BOĞAZİÇİ UNIVERSITY
JOURNAL OF EDUCATION

BOĞAZİÇİ ÜNİVERSİTESİ
EĞİTİM DERGİSİ

Special Issue: L2 Writing in Diverse Contexts

Vol. 36(1)
2019
FOREWORD

Previous literature on second language (L2) writing focuses on writing in contexts where English is the dominant surrounding language. However, a great deal of L2 writing and writing instruction is undertaken in various languages in addition to English and in diverse foreign language contexts around the world. This special issue of the Boğaziçi University Journal of Education aims to address this imbalance in the literature by focusing on L2 writing in diverse foreign language settings.

This special issue on L2 writing in diverse contexts includes five articles, each of which focuses on special topics in L2 writing. Payant and Jutras, for example, examine Canadian doctoral candidates’ motivation for using French for research publication purposes. Yaylı investigates genre-based writing in the context of teaching Turkish for international students at a Turkish university. Dantas-Lunn and Ferreira report a study on Brazilian graduate students' perceptions of their challenges with academic writing in English. Pelaez-Morales discusses the impact of the geographic scope of L2 writing research. Solares-Altamirano problematizes Truscott’s error correction debate and provides an ecological study, in the EFL context of Mexico, on the effects of different noticing-supported error correction conditions on accuracy performance.

In this issue, we aimed to investigate issues and/or challenges in L2 writing instruction from a broad range of contexts around the globe. The contributors to this volume have explored a number of important questions in L2 writing that have long needed the perspectives these authors offer from their diverse vantage points. Of course, much more work remains to be done on an array of issues, such as, the features of academic writing in various languages, L2 writing face-to-face and virtual classroom instruction in foreign language contexts, and L2 writing teacher training across the world. It is our hope that this special issue, and the intriguing findings of its contributors, will inspire much more L2 writing research in diverse contexts. We conclude by listing them here:

1. What are the issues surrounding L2 thesis/dissertation writing?
2. What are the features of academic writing in different languages?
3. How is L2 writing configured and perceived in diverse contexts?
4. How is L2 writing as a concept operationalized in diverse contexts?

Nur Yiğitoglu Aptoula & Diane D. Belcher
Guest Editors
BOĞAZIÇİ UNIVERSITY JOURNAL OF EDUCATION
BOĞAZIÇİ ÜNİVERSİTESİ EĞİTİM DERGISİ

VOLUME 36(1) 2019

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