

SSLW2026 Accepted Presentations
as of July 26, 2026

Plenaries

Plenary

Reframing humanity in L2 writing education: Teachers and learners in the age of AI

Miyuki Sasaki, Waseda University, Japan

Plenary

Reclaiming meaning from the machine in second language writing

Betsy Gilliland, University of Hawai‘I at Mānoa, United States

Colloquia

Invited Colloquium

Humanity in AI-assisted second language writing: Agency, ethics, and pedagogical design

Cong Zhang, Zhejiang University, China

Yachao Sun, Duke Kunshan University, China

Jian Xu, Sichuan International Studies University, China

Xiaodong Zhang, Beijing Foreign Studies University, China

Yabing Wang, Guangdong University of Foreign Studies, China

Invited Colloquium

Remaining human in AI-shaped writing education: Writing teacher expertise, judgment, and care in higher education contexts

Mayumi Fujioka, Osaka Metropolitan University, Japan

Chiaki Baba, Teikyo University of Science, Japan

Ryuichi Sato, Kyoto University, Japan

Madoka Kawano, Meiji University, Japan

Naoya Shibata, Osaka Kyoiku University, Japan

Colloquium

Colloquium on teachers' professional knowledge and instructional practices across diverse writing contexts: Mapping the terrain, charting the future

Vera Busse, University of Münster, Germany

Peter Crosthwaite, University of Queensland, Australia

Icy Lee, Nanyang Technological University, Singapore

Qing Ma, The Education University of Hong Kong, Hong Kong

Mark Feng Teng, Macao Polytechnic University, Macao

Colloquium

Entanglements of multilingual writing

Aina Tanaka, Waseda University, Japan

Daisuke Kimura, Waseda University, Japan

Yumi Matsumoto, University of Pennsylvania, United States

Ivan Jin, University of Pennsylvania, United States
Jerry Lee, University of California, Irvine, United States
Jung-Hsien Lin, University of California, Irvine, United States

Colloquium

Navigating SLW program administration in the time of generative AI: A colloquium

Angela Hakim, Iowa State University, United States
Rachael Ruegg, Te Herenga Waka – Victoria University of Wellington, New Zealand
Todd Ruecker, Colorado State University, United States
Sandra Zappa-Hollman, University of British Columbia, Canada
Eman Elturki, University of Illinois Chicago, United States
Jaqueline Michelle Gianico, The Pennsylvania State University, United States

Colloquium

New ideas and practices for responding to student writing in humane ways

Grant Eckstein, Brigham Young University, United States
Betsy Gilliland, University of Hawai‘i Mānoa, United States
Madeline Crozier Sutton, Duke University, United States
Nicholas Carr, University of Aizu, Japan
Michele McConnel, California State University, Fresno, United States
Kelly Metz-Matthews, San Diego College of Continuing Education, United States
Kendon Kurzer, Oregon State University, United States
Joan Hwang, George Mason University, United States

Colloquium

Policy, partnership, process, and pedagogy: GenAI infrastructure to support faculty and human-centered second-language writing

Maggie Sokolik, University of California, Berkeley, United States
Margi Wald, University of California, Berkeley, United States
David Wiese, University of California, Berkeley, United States

Colloquium

Sixty years of contrastive rhetoric: Ecological, historical, and humane perspectives

Jay Jordan, University of Utah, United States
Dwight Atkinson, University of Arizona, United States
Ulla Connor, Indiana University Indianapolis, United States
Paul Kei Matsuda, Arizona State University, United States

Colloquium

Writing with AI, teaching against bias: Linguistic justice and the peer & AI review + reflection (PAIRR) pedagogical model

Aparna Sinha, Cal Poly Solano, United States
Julie Gamberg, Glendale Community College, United States
Sophia Minnillo, University of California, Davis, United States

Papers

Paper

“Can you say that here?” Intertextual negotiation and language socialization in L2 writing conferences

Sunghye Ahn, Temple University, Japan Campus, Japan

Paper

“I could never write a poem like this in English”: AI-mediated literary writing practice

Jin Kyeong Jung, Texas Tech University, United States

Paper

“I understand enough to know that it is saying what I asked it to say”: How GenAI obscures professional email communication and the role of pragmatics in modern ESP instruction

Katerina Petchko, The National Graduate Institute for Policy Studies (GRIPS), Japan

Gavin O’Neill, Hitotsubashi University, Japan

Paper

“Just a student” in a liminal space: Suspended authority in L2 graduate writing

Demet Yigitbilek, Carnegie Mellon University Qatar, Qatar

Paper

A comparative analysis of learner trust in AI and human corrective feedback in L2 Hebrew writing

Eihab Abu-Rabia, Ben-Gurion University of the Negev, Israel

Paper

A dual case study investigating L2 scholarly writers’ identity co-construction: Negotiating trajectories across the polycentric web of global academic publishing

Cheryl Sheridan, National Chengchi University, Taiwan

Paper

A methodological synthesis of reformulation research in L2 writing

Yushi Ito, Kansai University, Japan

Sho Nakai, Kansai University, Japan

Yoko Fujisawa, Kansai University, Japan

Paper

A racial methodology of GTA training in mainstream and multilingual contexts

Stephanie Leow, Arizona State University, United States

Paper

Academic writing for graduate students in Japan

Laura MacGregor, Gakushuin University, Japan

Paper

Adaptive expertise: The integration of AI tools by L2 writing teachers

Mayumi Asaba, Kwansei Gakuin University, Japan

Paper

Adaptive L2 reading–writing pedagogy for screen-immersed Generation Z

Yichun Liu, National Chengchii University, Taiwan

PinHsi Patrick Chen, The Chinese University of Hong Kong, Shenzhen, Taiwan

Paper

Agency for international students in L2 writing: AI as rehearsal space for voice

Alexandra Elizabeth Lee, University of Hawai‘i at Mānoa, United States

Paper

AI as a writing process partner: Supporting student authorship in a Japanese EFL life writing project

Mika Toff, Aichi Shukutoku University, Japan

Takahiko Yamamori, Aichi Medical College of Rehabilitation, Japan

Kana Wakida, Aichi Shukutoku University, Japan

Paper

AI as feedback in the ecology of multilingual writing: Enacting genre awareness in an AI-mediated classroom

Cathleen Wen Li, Arizona State University, United States

Paper

AI literacy as a reflexive scaffold for process-based EAP writing: An exploration of engagement, rhetorical quality, and recall

