

Presentation

This volume of twenty studies selected from the over 500 presentations from the IVth Writing Research Across Borders Conference in Bogotá, Colombia continues the tradition of publication of selected papers from each of the conferences. While each of the conferences and consequent volumes were open to the wide range of best current research on writing, strong themes emerged, reflecting the evolution of the conference, the sponsoring International Society for the Advancement of Writing Research, and the broader development of the international writing research community.

The first WRAB conference in Santa Barbara California in 2008, emerging from two previous smaller regional conferences, offered researchers of different regions the opportunity to become aware of each other's research and research traditions-themes reflected in the volume *Traditions of Writing Research*. The second WRAB conference in 2011 in Fairfax, Virginia and the consequent volume *International Advances in Writing Research: Cultures, Places, Measures* highlighted contrasts of varied approaches to educational and assessment issues as well as adult writing practices within different settings. The third WRAB conference in 2014 made visible Francophone research with its ties to French intellectual and scientific traditions, and the conference volume *Recherches en écritures: regards pluriels* was for the first time bilingual with chapters in both English and French.

This volume, *Conocer la escritura: investigación más allá de las fronteras; Knowing Writing: Writing Research across Borders* continues the bilingual tradition with half the articles in English and half in Spanish. The conference and the volume highlight the rapid growth of writing studies in Ibero-America, with its strong concern for critical thought, educational advance, and communal development, alongside new approaches to writing globally, with a focus on the relationship of writing and the growth of knowledge in individuals, professions, and societies.

The chapters in this volume follow these themes of social, critical and knowledge development in several ways. First, a group of articles looks at historical and current writing practices in primary and secondary education. In “Los efectos de la escritura en la lectura. Una aproximación histórica,” Anne-Marie Chartier considers the history of writing in reading textbooks in schools in France and the U. S. since the 17th century. Mirta Castedo in “Alfabetización inicial: teorías, investigaciones, prácticas de enseñanza. Un campo de complejas interrelaciones” examines the complexity of teaching of child literacy, criticizing the limits of different research traditions. José Brandão Carvalho’s “Academic Literacy Enhancement along the Schooling Path-Students’ Reading and Writing Practices in Portuguese Schools and Universities” synthesizes multiple studies of school curriculum and assessment to show how current practices limit literacy learning, and do not prepare students for the writing they will need when arriving at the university.

A number of chapters examine student learning in the contexts of primary and secondary classroom activities. Bruno Jaborandy Maia Dias and Eduardo Calil in “Naming Princesses and Building Arcs: Intertextuality and Memory of the Object as Illuminated by The Oral Erasure with Textual Comment in the Texts of Recently Alphabetized Students” look specifically at the complexity of student-naming processes, how naming draws on popular culture, and the consequences of this cultural memory for the organization of storytelling. Helen Lines, Debra Myhill, and Susan Jones in “The Relationship between Metalinguistic Understanding, Student Writing and Teaching” present a study of how well primary and secondary students can articulate the grammatical reasoning behind their language choices, and how teacher actions affect that metacognitive understanding. Natalia Rosli and Paula Carlino in “Puestas en común de respuestas escritas a guías de lectura en materias del nivel secundario” also examine the effect of teacher actions in fostering higher order thinking, in this case concerning the meaning of readings in relation to larger disciplinary themes. Eva Margarita Godínez López and Luisa Josefina Alarcón Neve in “El léxico especializado como expresión de la competencia discursiva académica en ensayos producidos por jóvenes escolarizados en una clase de literatura” find that the academic quality of the writing of secondary students in literary studies was correlated with the ability to use specialized disciplinary terms.

