

Second Language Writers' Text

Concepts and Rhetorical Features

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Second Language Writers Text Linguistic And Rhetorical Features

Barbara M. Birch



Second Language Writers Text Linguistic And Rhetorical Features:

Second Language Writers' Text Eli Hinkel, 2002 Presents results of large scale study of university level text produced by writers who are not native speakers of English to determine the specific syntactic lexical rhetorical features that differ from those in texts written by native speakers *Second Language Writers' Text* Eli Hinkel, 2002-01-01 This comprehensive and detailed analysis of second language writers text identifies explicitly and quantifiably where their text differs from that of native speakers of English The book is based on the results of a large scale study of university level native speaker and non native speaker essays written in response to six prompts Specifically the research investigates the frequencies of uses of 68 linguistic syntactic and lexical and rhetorical features in essays written by advanced non native speakers compared with those in the essays of native speakers enrolled in first year composition courses The selection of features for inclusion in this analysis is based on their textual functions and meanings as identified in earlier research on English language grammar and lexis Such analysis is valuable because it can inform the teaching of grammar and lexis as well as discourse and serve as a basis for second language curriculum and course design and provide valuable insight for second language pedagogical applications of the study s findings **Exploring the Cross-Language Transfer of L1 Rhetorical Knowledge in L2**

Writing Xing Wei, 2023-12-02 This book addresses the transfer of rhetorical knowledge from a first language L1 to a second language L1 to L2 rhetorical transfer a common cognitive phenomenon in the L2 writing of students in foreign language learning environments It investigates L1 to L2 rhetorical transfer from a cognitive perspective and examines a specific component of L2 writers agency in this transfer namely metacognition The book s ultimate goal is to enhance our understanding of the cognitive mechanism of rhetorical transfer across languages This goal is in turn connected to the need to determine how L1 rhetorical knowledge can be steered and oriented toward successful L2 writing To this end this book proposes a theoretical framework for transfer studies encompassing the dimensions of text transfer agency and L2 essay raters It facilitates an in depth exploration of the intricacies involved in L1 to L2 rhetorical transfer It then presents empirical studies on this transfer Embracing a dynamic perspective this book furthers our understanding of interlingual rhetorical transfer as a conscious or intuitive process for making meaning one that can be monitored and steered Moreover it discusses the pedagogical implications for L2 writing instruction that guides students to use metacognition to transfer L1 rhetorical knowledge during L2 writing **Cultures, Contexts, and World Englishes** Yamuna Kachru, Larry E. Smith, 2008-04-15

This volume aims to familiarize readers with the varieties of world Englishes used across cultures and to create awareness of some of the linguistic and socially relevant contexts and functions that have given rise to them It emphasizes that effective communication among users of different Englishes requires awareness of the varieties in use and their cultural social and ideational functions *Cultures Contexts and World Englishes* demonstrates the rich results of integrating theory methodology and application features critical and detailed discussion of the sociolinguistics of English in the globalized world gives equal

emphasis to grammar and pragmatics of variation and to uses of Englishes in spoken and written modes in major English using regions of the world Each chapter includes suggestions for further reading and challenging discussion questions and appropriate research projects designed to enhance the usefulness of this volume in courses such as world Englishes English in the Global Context Sociolinguistics Critical Applied Linguistics Language Contact and Convergence Ethnography of Communication and Crosscultural Communication The Language of Schooling Mary J. Schleppegrell, 2004-04-26 This

book builds on current sociolinguistic and discourse analytic studies of language in school but adds a new dimension the framework of functional linguistic analysis It will enable researchers and students of language in education to rec **What English Language Teachers Need to Know II** Denise E. Murray, 2010 Designed for pre service teachers and teachers new to the field of ELT Volume II and its companion are companion textbook Volume I are volumes organized around the key question What do teachers need to know and be able to do in order for their students to learn English Volume I covers the characteristics of the context in which teachers work how English works and how it is learned and the teacher's role in the larger professional sphere of English language education Volume II covers the three main facets of teaching pla

Teaching L2 Composition Dana R. Ferris, John S. Hedgcock, 2023-03-23 This popular comprehensive theory to practice text helps teachers understand the task of writing L2 writers the different pedagogical models used in current composition teaching and reading writing connections Moving from general themes to specific pedagogical concerns it includes practice oriented chapters on the role of genre task construction course and lesson design writing assessment feedback error treatment and classroom language grammar vocabulary style instruction Each chapter includes Questions for Reflection Further Reading and Resources Reflection and Review and Application Activities An ideal text for L2 teacher preparation courses and in service writing instructors the text offers an accessible synthesis of theory and research that enables readers to see the relevance of the field's knowledge base to their own present or future classroom settings and student writers New to the Fourth Edition Updated with new research theory and developments in the field throughout the text Visually accessible layout and design for improved reader navigability Expanded attention to technological affordances for writing pedagogy Stand alone reference list in each chapter Support Material with activities and resources from the text also available on the book's webpage at www.routledge.com 9780367436780 The English Language Teacher in Global Civil