Dianah Kitiabi, Georgia State University, United States

Paper

AI-assisted metacognitive awareness building for academic writing in a flipped classroom

Hui-chia Judy Shih, Chung Hsing University, Taiwan

Paper

AI-based feedback vs. model text feedback in L2 writing: Effects on writing quality and learners' affective factors

Atsushi Doi, Tohoku University, Japan

Soma Sekiguchi, Tohoku University, Japan

Atsushi Miura, Waseda University, Japan

Paper

AI-embedded doctoral writing instruction: A longitudinal case study in an education faculty

Wenxin Zhou, the University of Hong Kong, China

Xiaoling Liu, The University of Hong Kong, China

Paper

AI-mediated feedback, syntactic development, and the human work of L2 writing instruction

Paul Marlowe, Kindai University, Japan

Lucas Dickerson, Kwansei Gakuin University, Japan

Sean Gay, Kyoto University of Foreign Studies, Japan

Paper

AI-supported peer review and revision development in first-year EFL academic writing

Mei-Lan Lo, National Taiwan Normal University, Taiwan

Miao-Ling Hsieh, National Taiwan Normal University, Taiwan

Amy B. M. Tsui, National Taiwan Normal University, Taiwan

Jack Pun, The Chinese University of Hong Kong, Hong Kong

Paper

An autoethnographic account of rhetorical style and second language writer identity in the age of generative AI

Jae-hyun Im, Daegu National University of Education, South Korea

Paper

Appraisal resources across cars moves in research article introductions: A comparison of ESL graduate students and scholars

Jun Zhao, Augusta University, United States

Paper

Audience effects in languaging: Replication with the English passive and two written languaging opportunities

Masako Ishikawa, Josai University, Japan

Wataru Suzuki, Miyagi University of Education, Japan

Paper

Balancing human input and technical rigor when developing a new writing rubric

Heather Elliott, University of Wisconsin–Madison, United States

Mark Chapman, University of Wisconsin–Madison, United States

Tanya Bitterman, Center for Applied Linguistics, United States

Paper

Beyond compliance: GAI and the sociolinguistic ecology of academic knowledge production

Pejman Habibie, Western University, Canada

Paper

Beyond the bot and the blank page: A rhetorical framework for L2 writing teachers in the age of AI assessment

Elena Bazanova, Moscow Institute of Physics and Technology, Moscow, Russia

Paper

Beyond traditional rubrics: Assessing register awareness in hybrid EFL writing through AI and human perspectives

Ning Kan, National Taiwan Normal University, Taiwan

Paper

Breaking the algorithmic silence: An ecological reconsideration of voice and agency in AI-mediated ESL writing

Juhyun Do, Kyungpook National University, South Korea

Paper

Bridging disciplinary gaps: Corpus-based genre analysis in academic writing instruction

Ching-Fen Chang, National Yang Ming Chiao Tung University, Taiwan

Paper

Centering humanity: Teachers, students, and community

Claudia Kunschak, Ritsumeikan University, Japan

Paper

Classroom writing assessment in Singapore schools: Teachers' beliefs, practices, and the role of technology (including AI)

Rachel Xuelian Zhu, National Institute of Education, Nanyang Technological University, Singapore

Icy Lee, National Institute of Education, Nanyang Technological University, Singapore

Paper

Co-constructing academic collocational competence in academic writing through corpus consultation and AI-mediated interaction

Thi Thuy Linh Nguyen, The University of Queensland, Australia

Peter Crosthwaite, The University of Queensland, Australia

Paper

Communicative competence revisited: The writing teacher as expander of experiences and beliefs in the age of AI

Shota Mukai, Hakuoh University, Japan

Ha Thi Phuong Pham, FPT University/Victoria University of Wellington, Vietnam

Paper

Conceptualizations and methodological trends in L2 student feedback literacy: A scoping review (2012–2025)

Jun Takahashi, San Diego State University, United States

Jui-Hsin Renee Hung, Brandeis University, United States

Yeoeun Park, Indiana University Bloomington, United States

Paper

Countering AI homogenisation: Developing adaptable writers through multi-genre pedagogy

Peter Wingrove, Chalmers University of Technology, Sweden

Raffaella Negretti, Chalmers University of Technology, Sweden

Lisa McGrath, Sheffield Hallam University, United Kingdom

Christine Feak, University of Michigan, United States

Paper

Data-driven learning meets generative artificial intelligence: Informal Internet written language in Chinese, Japanese, and Korean

Alexander Fukin Tang, University of Hawai‘I at Mānoa, United States

Keisuke Harada, University of Hawai‘I at Mānoa, United States

Richard Medina, University of Hawai‘I at Mānoa, United States

Paper

Depth of engagement in AI- and corpus-based revision: A process-oriented comparison in L2 writing

Yoshiho Satake, Aoyama Gakuin University, Japan

Paper

Designing humane EFL writing pedagogy with AI: A liberating structures approach

Yasmine Salah El-Din, The American University in Cairo, Egypt

Paper

Developing critical AI literacy in second language writing contexts: A preliminary analysis of course-level AI policy guidelines in universities in Taiwan

Sin-Yi Chang, National Taiwan University, Taiwan

Paper

Developing second language teachers' multimodal feedback literacy through digital multimodal composing

Hong Cheng, The University of Hong Kong, Hong Kong

Lianjiang Jiang, The University of Hong Kong, Hong Kong

Paper

Digital tools and the power of peer interaction in the L2 writing classroom

Michelle Jerrems, Sophia University, Japan

Tiffani Blatchford, Kanda University of International Studies, Japan

I-ting Tsai, Kanda University of International Studies, Japan

Paper

Dissertating as an SLW: A study on human-machine-language ecologies

Alex Way, University of Utah, United States

Paper

Do human raters and GenAI “perceive” writing quality in a similar way? A corpus-based investigation of stance features in L2 engineering writing

Ge Lan, City University of Hong Kong, Hong Kong

Jie Yang, City University of Hong Kong, Hong Kong

Yi Li, City University of Hong Kong, Hong Kong

Paper

E-tivity instructional design for online L2 academic writing classes in higher education

