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The Politics of Second Language Writing: In Search of the Promised Land is the first edited collection to present a sustained discussion of classroom practices in larger contexts of institutional politics and policies.

Assessment in the Second Language Writing Classroom is a teacher and prospective teacher-friendly book, uncomplicated by the language of statistics. The book is for those who teach and assess second language writing in several different contexts: the IEP, the developmental writing classroom, and the sheltered composition classroom. In addition, teachers who experience a mixed population or teach cross-cultural composition will find the book a valuable resource. Other books have thoroughly covered the theoretical aspects of writing assessment, but none have focused as heavily as this book does on pragmatic classroom aspects of writing assessment. Further, no book to date has included an in-depth examination of the machine scoring of writing and its effects on second language writers. Crusan not only makes a compelling case for becoming knowledgeable about L2 writing assessment but offers the means to do so. Her highly accessible, thought-provoking presentation of the conceptual and practical dimensions of writing assessment, both for the classroom and on a larger scale, promises to engage readers who have previously found the technical detail of other works on assessment off-putting, as well as those who have had no previous exposure to the study of assessment at all.

Teaching English as a Foreign or Second Language, Second Edition, is designed for those new to ESL/EFL teaching and for self-motivated teachers who seek to maximize their potential and enhance the learning of their students. This guide provides basic information that ESL/EFL teachers should know before they start teaching and many ideas on how to guide students in the skills of listening, speaking, reading, and writing. It stresses the multifaceted nature of teaching the English language to non-native speakers and is based on the real experiences of teachers. The second edition of Teaching English as a Foreign or Second Language includes a wider range of examples to coincide with a variety of teaching contexts—from K-12 schools, to university intensive language programs and refugee programs. It is also updated with discussions of technology throughout, and it considers ways in which technology can be used in teaching language skills. Sources for further study are included in each chapter and in the appendixes.

An increasing number of students graduate from U.S. high schools and enter college while still in the process of learning English. This group--the "1.5 generation"--consisting of immigrants and U.S. residents born abroad as well as indigenous language minority groups, is rapidly becoming a major constituency in college writing programs. These students defy the existing categories in most college writing programs, and in the research literature. Experienced in American culture and schooling, they have characteristics and needs distinct from the international students who have been the subject of most research and literature on ESL writing. Furthermore, in studies of mainstream college composition, basic writing, and diversity, these students' status as second-language learners is usually left unaddressed or even misconstrued as underpreparation. Nevertheless, research and pedagogical writings have yet to take up the particular issues entailed in teaching composition to this student population. The intent in this volume is to bridge this gap and to initiate a dialogue on the linguistic, cultural, and ethical issues that attend teaching college writing to U.S.-educated linguistically diverse students. This book is the first to address explicitly issues in the instruction of "1.5 generation" college writers. From urban New York City to midwestern land grant universities to the Pacific Rim, experienced educators and researchers discuss a variety of contexts, populations, programs, and perspectives. The 12 chapters in this collection, authored by prominent authorities in non-native language writing, are research based and conceptual, providing a research-based survey of who the students are, their backgrounds and needs, and how they are placed and instructed in a variety of settings. The authors frame issues, raise questions, and provide portraits of language minority students and the classrooms and programs that serve them. Together, the pieces paint the landscape of college writing instruction for 1.5 generation students and explore the issues faced by ESL and college writing programs in providing appropriate writing instruction to second-language learners arriving from U.S. high schools. This book serves not only to articulate an issue and set an agenda for further research and discussion, but also to suggest paths toward linguistic and cultural sensitivity in any writing classroom. It is thought-provoking reading for college administrators, writing teachers, and scholars and students of first- and second-language composition.

Freedom of information is a principle commonly associated with the United States' First Amendment traditions or digital-era technology boosters. Barriers Down reveals its unexpected origins in political, economic, and cultural battles over analog media in the mid-twentieth century. Diana Lemberg traces how the United States shaped media around the world after 1945 under the banner of the "free flow of information," showing how the push for global media access acted as a vehicle for American power. Barriers Down considers debates over civil liberties and censorship in Nazi Germany, the Soviet Union, and elsewhere alongside Americans' efforts to circumvent foreign regulatory systems in the quest to expand markets and bring their ideas to new publics. Lemberg shows how in the decades following the Second World War American free-flow policies reshaped the world's information landscape, though not always as intended. Through burgeoning information diplomacy and development aid, Washington diffused new media ranging from television and satellite broadcasting to global English. But these actions also spurred overseas actors to articulate alternative understandings of information freedom and of how information flows might be regulated. Bridging the historiographies of the United States in the world, human rights, decolonization and development, and media and technology, Barriers Down excavates the analog roots of digital-age debates over the politics and ethics of transnational information flows.

This collection of scholarly articles by leading researchers offers empirical data and analysis of complex issues related to providing feedback during the writing process.

This bibliography offers English-as-a-Second-Language (ESL) and English-as-a-Foreign-Language (EFL) specialists and non-specialists a listing of almost 3,500 works in the field of writing in ESL/EFL, at all educational levels, from 1937 through 1993. It includes works focusing on how non-native speakers write in English, how they learn to write in English, how ESL and native-English-speaker (NES) compositions compare, how English is taught in contexts where it is used as a second or foreign language, and instructional materials developed to support writing in a second/foreign language. Citations include bibliographies, monographs, textbooks, periodicals, dissertations and some (unannotated) master's theses, conference papers, and Educational Resources Information Center (ERIC) documents. An introductory section and a list of native languages addressed in the works precede the annotated entries. Author and subject indexes are also included. (MSE)

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