

Source-based writing in a foreign language

Friday 30 November

9h30 until 12h30

University of Antwerp

[City Campus Room A202](#)

Organisation: Mariëlle Leijten, Iris Schrijver, Els Tobback, Lieve Vangehuchten

Main topic:

Knowing how to write in a foreign language on the basis of multiple sources is a bare necessity for academically trained professionals. Today's society is characterized by a continuous stream of information in which professionals need to be able to swiftly locate the relevant information in a plethora of sources and critically summarize that information.

Scientific research into this topic is in full swing (Nas & Van Esch, 2014; Ruiz-Funes, 2015). Recent data from our own research (Leijten, M. et al., *under review*) indicate the importance to distinguish between source-based writing in the mother tongue (L1), in the second language (L2; the student is exposed to this language outside of the classroom as well) and the foreign language (FL; the student is not exposed to this language outside of the classroom). The goal of this workshop is to acquire further insight into the variables that characterize source-based writing in the FL as opposed to source-based writing in the L1 and L2.

Programme:

- 9.00 welcome & coffee/tea
- 9.30 **Mapping master's students' use of external sources in source-based writing in L1, L2 and Foreign Languages**
Presentation: Mariëlle Leijten, Iris Schrijver, Lieve Vangehuchten, Els Tobback
Team: Sarah Bernolet, Luuk Van Waes
University of Antwerp
- 10.15 Discussion
- 10.30 **Using mixed methods to explore L2 writing behaviours**
Andrea Revesz
University College London
- 11.15 Discussion
- 11.30 **Academic writing as a predictor of academic achievement**
Ineke Vedder
University of Amsterdam
- 12.15 Discussion

Funding

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References

- Leijten, M., Van Waes, L., Schrijver, I., Bernolet, S., Vangehuchten, L. (under review). Mapping MA-level students' use of external sources in source-based writing in L1 and L2. *Studies in Second Language Acquisition*
- Nas, M., & Van Esch, K. (2014). "Acquisition of writing in second language Spanish. In *Handbook of Second Language Spanish*, edited by Kimberly Geeslin, 482-497. Malden, MA: Wiley-Blackwell
- Ruiz-Funes, M. (2015) Exploring the potential of second/foreign language writing for language learning: The effects of task factors and learner variables. *Journal of Second Language Writing* 28, 1–19

Reading materials

- Housen, A. Kuiken, F. & Vedder, I. (Eds) (2012), *Dimensions of L2 performance and proficiency: Complexity, accuracy and fluency in SLA*. Amsterdam, John Benjamins.
- Kuiken, F. & Vedder, I. (2018), *Assessing functional adequacy in a task-based approach*. In Naoko Taguchi and YouJin Kim (Eds), *Task-Based Approaches to Teaching and Assessing Pragmatics*. Amsterdam: John Benjamins, pp. 265-287.
- Leijten, M., Van Waes, L., Schrijver, I., Bernolet, S., & Vangehuchten, L. (2017). Hoe schrijven masterstudenten syntheseseksten? Het brongebruik van gevorderde schrijvers in kaart gebracht [How do master students compose a synthesis? An analysis of source interaction]. *Pedagogische Studiën*, 944(2017), p. 233-253
- Révész, A., Kourtali, N., & Mazgutova, D. (2017). The effects of task complexity on L2 writing behaviours and linguistic complexity. *Language Learning*, 67, 208-241.
- Révész, A., Michel, M., & Lee, M. (2017). *Investigating IELTS Academic Writing Task 2: Relationships between cognitive writing processes, text quality, and working memory*. IELTS Research Reports Online Series, 2017/3.
- Vangehuchten, L., Leijten, M. & Schrijver, I. (2018 - accepted for publication). "Reading-to-write tasks for professional purposes in Spanish as a foreign language: An empirical study among 19 master's students." *Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics* 31(2).