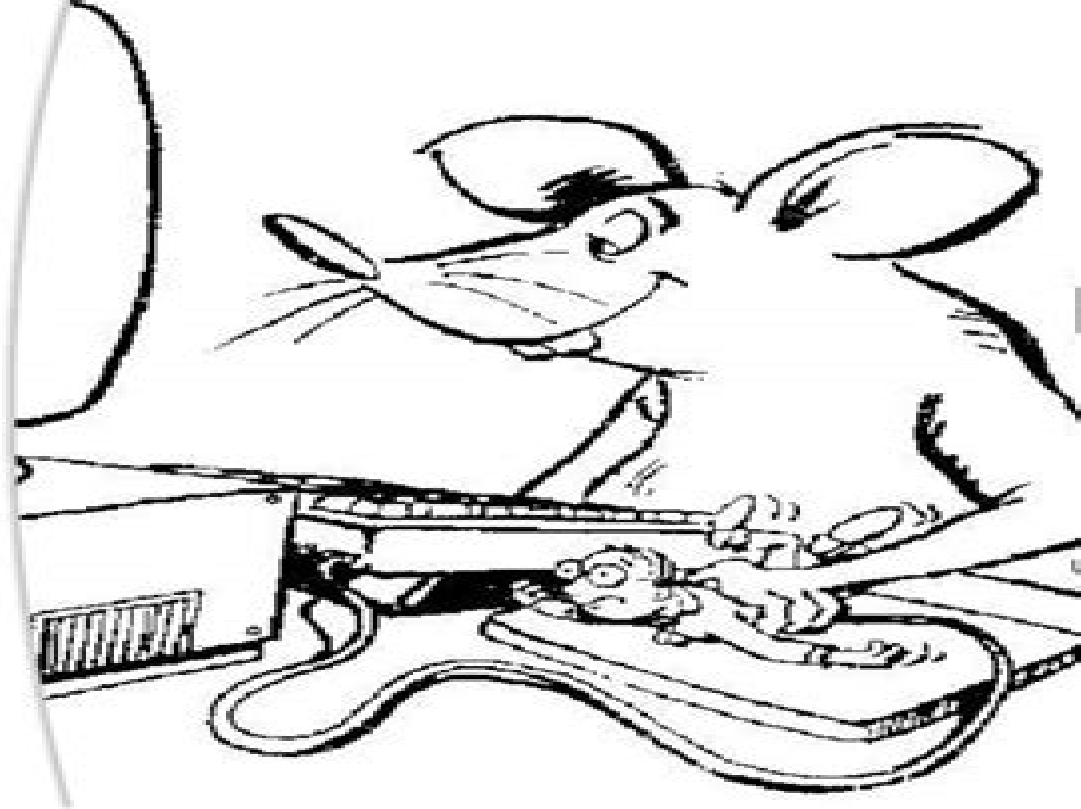


Teaching Second Language Writing

Presented by
Jillian S. Haeseler
Global Training Initiative



How to write
good in
English

Go over these rules with your students:

1. The passive voice should be avoided.
2. Don't repeat yourself, and say again what you have already said before.
3. Subject and verb always has to agree.
4. Never use no double negatives.
5. A writer may not shift your point of view.
6. All writers should never generalize.
7. Be more or less specific.
8. No sentence fragments.
9. Always proofread to make sure no words left out.

Teaching Second Language Writing

Eli Hinkel



Teaching Second Language Writing:

