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***L2 Writing in Secondary Classrooms: Student Experiences, Adolescent Issues, and Teacher Education.***  
New York, Routledge (2013). ix + 193 pp., ISBN:978-0-415-64061-9.

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*L2 Writing in Secondary Classrooms* is a monograph edited by Luciana C. de Oliveira and Tony Silva. The book has been written with the secondary classroom teachers in mind. The volume focuses on a rarely touched area, i.e. second language (L2) writing and its many poignant issues. The book is composed of three main parts with 11 chapters, each of which presenting an authentic research study conducted by teachers who were directly involved with school-age writers.

The book addresses three major concerns: (1) raising the need for more research on both L2 writing and K-12 issues, (2) spelling out the relevant concepts which come into view in the secondary classrooms, and (3) clarifying how these concepts can be utilized in teacher education programs. To address these issues, the book takes a theoretically eclectic approach.

All chapters in Part I (chapters 1-4) are examples of different case studies attempting to show how these discrepancies result in various levels of L2 writing achievements. Part II (chapters 5-7) has the same line of investigation as Part I, but in adolescent academic writing contexts. And, Part III focuses on the preparation of pre-service teachers for teaching L2 writing.

Chapter one, *On the Radar Screen and the Need to Focus on L2 Writing in Secondary Classrooms*, acts as an introduction to the book and aims to put L2 writing (in secondary settings) and writers in forefront of investigations.

Chapter two, *She doesn't Know Who I am*, by Christina Ortmeier-Hooper, reports the case study of a refugee L2 writer in high school who wants to be a proficient L2 writer. By drawing on the

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theoretical postulation that there is a relationship between writing and identity, the researcher tries to indicate how socio-political histories and literacy backgrounds can influence an L2 writer's writing proficiency. The chapter highlights the importance of reconsidering the young L2 writers' position and being cautious in taking *one-size-fits-all* view for all such writers.

Chapter three, *Adolescent Writers and Academic Trajectories*, by Kerry Anne Enright, seeks answers to the following questions: (1) what role(s) does writing play in content literacy and bilingual learners' academic trajectories? and (2) what role(s) does students' English language development play in their academic writing? To answer these questions, two adolescent L2 writers' written products were examined with the outcome that *one-size-fits-all* approach to learning and teaching of writing is disadvantageous. Such an approach ignores the unique nature of linguistic and academic needs of learners, lending support to Enright's (2011) claim that making the connection between thinking, writing, and learning more explicitly is a necessity in L2 writing classrooms.

*Doing like Almost Everything Wrong*, by Amanda Kibler, focuses on an adolescent multilingual writer's transition from high school to college and his writing development. Longitudinal interactions of a multilingual writer, Diego, and his teacher were recorded. The analysis indicated that in his transition from high school to college, Diego applied somehow similar strategies for eliciting assistance. The chapter stresses the importance of accepting the role of planner and responder on the part of teachers in multilingual contexts.

Chapter five, *Preparing English Language Learners for Argumentative Writing*, by Alan Hirvela, emphasizes the need for learning how to write argumentatively. The author makes a distinction between persuasion (which is based on emotional appeals) and argumentation (which deals with logical appeals). Furthermore, the second part of the book examines how to teach argumentation through six different approaches to argumentative pedagogy: The Collaborative Reasoning Approach, The Cognition Strategies Approach, Audience-Oriented Approach, The Argument is Everywhere Approach, The Argument as Moves Approach, and The Problem-Solving Approach. Acknowledging that English language learning can benefit from prior knowledge of argumentation (originating from L1 language and culture), the author concludes that many L2 learners do not have to learn argumentation anew; rather, they *do* relearn it.

Chapter six, *The Role of Social Relationships in the Writing of Multilingual Adolescents*, by Jennifer Shade Wilson, puts the notion of socioliterate relationships forward. The author articulates that emotional bonds and power relations dramatically influence the development, process, and practices of writing. The socioliterate interactions can be observed in wide-ranging contexts such as home, school, and even neighborhood with both positive and negative effects. By drawing on such relationships, the chapter intends to cast more light on providing socially supportive assistance in the process of writing, defining writing on the social basis, and identity in multilingual teens' writing practices.