Society Barbara M. Birch, 2009-06-02 How can English language teachers contribute to peace locally and globally English language teachers and learners are located in the global civil society an international network of civil organizations and NGOs related to human rights the environment and sustainable peace English with its special role as an international language is a major tool for communication within this network On the local level many teachers are interested in promoting reconciliation and sustainable peace but often do not know how to do so This book provides information analysis and techniques to help teachers around the world take action toward this goal Balancing in a readable and accessible way the

global and the local core and periphery cultural diffusion and resistance theory and practice pessimism and optimism outsider and insider perspectives the expert role and the apprentice role and prescriptive and elicitive methods it offers an alternative to literature about critical applied linguistics globalization and peace education that is simply too complex and wordy to spread easily from theoretician to the classroom teacher The English Teacher in Global Civil Society synthesizes threads from many fields and topics into a coherent and empowering argument for the activist role English language teachers can take to promote social change draws on humanistic education peace education cross cultural understanding problem posing cooperative learning and critical thinking methodologies to help English language teachers learn how to teach conflict resolution skills in their classrooms covers issues in critical applied linguistics approaches and methodologies in ESL EFL global and local curricular issues and specific skill areas such reading writing and speaking suggests a new goal for English language teachers global citizenship This engaging informative provocative and highly readable book is a welcome resource for English language teacher trainers pre service teachers practicing classroom teachers and Peace Corps workers around the world *Exploring Spoken English Learner Language Using Corpora* Eric Friginal, Joseph J.

Lee, Brittany Polat, Audrey Roberson, 2017-07-28 This book presents a corpus based study of spoken learner language produced by university level ESL students in the classroom Using contemporary theories as a guide and employing cutting edge corpus analysis tools and methods the authors analyse a variety of learner speech to offer many new insights into the nature and characteristics of the spoken language of college ESL learners Focusing on types of speech that are rarely examined this original work makes a significant contribution to the study and understanding of ESL spoken language at university level It will appeal to students and scholars of applied linguistics corpus linguistics second language acquisition and discourse analysis **Teaching English Grammar to Speakers of Other Languages** Eli Hinkel, 2016-01-29 This practical and research based introduction to current and effective English grammar instruction gives pre service and in service teachers and teacher educators a strong foundation for teaching second language grammar and helps them develop their professional knowledge and skills Written in a highly readable style for an international audience it provides a thorough and rounded overview of the principles strategies techniques and applications currently dominant in teaching L2 grammar in a range of instructional settings around the world Chapter authors are world class authorities in grammar and grammar teaching and learning All chapters are based on theoretical frameworks and or research foundations with a strong emphasis on practical applications and implications for classroom teaching and highlight teaching methods key concepts and terminology associated with grammar instruction Illuminating the options and choices in grammar teaching from a contemporary perspective Teaching English Grammar to Speakers of Other Languages is ideal as key text for students in undergraduate and graduate MA TESOL programs and as a resource for practicing ESL EFL teachers teacher educators and teaching faculty *What English Language Teachers Need to Know Volume III* MaryAnn Christison, Denise E.

Murray,2014-03-05 What English Teachers Need to Know a set of companion texts designed for pre service teachers and teachers new to the field of ELT addresses the key question What do English language teachers need to know and be able to do in order for their students to learn English These texts work for teachers across different contexts countries where English is the dominant language one of the official languages or taught as a foreign language different levels elementary primary secondary college or university or adult education and different learning purposes general English workplace English English for academic purposes or English for specific purposes Volume I on understanding learning provides the background information that teachers need to know and be able to use in their classroom Volume II on facilitating learning covers the three main facets of teaching planning instructing and assessing Volume III on designing curriculum covers the contexts for processes in and types of ELT curricula linguistic based content based learner centered and learning centered Throughout the three volumes the focus is on outcomes that is student learning Features Situated in current research in the field of English language teaching and other disciplines that inform it Sample data including classroom vignettes Three kinds of activities tasks Reflect Explore and Expand

The Routledge Handbook of Applied Linguistics James Simpson,2011-03-15 The Routledge Handbook of Applied Linguistics serves as an introduction and reference point to key areas in the field of applied linguistics The five sections of the volume encompass a wide range of topics from a variety of perspectives applied linguistics in action language learning language education language culture and identity perspectives on language in use descriptions of language for applied linguistics The forty seven chapters connect knowledge about language to decision making in the real world The volume as a whole highlights the role of applied linguistics which is to make insights drawn from language study relevant to such decision making The chapters are written by specialists from around the world Each one provides an overview of the history of the topic the main current issues and possible future trajectory Where appropriate authors discuss the impact and use of new technology in the area Suggestions for further reading are provided with every chapter The Routledge Handbook of Applied Linguistics is an essential purchase for postgraduate students of applied linguistics Editorial board Ronald Carter Guy Cook Diane Larsen Freeman and Amy Tsui