Teresa Savoia, Università Telematica Pegaso, Italy

Oleksandra Zagorulko, Università Telematica Pegaso, Italy

Paper

Ecologies of multilingual writing (EMW): A conceptual framework

Dwight Atkinson, University of Arizona, United States

Jeroen Gevers, Dutch National Education Institute, Netherlands

Paper

Economies of academic writing for multilingual international students

Zhaozhe Wang, University of Toronto, Canada

Paper

Educational level as a missing lens: Revisiting genre in three traditions

Akiko Nagao, Ryukoku University, Japan

Cassi Liardet, Macquarie University, Australia

Harni Kartika Ningsih, University of Indonesia, Indonesia

Winfred Xuan, Hong Kong Metropolitan University, Hong Kong

Anne-Coleman Webre, RWTH Aachen University, Germany

Paper

Effects of machine translation-integrated pedagogy on the quality of second language writing

Mikie Nishiyama, Tokyo Healthcare University, Japan

Paper

Efficient yet deficient? Comparing human and ChatGPT formative feedback on source-based arguments

Shireen Campbell, Davidson College, United States

Rebeca Fernandez, Davidson College, United States

Fangzhi He, Davidson College, United States

Katie Horowitz, Davidson College, United States

Paper

EFL undergraduate students’ cross-genre awareness and recontextualization in dual-writing spaces

Naoko Mochizuki, Kanda University of International Studies, Japan

Paper

EFL writers' perceptions of teacher and generative AI feedback: Reconfiguring the humanity of writing teachers in AI-mediated environments

Man Wai Edward Fung, National Chengchi University, Taiwan

Paper

EMI STEM students' AI-mediated revision and motivational change in English writing

Jeongyeon Kim, Ulsan National Institute of Science & Technology (UNIST), South Korea

Paper

Engaging in dialogue during collaborative processing: The interplay among cognitive, social, and emotional engagement

Yi-Min Chiu, National Taichung University of Science and Technology, Taiwan

Hui-Tzu Min, National Cheng Kung University, Taiwan

Paper

Engaging with dual feedback: L2 writers' responses to simultaneous teacher and AWE Input

Nihan Sanic, Arizona State University, United States

Paper

English language learners' longitudinal development of syntactic complexity across five CEFR levels: A mixed-methods approach

Taichi Yamashita, Kansai University, Japan

Paper

Enhancing L2 writers' prompt literacy: Effects of a structured prompt-writing instruction in a GAI-supported classroom

Mei-Hung Lin, Taipei Medical University, Taiwan

Paper

Expertise and teaching for transfer in English for academic purposes

Heon Jeon, University of Connecticut, United States

Paper

Expertise development in action: A case study of L2 writing teacher training practicum

Xueyi Yuan, Arizona State University, United States

Paper

Explanation without inference: Causal reasoning in Japanese EFL argumentative writing

Emiko Kihara, Kobe University, Japan

Kyoko Sasaki, Tottori University, Japan

Paper

Exploring challenges in English writing from learners' perspectives: Insights from qualitative data

Kiyo Sakamoto, The University of Shiga Prefecture, Japan

Paper

Exploring Chinese undergraduates' emotional experiences as dual-role participants in L2 writing peer feedback

Wenlei Zhu, Chongqing University, China

Yao Zheng, Chongqing University, China

Paper

Exploring EFL teachers' technological pedagogical content knowledge (TPACK) in GenAI-mediated writing instruction: A Chinese study

Rui Yuan, University of Macau, China

Kailun Wang, Beijing Foreign Studies University, China

Paper

Exploring teachers' human role in AI-assisted second language writing classroom: A process writing perspective

Celiacika Gustisiwi Puteri, State University of Malang, Indonesia

Bambang Yudi Cahyono, State University of Malang, Indonesia

Paper

Exploring translanguaging practices in English writing: Integrating wordless picture books into freshman English courses

Pei-Chia Liao, Feng Chia University, Taiwan

Paper

Exploring university students' feedback literacy and revision behavior in generative AI-mediated L2 writing: An explanatory sequential mixed methods study

Katsuki Oshiro, Chiba University, Japan

Yutaka Ishii, Chiba University, Japan

Paper

Extending EFL writing teacher feedback literacy (WTFL) in AI-mediated writing classrooms: A longitudinal study in small-scale, high school contexts

Jia-En Huang, National Taiwan Normal University, Taiwan

Paper

Extramural L2 English writing in the third age: Genre practices in community-based lifelong learning

Şebnem Yalçın, Boğaziçi University, Türkiye

Paper

Fairness in the digital age: Do motivation and anxiety moderate the effects of online resource use on L2 writing processes and products?

Honglan Wang, The Hong Kong Polytechnic University/The Chinese University of Hong Kong, Hong Kong

Paper

Feedback as interaction: An experimental comparison between human and AI-mediated writing conferences in L2 writing

Mira Bekar, Ss Cyril and Methodius University in Skopje, North Macedonia
Ilina Kachinske, University American College Skopje, North Macedonia

Paper

From “nativelike” to practical: Comparing human and AI reformulation as written feedback

Sho Nakai, Kansai University, Japan
Natsuko Shintani, Kansai University, Japan

Paper

From beliefs to enacted practices: University language teachers’ assessment of multimodal composing in second language classrooms

Yu-Shan Fan, Taipei Medical University, Taiwan

Paper

From literature review to public awareness campaign: Designing a human-centered L2 writing sequence in the age of AI

Amanda Yoshida, Rikkyo University, Japan

Paper

From passive reliance to critical use: Peer interaction and engagement in MT-assisted L2 writing

Mariko Yuasa, Kansai University, Japan

Paper

From personal experience to academic voice: Using 3MT as a genre bridge in a multilingual L2 writing classroom

Junko Ootshi, Okayama University, Japan
Mariko Uzuka, Okayama University, Japan
Naomi Fujishima, Kawasaki Medical School, Japan

Paper

From research task to embodied practice: A longitudinal ecological case study of English diary in a relational network

Kimie Yamamura, Kanazawa University, Japan

Paper

GenAI feedback and student voice: Examining linguistic diversity in ESL writing classes

Sophia Minnillo, University of California, Davis, United States

Aparna Sinha, Cal Poly Maritime Academy, United States

Paper

Generative AI and publishing: Observations from an outgoing editor-in-chief of the Journal of Second Language Writing

Stephen M. Doolan, Texas A&M University–Corpus Christi, United States

Paper

Genre-based writing pedagogy in the time of GenAI: Reflections on practice and future research

Angela Hakim, Iowa State University, United States

Febriana Lestari, Iowa State University, United States

Shangyu Jiang, Iowa State University, United States

Paper

Harmonizing Dao and Shu: A collaborative autoethnography of two EFL writing teachers' expertise development in GenAI-mediated writing

