

The McGraw-Hill Second Language Professional Series

TEACHING WRITING IN SECOND AND FOREIGN LANGUAGE CLASSROOMS

Jessica Williams

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Teaching Writing In Second And Foreign Language Classrooms

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Teaching Writing In Second And Foreign Language Classrooms:

TEACHING WRITING IN SECOND AND FOREIGN LANGUAGE CLASSROOMS Jessica Williams, 2005 Provides research based information and practical advice to instructors who teach writing to second and foreign language learners This book is suitable for a basic methods course or a course on second or foreign language writing It is also useful as a preparation course for ESL or foreign language teaching assistants Teaching L2 Composition Dana R. Ferris, John Hedgcock, 2014 This popular comprehensive theory to practice text is designed to help teachers understand the task of writing L2 writers the different pedagogical models used in current composition teaching and reading writing connections Moving from general themes to specific pedagogical concerns it includes practice oriented chapters on the role of genre task construction course and lesson design writing assessment feedback error treatment and classroom language grammar vocabulary style instruction Although all topics are firmly grounded in relevant research a distinguishing feature of the text is the array of hands on practical examples materials and tasks that pre and in service teachers can use to develop the complex skills involved in teaching second language writing Each chapter includes Questions for Reflection Further Reading and Resources Reflection and Review and Application Activities An ideal text for L2 teacher preparation courses courses that include both L1 and L2 students and workshops for instructors of L2 writers in academic secondary and postsecondary settings the accessible synthesis of theory and research enables readers to see the relevance of the field's knowledge base to their own present or future classroom settings and student writers EAL Research for the Classroom Gavin Brooks, Jon Clenton, Simon Fraser, 2023-06-27 With an estimated 1.6 million English as an Additional Language EAL learners in the UK and over 5 million in the USA EAL research is urgently needed to inform practice This edited volume investigates the multifaceted elements that shape EAL pedagogy and research in a variety of settings and research areas including linguistic ability influences on subject specific skills integrating learners home languages into classroom environments and the importance of supporting EAL teachers in the classroom In doing so the contributors provide an international perspective on the emerging field of EAL research The research based chapters detail fundamental concerns related to EAL learner education The text is composed of five parts Part I explores the question of what is EAL and how a definition can shape policy construction Part II examines the challenges EAL learners face in the classroom including the use of first languages and the relative impact learner language proficiency has on subject specific classes Part III discusses the challenges involved with preparing learners to study in an EAL environment Part IV investigates concerns relating to supporting EAL teachers in the classroom and Part V brings together the insights from the previous chapters and provides a road map for future research in the field The volume draws on researcher expertise from a variety of universities and institutions worldwide It explores diverse language backgrounds in multilingual contexts It covers empirical studies with pedagogical policy and further research implications The volume represents a single resource invaluable for EAL teachers trainers and trainees as well as

researchers in education language learning and teaching bilingualism and multilingualism and second language acquisition

Teaching Writing as a Second Language Alice Horning, 1987 Addressing basic writing not only as a practical problem and humane responsibility but also as a challenging area for research and theorizing this book reviews interprets and applies the growing body of work in second language acquisition Chapter 1 presents 6 hypotheses constituting an attempt to develop a cohesive theory of writing acquisition that incorporates the redundancy of language and facilitates the process of language acquisition The following chapters explore this theory in detail to serve as a basis for experimental confirmation Chapters 2 and 3 on spoken and written language and redundancy provide the theoretical basis for the argument that academic discourse is a separate linguistic system characterized by particular psycholinguistic features Chapters 4 and 5 present a detailed analysis of the behavior of basic writers with respect to written form reviewing both pertinent second language theory about learners errors and a case study of one writer Chapters 6 and 7 discuss the relevant affective factors analyzed in second language acquisition theory and detail Stephen Krashen s recent proposals for a comprehensive theory of second language acquisition The final chapter reviews the entire theory summarizes the evidence and outlines the agenda for further research JD

Learning to Teach Foreign Languages in the Secondary School Norbert Pachler, Michael Evans, Ana Redondo, Linda Fisher, 2013-12-17 Praise for previous editions A wealth of theory research practical advice case studies and tasks in one volume Indispensable for both HEI tutors and mentors and an important book to recommend to all MFL students Language Learning Journal Presenting clear straightforward factual information on all current issues facing MFL student teachers An excellent reference guide during the first years of teaching Mentoring and Tutoring Learning to Teach Foreign Languages in the Secondary School has established itself as the leading textbook for student teachers of foreign languages in the UK and internationally The practical focus is underpinned by a theoretical perspective and backed up by the latest research encouraging you to develop a personal approach to foreign language teaching This new fourth edition has been comprehensively updated to take account of recent policy and curriculum changes and now covers a range of relevant statutory frameworks Fully revised chapters cover the key knowledge and skills essential for becoming a foreign language teacher What can we learn from research into language teaching and learning Teaching methods and learning strategies Creating a meaningful learning environment Transition from Primary to Secondary The role of digital technologies Teaching in the target language Receptive skills and productive skills Teaching and learning grammar Planning and reflecting on classroom practice Pupil differences and differentiation Assessment for and of learning It includes many examples of how to analyse practice to ensure pupil learning is maximised together with activities and tasks to support you as you analyse your own learning and performance Learning to Teach Foreign Languages in the Secondary School provides practical help and support for many of the situations and potential challenges you are faced with in school It is an essential purchase for every aspiring secondary foreign languages school teacher