Teaching ESL/EFL Listening and Speaking Jonathan M. Newton,I.S.P. Nation,Jonathan Newton,2008-10-15 Using a framework based on principles of teaching and learning this guide for teachers and teacher trainees provides a wealth of suggestions for helping learners at all levels of proficiency develop their listening and speaking skills and fluency By following these suggestions which are organized around four strands meaning focused input meaning focused output language focused learning and fluency development teachers will be able to design and present a balanced program for their students Teaching ESL EFL Listening and Speaking and its companion text Teaching ESL EFL Reading and Writing are similar in format and the kinds of topics covered but do not need to be used together Drawing on research and theory in applied linguistics their focus is strongly hands on featuring easily applied principles a large number of useful teaching techniques and guidelines for testing and

monitoring All Certificate Diploma Masters and Doctoral courses for teachers of English as a second or foreign language include a teaching methods component The texts are designed for and have been field tested in such programs

Corpus Analysis in Different Genres María Luisa Carrió-Pastor, 2020-05-05 This collection sheds light on the ways in which corpus linguistics and the use of learner corpora might be applied to the study of academic discourse revealing linguistic and rhetorical patterns and insights into variation across a range of disciplinary genres Organized into three sections the book highlights key tools and methodologies in corpus analysis to study such features as discourse markers lexical bundles linguistic complexity lexico grammatical conventions and modality in case studies in studies of academic discourse both in a second language and in English for specific purposes The volume features examples from disciplinary genres not often covered in the existing literature including MA theses academic book reviews and online student forums Taken together with the study of learner corpora the book demonstrates the impact of corpus linguistic tools in better understanding linguistic patterns of specific languages and language use and in turn their role in helping to identify the needs of language learners The book will be of interest to students and scholars in corpus linguistics applied linguistics and English for Specific Purposes

Goals for Academic Writing Alister Cumming, 2006-08-10 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

Teaching ESL/EFL Reading and Writing I.S.P. Nation, 2008-10-15 Using a framework based on principles of teaching and learning this guide for teachers and teacher trainees provides a wealth of suggestions for helping learners at all levels of proficiency develop their reading and writing skills and fluency By following these suggestions which are organized around four strands meaning focused input meaning focused output language focused learning and fluency development teachers will be able to design and present a balanced program for their students Teaching ESL EFL Reading and Writing and its companion text Teaching ESL EFL Listening and Speaking are similar in format and the kinds of topics covered but do not need to be used together Drawing on research and theory in applied linguistics their focus is strongly hands on featuring easily applied principles a large number of useful teaching techniques and guidelines for testing and monitoring All Certificate Diploma Masters and Doctoral courses for teachers of English as a second or foreign language include a teaching methods component

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Now the all new second edition matches ELL s comprehensiveness and high quality expanded for a new generation while
being the first encyclopedia to really exploit the multimedia potential of linguistics The most authoritative up to date
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date comprehensive and international reference source in its field **Academic Writing and Genre** Ian Bruce,2008-02-07
The focus of this book is the use of genre based approaches to teaching academic writing Genre based courses enable second
language learners to integrate their linguistic organisational and contextual knowledge in a variety of different tasks The
book reviews pedagogical approaches to genre through English for Specific Purposes and Systemic Functional Linguistics to
present a synthesis of the current research being undertaken in the field From this theoretical base Ian Bruce proposes a
new model of genre based approaches to academic writing and analyses the ways in which this can be implemented in
pedagogy and curriculum design Academic Writing and Genre is a cutting edge monograph which will be essential reading
for researchers in applied linguistics **Bilingualism in the USA** Fredric Field,2011 This text provides an overview of bi
and multilingualism as a worldwide phenomenon It features comprehensive discussions of many of the linguistic social
political and educational issues found in an increasingly multilingual nation and world To this end the book takes the Chicano
Latino community of Southern California where Spanish English bilingualism has over a century and a half of history and
presents a detailed case study thereby situating the community in a much broader social context Spanish is the second most

widely spoken language in the U S after English yet for the most part its speakers form a language minority that essentially lacks the social political and educational support necessary to derive the many cognitive socioeconomic and educational benefits that proficient bilingualism can provide The issues facing Spanish English bilinguals in the Los Angeles area are relevant to nearly every bi and multilingual community irrespective of nation language and or ethnicity **Ethnographic Perspectives on Academic Writing** Brian Paltridge,Sue Starfield,2016-12-05 This book argues that adopting ethnographically oriented perspectives on research into academic writing is a valuable means of deepening understanding of the social influences on language use and individuals experiences in academic writing contexts helping to gain insider views of writers experiences writing practices and the contexts in which academic texts are produced and assessed

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