Min Zou, Beijing Institute of Technology, China

Fang Liu, Beijing Institute of Technology, China

Paper

Helping an EFL writer develop a voice through poetic inquiry: A case study

Wakana Nobeyama, University of British Columbia, Canada

Paper

High school-university collaboration in writing pedagogy: Influence on high school teachers

Noriko Kurihara, Nagoya University of Commerce and Business, Japan

Madoka Kawano, Meiji University, Japan

Miho Yamashita, Ritsumeikan University, Japan

Paper

How do writers construct persuasive arguments for a research niche? Comparative analysis of novice and experienced authors

Musa Al-Mudhaffari, Columbia University, Jordan

Hoa Nguyen, Columbia University, United States

Paper

How L2 Chinese learners' interaction with GenAI feedback reshapes teachers' roles in writing instruction

Jiayang Sun, University of Hawai'i at Mānoa, United States

Paper

How multilingual writers negotiate voice in the age of AI: Toward an AI literacy framework for L2 writing

Chung-Wei Chen, National Chengchi University, Taiwan, Taiwan

Paper

How tutoring approaches emerge: Metacognitive experiences in writing centre practice in Chinese higher education

Delin Kong, Huazhong University of Science and Technology, China

Paper

Human and AI judgment in TOEFL writing instruction: Teachers negotiating authority, identity and accountability

Xinyue Shui, University of Iowa, United States

Wei Wang, University of Iowa, United States

Paper

Human judgment and prompt fairness in L2 writing assessment in the age of AI

Sohyeon Lee, University of Hawai'i at Mānoa, United States

Paper

Human-AI synergy in postgraduate L2 academic writing: Cognitive-attitudinal dynamics and teachers' irreplaceable humanity

Li Chen, Xi'an International Studies University, China

Paper

Human-centered AI literacy in graduate writing education: Reclaiming the humanity of writing teachers in the age of AI

Afarin Rajaei, San Diego State University, United States

Naseh Shahri, San Diego State University, United States

Paper

Humanizing feedback in the age of AI: The role of writing teachers in AI-assisted revision

Karen Chung-chien Chang, National Taipei University, Taiwan

Paper

Humanizing GenAI-assisted writing feedback: Developing EFL teachers' AI feedback literacy through a co-designed evidence-informed intervention

Xinyu Liu, Hong Kong Polytechnic University, China

Qi Wang, Hunan University, China

Guangwei Hu, The Hong Kong Polytechnic University, China

Paper

Humanizing L2 writing: The interplay between teachers' metacognitive competence and students' metacognition

Pauline Mak, The Education University of Hong Kong, Hong Kong

Paper

Humanizing scholarly publishing in the age of AI: Ethical editorial mentorship and infrastructures of access for multilingual scholars

Hadi Banat, University of Massachusetts Boston, United States

Ghada Gherwash, Colby College, United States

Grace-Lee Amuzie, Penn State University, United States

Paper

Humanizing the generation: Teacher mediation of genre and voice in AI-assisted L2 multimodal composing

Leqing Yang, University of Malaya, Malaysia

Siti Zaidah Zainuddin, University of Malaya, Malaysia

Paper

Impact of AI-assisted feedback on EFL students' writing performance: A process-oriented approach

Kai-Lin Wu, Tunghai University, Taiwan

Paper

Implementing generative AI in the spanish classroom: Students' beliefs and satisfaction with ChatGPT for L2 written communication through corrective feedback and role-plays

Pablo Robles-García, University of Toronto, Mississauga, Canada

Ji-young Shin, University of Toronto, Mississauga, Canada

Claudia Sánchez-Gutiérrez, University of California, Davis, United States

Paper

Incorporating "manga" into multimodal, source-based writing

Sachiko Igarashi, Aoyama Gakuin University, Japan

Paper

Individual differences in collaborative writing: The role of working memory and anxiety in a beginner adult-immigrant context

Gabriel Michaud, Université de Montréal, Canada

Sophie McBride, Universitat Politècnica de València, Spain

Paper

Instructor-mediated use of myprose in first-year writing classrooms

Maria Pia Gomez Laich, Carnegie Mellon University, Qatar

Pessoa Silvia, Carnegie Mellon University, Qatar

Thomas Mitchell, Carnegie Mellon University, Qatar

Paper

Interruptions, affect, and agency in young learners' L2 writing assessment

Gordon Blaine West, National Institute of Education, Nanyang Technological University, Singapore

I-Chen Vera Hsiao, University of Iowa, United States
Jason A. Kemp, WIDA at the University of Wisconsin–Madison, United States

Paper

Intertextual engagement in L2 Chinese academic writing: Developing critical literacy through L2 reading-to-writing

Haidan Wang, University of Hawai‘I at Mānoa, United States

Paper

Investigating L2 writers’ engagement with a customised GPT for pre-task planning

Carrie Xin Peng, University of Melbourne, Australia

Xingcheng Wang, University of Melbourne, Australia

Paper

Investigating the depth of processing in collaborative and individual languaging across writing stages

Maki Imazawa, University of Tsukuba, Japan

Paper

Japanese undergraduates’ perceptions of feedback in academic English writing: Balancing human- and AI-mediated approaches

John Rylander, Kyoto University, Japan

Catherine LeBlanc, Kyoto University, Japan

Jacob Dunlap, Kyoto University, Japan

Paper

Keeping AI-supported L2 writing human: Teacher agency, AI-mediated revision, and intercultural audience in a POSTECH–NUS project

Soo-Ok Kweon, Pohang University of Science and Technology, South Korea

Paper

Keeping writing human: Assignment redesign in first-year writing

Silvia Pessoa, Carnegie Mellon University, Qatar

Maria Pia Gomez Laich, Carnegie Mellon University, Qatar

Thomas Mitchell, Carnegie Mellon University, Qatar

Paper

L1 and L2 Japanese writers’ agency in AI-supported writing: Responses to ChatGPT feedback

Yasuko Okano, Kanazawa University, Japan

Paper

L2 french writers’ motivations and perceptions toward GenAI-enhanced writing from a self-determination perspective: Examination across AI tools, proficiency levels, and course grades

Ji-young Shin, University of Toronto Mississauga, Canada

Magda Tigchelaar, University of Toronto Mississauga, Canada

Paper

L2 writing instructors' discourse-level written feedback: Teachers' practices and perceptions