Error Correction in the Foreign Language Classroom Mirosław

Pawlak,2013-08-13 The book aims to dispel some of the myths surrounding the place of oral and written error correction in language education by providing an exhaustive and up to date account of issues involved in this area taking the stance that the provision of corrective feedback constitutes an integral part of form focused instruction This account places an equal emphasis on the relevant theoretical claims the most recent research findings and everyday pedagogical concerns particularly as they apply to the teaching of additional languages in the foreign language setting The book will be of relevance and significance not only to specialists in the field of second language acquisition but also to graduate and doctoral students carrying out research in the area of form focused instruction and error correction Many parts of the volume will also be of considerable interest and utility to teachers of foreign languages at different educational levels

Current Trends in the Development and Teaching of the Four Language Skills Esther Usó Juan,Alicia Martínez Flor,2006 Current Trends in the Development and Teaching of the four Language Skills builds connections from theory in the four language skills to instructional practices It comprises twenty one chapters that are grouped in five sections The first section includes an introductory chapter which presents a communicative competence framework developed by the editors in order to highlight the key role the four skills play in language learning and teaching The next four sections each represent a language skill Section II is devoted to listening Section III to speaking Section IV to reading and Section V to writing In order to provide an extensive treatment of each of the four skills each section starts with a theoretical chapter which briefly illustrates advances in the understanding of how each skill is likely to be learned and taught followed by four didactically oriented chapters authored by leading international specialists These pedagogical chapters deal specifically with four key topics 1 areas of research that influence the teaching of a particular skill 2 an overview of strategies or techniques necessary for developing a particular skill 3 an approach to the academic orientation of a particular skill and 4 unique aspects of teaching each skill Moreover all chapters incorporate two common sections pre reading questions at the beginning of the chapter in order to stimulate readers interest in its content and a section entitled suggested activities at the end of the chapter in order to allow readers put the ideas and concepts presented into practice The accessible style and practical focus of the volume make it an ideal tool for teachers teacher trainers and teacher trainees who are involved in teaching the four language skills in a second or foreign language context

Handbook of Automated Essay Evaluation Mark D. Shermis,Jill Burstein,2013-07-18 This comprehensive interdisciplinary handbook reviews the latest methods and technologies used in automated essay evaluation AEE methods and technologies Highlights include the latest in the evaluation of performance based writing assessments and recent advances in the teaching of writing language testing cognitive psychology and computational linguistics This greatly expanded follow up to Automated Essay Scoring reflects the numerous advances that have taken place in the field since 2003 including automated essay scoring and diagnostic feedback Each chapter features a common structure including an introduction and a conclusion Ideas for diagnostic and evaluative feedback are sprinkled throughout the book Highlights of

the book's coverage include The latest research on automated essay evaluation Descriptions of the major scoring engines including the E-rater the Intelligent Essay Assessor the Intellimetric™ Engine e-rater™ and LightSIDE Applications of the uses of the technology including a large scale system used in West Virginia A systematic framework for evaluating research and technological results Descriptions of AEE methods that can be replicated for languages other than English as seen in the example from China Chapters from key researchers in the field The book opens with an introduction to AEEs and a review of the best practices of teaching writing along with tips on the use of automated analysis in the classroom Next the book highlights the capabilities and applications of several scoring engines including the E-rater the Intelligent Essay Assessor the Intellimetric™ engine e-rater™ and LightSIDE Here readers will find an actual application of the use of an AEE in West Virginia psychometric issues related to AEEs such as validity reliability and scaling and the use of automated scoring to detect reader drift grammatical errors discourse coherence quality and the impact of human rating on AEEs A review of the cognitive foundations underlying methods used in AEE is also provided The book concludes with a comparison of the various AEE systems and speculation about the future of the field in light of current educational policy Ideal for educators professionals curriculum specialists and administrators responsible for developing writing programs or distance learning curricula those who teach using AEE technologies policy makers and researchers in education writing psychometrics cognitive psychology and computational linguistics this book also serves as a reference for graduate courses on automated essay evaluation taught in education computer science language linguistics and cognitive psychology

Solutions for the Assessment of Bilinguals Virginia C. Mueller Gathercole, 2013-09-27 Solutions for the Assessment of Bilinguals presents innovative solutions for the evaluation of language abilities and proficiency in multilingual speakers and by extension the evaluation of their cognitive and academic abilities This volume brings together researchers working in a variety of bilingual settings to discuss critical matters central to the assessment of bilingual children and adults The studies include typically developing bilingual children bilingual children who may be at risk for language impairments bilingual and multilingual children and adults found in classrooms and second language learners in childhood and adulthood The contributions propose a variety of ways of assessing performance and abilities in the face of the multiple issues that complicate the best interpretation of test performance

Working Collaboratively in Second/Foreign Language Learning María del Pilar García Mayo, 2021-01-18 Since the introduction of communicative language teaching collaborative learning has played an important role in the second language L2 classroom Drawing from sociocultural theory which states that human cognitive development is a socially situated activity mediated by language studies in L2 pedagogy advocate the use of tasks that require learners to work together Collaborative dialogue encourages language learning and research shows that the solutions reached by students in this process are more often correct with a lasting influence on their language comprehension This volume includes ten chapters that illustrate the benefits of collaborative dialogue in second foreign language classrooms The volume

considers key issues dealing with collaborative tasks and implications for language teaching

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