Towards a model for EFL university writing: an argument against dogmatism *

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Abstract:

The paper argues for a synthesis which incorporates major domains in textual structure, cognitive processing, and social context that emphasize the process of product – oriented writing approaches to the teaching of writing at academic institutions in the EFL / ESL contexts. To support this suggestion, the author presents a psycholinguistic construct and non – native speakers’ reading and writing processes. An assessment of the described model is presented AL-Basaer, Vol.5