

Contents

Series Editor's Preface xiii

Preface xv

Acknowledgments xvii

- 1 Writing and teaching writing 1
 - Guiding concepts in L2 writing teaching 2
 - Focus on language structures 3
 - Focus on text functions 6
 - Focus on creative expression 8
 - Focus on the writing process 10
 - Focus on content 14
 - Focus on genre 18
 - Toward a synthesis: Process, purpose, and context 22
 - Summary and conclusion 27
 - Discussion questions and activities 28

- 2 Second language writers 31
 - Potential L1 and L2 writer differences 32
 - Cultural schemata and writing 37
 - Expectations about teaching and learning 40
 - Teaching and learning styles 42
 - Cultural differences in written texts 45
 - Summary and conclusion 50
 - Discussion questions and activities 51
 - Appendix 2.1 Perceptual learning style preference questionnaire 53

- 3 Syllabus design and lesson planning 54
 - Elements of a writing syllabus 55
 - Analyzing student needs 58

- Analyzing the learning context 64
- Setting course goals and objectives 67
- Developing the syllabus 70
- Sample approaches to syllabus organization 73
- Planning units of work 76
- Planning lessons 79
- Summary and conclusion 81
- Discussion questions and activities 82
- Appendix 3.1 Lesson plan for a writing class 84

- 4 Texts and materials in the writing class 85
 - The roles of materials in the writing class 86
 - Materials and authenticity 92
 - Selecting and assessing textbooks 95
 - Modifying writing textbooks 98
 - Designing materials for the writing class 100
 - Selecting and locating texts 104
 - Finding and selecting language and practice materials 107
 - Summary and conclusion 109
 - Discussion questions and activities 110

- 5 Tasks in the L2 writing class 112
 - Types of writing tasks 113
 - Task components 116
 - Graphological tasks 120
 - Language scaffolding 122
 - Language scaffolding tasks 124
 - Composing tasks 130
 - Sequencing writing tasks: The teaching-writing cycle 136
 - Summary and conclusion 139
 - Discussion questions and activities 141

- 6 New technologies in writing instruction 143
 - Computers, writing, and language learning 144
 - Word processing and writing teaching 146
 - Online writing 150
 - Internet resources for writing 158
 - CALL resources for writing 162
 - Corpora and concordancing 167
 - Summary and conclusion 172

Discussion questions and activities	172
Appendix 6.1 Some useful websites for writing teachers	174
7 Responding to student writing	177
Teacher written feedback	178
Teacher-student conferencing	192
Peer feedback	198
Summary and conclusion	207
Discussion questions and activities	208
Appendix 7.1 A rubric for the first draft of a university expository essay assignment	210
Appendix 7.2 A peer response sheet	211
8 Assessing student writing	212
Purposes of assessment	213
Validity and reliability issues	215
Designing assessment tasks	220
Approaches to scoring	226
Reducing assessment anxiety	232
Portfolio assessments	233
Summary and conclusion	239
Discussion questions and activities	240
Appendix 8.1 Holistic marking scheme	241
Appendix 8.2 An analytic scoring rubric	243
9 Researching writing and writers	245
Some preliminaries and key steps	246
Generating research: Formulating and focusing a question	247
Designing research	249
Collecting data	252
Analyzing writing data	264
Reporting research	270
Summary and conclusion	272
Discussion questions and activities	272
Appendix 9.1 Some topics and issues in writing research	275
References	277
Index	295