The role of digital media in L2 writing classrooms, especially for adolescent English Language Learners (ELLs) is dealt with in chapter 7, *Emerging Literacies in Digital Media and L2 Secondary Writing*, by Mellisa Niiya, Mark Warschauer, and Binbin Zheng. The argument is that digital media increase the time ELLs spend on writing, enhance the amount of learner engagement in writing task,

improve the participation of reluctant learners, increase the complexity of language used in writing, and support academic writing in terms of relationship between language and identity.

Recognizing the importance of writing in secondary education settings, chapter 8, *Focus on Pre-service Preparation for ESL Writing Instruction*, by Ditlev Larsen, proposes that L2 writing theory and pedagogy are of significant importance in ESL teacher preparation programs and is an attempt to reveal how and to what extent these preparation programs are helpful for teachers. The findings of the reported research in the chapter show that 10 percent of teachers believed that they were well prepared for this purpose (an observation which can be explained by the lack of writing theory and pedagogy) and that about 60 percent of them did not have any opportunity to participate in preparatory classes.

Chapter nine, *ESOL Teaching as Writing Teaching*, by Youngjoo Yi, presents the findings of a research study which examined two pre-service ESOL teachers' sense of preparation to teach L2 writing in secondary classrooms, their possible future challenges in L2 writing instruction, and their perceived notions of identity. Analyzing data made it clear that one purpose of these tasks was to evaluate learners' learning. Teachers' perception data indicated that while for one of the teachers 'authenticity' and 'audience' were of importance, the other teacher placed students' prior knowledge and L1 in front line of concentration. *Collaborative Writing* is an area on which both teachers converged with each other. Moreover, regarding challenges and concerns for L2 writing pedagogy, both teachers pointed to the lack of writing instruction. In addition, both teachers claimed that they never created or even acted out the role of a writing teacher.

The study presented in chapter 10, *Responsive Teacher Inquiry for Learning about Adolescent English Learners as Developing Writers*, by Steven Z. Athanases, Lisa H. Bennett, and Juliet Michelsen Wahleithner, is meant to identify the elements of teacher responsive inquiry with the aim of drawing pre-service teachers' attention to adolescent English learners and their development as writers. Shaping such inquiries about English learners and writers demands attending to the 'nested contexts of learners' (such as immediate communities, school, and classrooms) and their demographic information.

Chapter 11, *Understanding How Pre-service Teachers Develop a Working Knowledge of L2 Writing*, by Lisya Seloni, aims to demonstrate how pre-service teachers' knowledge can be decisive in forming the theory of L2 reading and writing. The study in this chapter selected its participants from among pre-service teachers and the data was composed of the blog entries about class observation, interviews, and some ethnographic records. The findings made it clear that L2 writing in teacher educational contexts is socially-situated knowledge.

To sum up, the book adopts a critical view of L2 writing in secondary classrooms. All three parts of the book include some well-grounded and to-the-point studies within a firm theoretical framework. Involving secondary writing classroom activities and addressing the needs of the actors in these settings are the hallmarks of the present book. When it comes to organization, all the chapters are presented in a well-organized and easy-to-follow format. The findings of the original studies reported in the book have significance in teacher education programs, in that they address purposefully the real-life experiences of the actors of classrooms (i.e. teachers and learners).

In spite of its many positive features, the book can be improved further to satisfy its readership in future editions. For instance, the overall coherence among different parts is rather loose. More specifically, while in the first part the focus is on L2 writing as far as students' points of view are concerned, the second part is devoted to academic issues without providing an appropriate transition. Another candidate for improvement in future editions has to do with the link between each part and the relevant chapters. For example, *Emerging Literacies in Digital Media and L2 Secondary Writing* and *The Role of Social Relationships in the Writing of Multilingual Adolescents* do not seem to fit the scope of Part II, *Academic Issues*. All in all, the merits of the book far outweigh its weaknesses and the volume is a useful resource for L2 writing teachers, researchers, as well as SLA students.

### References

Enright, K. A. (2011). Language and literacy for a new mainstream. *American Educational Research Journal*, 48(1), 80-118.