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 Second Language Writing Ken Hyland, 2003-10-27 Table of contents Controversies in Second Language Writing Christine Pearson Casanave, 2017 Chapter 1 Beliefs and realities a framework for decision making chapter 2 Contrastive and intercultural rhetoric chapter 3 Writing in a digital era chapter 4 What and whose standards for L2 writing chapter 5 Paths to improvement chapter 6 Writing from sources and the dilemma of plagiarism chapter 7 Assessment chapter 8 Miscellaneous controversies critical thinking individualism and voice **L2 Writing in Secondary Classrooms** Luciana C. de Oliveira, Tony Silva, 2013-03-20 Second language writers and the teaching of writing at the secondary level have received little attention compared with other skills such as reading Addressing this gap this volume uniquely looks at both adolescent L2 writing and the preparation of secondary teachers to work with this population of students Part I on adolescent L2 writers includes case studies looking at their literacy identities their trajectories in mainstream content area classes and their transition from high school to college Part II looks at academic issues The focus in Part III is L2 writing teacher education Taking a theoretically eclectic approach that can support a variety of pedagogies this book contributes significantly to understanding adolescent second language writers and to educating teachers to address these students specific needs *Teaching English to Second Language Learners in Academic Contexts* Jonathan M. Newton, Dana R. Ferris, Christine C.M. Goh, William Grabe, Fredricka L. Stoller, Larry Vandergrift, 2018-02-07 Teaching English to Second Language Learners in Academic Contexts Reading Writing Listening and Speaking provides the fundamental knowledge that ESL and EFL teachers need to teach the four language skills This foundational text written by internationally renowned experts in the field explains why skills based teaching is at the heart of effective instruction in English for academic purposes EAP contexts Each of the four main sections of the book helps readers understand how each skill reading writing listening

and speaking works and explains what research has to say about successful skill performance Pedagogically focused chapters apply this information to principles for EAP curriculum design and to instructional activities and tasks adaptable in a wide range of language learning contexts Options for assessment and the role of digital technologies are considered for each skill and essential information on integrated skill instruction is provided Moving from theory to practice this teacher friendly text is an essential resource for courses in TESOL programs for in service teacher training seminars and for practicing EAP teachers who want to upgrade their teaching abilities and knowledge bases

Expertise in Second Language Writing Instruction Alan Hirvela, Diane D. Belcher, 2024-11-25 Despite growing interest in L2 writing teachers there is a dearth of published works that specifically delve into the nuances of the development of L2 writing teacher expertise Informed by relevant foundational theory and empirical research this book addresses this crucial gap in the understanding of expertise in L2 writing instruction This book offers a holistic analysis of L2 writing instruction serving as a valuable resource for those involved in the development of L2 writing teacher educators as well as novice teachers striving to hone their skills in teaching L2 writing It draws from a wide array of international perspectives on the conceptualization of L2 writing teacher expertise and research in this domain Significantly it is the first comprehensive work that places expertise in L2 writing instruction at the forefront It will interest scholars in the disciplines of foreign and second language education as well as postgraduate students and aspiring teachers

Connecting Reading & Writing in Second Language Writing Instruction Alan Hirvela, 2004-08-20 Academic writing often requires students to incorporate material from outside sources like statistics ideas quotations paraphrases into their own written texts a particular obstacle for students who lack strong reading skills In *Connecting Reading and Writing in Second Language Instruction* Alan Hirvela contends that second language writing students should be considered as readers first and advocates the integration of reading and writing instruction with a survey of theory research and pedagogy in the subject area Although the integrated reading writing model has gained popularity in recent years many teachers have little more than an intuitive sense of the connections between these skills As part of the popular Michigan Series on Teaching Multilingual Writers *Connecting Reading and Writing in Second Language Instruction* will provide invaluable background knowledge on this issue to ESL teachers in training as well as teachers who are already practicing

Feedback in Second Language Writing Ken Hyland, Fiona Hyland, 2006-08-14 This collection of scholarly articles by leading researchers offers empirical data and analysis of complex issues related to providing feedback during the writing process

