

• INDEX

- Academic language, 37–39
Academic literacies, 75; academic writing and, 6–7
Academic settings: approaches to knowledge and writing in, 3–6; writing in, 2–3
Academic texts: features of, 32–33; writing, 33
Academic vocabulary, 88, 89; importance of, 91; teaching, 100–102
Academic Word List (AWL), 88–89, 93; English for Academic programs and, 97–98
Academic writing, 2–3, 19; academic literacies and, 6–7; assessing, 139–148; Chinese, 8; cohesion and, 39–41; content knowledge and, 33–36; correctness of language use and, 41–45; cross-cultural issues in, 8–9; development of criteria for, 147–148; disciplinary differences in, 9–10; discourse communities and, 10–12; drawing on knowledge for, 24–27; electronic feedback on, 133, 136; English, 8; external environment and, 27–32; feedback on, 119–137; Generation 1.5 students and, 12–14; learner autonomy and intercultural perspective on, 108–111; nature of, 17–45; personal pronouns in, 32; revising in, 21–22; second language, 8, 20
Academic writing assessment, 139–140; fairness and ethics in, 144; reliability in, 143; stages in design of, 146; validity in, 141–143, 145
Academic writing instruction: course design in, 59–61; intercultural perspective on, 106–116; needs analysis and, 48–57; new technologies and, 78–84; resources for, 51–158; shifting views on, 106–108; text structure and, 36–37; types of words in, 88–90; vocabulary and, 87–103
Adverbial phrases, 39
Allwright, R. L., 109
Analysis, 36; document, 54; learning situation, 49, 50–51; needs, 48–57, 92, 163; present situation, 49; rights, 57
Analytical scoring, 147–148
Argumentation, 36
Asenavage, K., 130
Assessment: formative, 140; high-stakes, 140; low-stakes, 140; summative, 141. *See also* Academic writing assessment
Asynchronous feedback, 136
Atkinson, D., 33
Attali, Y., 136
Audience, second language academic writing and, 75
Autonomy: development of, 109–110; in learning, 110; proactive, 110; reactive, 110
AWL Highlighter, 90
Bachman, L. F., 144
Baddeley, A. D., 20
Badger, R., 74, 120, 125, 127
Ballard, B., 3–4
Barton, D., 11
Becher, T., 28
Belcher, D., 132
Benesch, S., 13, 53, 57, 107
Benson, P., 108, 109
Bereiter, C., 20
Berg, E. C., 131
Bex, T., 11
Bhatia, V. K., 60
Bialystok, E., 112
Bizzell, P., 11
Black, P., 126, 127
Blogs, 37
Bocock, R., 111
Bolt, P., 136
Bonanno, H., 33
Bourdin, B., 20
Braine, G., 109
Brainstorming, 66
Brice, C., 120
Bridgeman, B., 2, 29, 36, 52, 53
Brindley, G., 56
British Academic Written English (BAWE) Corpus, 80, 103
Brooks-Carson, A., 21
Bruffee, K. A., 128
Burns, A., 60
Burstin, J., 136
Burston, J., 136
Byram, M., 112
Campion, M. E., 88
Candlin, C., 81, 101
Carlson, S. B., 2, 52