Mark Sullivan, Northern Arizona University, United States

Paper

Linguistic prejudice toward GenAI-style in EAL writing

Yachao Sun, Duke Kunshan University, China

Wendy Li, Duke Kunshan University, China

Paper

More than red ink: Dynamic written corrective feedback in a Japanese EFL classroom

Kate Matthews, Kansai Gaidai, Japan

Grant Eckstein, Brigham Young University, United States

Paper

Multilingual creativity: Exploring issues of L2 creative writing in the age of AI

Atsushi Iida, Aoyama Gakuin University, Japan

Bee Chamcharatsri, University of New Mexico, United States

Paper

Multilingual students' perceptions of and engagement with screencast video feedback in revision

Sarah DeCapua, University of Connecticut, United States

Heon Jeon, University of Connecticut, United States

Paper

Multilingual writing development: Interrelationships among agency, audience, voice

Carol Rinnert, Hiroshima City University, Japan

Hiroe Kobayashi, Hiroshima University, Japan

Paper

Negotiating "feeling rules": Humanity of university-based writing instructors in three canadian institutions

Saskia Van Viegen, Education University of Hong Kong, Hong Kong

Sandra Zappa-Hollman, University of British Columbia, Canada

Heike Neumann, Concordia University, Canada

Paper

Negotiating academic writing across disciplines in an international liberal arts graduate program: Student and faculty perspectives

Junko Imai, Juntendo University, Japan

Paper

Negotiating ethical AI use in academic writing among university students and teachers: Where is the humanity?

Fan Yang, The University of Hong Kong, Hong Kong

Rian A. W. Anisanto, Kyoto University, Japan

David Dalsky, Kyoto University, Japan

Paper

Negotiating expertise and value: A human-AI collaborative approach to evaluating oral accessibility in L2 poster presentations

Bianca Brown, Carnegie Mellon University Qatar, Qatar

Kira Dreher, Carnegie Mellon University Qatar, Qatar

María Pía Gómez-Laich, Carnegie Mellon University Qatar, Qatar

Paper

Negotiating human agency and AI in disciplinary L2 writing: The teacher as discourse mentor

Huang-Yuan (Patrick) Hsiao, National Yang Ming Chiao Tung University, Taiwan

Wan-Chun (Iris) Hsieh, National Yang Ming Chiao Tung University, Taiwan

Paper

Negotiating identity and authority in AI-mediated L2 academic writing: Translanguaging and transpositioning

Bingke Chen, Xi'an International Studies University, China

Paper

Negotiating teachers' professional identity in AI-assisted IELTS writing instruction

Liza Rahmawati, The University of Melbourne, Australia

Muhammad Aulia Rizal Firmansyah, The University of Melbourne, Australia

Raisatul Mufahamah, The University of Melbourne, Australia

Paper

Negotiating voice in the age of AI: Multilingual writers and dialogic engagement with technology

Natalya Watson, Northeastern University, United States

Paper

Patterns of human-AI interaction in L2 writing: A critical AI literacy perspective

Peiyun Liu, The Chinese University of Hong Kong, China

Paper

Peer feedback in digital argumentative essay revision: Genre-specific feedback, meaning alignment, and writer agency

Zishan Qin, University of Otago, New Zealand

Paper

Perceptions and challenges in flipped writing classrooms: Insights from Indonesian pre-service EFL teacher education programs

Husnawadi, University of Canberra, Australia

Paper

Practice for skill, production for proficiency: Disentangling learning mechanisms in GenAI-enhanced EFL collaborative story writing

Nicolas Emerson, Waseda University, Japan

Yuka Kono, Waseda University, Japan

Paper

Pre-service teachers' perception and patterns of using generative AI in writing a lesson plan

Ji-Hyun Park, Gyeongin National University of Education, South Korea

Paper

Promoting research in a second language: Chinese scholars' promotional practices and perceptions in English research articles

Xinyue Li, Wuhan University, China

Liming Deng, Wuhan University, China

Paper

Prompted humanity: What AI prompting reveals about genre knowledge and pedagogical labour in EAP

Derya Altınmakas, MEF University, Türkiye

Paper

Quantum dialogics: A human-centered framework for L2 writing instruction in the age of AI

Jungmin Lee, University of California, Riverside, United States

Paper

Re-humanizing composition instruction in the era of machine learning: Slow pedagogies and collaborative care in teaching L2 and multilingual writers

Sharon Doetsch-Kidder, George Mason University, United States

Paper

Reconceptualizing writing pedagogy in the age of AI: Pre-service teachers' learning in AI-mediated multimodal composition

Senem Yıldız, Bogazici University, Türkiye

Paper

Reconfiguring teacher expertise in AI-mediated L2 writing: Insights from manga-based writing

Takako Yasuta, Fukushima Medical University, Japan

Paper

Reconfiguring teacher-writer-AI relationships through prompt literacy in L2 revision

Claudia Sangmi Yun, Kangwon National University, South Korea

Hyekyung Yu, Jeju National University, South Korea

Paper

Reimagining disciplinary writing in EMI science classrooms: A genre-based, technology-integrated approach

Jack Pun, The Chinese University of Hong Kong, Hong Kong

Paper

Rethinking AI literacy, agency, and identity in L2 writing

Marwan Almuhaysh, King Saud Bin Abdulaziz University for Health Sciences, Saudi Arabia

Paper

Rethinking complexity in L2 writing: How does form-based complexity translate to meaning complexity?

Sachiko Yasuda, Kobe University, Japan

Paper

Rhetorical moves model of L2 student-authored IMRaD-style papers

Alexandra Terashima, The University of Tokyo, Japan

Anna Bordilovskaya, Tokyo City University, Japan

Paper

Scaffolding, creativity, and the human dimensions of L2 writing pedagogy

Olivia Kennedy, Nagahama Institute of Bioscience and Technology, Japan

Sandra Healy, Kyoto Institute of Technology, Japan

Paper

Self-reported AI usage and writing self-efficacy for L2 writers in writing centers

Elizabeth Ann Lakoski, University of North Carolina at Charlotte, United States

Katie Lynn Garahan, University of North Carolina at Charlotte, United States

Paper

Sentence structure in multilingual writing: Language constraints or individual characteristics

Iwona Kowal, Jagiellonian University, Poland

Paper

Student revision under constrained AI feedback in low-intermediate EFL writing

Michelle Johnson, Nihon University College of Industrial Technology, Japan

Paper

Students' use of GenAI tools in digitally mediated research writing

Jinrong Li, Georgia Southern University, United States
Kathleen O'Reilly, First Nations University of Canada, Canada