Teaching Second Language Writing Charlene Polio, 2016-08-05 This module explores the purposes of and methods for teaching second language writing Engaging and accessible *Teaching Second Language Writing* is organized into three sections that mainly focus on activities approaches and real life writing tasks and genres that are the most applicable and useful for the language teaching classroom The Routledge E Book Modules on Contemporary Language Teaching introduce students to the major areas of second language instruction through jargon free style and explain concepts as they

are introduced thus facilitating comprehension for those with little or no background The series consists of independent modules that can stand alone or be combined at the discretion of the reader or instructor The modules can also be used as supplements to existing materials for maximum flexibility Modules in this series include Language Bill VanPatten Communication and Skill Bill VanPatten Second Language Acquisition The Basics Gregory D Keating Focusing on Form in Language Instruction Wynne Wong and Daphn e Simard Vocabulary in Language Teaching Joe Barcroft Interactive Tasks Michael J Leeson and Justin P White Technology in Language Learning An Overview Bryan Smith Teaching Second Language Writing Charlene Polio Readers have the option to select and download electronically the 40 50 page modules for individual use or to purchase multiple modules at once With each module written by an expert in that respective field with self quizzes reflection boxes recommended readings and discussion questions these modules serve as the ideal text for introductory courses in Second Language Instruction To purchase these modules and view module summaries please visit the series companion website www.routledgetextbooks.com/textbooks/9781315679594

Writing Myths Joy M. Reid, Keith S. Folse, 2008 This volume was conceived as a best practices resource for writing teachers in the way that Vocabulary Myths by Keith S Folse is one for reading and vocabulary teachers It was written to help ensure that writing teachers are not perpetuating the myths of teaching writing Each author is a practicing teacher who selected his or her myth based on classroom experience and expertise Both the research and pedagogy in this book are based on the newest research in for example teacher preparation EAP and ESP and corpus linguistics The myths discussed in this book are Teaching vocabulary is not the writing teacher s job Keith S Folse Teaching citation is someone else s job Cynthia M Schuemann Where grammar is concerned one size fits all Pat Byrd and John Bunting Academic writing should be assertive and certain Ken Hyland Students must learn to correct all their writing errors Dana Ferris Corpus based research is too complicated to be useful for writing teachers Susan Conrad Academic writing courses should focus on paragraph and essay development Sharon Cavausgil International and U S resident ESL writers cannot be taught in the same class Paul Kei Matsuda The book concludes with a discussion of students myths about academic writing and teaching written by Joy Reid

Teaching ESL Writing Joy M. Reid, 1993 Written specifically for graduate students studying to become teachers of composition this text provides well documented specific information about planning curricula developing syllabi for each level of language proficiency in an ASL writing program and day to day lesson plans for all levels of ASL writing classes

Researching and Teaching Second Language Writing in the Digital Age Mimi Li, 2022-01-10 This book presents a comprehensive approach to issues related to researching and teaching second language L2 writing in digital environments In the digital age new technologies have revolutionized the ways we communicate and construct knowledge and have also reshaped the traditional notions of writing and literacy posing new challenges and opportunities for L2 teachers and students This book provides up to date coverage of the main areas of L2 writing and technology including digital multimodal composing computer mediated

collaborative writing online teacher and peer feedback automated writing evaluation and corpus based writing instruction It synthesizes the relevant literature analyzes theoretical perspectives compiles relevant resources and offers research and pedagogical recommendations to guide scholars in undertaking new L2 writing research and instructional practice in technologically supported educational contexts This book will be of relevance and interest to researchers language teachers and graduate students in applied linguistics and education Learning-to-Write and Writing-to-Learn in an Additional Language Rosa M. Manchón, 2011-10-05 This book is a pioneer attempt to bridge the gap between the fields of second language acquisition SLA and second and foreign language L2 writing Its ultimate aim is to advance our understanding of written language learning by compiling a collection of theoretical meta reflections and empirical studies that shed new light on two crucial dimensions of the theory and research in the field first the manner in which L2 users learn to express themselves in writing the learning to write dimension and second the manner in which the engagement in written output practice can contribute to developing competences in an L2 the writing to learn dimension These two areas of disciplinary inquiry have up until now developed separately the learning to write dimension has been the cornerstone of L2 writing research whereas the writing to learn one has been theorized and researched within SLA studies hence the relevance of the book for exploring L2 writing SLA interfaces *Teaching L2 Composition* Dana R. Ferris, John Hedgcock, 2013-10-01 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 Writing in Foreign Language Contexts Rosa Manchón, 2009-07-09 This book represents the most comprehensive account to date of foreign language FL writing Its basic aim is to reflect critically on where the field is now and where it needs need to go next in the exploration of FL writing at the levels of theory research and pedagogy hence the two parts of the book Looking back and Looking ahead The chapters in Part I offer accounts of both the inquiry process followed and the main insights gained in various long term research programs The chapters in Part 2 contribute a retrospective analysis of the available empirical research and of professional

experiences in an attempt to move forward The book invites the reader to step back and rethink seemingly well established knowledge about L2 writing in light of what is known about writing in FL contexts