- Carson, J., 29, 36, 53
Carson, J. G., 124, 128
Carter, M., 48–49, 76
Casanave, C. P., 2, 53, 55
Cause-and-effect, 2, 62
Cause-effect interpretation, 36
Chandrasoma, R., 36
Chen, J., 136
Chenoweth, N. A., 19, 21
Chik, A., 109
Chinese academic writing, 8
Chujo, K., 98
Chung, T., 89
Clanchy, J., 3–4
Clapham, C., 93
Clarification-level feedback, 123
Clark, R. J., 107
Classification, 2, 36, 62
Cobb, T., 92
Cohen, A., 21
Cohen, M., 29
Coherence, 33–34
Cohesion, academic writing and, 39–41
Collaborative stance, 131
Collocations, 96
Comparison and contrast, 36, 62
Computer-assisted language learning (CALL) programs, 81
Conceptualizing as writing sub-processes, 20–21
Concordances, 84, 101
Condon, W., 146
Conjunctions, 40–41
Connor, U., 33, 130
Consequential validity, 142
Conserving knowledge, 3–4
Construct, 141–142
Construct validity, 142
Content-based courses, 68–69
Content knowledge, academic writing and, 33–36
Content-level feedback, 124
Content validity, 142
Contrastive rhetoric, 8, 114–115
Controlled composition, 59, 61
Cooke, T., 50
Corpora, 81; in vocabulary learning, 103
Corpus studies, 84
Council of Europe's Modern Languages project, 109
Course design, teaching academic writing and, 59–61
Coxhead, A., 81, 88–89, 93, 96
Crandall, J., 69
Crème, P., 75–76
Criterion rater, 136
Criterion-related validity, 142
Critical perspectives, 59; on second language academic writing, 75–76
Cross-cultural differences, 33
Cross-cultural issues in academic writing, 8–9
Crozet, C., 112, 114
Culture, 111–112; archaic, 111; emerging, 111; residual, 111
Culture elements model, 113–114
Cumming, A., 24, 49, 50
Current-traditional rhetoric, 62
Davies, F., 60
Deardorff, D. K., 112
De Glopper, K., 21, 24
Demonstrative + noun construction, 40
Demonstratives, 39
Dialogue in teacher feedback, 124–126
DiGiovanni, E., 136
Direct approach, 99
Direct feedback, 121
Disciplinary differences in academic writing, 9–10
Disciplines, vocabulary use across, 96–98
Discourse communities, academic writing and, 10–12
Document analysis, 54
Dodd, C. H., 113, 115
Drafting, 66
Dudley-Evans, T., 54, 55
Editing, 66
Electronically mediated feedback, 136
Electronic feedback on academic writing, 133, 136
Elley, W. B., 88
Emails, 37
English as Foreign Language (EFL) countries, 92
English for Academic Purposes (EAP) programs, 29, 97–98
English language classrooms, peer feedback and, 129
Ertmer, P., 108
ESP, 49
Etherington, S., 2
Ethics in academic writing assessment, 144
Evans, J. R., 69
Exemplification, 62
External environment, academic writing and, 27–32

- Facebook, 136
Face-to-face feedback, 130–131
Face validity, 142
Faigley, L., 136
Fairness in academic writing assessment, 144
Fayol, M., 20
Feak, C. B., 37, 38, 39, 74, 75
Feedback: academic writing and, 119–137;
 asynchronous, 136; clarification-level, 123;
 content-level, 124; developing forms, 133; direct,
 121; electronic, 136; electronically mediated,
 136; face-to-face, 130–131; formal, 121; indirect,
 121; informal, 121; peer, 128–133; surface-level,
 123; synchronous, 136; teacher, 120, 124–127;
 verbal, 129; written, 131
Fennes, H., 116
Ferdig, R. E., 136
Ferris, D., 42, 125, 127, 131
Flower, L. S., 19, 20, 23
Flowerdew, J., 74, 84
Formal feedback, 121
Formative assessment, 140
Formulaic language, 101
Formulating as writing sub-processes, 21
Freedman, A., 11, 77

Garnier, H., 123, 126
General Service List (GSL), 88
Generation 1.5 students, academic writing
 classrooms and, 12–14
Genre-based teaching: designing course in, 60;
 process approach to, 69–74
Genres, 59; occluded, 60
Gere, A. R., 128
Ghadessy, M., 88
Gipps, C., 144
Goodfellow, R., 136
Gossip, 37
Goulden, R., 92
Grabe, W., 11, 19, 24, 49
Graded readers, 99–100
Grammar and writing, 66–67
Grant, N., 111
Gravener, J. N., 13
Gremmo, M. J., 109
Groups, peer feedback and, 132–133
Guilherm, M., 112

Hacker, D. J., 23
Hale, G., 29, 36, 53
Halliday, M. A. K., 39
Hamp-Lyons, L., 107, 146
Hansen, J. G., 128, 130, 131, 136