Paper

Supporting writing development in primary EFL classrooms: A task-based, multisensory, and AI-supported approach

Xuemei Huang, Golden Apple Jincheng No.1 Secondary School, China

Paper

Synthesizing cohesion research in L2 writing: A systematic review

Ryo Tanioka, Kyoto University of Advanced Science, Japan

Paper

Teacher agency or the lack thereof? Examining the intersection of teaching-related GenAI use and ESL graduate teacher agency

Xiao Tan, Utah State University, United States

Paper

Teacher emotion labour and instructional decision-making in multilingual L2 writing classrooms

Witchuda Chaisong, University of Hawai'i at Mānoa, United States

Paper

Teacher-designed AI as a questioning partner: Developing high school students' argumentation in L2 writing through debate instruction

Miho Izumi, Kobe University Secondary School, Japan

Atsushi Mizumoto, Kansai University, Japan

Paper

Teacher–student rubric co-construction as metacognitive instruction in ESL academic writing

Tong Zhang, Duke Kunshan University, China

Paper

Technology and humanity: Identity dilemma and reconstruction of L2 writing teachers in the AI era

Zihui Zeng, Xi'an International Studies University, China

Paper

The affective equalizer: Fostering self-efficacy and reducing writing anxiety through AI-scaffolded blogging on padlet

Chun Chia Chang, National Taiwan Normal University, Taiwan

Paper

The effects of task complexity on young learners' second language writing performance (CAF): Mediating roles of writing motivation and writing anxiety

Junqing Guo, The Hong Kong Polytechnic University, Hong Kong
Shaofeng Li, The Hong Kong Polytechnic University, Hong Kong

Paper

The evolution of a design study: Critical GenAI in second language writing

Naseh Shahri, San Diego State University, United States

Afarin Rajaei, San Diego State University, United States

Paper

The humanity of knowledge crafting: Expert L2 writers' epistemic obligations in an automated age

Paul Michiels, Carnegie Mellon University, United States

Karyn Kessler, University of California, Santa Barbara, United States

Paul Rogers, University of California, Santa Barbara, United States

Paper

The impact of AI feedback on EFL writing: Evaluating proficiency and authorial voice

Jerry Yung Teh Huang, Kyoto Sangyo University, Japan

Trevor Sitler, Kansai University, Japan

Paper

The position of writing instruction in Japanese upper-secondary English education through the courses of study: Building a foundation for English writing education in the age of generative artificial intelligence

Maki Inagaki, Osaka Kyoiku University, Japan

Masayoshi Kojima, Osaka Kyoiku University, Japan

Ken-ichi Hashimoto, Osaka Kyoiku University, Japan

Naoya Shibata, Osaka Kyoiku University, Japan

Paper

The potential of second language poetry writing for exploring EFL learners' emotion and identity

Hinako Kuwata, Aoyama Gakuin University, Japan

Paper

The role of AI-assisted learning in academic writing: A mixed-methods study on Chinese as a second language students

Yang Gong, University of Macau, Macao

Paper

The role of planning conditions in L2 writing: Relationships between learners' planning behaviour, writing performance, and perceptions

Valentina Guzman Polanco, University of Melbourne, Australia

Paper

Tracing AI-mediated autonomy and dependence in graduate L2 summary writing

Olga Li, Toyama Prefectural University, Japan

Paper

Training on EFL taiwanese writers' annotation quality and learner perceptions

Carrie Yea-huey Chang, Tamkang University, Taiwan

Paper

Translanguaging with generative AI: Teacher and student perspectives in multilingual writing classrooms

Amani Jaber, Technion – Israel Institute of Technology, Israel

Tzipora Rakedzon, Technion – Israel Institute of Technology, Israel

Paper

Uncanny writing: AI, authorship, and L2 writing

Nils Olov Fors, Kanda University of International Studies, Japan

Paper

Understanding feedback researchers' feedback beliefs and practices in second language writing: How does research inform practice?

Shulin Yu, University of Macau, China

Paper

Understanding L2 writers' responsiveness in AI-mediated dynamic assessment for academic writing

Yu-Ting Kao, National Cheng Kung University, Taiwan

Paper

Understanding the side effects of teacher feedback in second language writing

Zhicheng Mao, University of Macau, China

Paper

Using AI to enhance student-tacher dialogue in L2 writing classes

Kyle Jensen, Arizona State Univeristy, United States

Paper

Using AI to map the ecologies of multilingual writing across US-based colleges and universities

Kendon Kurzer, Oregon State University, United States

Paul Kidhardt, Geoverity Analytics, United States

Greer Murphy, University of California, Santa Cruz, United States

Paper

Voice under surveillance: Writing, AI, and the politics of linguistic diversity

Ghada Gherwash, Colby College, United States

Paper

Voice, agency and pedagogy: Teaching academic writing across contexts of world Englishes
Zhichang Xu, Monash University, Australia

Paper

What happens after the conference: Tracing and following feedback into L2 student revisions

Hyrum Pastores, Brigham Young University, United States

Grant Eckstein, Brigham Young University, United States

Paper

Who owns the story? Preserving narrative agency in AI-augmented picture book creation in an EFL writing classroom

Jean Chow, National Kaohsiung Normal University, Taiwan

Paper

Writing as a human witness: Life narrative and somatic resilience in the age of AI

Guy Giard, Montreal, Quebec, Canada, Canada

Paper

Writing as conversation: Dialogic pedagogy in the AI-assisted L2 composition classroom

John Wolfgang Roberts, Mie University, Japan

Paper

Writing instructors-AI engineer interdisciplinary collaboration for promoting L2 writers' agency in the GenAI era: Activity theory perspective

Tomoko Oyama, Waseda University, Japan

Anubhav Anubhav, The University of Tokyo, Japan

Yuka Akiyama, The University of Tokyo, Japan

Paper

Written corrective feedback, learner cognitive and emotional processing, and accuracy development in beginning EFL writing

Wataru Suzuki, Miyagi University of Education, Japan

Kounosuke Sato, Inawaka Junior Highschool, Japan

Ryo Saito, Tohoku University, Japan

Roundtables

Roundtable

"It's not really my voice anyway": Rethinking voice and authenticity in AI-mediated L2 writing