Response To Student Writing Dana R. Ferris, 2003-02-26 This volume synthesizes and critically analyzes the literature on response to the writing of second language students and discusses the implications of the research for teaching practice in the areas of written and oral teacher commentary on student writing error correction and facilitation of peer response The book features numerous examples of student texts and teacher commentary as well as figures and appendices that summarize research findings and present sample lessons and other teaching materials It is thus simultaneously comprehensive in its approach to the existing research and highly practical in showing current and future teachers how this material applies to their everyday endeavors of responding to student writing and teaching composition classes Response to student writing whether it takes the form of teachers written feedback on content error correction teacher student conferences or peer response is an extremely important component of teaching second language writing Probably no single activity takes more teacher time and energy Response to Student Writing is a valuable theoretical and practical resource for those involved in this crucial work including L2 composition researchers in service and preservice teachers of ESOL EFL writers and teacher educators preparing graduate students for the teaching of writing

Exploring the Dynamics of Second Language Writing Barbara Kroll, 2003-04-14 A collection of 13 original articles this book is intended to provide a series of discussions about multiple aspects of second language writing presenting chapters that collectively address a range of issues that are important to new teachers at the post secondary level The chapters provide scholarly visions insight and interpretation oriented toward explaining the field of teaching academic writing to non native speakers The book is designed to provide foundational content knowledge in this area each chapter authored by recognized experts in the field Throughout the chapters presentation and review of scholarship is presented primarily in the interest of understanding how such knowledge directly or potentially impart teaching making this a pedagogically relevant book In addition to helping train new teachers the book will serve as an updated reference book for practicing teachers and scholars to consult

The Cambridge Guide to Pedagogy and Practice in Second Language Teaching Jack C. Richards, Anne Burns, 2012-01-31 This collection of original articles provides an overview of key issues and approaches in contemporary language teaching

Teaching Academic ESL Writing Eli Hinkel, 2003-10-17 Teaching Academic ESL Writing Practical Techniques in Vocabulary and Grammar fills an important gap in teacher professional preparation by focusing on the grammatical and lexical features that are essential for all ESL writing teachers and student writers to know The fundamental assumption is that before students of English for academic purposes can begin to successfully produce academic writing they must have the foundations of language in place the language tools grammar and vocabulary they need to build a text This text offers a compendium of techniques for teaching writing grammar and lexis to second language learners that will help teachers effectively target specific problem

areas of students writing Based on the findings of current research including a large scale study of close to 1 500 non native speakers essays this book works with several sets of simple rules that collectively can make a noticeable and important difference in the quality of ESL students writing The teaching strategies and techniques are based on a highly practical principle for efficiently and successfully maximizing learners language gains Part I provides the background for the text and a sample of course curriculum guidelines to meet the learning needs of second language teachers of writing and second language writers Parts II and III include the key elements of classroom teaching what to teach and why possible ways to teach the material in the classroom common errors found in student prose and ways to teach students to avoid them teaching activities and suggestions and questions for discussion in a teacher training course Appendices to chapters provide supplementary word and phrase lists collocations sentence chunks and diagrams that teachers can use as needed The book is designed as a text for courses that prepare teachers to work with post secondary EAP students and as a professional resource for teachers of students in EAP courses Teaching ESL Composition Dana R. Ferris,John Hedgcock,John S. Hedgcock,2004-09-15 Presents pedagogical approaches to the teaching of ESL composition in the framework of current theoretical perspectives on second language writing processes practises and writers

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