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 Yiğitoğlu Aptoula & Diane D. Belcher
Guest Editors

BOĞAZİÇİ UNIVERSITY JOURNAL OF EDUCATION
BOĞAZİÇİ ÜNİVERSİTESİ EĞİTİM DERGİSİ

VOLUME 36(1)
2019

Proprietor
Emine Erktin, Dean of Faculty of Education, Boğaziçi University

Advisory Board
Adnan Baki, Karadeniz Technical University, Turkey
Ali Baykal, Bahçeşehir University, Turkey
Kathy Cabe Trundle, Utah State University, USA
Erdinç Çakıroğlu, Middle East Technical University, Turkey
Seran Doğançay-Aktuna, Southern Illinois University, USA
Sibel Erduran, University of Oxford, UK & National Taiwan Normal University, Taiwan
Athanasios Gagatsis, University of Cyprus, Nicosia, Cyprus
Samuel T. Gladding, Wake Forest University, USA
Allen E. Ivey, Massachusetts University, Amherst, USA
Gabriele Kaiser, Hamburg University, Germany
Kirsti Lonka, Helsinki University, Finland
Carolyn Maher, Rutgers University, USA
Fadia Nasser-Abu Alhija, Tel Aviv University, Israel
Arnd-Michael Nohl - Helmut Schmidt Universität, Germany
Burhan Öğüt, American Institutes for Research, USA
Gölge Seferoğlu, Middle East Technical University, Turkey
David Williamson Shaffer, University of Wisconsin, Madison, USA
Güzver Yıldıran, Boğaziçi University, Turkey

Editor
Gülcan Erçetin, Department of Foreign Language Education, Faculty of Education, Boğaziçi University, 34342 Bebek, Istanbul, Turkey bujed@boun.edu.tr

Guest Editors
Nur Yiğitoğlu Aptoula, Department of Foreign Language Education, Faculty of Education, Boğaziçi University, 34342 Bebek, Istanbul, Turkey, nuryigitoglu@gmail.com
Diane D. Belcher, Georgia State University, Department of Applied Linguistics and ESL, Atlanta, Georgia, USA. dbelcher1@gsu.edu

Associate Editors

Emine Adadan, Department of Mathematics and Science Education, Faculty of Education, Boğaziçi University, Turkey

Serkan Özel, Department of Mathematics and Science Education, Faculty of Education, Boğaziçi University, Turkey

Editorial Board

Sumru Akcan, Boğaziçi University, Turkey
Sevil Akaygün, Boğaziçi University, Turkey
Sibel Akmehmet-Şekerler, Boğaziçi University, Turkey
Yavuz Akpınar, Boğaziçi University, Turkey
Deniz Albayrak-Kaymak, Boğaziçi University, Turkey
Elif Balın, San Francisco State University, USA
Eric Friginal, Georgia-State University, USA
Luis Guerra, Universidade de Évora, Portugal
Filiz Keser Aschenberger, Danube University Krems, Austria.
Carolyn Maher, San Jose State University, USA
Leyla Martı, Boğaziçi University, Turkey
Diler Öner, Boğaziçi University, Turkey
Sibel Tatar, Boğaziçi University, Turkey
Ali Yıldırım, Gothenburg University, Sweden

CONTENTS

Boğaziçi University Journal of Education Volume 36(1) ……..…….……2019

Doctoral Candidates' Motivation for Using French for Research Publication Purposes in a Multilingual Environment
Caroline Payant and Daniel Jutras 3

Understanding the Impact of the Geographic Scope of Second Language Writing
Carolina Pelaez-Morales ……..……..... 17

Practicing Genre-based Writing in the Context of Teaching Turkish as a Second Language
Demet Yaylı ……..... 35

Brazilian Graduate Students' Perceptions of Their Challenges with Academic Writing in English
Marina S. Dantas-Lunn and Marília M. Ferreira …….…….…….…. 53

The Immediate and Delayed Effects of Noticing-Supported Error Correction on Learners' Writing Accuracy
Maria-Elena Solares -Altamirano ……..…….... 77