

The McGraw-Hill Second Language Professional Series

**TEACHING WRITING  
IN SECOND  
— AND —  
FOREIGN  
LANGUAGE  
CLASSROOMS**

Jessica Williams

GENERAL EDITORS: JAMES F. LEE AND BILL VANPATTEN

# Teaching Writing In Second And Foreign Language Classrooms

**Brian Paltridge**



## **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 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

**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

Cross-Linguistic Transfer of Writing Strategies Karen Forbes, 2020-10-19 In the context of increasingly multilingual global educational settings this book provides a timely exploration of the phenomenon of cross linguistic transfer of writing strategies in particular transfer from the foreign language to the first language and presents a compelling case for a multilingual approach to writing pedagogy The book presents evidence from a classroom based intervention study conducted in a secondary school in England on cross linguistic strategy transfer It suggests that even beginner or low proficiency foreign language learners can develop effective skills and strategies in the foreign language classroom which can also positively influence writing in other languages including their first language This

book ultimately encourages more joined up cross curricular cross linguistic thinking related to language in schools by exploring the potential for collaboration between languages teachers Writing Theory and Practice in the Second Language Classroom Torild Homstad, Helga Thorson, 1994 **Teaching Academic Writing** Brian Paltridge, 2009 Chapters address a full range of critical topics including the context and process of academic writing needs analysis teaching approaches the interrelationship between writing and vocabulary intercultural perspectives feedback and assessment Each chapter includes Classroom Implications tasks and techniques for teaching and some possible exercises to use with students Chapters begin with thought provoking questions and end with a section designed to help users consider their own beliefs and classroom practices Back cover **Peer Interaction in the Foreign Language Classroom** Elisabet Pladevall-Ballester, 2026-03-10 Expands empirical research on peer collaboration and the potential benefits it may bring to learners This book highlights the role of peer interaction in the foreign language classroom and offers a broad and nuanced exploration of the different factors and contexts that mediate its effect on target language use and development The chapters focus on different age and proficiency groups young learners adolescents adults different instruction and task characteristics face to face and computer mediated instruction pre task instruction proficiency pairing and a variety of outcomes fluency accuracy language related episodes grammatical knowledge foreign language anxiety and affect collaborative patterns and perceptions Together they highlight the importance of interaction and collaboration among peers in the foreign language classroom to foster learners communicative abilities and to maximise language development and affect New Approaches to Multilingualism, Language Learning, and Teaching Sviatlana Karpava, Natalia Pavlou, Kleantes K. Grohmann, 2024-01-15 This volume examines issues of bilingualism and multilingualism The research reported addresses second L2 third L3 and heritage language acquisition including multiliteracy and home language development It also touches on issues relating to language teaching methodology education and language policy Through the lens of critical analysis the authors seek to investigate new approaches to bi multilingualism language learning and teaching theoretical models research methodology and application of language acquisition theories in teaching The contributions provide frameworks for understanding multilingualism based on diverse topics and analyses These chapters cover key concepts discuss previous research and present studies from different geographical regions and languages They also provide critical reviews and analyses report novel projects and offer personal reflections This book is ideal for students of applied linguistics sociolinguistics psycholinguistics language acquisition and education It will also be of use for practitioners teachers parents and researchers wishing to update their knowledge in multilingualism at large language learning and language teaching *Teaching Modern Foreign Languages in Secondary Schools* Ann Swarbrick, 2013-10-11 A companion to *Aspects of Teaching Secondary Modern Foreign Languages* this book charts developments during the past few decades of reform in MFL teaching considering the origins of these reforms and analysing their impact on the classroom The reader is divided into four sections Controversies

and disagreements is an overview of changes to MFL teaching and learning during the last thirty years MFL schools and society looks at the role of MFL in a wider social and educational context Developing strategy looks at how more effective MFL teaching might be achieved Research and the MFL teacher looks at the implications for classroom practice of recent research into MFL teaching and Learning *Teaching Writing in the Foreign Language Curriculum* Claire Gaudiani,1981