Hapgood, K., 116
Harklau, L., 12, 13, 55, 99
Hartfiel, V., 148
Hasan, R., 39
Hayes, J. R., 19, 20, 21, 23
Haywood, S., 90, 101
Hedgcock, J. S., 42, 125, 131
Helms-Park, R., 34, 80
High-frequency vocabulary, 88, 89, 101
High-stakes assessment, 140
Hinkel, E., 29, 33, 38, 39, 40, 41, 60–61
Hirvela, A., 22, 89
Hogue, A., 62
Holec, H., 108, 109
Holistic scoring, 147–148
Holliday, A., 50
Horiba, Y., 22
Horowitz, D., 2, 68
Horst, M., 92
Huang, J., 91, 109
Hughey, J., 148
Hulstijn, J., 24
Hutchinson, T., 49
Hyland, K., 32, 34, 38, 59, 80, 81, 84, 98, 107, 148
Hyon, S., 10

IELTS® (International English Language Testing
 System), 29, 140, 142, 147
Illinois, University of, at Urbana-Champaign
 Writer's Workshop, 81
Immersion, 69
Indirect approach, 99
Indirect feedback, 121
Informal feedback, 121
Information, gathering, about needs, 52–56
Intensive reading, 100
Intercultural communication model, 113–114
Intercultural competence, developing, 112
Intercultural perspective on teaching academic
 writing, 106–116
Inventory of Institutional and Educational
 Variables, 159

Jacobs, H., 148
Jarvis, J., 124
John, S., 32
Johns, A. M., 2, 6–7, 10, 38, 74, 75, 76, 78
Johnson, D. M., 129
Johnson, K. E., 130
Jones, J., 33
Jones, M., 101
Jordan, R. R., 2, 51, 55, 66
Joyce, H., 60

- Kagan, D., 108
Kanto, R., 29, 36, 53
Kaplan, B. K., 11, 19, 24
Kaplan, R. B., 8
Kaufman, D., 69
Kennedy, G., 89
King, K. B., 62
Kirkpatrick, A., 8
Knowledge: conserving, 3–4; content, 33–36;
 external resources, 30; meta-cognitive, 42;
 procedural, 24–25; productive, 99; transform-
 ing, 20; use of resources, 34–36
Kobayashi, H., 21
Kohler, M., 112
Konold, K. B., 119, 120, 121–122
Konold, K. E., 119, 120, 121–122
Kramsch, C., 112, 114
Krashen, S., 20
Kroll, B., 22, 27, 29, 30, 36, 53
Kubota, R., 8, 115
Kumaravadivelu, B., 112, 115–116

Lacks, 49
Lakein, Alan, 68
Lamy, M. N., 136
Language acquisition, autonomy in, 110
Language audit, 54
Language errors, sentence-level, 33
Language learning goals, 49–50
Language use: correctness of, and academic
 writing, 41–45; integrated approach to, 71
Laufer, B., 92
Lea, M. R., 4, 6, 7, 75–76
Learner autonomy, intercultural perspective on
 academic writing and, 108–111
Learner diaries, 55
Learning, autonomy in, 110
Learning communities, formation of, 129
Learning needs, 49
Learning situation analysis, 49, 50–51
Lee, D., 84, 98
Lee, S. Y., 20
Lehner, A., 8
Leki, I., 2, 6, 8, 10, 48, 53, 55, 61, 76, 114, 115, 129
Lexical phrases, 101
Liddicoat, A. J., 112, 114
Lim, H.-Y., 109
Linguistic manipulation, 112
Linked courses, 69
Linking words, 40
Linn, R. L., 144
Literacy portraits, 55
Little, D., 108, 109

Littlewood, W., 109–110
Liu, J., 128, 130, 131, 136
Lo, A.-Y., 8
Lo Bianco, J., 114
Long, M. H., 51–52, 54, 55, 59
Losey, K., 12, 99
Low-stakes assessment, 140
Lynn, R. W., 88