Nawal Alhodithi, King Khalid University, Saudi Arabia

Roundtable

A nurse's purpose: A literacy-oriented AI writing pedagogy for cultivating care and empathy through task-based EFL writing

Tuyuan Cheng, National Tainan Junior College of Nursing, Taiwan

Roundtable

A Q-methodology study on EFL writers' metacognitive experiences in GenAI-assisted writing

Jiahao Zheng, Macau Polytechnic University, China

Roundtable

AI feedback and learner agency in L2 writing: A think-aloud study of revision processes

Yuka Ohkishima, Ritsumeikan University, Japan

Aiko Sano, Ritsumeikan University, Japan

Roundtable

AI-aided translation and human rights advocacy

Michael MacDonald, University of Michigan-Dearborn, United States

Roundtable

AI-assisted writing feedback in EFL classrooms: A longitudinal CAF study across semester and year-long courses

Masahiro Kobayashi, Tottori university, Japan

Roundtable

AI-mediated digital multimodal composing in L2 writing

Daniel G. Dusza, University of Electro-Communications/Hosei University, Japan

Roundtable

Back to the basics: Exploring why we write in a composition class

Rachel LaMance, Penn State University, Abington, United States

Roundtable

Creative writing as an antidote to AI: Launching a multilingual creative arts magazine

Kristen Vogel, Carleton College, United States

Roundtable

Designing a teaching method to help Japanese EFL students produce well-supported argumentative essays

Taeko Kamimura, Senshu University, Japan

Gaku Uehara, Senshu University, Japan

Roundtable

Developing critical AI literacy and rhetorical agency in a first year writing seminar for second language writers

Gusztav Demeter, Case Western Reserve University, United States

Roundtable

Distinguishing human-written from machine-generated text: Comparing language teachers, AI checker apps and LLMs

John Bankier, Kanagawa University, Japan

Roundtable

Educator perspectives on the fairness of automated writing scoring and feedback for young multilingual learners

Mark Chapman, University of Wisconsin–Madison, United States

Jieun Kim, Soongsil University, South Korea

Jason Kemp, University of Wisconsin–Madison, United States

Ahyoung Alicia Kim, University of Wisconsin–Madison, United States

Lynn Shafer Willner, , United States

Roundtable

Enhancing Persian writing in online classrooms through multimodal, student-centered instruction

Neda Sahranavard, University of California, Irvine, United States

Roundtable

Enhancing teacher feedback effectiveness in L2 writing through CAF-informed learner profiles and a corrective-dialogic approach

Thao Le, National Taiwan University of Science and Technology, Taiwan

Roundtable

Examining the relationships between efficient test tasks on the updated TOEFL iBT and extended writing performances

Daniel Isbell, University of Hawai‘i at Mānoa, United States

Ching-Ni Hsieh, Educational Testing Service, United States

Renka Ohta, Educational Testing Service, United States

Roundtable

Exploring willingness to communicate and L2 writing performance: Insights from a task-based assessment

Hoa Thi Vinh Le, Harvard University, United States

Nicole Ziegler, University of Hawai‘i at Mānoa, United States

Lara Bryfonski, Georgetown University, United States

Meg Montee, Georgetown University, United States

Roundtable

Floating standards, grounded judgement: Evaluating CER-based reasoning and why teacher judgement matters

Phuong Anh Le, University of Macau, Macao

Roundtable

From corrector to coordinator: Evolving teacher identities and feedback practices in the era of generative AI

Ju Chuan (Cindy) Huang, National Taiwan Ocean University, Taiwan

Roundtable

Generative AI and its roles in language (teacher) education: A critical and proactive approach

Yue Zhang, The Education University of Hong Kong, Hong Kong

Roundtable

Idle in India: Large classes, business English, and AI

Mark Dressman, University of Illinois at Urbana-Champaign, United States

Utkarsh Jajodia, Indian Institute of Management, Rohtak, India

Ayoub El Mohamedi, Mohammed VI Polytechnic University, Morocco

Roundtable

Issues in peer review and communication: Practices for cultivating confidence in L2 writing

Ashton E. Dawes, Rikkyo University, Japan

Kathryn Jurns, Rikkyo University, Japan

Roundtable

Mapping student agency in project-based CLIL: Structural patterns from an explanatory sequential mixed-methods study

Masakazu Mishima, Rikkyo University, Japan

Roundtable

Meshing the streets of angora with the bridge of pittsburgh: Enacting ecological and translingual pedagogy

Xiqiao Wang, University of Pittsburgh, United States

Roundtable

Mindful intelligence in the age of artificial intelligence: How multilingual students experience mindfulness and AI in EFL first year writing courses

Pietera Fraser, Temple University, Japan Campus, Japan

Roundtable

Motivation and foreign language writing in the era of generative AI: A systematic literature review

Alejandra Donoso, Linnaeus University, Sweden

Roundtable

On the development of writing proficiency in hindi-speaking learners in the age of AI: A teacher-centric approach from indian classrooms

Jasleen Kaur, Indian Institute of Forest Management Bhopal, India

Roundtable

Perceptions and usage of generative AI in academic writing across gender

Catherine LeBlanc, Kyoto University, Japan

Sara L. Schipper, Kyoto University, Japan

Roundtable

Reflecting on the similarities and differences between the graduate school experiences of international EAL and US native-English-speaking students

Carol Severino, University of Iowa, United States

Roundtable

Reframing the humanity of the L2 writing teacher: An ecological approach to GenAI-assisted “wrighting” practices

Ming-i Lydia Tseng, Fu Jen Catholic University, Taiwan, Taiwan

Roundtable

Shifting paradigms to assets-based, corrective feedback on vocabulary in writing: A hierarchy for developing teacher candidates’ word knowledge

Anne Ediger, Hunter College, City University of New York, United States

Mark Romig, Hunter College, City University of New York, United States

Roundtable

Sounding like yourself: L2 writer voice, AI mediation, and access-oriented pedagogy in first-year composition

Seth Tendler, Arizona State University, United States

Roundtable

Student choice in written corrective feedback: Effects on writing development and teacher workload in a Japanese EFL context

Andrew Barnes, Kyoritsu Women’s University, Japan

Cameron Flinn, Waseda University, Japan

Jerrie Zhang, Waseda University, Japan

Roundtable

Student perceptions of using short stories in a Japanese university EFL creative writing classroom

Camilo Villanueva, Nagoya City University, Japan

Roundtable

Supporting L2 writing development through self-regulated learning in a GenAI-assisted classroom

