

Dialogue Journal Writing With Nonnative English Speakers A Handbook For Teachers

Cross-cultural Perspectives
 English Teaching Forum
 Literacy
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 International Journal of Language Studies (IJLS) - volume 9(1)
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*Dialogue Journal Writing With Nonnative English Speakers
 A Handbook For Teachers*

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SCHMIDT DEMARCUS

Cross-cultural Perspectives Cambridge University Press

This book represents the most comprehensive account to date of foreign language (FL) writing. Its basic aim is to reflect critically on where the field is now and where it needs need to go next in the exploration of FL writing at the levels of theory, research, and pedagogy, hence the two parts of the book: 'Looking back' and 'Looking ahead'. The chapters in Part I offer accounts of both the inquiry process followed and the main insights gained in various long-term research programs. The chapters in Part 2 contribute a retrospective analysis of the available empirical research and of professional experiences in an attempt to move forward. The book invites the reader to step back and rethink seemingly well established knowledge about L2 writing in light of what is known about writing in FL contexts.

English Teaching Forum University of Michigan Press

This volume focuses on the use of dialogue journals in classrooms with students from diverse language and cultural backgrounds whose proficiency with spoken and written English is limited. The companion volume to *Dialogue Journal Communication* (Ablex, 1988), it carefully describes, from a teacher's experience, how dialogue journal writing can be effectively implemented in the multilingual classroom, with practical tips for starting and maintaining the practice, exploiting the benefits, and avoiding the pitfalls. It presents a model of researchers working in close collaboration with teachers and shows the development in the journals of individual students, with extended examples of student and teacher writing so that teachers can see research results that are not hopelessly extracted from the context in which they were produced. At the same time, it has a strong research orientation.

Literacy Routledge

Journal writing is not new--journals have been around for centuries. More recently, journals have been viewed as a means of scaffolding reflective teaching and encouraging reflectivity in research

processes. As a result, some educators may ask, "What more do we need to know?" Those likely to raise this question are probably not thinking of the explosive growth of reflective writing enabled by social networking on the Web, the blogs and other interactive e-vehicles for reflection on experiences in our literate, "real," and virtual lives This revisiting of journal writing from a 21st century perspective, informed by relevant earlier literature, is what Christine Pearson Casanave guides readers through in this first book-length treatment of the use of journal writing in the contexts of language learning, pre and in-service teaching, and research. Casanave has put together existing ideas that haven't been put together before and has done it not as an edited collection, but as a single-authored book. She has done it in a way that will be especially accessible to teachers in language teacher education programs and to practicing teachers and researchers of writing in both second and foreign language settings, and in a way that will inspire all of us to think about, not just do, journal writing. Those who have never attempted to use journals in their classes and own lives, as well as others who have used it with mixed results, will probably be tempted to try it in at least some of the venues Casanave provides guidance for. Those already committed to

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