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ABSTRACT Applied Linguistics and the Teaching of Writing and Composition in a Foreign Language

This paper aims at drawing a theoretical framework for teaching writing and composition in a foreign language, from the perspective of applied linguistics. It discusses several core issues such as the important role of teaching writing when teaching a foreign language and the connectedness of reading and writing. It also provides a historical overview of teaching composition in English, and sheds light on how it benefited from theoretical, socio-, and computational linguistics. in addition to modern literary criticism. the paper pays close attention to composition teaching curricula, and focuses on the process approach and concludes with methods for assessing composition written in a foreign language.



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⁽¹⁾ Thom Hudson, ,() **Teaching Second Language Reading**, Oxford University Press, Oxford, New York, pp 283-284.

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| | Second Language R | eading,(),Thom Hudson . | : - , | () |
| (2) Ibid, pp2 | 264-265. | | | () |

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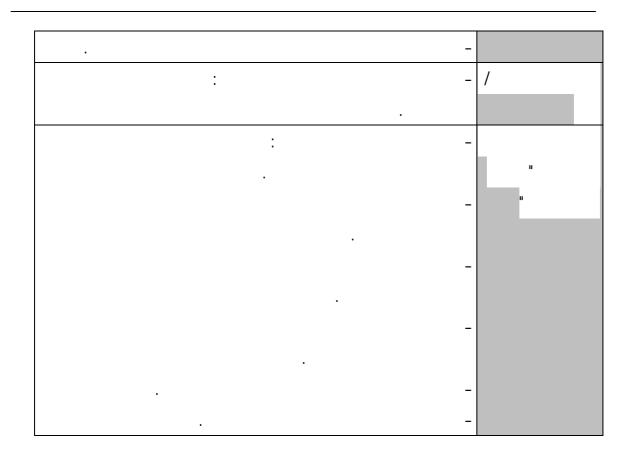
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⁻ Tony Silva, Second language composition instruction: developments, issues, and directions in ESL, in: Barbra Kroll, (1997), Second Language writing, Cambridge university press, U.S.A, pp11-23.

⁻ Paul Kei Matsuda, **Second Language writing in the twentieth century: A situated historical perspective**, in: Barbra Kroll, Exploring the Dynamics of Second Language writing, Cambridge university press, U.S.A, pp15- 24

⁻Ann Raimes, (1991). Out of the Woods: Emerging Traditions in the Teaching of Writing, TESOL QUARTERLY, VOL.25.NO.3, AUTUMN, PP407-430.

⁻ Alister Cumming,(2001), Learning to Write in a Second Language: Two Decades of Research, IJES,vol.1 (2), (2001), pp 1-23.

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(1) Paul Kei Matsuda, **Second Language writing in the twentieth century: A situated historical perspective**, in: Barbra Kroll, Exploring the Dynamics of Second Language writing, p16.

⁽²⁾ Ester USO-Juan and others, **Towards acquiring communicative competence through writing**, in: Ester USO-Juan and Alicia Martinez-Flor, (2006), Current Trends in the Development and Teaching of the Four Language Skills. Mouton de Gruyter. Berlin, p385,

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⁽¹⁾ Ester USO-Juan and others, **Towards acquiring communicative competence through writing**, pp386-387.

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(1) Joy Reid, **Writing**, in: R. Carter and D. Nunan ,(2006), The Cambridge Guide to Teaching English to Speakers of Other Languages, Cambridge university press, U.k.p33

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⁻ Tony Silva and Ilona Leki, **Family Matters: The Influence of Applied Linguistics and Composition Studies on Second Language Writing Studies**; Past, Present, and Future, the Modern Language Journal,88,I, 2004),pp1-13.

⁻ Ann M. Johns, **Areas of research that influence L2 writing instruction**, in: Ester USO-Juan and Alicia Martinez-Flor, (2006), Current Trends in the Development and Teaching of the Four Language Skills. Pp402-422.

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⁽¹⁾ Ester USO-Juan and others, **Towards acquiring communicative competence through writing**, pp389-393.

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⁽¹⁾ Tony Silva and Paul Kei Matsuda, **Writing**, in: N. Schmitt, (2002). Applied Linguistics, ARNOLD, London,p258.

⁽²⁾ Tony Silva and Paul Kei Matsuda, Ibid, p259.

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⁽²⁾ Tony Silva, Second language composition instruction: developments, issues, and directions in ESL, in: Barbra Kroll, (1997), Second Language writing, Cambridge university press, U.S.A, p21.

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⁽¹⁾ Joy Reid, Writing, in: R. Carter and D. Nunan ,(2006), The Cambridge Guide to Teaching English to Speakers of Other Languages,p29.

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⁽¹⁾ I.S.P. Nation, (2009), Teaching ESL/ EFL Reading and Writing, Routledge, New York, p123.

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⁽³⁾ Ibid, p126.

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(1) Anthony Seow, Ibid, p318.

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