Tzu-Shan Chang, Tamkang University, Taiwan

Roundtable

The human touch in peer writing support: Evolution of the PAW program at Tokyo International University in the age of AI

George Hays, Tokyo International University, Japan

Roundtable

The humanity of writing teachers: (Re)negotiating identity in AI-mediated EMI L2 writing classrooms

Silvia VaccinoSalvadore, American University of Sharjah, United Arab Emirates

Anoud Abusalim, American University of Sharjah, United Arab Emirates

Roundtable

The impact of L2 writing proficiency on tertiary academic performance

Rachael Ruegg, Victoria University of Wellington, New Zealand

Roundtable

The limits of agency: Rethinking directed self-placement in the post-pandemic AI world

Lynn Ishikawa, DePauw University, United States

Roundtable

The relationship between writing teachers' academic writing norms and their perceptions of generative artificial intelligence output in Japanese English-as-a-foreign-language tertiary educational contexts

Naoya Shibata, Osaka Kyoiku University, Japan

Misa Fujinuma, Nagoya University of Foreign Studies, Japan

Roundtable

The use of AI in college writing and learner moral self-image: Does language background play a role?

Sharona Moskowitz, Hunter College, City University of New York (CUNY), United States

Christine Rosalia, Hunter College, City University of New York (CUNY), United States

Roundtable

Training ChatGPT as peers via prompt engineering

Hui-Tzu Min, National Cheng Kung University, Taiwan

Francisco de Borja Navarro, National Cheng Kung University, Taiwan

Roundtable

Translation as genre-based L2 writing: Genre awareness and cultural reasoning in multilingual textual recontextualization

Chris Du, Arizona State University, United States

Cathleen Wen Li, Arizona State University, United States

Roundtable

Unacclimatized? Understanding the potential of labor-based contract grading interventions in Chinese EFL writing contexts

Chenggang Liang, South China Agricultural University, China

Shulin Yu, University of Macau, Macao

Nan Zhou, University of Macau, Macao

Roundtable

Undergraduate vs. graduate students' use of AI: Why and how

Nagwa Kassabgy, The American University in Cairo, Egypt

Roundtable

Using AI in L2 writing without losing the writing process: A scaffolded approach

Kayla Marie Sarte, KagPlus, Philippines

Roundtable

Using generative AI as a dialogic partner for self-editing in beginner EFL writing

Emi Hennessy, University of Fukui, Japan

Roundtable

Waiting for C-3PO: The strengths and shortcomings of AI translation

Charles Kowalski, Tokai University, Japan

Roundtable

What is source-based writing? Defining the required knowledge and skills to guide source-based writing in the age of AI

Gavin O'Neill, Hitotsubashi University, Japan

Roundtable

What remains human about the L2 writing teacher in the age of AI?

Hae Chin Moon, Ewha Womans University, South Korea

Alexandra Elizabeth Lee, University of Hawai'i at Mānoa, United States

Roundtable

Writing through entanglement: Ecology, translation, and transnational literacies across China and Qazaqstan

Joseph Wilson, Syracuse University, United States

Xiqiao Wang, University of Pittsburgh, United States

Workshops

Workshop

Beyond ChatGPT: AI tools for literature search and smart reading

Svetlana Suchkova, Higher School of Economics, Russia

Workshop

Design and implementation of an online writing module for learning-oriented assessment

Yutaka Ishii, Chiba University, Japan

Yasuyo Sawaki, Waseda University, Japan

Yumi Fujita, Waseda University, Japan

Workshop

From diagnosis to design: Integrating AI into ESP writing through situated classroom tools

Sophie McBride, Universitat Politècnica de València, Spain

Aitor Garcés-Manzanera, Universidad de Murcia, Spain

Workshop

IMPAR3 as a teacher-designed recursive genre ecology in L2 writing

Prumel Barbudo, Meikai University, Japan, Japan

Workshop

Learning from mistakes: Error logs and purposeful use of automatic correction tools

Peter Macdonald, Kanda University of International Studies, Japan

Workshop

Productive tensions: Using cognitive dissonance and AI to spark L2 writing ideas

Hossameldin Attia, The American University in Cairo, Egypt

Workshop

Re-envisioning analogue for critical thinking, revision, and reflection in the age of AI:

Connecting first year and advanced composition

Karen Foltz, George Mason University, United States

Junghwa Kim, George Mason University Korea, South Korea

Workshop

Rules, norms, or strategies? an institutional grammar and LLM-based analysis of university AI policies

Changdeok Gim, State University of New York, Korea, South Korea

Junghwa Kim, George Mason University Korea, South Korea

Discussions

Discussion

Belonging, mastery, and machine intelligence in K–12 second-language writing: A conversation across contexts

Julie Goldman, San Diego County Office of Education, United States

Discussion

Can group project writing preserve meaningful student and teacher agency in the age of AI?

Ida Klitgård, Roskilde University, Denmark

Discussion

Exercising your language muscles: Effective, ethical AI use for second language learning

Angela Feekery, Massey University, New Zealand

Kennedy Olivia, Nagahama Institute of Bio-Science and Technology, Japan

Discussion

GenAI and building the conditions of humanizing writing pedagogy: Critical reflections from multilingual writing educators

Eunjeong Lee, University of Houston, United States

Khánh Lê, Queens College, City University of New York, United States

Trish Morita-Mullaney, Purdue University, United States

Discussion

Human–AI collaboration in L2 writing feedback: Teacher agency, student perceptions, and prompt literacy

Harris Bras, Purdue University, United States

Masakazu Mishima, Rikkyo University, Japan

Mira Baker, Ss Cyril and Methodius University, North Macedonia

Mei-Hung Lin, Taipei Medical University, Taiwan

Discussion

Operationalizing global Englishes concepts into second-language writing practices

Kenny Harsch, University of Hawai‘i at Mānoa, United States

Discussion

Preventing AI or preventing access? Developing AI policies for linguistic justice

Todd Ruecker, Colorado State University, United States

Aly Welker, Colorado State University, United States

cookie egret, Colorado State University, United States

Discussion

The use of learner corpora to teach second language writing in the age of AI

Robert MacIntyre, Sophia University, Japan

Discussion

Translanguaging, modality, and deaf writers: A guided discussion of secondary students' writing

Hannah Dostal, University of Connecticut, United States

Kimberly Wolbers, University of Tennessee, United States

Discussion

What do writing teachers do now?

Manuel Senna IV, The University of Tokyo, Japan