vélez-Rendón, Purdue University–Calumet
Sandra Wood, University of Connecticut
Acknowledgments

For most of my 35 years of teaching, I have been working to address the needs of writers and to investigate the variables that contribute to differing skill levels in the texts that non-native speakers of English produce. I salute all of my colleagues who have worked to create the field that no one could have named when I started teaching: second language writing studies; they have enriched my life immeasurably with their efforts to establish a discipline and seek answers to our common questions. This book represents the work of several members of that scholarly community, each focusing on a specific aspect of our now very diverse field.

I wish to thank the contributors to this volume; they worked diligently to repeatedly revise their chapters, helping me realize the vision I had for this book. They also dealt gracefully with the feedback given by a variety of anonymous reviewers who read multiple versions of the manuscript. I thank the reviewers for putting in such scrupulous attention to the volume; even when their individual suggestions and concerns contradicted each other, their collective advice proved useful in shaping the final text.

Linda Lonon Blanton graciously volunteered to offer focused and speedy feedback on my own contributions to this volume; I am grateful to her. I also appreciate the hard work of the series editor Jack Richards and all of those at Cambridge University Press who encouraged me during this project and who worked closely with me during a fairly lengthy birthing process: Mary Vaughn, Debbie Goldbatt, Judy Bernstein, and Julia Hough. Many thanks to Regina Paleski, my very efficient production editor, and Patterson Lamb, an eagle-eyed copy editor if ever there was one!

Lastly, my bountiful thanks to Ruth; she knows why.

Barbara Kroll
Abbreviations used

ACT American College Testing Program
ASTP Army Specialized Training Program
CCCC Conference on College Composition and Communication
CLEAR Center for Language Education and Research
CUNY City University of New York
EAP English for academic purposes
EFL English as a foreign language
ELI English Language Institute
ELTS English Language Testing Service
ESL English as a second language
ESP English for special [or specific] purposes
ETS Educational Testing Service
FCE (Cambridge) First Certificate in English
FL foreign language
GSLPA Graduating Students’ Language Proficiency Assessment
IATEFL International Association of Teachers of English as a Foreign Language
IEA International Educational Achievement
IELTS International English Language Testing System
IRC Internet relay chat
JBW Journal of Basic Writing
LAN local area network
L1 native [or first] language
L2 second language
MELAB Michigan English Language Battery
MOO multi-user domain, object-oriented
MUD multi-user domain
NES native English speakers
NR New Rhetoricians
PEG Project Essay Grader
SAT Scholastic Aptitude Test
SFL Systemic Functional Linguistics
SLA second language acquisition
Abbreviations

TESL  Teaching of English as a second language
TESOL  Teachers of English to Speakers of Other Languages
TOEFL  Test of English as a Foreign Language
TWE  Test of Written English
WAC  writing across the curriculum
WAN  wide area network
WSSE  World Standard Spoken English
Series editors’ preface

Whereas it is commonplace to talk of English as the language of globalization and international communication, it is appropriate to recognize that it is written English that is the predominant medium for much of this discourse. Second language writing skills play an increasingly important role today in the lives of professionals in almost every field and discipline, creating a challenge to those responsible for the teaching of second language writing. The growing body of research by scholars in the field of second language writing instruction reflects an international response to this phenomenon, much of the results of which are reflected in the present volume.

*Exploring the Dynamics of Second Language Writing* is a timely collection of original papers surveying theory, research, and practice in the teaching of second language writing. Each of the chapters provides a useful overview of a key topic in second language writing, identifying the major theoretical issues, surveying research findings, and exploring applications to second language teaching.

The book is based on several assumptions:

- The field of second language (L2) writing is an autonomous discipline, though one that draws on a number of related fields, including composition studies, rhetoric, contrastive rhetoric, text linguistics, and genre theory.
- There is a demand today for teachers with a high level of pedagogical understanding and expertise in the different aspects of writing instruction, from curriculum development, to classroom pedagogy, to assessment.
- If teachers, teacher educators, and language teaching professionals are to keep abreast of ideas and developments in this rapidly expanding field, they need access to information on current research theory and practice. Language programs around the world require instructors who can assist international students to meet the complex academic writing demands of a wide range of disciplines.
- The teaching of writing is based on an understanding of the nature of texts, cognitive processes, learners, participants, and learning contexts;
and a variety of different research approaches are needed to explore these variables.

These themes are reflected throughout this book, which draws on theory and research to examine pedagogical issues and to provide a basis for the development of courses in L2 writing. The contributors show how the field has developed in the last 40 years, explain the shifts in theoretical perspectives and teaching approaches that have marked its development, and suggest directions for future research. The book will thus prove an invaluable resource for teachers in preparation, as well as for experienced teachers, researchers on L2 writing, and curriculum and materials developers.

Michael H. Long
Jack C. Richards