Macbeth, K., 11, 78
MacDonald, Peck, 20
Macfarlane-Dick, D., 119, 120, 126
Magazines, 37
Mangelsdorf, K., 131
Marin, J., 21
Martin, J. R., 71
Matsuda, P., 34
Matsumura, L. C., 123, 126
McCormack, J., 74
Meaning, 98–99
Meara, P., 92
Medonça, O., 130
Melzer, D., 76
Meta-cognition, 23, 42
Miao, Y., 120, 125, 127
Miller, S. P., 119, 120, 121–122
Milton, J., 92
Min, H. T., 130
Mittan, R., 128
Modals, 39
Model texts, 70–71
Mohan, B., 8
Moody, J., 36
Moss, P. A., 143
Moves, 36
Murphy, L., 21
Murphy, P., 144
MY Access!, 136

Nagaswami, G., 136
Narratives, 62
Nation, I. S. P., 38, 88–89, 93, 98
Nation, P., 89, 92
Needs, 49; gathering information about, 52–56
Needs analysis, 48, 92; aim of, 48; conducting, 48–
 49; defined, 48; importance of, 48; as on-going
 process, 56–57; previous, 52; questionnaire for,
 163; sources of information for, 56; steps in
 conducting, 51–52; teaching academic writing
 and, 48–57
Nelson, G. L., 124, 128
New, E., 21
Nichols, A., 112

- Nicol, D. J., 119, 120, 126
Nunan, D., 109
Nurweni, A., 92
- Observations, 25, 55
Occluded genres, 60
On-going process, needs analysis as, 56–57
Oshima, A., 62
- Palfreyman, D., 109
Pallant, A., 74
Palmer, A. S., 144
Palmquist, M., 136
Paltridge, B., 28, 60
Papdemetre, M., 112
Paraphrasing, 36
Passive voice, 38–39
Patchwriting, 35, 36
Patthey-Chavez, G. G., 123, 126
Pecorari, D., 35
Peer feedback, 120, 127–128, 136; advantages of, 128–129; disadvantages of, 129–130; groups and, 132–133; setting up, 131–132; steps in setting up, 132; types of, 130–131
Pennington, M. C., 19
Pennycook, A., 8, 33, 36, 107
Personal pronouns, 38, 81; in academic writing, 32; in research reports, 32
Point-by-point organization, 62–63
Power writing, 67–68
Practicality, 115; in writing assessment, 144–145
Praninskas, J., 88
Prescriptive stance, 131
Prince, A., 9
Prior, P., 9
Proactive autonomy, 110; differentiation between reactive autonomy and, 110–111
Procedural knowledge, developing learners', 24–25
Process approach, 66–68; to genre-based teaching, 74; teacher feedback and, 126
Productive knowledge, 99
Productive vocabulary, 93
Pronouns, 39; personal, 32, 38
Proofreading, 66
Published studies, 53
Purdue University OWL site, 80–81
- Questionnaires, 25, 54
- Ramanathan, V., 33
Range, 88
Reactive autonomy, 110; differentiation between proactive autonomy and, 110–111
Read, J., 92
Reading: intensive, 100; as writing sub-processes, 22–23
Receptive vocabulary, 93
Reference chains, 39–40
Referencing, incorrect, 36
Reid, J., 12, 27, 30, 40
Reliability in academic writing assessment, 143
Researchers, students as, 76–79
Research reports, 2; personal pronouns in, 32
Revising, 66; as writing sub-processes, 21–22
Rhetorical functions, 62–66
Richards, J. C., 54
Riel, M., 29
Rijlaarsdam, G., 20
Riley, P., 109
Rinnert, C., 21
Robinson, M., 124
Robinson, P., 50
Roca de Larios, J., 21
Rollinson, P., 128
- Sadler, D. R., 125, 126
St. John, M. J., 54, 55
Sasaki, M., 23
Scaffolding, 70, 129
Scanning, 100
Scardamalia, M., 20
Scarino, A., 112
Schellens, P. J., 19
Schlumberger, A., 131
Schmidt, R. W., 42
Schmitt, D., 93
Schoonen, R., 21, 24
Schraw, G., 24
Schwartz, H. J., 23
Second language students, words required for academic writing and, 92–93
Second language writing, 8, 20; audience and, 75; critical perspectives on, 75–76; reading and, 22; teaching of, 11
Self-regulation, writing sub-processes and, 23
Sentence-level language errors, 33
Sercu, L., 109, 112
Severinson-Eklundh, K., 19
Shaw, S. D., 147
Shi, L., 33, 36
Shulman, Myra, 67
Siegal, M., 12, 99
Silva, T., 66, 120
Simis, A., 24
Skimming, 100
Slaght, J., 74