Other chapters follow themes of teaching and learning into higher education, with a focus on how learning environments influence how students

develop as writers in relation to the kinds of identities that are ascribed to them or that they form for themselves in supportive classroom environments. Virginia Zavala in “Sobre clásicas y nuevas divisiones: reflexiones desde la formación de docentes indígenas en educación intercultural bilingüe” provides a critique of the way students are categorized within dichotomous ethnolinguistic stereotypes which then determine radically different educational opportunities depending on whether students are categorized as Quechan or Spanish speakers. Wendy Bibiana Mendoza Cárdenas and Oscar Favián Ortiz Reyes in “Producción de subjetividades en universitarios a partir de prácticas de lectura y escritura”, on the other hand, focus on how students themselves form their subjectivities through reflexive writing which provides opportunities for students to locate complexities in their experience and to question prior beliefs. Ondine Gage in “A classroom Languaculture Offers Perspectives for Learning a New Genre” also shows how classroom climate and activities create opportunities for students to develop new perspectives that open up prior attitudes and habits to explore new academic identities in their writing. In “Writing as A Way of Participating in Knowledge Construction in Two Argentine University Classrooms,” María Elena Molina and Paula Carlino also demonstrate how the teacher organizes class interactions sets the conditions for students’ engagement in knowledge construction in their writing.

In “Writing as a Process in Teacher Education: Analysis of A Didactic Sequence” Maria Izabel Rodrigues Tognato and Joaquim Dolz present the principles of Sociodiscursive Interactionism and didactic sequences to show how these principles can guide classroom activities that support writing development, through an example sequence in one university degree program. “Inscribing the World into Knowledge: Data and Evidence in Disciplinary Academic Writing” by Charles Bazerman examines how students’ familiarity with research methods gained through previous experiences has strong consequences for how they go about developing extended research projects for senior honors theses in Political Science and for the quality of the texts produced. Cecilia Ainciburu in “El parámetro *cantidad de palabras* en función del nivel en la certificación del español académico” finds, contrary to beliefs that length correlates with quality, that university students with low pragmatic competence may write longer essays of lower quality than students of greater pragmatic competence.

Another cluster of chapters focuses specifically on how learning to write interacts with developing professionalism in engineering education.

In “Escribir para aprender en ingeniería. Una lente que hace visible el pensamiento matemático” Diana Waigandt, Carolina Carrere, Marisol Perassi, and María Magdalena Añino show how writing can advance student understanding of theoretical mathematical concepts by relating them to applications and reflecting on the use of the concepts. In “Recorrido en busca de la función epistémica de la lectura y la escritura en Ingeniería Estructural” Ricardo Ramírez Giraldo and Gladys Stella López Jiménez examine the process by which an engineering professor introduced reading and summarizing activities to his courses, resulting in improved student understanding of technical terms and concepts. “El análisis de la actividad docente: un medio para reflexionar sobre el uso epistémico de la escritura en una asignatura de Ingeniería” by Guillermo Cordero Carpio and Paula Carlino also examines how an engineering professor came to modify his courses through the introduction of writing, changing his view of student learning and leading to further modification of his teaching.

On the other hand, Elizabeth Narváz Cardona in “Writing Expectations in a Colombian Major in Industrial Engineering” examines how a professional program does not provide developmental pathways for students’ learning to write. She compares teacher expectations for students’ senior theses to the writing expectations and experiences in previous courses, finding no consistent orientation or developmental plan, resulting in a lack of preparation for the senior project.

Finally, two theoretical review essays consider the intersection of psychological and social orientations to writing in order to consider the thinking of the writer located within social circumstances and engaging in social action. Perry D. Klein in “Integrating Social and Psychological Perspectives on Writing as a Learning Activity” examines the explanatory potential of different theories of writing and how together they contribute to a more complete picture. In “Perception and Recognition of Textual Genres: A Phenomenological Approach” David R. Russell considers the intersection of phenomenological accounts of writing and genres, embodied cognition theories of writing, and evolutionary cognitive load theory to examine how writers draw on deep psychological resources to orient towards social tasks.

Research on writing continues to develop with a strengthening set of partnerships across the globe. We thank all who have contributed to the making of this conference and volume, especially the many scholars in Colombia and throughout the region who devoted much time and energy to planning

and creating a welcoming environment. We especially thank the Pontificia Universidad Javeriana of Bogotá for its hospitality and support in making both the conference and this volume possible.

CHARLES BAZERMAN

BLANCA YANETH GONZÁLEZ PINZÓN