## **Contents**

Lis	st of A	Abbrevi	ations		X
Lis	t of T	ables a	nd Figu	res	XI
Α¢	know	ledgen	ents		XV
In	trodu	ction:	The obje	ective and scope of this book	.XVII
Pa	rt I: T	extling	uistic Fo	undations	
I	Bas	Basic concepts			3
	1.1 Text linguistics and text			s and text	3
	1.2	Textu	ality		5
		1.2.1	Cohesio	on	6
			1.2.1.1	Recurrence (repetition)	6
			1.2.1.2	Substitution	7
			1.2.1.3	Pro-forms	8
			1.2.1.4	Definite and indefinite articles	9
			1.2.1.5	Ellipsis	9
			1.2.1.6	Explicit (metacommunicative) text reference	10
			1.2.1.7	Sequence of tenses (consecutio temporum) and	
				aspect	
				Connectives (conjunctions and adverbs)	
		1.2.2		nce	
			1.2.2.1	Isotopy	11
				Presuppositions	
				Frames and scripts	
			1.2.2.4	Functional sentence perspective (FSP)	14
		1.2.3	The rel	ationship of cohesion and coherence	26
		1.2.4	Intenti	onality and acceptability	26
		1.2.5	Inform	ativity	26
		1.2.6	Situatio	onality	27
		1.2.7	Interte	xtuality	27
		1.2.8	Comm	unicative quality of texts	28



## Part II: Text Comprehension and Text Comprehensibility

2	Leve	is of co	gnitive processing	31	
	2.1	The le	gibility of texts	31	
	2.2	The re	adability of texts	32	
	2.3	Text c	omprehension as a constructive process	33	
3	Text processing from a cognitive-science perspective35				
	3.1	Propo	sitional models of text processing	35	
	3.2	The st	ructure of the human mind	37	
	3.3	The m	nodel of cyclic processing	40	
	3.4	Netwo	ork models	42	
	3.5	Semar	ntic macro-structures	42	
	3.6	Schem	na-theoretical approaches	45	
	3.7	The th	neory of mental models	48	
	3.8	Levels	of comprehension	49	
	3.9	Concl	uding remarks	50	
4	Text	proce	ssing from the perspective of instructional psychology	51	
	4.1	The H	Iamburg psychologists' empirical inductive approach	51	
	4.2	Groeb	en's theoretical deductive approach	55	
	4.3	The K	arlsruhe comprehensibility concept	58	
		4.3.1	Communicative function	60	
		4.3.2	Guiding features of text production	61	
		4.3.3	Comprehensibility dimensions	65	
		4.3.4	Completeness of the Karlsruhe comprehensibility concept?	75	
5	Mot	hads a	f comprehensibility assessment		
3	5.1		t-group-focused methods of comprehensibility assessment.		
	5.1	U	Exteriorization of comprehension for the text as a whole	//	
		5.1.1	and for its components	78	
		5.1.2	Selection of participants	79	
	5.2	Resea	rch design	81	
	5.3	Data analysis			
	5.4	Results88			
	5.5	Summary and conclusions9			
	5.6	•			
	5.7	More	efficient alternatives?	102	

## **Part III: Text Production**

6	Wri	ting (process) models 10	7			
	6.1	Hayes & Flower's (1980) writing process model 10	8			
		6.1.1 Planning	0			
		6.1.2 Text generation (or translating)	0			
		6.1.3 Revision (or reviewing)	1			
		6.1.4 The monitor	2			
	6.2	Hayes' (1996) writing process model11	3			
		6.2.1 Working memory11	4			
		6.2.2 Cognitive processes	5			
		6.2.3 Long-term memory11	7			
		6.2.4 Motivation/affect	7			
	6.3	Cooper & Matsuhashi's (1983) writing process model 11				
	6.4	Günther's (1993) phrase-oriented production system (POPS) 12	20			
	6.5	` '				
		advanced writers' composing processes				
	6.6	An instruction-oriented writing process model 12				
		6.6.1 The task environment				
		6.6.2 The individual				
		6.6.2.1 The long-term memory				
		6.6.2.2 Cognitive processes				
		6.6.3 Concluding remarks				
7	Wri	ting competence development models				
	7.1					
	7.2	Kellogg's (2008) macro-stages of writing competence				
		development				
	7.3					
	7.4	Writing competence development from the perspective of dynamic systems theory				
	7.5					
		corpus-linguistic product-oriented perspective				
		7.5.2 Pohl's (2007) stages of academic writing competence				
	76	Alexander's (2003) Model of Domain Learning				
	7.6	Alexander 8 (2003) Woder of Domain Learning	1 (			

	7.7	The bioecological model of human development and its implications for the modelling of writing competence			
	7.8	development			
	7.0	Juninary	107		
Pa	rt IV:	Writing Instruction			
8	Best	t-practice approaches to writing instruction	171		
	8.1	A theoretical framework for literacy pedagogy: multiliteracies			
		8.1.1 Situated Practice	176		
		8.1.2 Overt Instruction	177		
		8.1.3 Critical Framing	178		
		8.1.4 Transformed Practice	178		
	8.2	Teaching for transfer	179		
	8.3	Approaches to writing instruction at the macro-level	185		
	8.4	Approaches to writing instruction at the meso-level	190		
	8.5	Approaches to writing instruction at the micro-level	195		
		8.5.1 Process-oriented approaches	197		
		8.5.1.1 Learning by doing	200		
		8.5.1.2 Learning by observing	203		
		8.5.1.3 Learning by cognitive apprenticeship	205		
		8.5.1.4 Learning by reflecting	206		
		8.5.1.5 Collaborative learning	207		
		8.5.2 Product-oriented approaches	210		
	8.6	Writing-intensive seminars and the role of the teacher	210		
	8.7	Assignments for writing courses and writing-intensive semina	ars 213		
	8.8	Giving feedback	216		
Ра	rt V:	L1 vs. L2 Writing			
9	Wr	iting in the L1 vs. writing in the L2	221		
	9.1	Differences between composing in the L1 and the L2	221		
	9.2	Translating into the L2 vs. composing in the L2	226		
	9.3	Translating from the L1 as a subprocess of writing in the L2	227		
	9.4	An explanatory model of EFL writing ability	234		

	9.5	-	•	in L2 writing and the potential role of translation struction, text quality improvement and epistemic	
		purposes			
		9.5.1	Data ar	nalysis	237
		9.5.2	Results	and discussion	243
			9.5.2.1	Text coherence errors	247
			9.5.2.2	Sense errors	250
			9.5.2.3	Implicitness errors	252
			9.5.2.4	Errors concerning functional sentence perspective (FSP)	254
		9.5.3	Conclu	sion	257
	9.6	L2 wr	riting peo	lagogy	258
Re	eferen	ices			261
In	dex				289