- Smith, R. C., 109
Snellings, P., et al., 24
Snow, M. A., 68, 69
Social relationships, peer assessment and, 129–130
Solomon, A., 119
Sonaiya, R., 109
Spack, R., 9
Stapleton, P., 34, 80
Starfield, S., 28, 53, 107
Stern, L. A., 119
Stevens, D., 112
Stevenson, M., 21, 22
Strauch, A. O., 66–67
Street, B., 6, 7, 75
Students: advance information on, 53; as researchers, 76–79; vocabulary size of, 93
Sub-processes, self-regulation and, 23
Substitution tables, 61–62
Summative assessment, 141
Surface-level feedback, 123
Surveys, 54
Sutarsyah, C., 89
Swales, J. M., 11, 36, 37, 38, 39, 59, 60, 74, 75, 84, 98
Swiss Cheese method, 68
Synchronous feedback, 136

Tang, R., 32
Tardy, C., 34
Target situation analysis, 49, 50–51
Task, 59
Taylor, C., 29, 36, 53
Teacher feedback, 120, 127; dialogue in, 124–126; further considerations on, 126–127; process approach and, 126; types of, 121–124
Technologies, new, and teaching academic writing, 78–84
Texts: educational setting of, 27–28; sample, 56
Text structure, 71; academic writing and, 36–37
Theme-based courses, 69
Thinking aloud, 25
Thinking and planning stage, 146
Thompson, C., 36
Thurstun, J., 81, 101
TOEFL® (Test of English as a Foreign Language), 29, 140, 142, 147; redevelopment of, 53
Tomei, J., 109
Trammell, K. D., 136
Transformation and completion-type tasks, 61–62
Trowler, P. R., 28
Tse, P., 81, 84, 98

UMI ProQuest Dissertations and Theses site, 80
Uniformity, 88
University Word List (UWL), 88–89, 93
Utiyama, M., 98

Valdés, R., 123, 126
Validating stage, 146
Validity: in academic writing assessment, 141–143, 145; consequential, 142; construct, 142; content, 142; criterion-related, 142; face, 142; washback, 143
Van den Bergh, H., 20
Van Gelderen, A., 24
Vantage Learning, 136
Van Waes, L., 19
Verbal feedback, 129
Vocabulary: academic writing and, 87–103; across disciplines, 96–98; choice of, 38; high-frequency, 101; productive, 93; receptive, 93; use of corpora in learning, 103. *See also* Words
Vocabulary cards, 99
Vocabulary gap, 92
Vocabulary Levels Tests, 93
Voice, 34; passive, 38–39
Vygotsky, L., 128

Ward, J., 98
Warden, C., 136
Ware, P. D., 136
Warschauer, M., 136
Washback validity, 143
Waters, A., 49
Weber, J. J., 84
Weigle, S. C., 141, 147
Weir, C. J., 147
White, G., 74
White, S. P., 136
Widdowson, H. G., 70
William, D., 126, 127
Williams, J., 69
Williams, R., 111
Woodrow, L., 61, 78
Words: factors in knowing, 98–100; linking, 40; technical, 89; types of, in academic writing, 88–90. *See also* Vocabulary
WordSmith, 101
Wormuth, D., 148
Writing: environment for, 27; guided, 59; power, 67–68; second language, 8, 11, 20, 22, 75–76. *See also* Academic writing
Writing assessment: practicality in, 144–145; validation in, 145

-
- | | |
|--|-------------------------|
| Writing Styles Questionnaire, 160–161 | Young, A. R., 67 |
| Writing sub-processes, 19–23; conceptualizing as,
20–21; formulating as, 21; reading as, 22–23;
revising as, 21–22 | Zamel, V., 9 |
| Writing task, 28–30; demands of, 162 | Zhen, Y., 120, 125, 127 |
| Written feedback, 131 | Zhu, W., 2–3 |
| | Zinkgraf, S., 148 |
| Xue, G., 88–89, 93 | |