*Resources in Education* ,1994 **Teaching Creative Writing to Second Language Learners** Ryan

Thorpe,2021-12-20 This timely and accessible book offers engaging guidance to teachers of second language students on teaching creative writing in their classrooms Creative writing is a tool that can inspire second language learners to write more play with language and enjoy and improve not only their writing but also their speaking listening and reading skills Addressing the expectations and perceptions of writing in another language Thorpe demonstrates how to foster successful creative writing environments and teach and assess creative writing in a way that is tailored to the distinct needs of non native speakers Covering key topics such as cultural storytelling voice genre and digital composition assessment and more Thorpe shares successful creative writing instructional practices informed by current research in creative writing and second language education Each chapter includes insights advice and student examples that can help new teachers take their first steps in more reflective second language creative writing classroom An invaluable resource for instructors of non native students and an ideal text for pre service teachers in courses in TESOL writing instruction and applied linguistics this book invites you to use creative writing not only as a successful method for teaching L2 writing but also as a way to improve student motivation and output for more effective language learning [Reflective Teaching in Second Language Classrooms](#)

Jack C. Richards,Charles Lockhart,1994-03-25 This text introduces teachers to techniques for exploring their own classroom experiences The paperback edition introduces teachers to techniques for exploring their own classroom experiences Numerous books deal with classroom observation and research but this is the first to offer a carefully structured approach to self observation and self evaluation Richards and Lockhart aim to develop a reflective approach to teaching one in which teachers collect data about their own teaching examine their attitudes beliefs and assumptions and use the information they obtain as a basis for critical reflection on teaching practices The approach is not linked to a particular method but rather can be applied to a variety of methodologies and teaching situations Each chapter includes questions and activities appropriate for group discussion or self study *Collaborative Writing in L2 Classrooms* Neomy Storch,2013-07-04 In this first book length treatment of collaborative writing in second language L2 classrooms Neomy Storch provides a theoretical pedagogical and empirical rationale for the use of collaborative writing activities in L2 classes as well as some guidelines about how to best implement such activities in both face to face and online mode The book discusses factors that may impact on the nature and outcomes of collaborative writing and examines the beliefs about language learning that underpin learners and teachers attitudes towards pair and group work The book critically reviews the available body of research on collaborative writing and

identifies future research directions thereby encouraging researchers to continue investigating collaborative writing activities Engaging the Foreign Language Learner Angelika Natascha Kraemer,2008 **Structured Input** Andrew P. Farley,2004 This new text in the McGraw Hill Second Language Professional series brings together theory research and practice on structured input an instructional technique that first emerged in the early 1990s in association with processing instruction The author skillfully makes theoretical concepts and research accessible to the uninitiated reader while offering an abundance of examples of structured input activities in various languages Researchers and instructors looking for more examples and clarification on structured input activities will welcome this new title **Second Language Writing** Ken Hyland,2003-10-27 Table of contents **Creative Activities for the Second Language Classroom** Diane W. Birckbichler,1982 Factors that are closely related to creative behavior are also intimately connected with language learning and the ability to communicate in languages other than one s own These factors are fluency flexibility elaboration originality sensitivity to problems and the ability to synthesize and analyze to reorganize an idea to handle complexity and to evaluate Creative thinking or divergent production is contrasted with convergent thinking an orientation that concentrates on finding a definite or correct approach to problems Divergent production is explored with regard to its educational implications foreign language outcomes communicative ability classroom climate and structuring teaching methods in such a way as to foster creative behaviors This discussion includes an informal teacher checklist on classroom climate and an interpretation of the checklist Over 50 activities are described These activities are grouped according to the creative thinking categories of fluency flexibility elaboration and originality For each activity a description is provided as well as examples and interpretation of the activity AMH **Linguistics and Language Behavior Abstracts** ,2009-02 **Symposium of International Languages & Knowledge 2015** ,2015

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