

## *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

viii *Contents*

- 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