

## TEACHING WRITING TO THE SECOND LANGUAGE STUDENTS

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### ABSTRACT

This article covers several changes and details that have occurred in attitude about teaching writing as a second language. In traditional classes, the main goal was learning grammatical rules and writing accurately. Writing different types of assignments motivate learners to be responsible for their own learning by increasing the students' writing abilities. The aim of writing assignments should be focusing on the topic by letting students do self-assessment and peer assessment that encourages them in the writing process. To write for a reader being one of the important purposes of teaching writing nowadays in the second-language can improve the students' abilities to plan, revise and edit their texts, to search for appropriate words and phrases. Teachers must achieve a good learning atmosphere that will have a great impact on students' learning.

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**Introduction.** Throughout the last years, our views of writing in a second language have drastically changed. Being one of the productive skills, much attention should be paid to teaching writing. In traditional classes, the purpose of the writing activity was to catch grammar, spelling, and punctuation errors when students write in a second language. For doing such kind of exercises, students were given a short text and instructed to change all singular nouns to plural nouns or to change verbs from present tense to past tense. The students being carefully controlled saw only correct language and practiced the learned grammar structures. Similarly, in more advanced classes, students were assigned compositions or other types of texts to write. Most often, teachers marked all the grammatical and mechanical errors in the writing. Then the papers were returned to the students asking correct all the errors and recopy the text. In these types of writing exercises, the main focus was on the language structure. To avoid errors, students wrote very cautiously and conservatively in the second language. They tried to write something easier or simpler if their thoughts did not fit with what they knew how to say. In the result, student's writing was crippled, filled with clichés.

**Results.** Attitudes about the role of writing, being one of the productive skills, in teaching a foreign language has changed greatly. In the language curriculum, writing has become significant similarly to other three language skills. "Writing is the natural outlet for the students' reflections on their speaking, listening, and reading experiences in their second language." [3,171]. While writing their thoughts, students develop confidence and a sense of power over the studied language when the students' levels are A<sub>2</sub> or B<sub>1</sub>. In order to master the learned grammatical and lexical material and to consolidate the students' knowledge, it is significant to use the following writing assignments:

# Teaching Writing As A Second Language

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## **Teaching Writing As A Second Language:**

**Teaching Writing as a Second Language** Alice Horning, 1986-09-26 Classrooms filled with glassy eyed students provide an experiential base for Alice S Horning's new comprehensive theory about basic writers Horning explores the theory of writing acquisition in detail Her examination of spoken and written language and redundancy give a theoretical base to her argument that academic discourse is a separate linguistic system characterized by particular psycholinguistic features She proposes that basic writers learn to write as other learners master a second language because for them academic written English is a whole new language She explores the many connections to be found in second language acquisition research to the teaching and learning of writing and gives special attention to the interlanguage hypothesis pidginization theory and the Monitor theory She also addresses the role of affective factors feelings attitudes emotions and motivation in the success or failure of writing students *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 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 **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 **Second Language Writing** Ken

Hyland, 2003-10-27 Table of contents *Connecting Speaking & Writing in Second Language Writing Instruction* Robert Weissberg, 2006 The importance of teaching reading and writing together has been established now we have a compelling argument for rethinking and reclaiming the speaking and writing connection **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

**Controversies in Second Language Writing** Christine Pearson Casanave, 2007 Controversies in Second Language Writing is not a how to book but one that focuses on how teachers in L2 writing can be helped to make reasoned decisions by understanding some of the key issues and conflicting opinions about L2 writing research and pedagogy This book will assist teachers in making informed decisions about teaching writing in the ESL classroom To counteract some of the debates Casanave explores the different sides of the arguments and provides examples of how other teachers have dealt with these issues The book presents novice and seasoned teachers with thought provoking issues and questions to consider when determining and reflecting on their own teaching strategies and criteria Topics discussed include contrastive rhetoric product vs process fluency and accuracy assessment of student work audience plagiarism politics and ideology

**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

## **Second Language Writing in Elementary**

**Classrooms** Luciana de Oliveira, Tony Silva, 2016-04-29 *Second Language Writing in Elementary Classrooms* focuses on L2 writing in elementary classrooms. It features chapters that highlight research in elementary classrooms focused on the writing development of multilingual children and research in teacher education to prepare elementary teachers to teach L2 writing and address L2 writers' needs.

Genre and Second Language Writing Ken Hyland, 2004-09-14 An expert in the field addresses a hard to grasp concept for new writing teachers.

*Writing as a Second Language* Barbara Danish, 1981 Divided into four sections, this workbook offers assistance to teachers in preparing writing lessons and then in presenting these lessons in their own classrooms. Part 1 *The Writing Lessons* consists of 22 prewriting preparation and instruction lessons followed by 10 minute writing exercises covering various aspects of freewriting, brainstorming, focusing, the subject-verb cliché, comparison, extending images, abstract writing, descriptive writing, and fantasy. Part 2 *Into the Classroom* discusses the teacher's role in the classroom. Part 3 *The Teaching Lessons* presents 13 lessons and numerous variations that adapt skills and processes from the workbook sections. Finally, Part 4 provides the reader with a personal narrative about a teacher's experiences teaching writing.

RAE **Teaching Second-language Writing** Cherry Campbell, 1998 *Teaching Second Language Writing* is one volume of the authoritative 13 title TeacherSource series. The author examines the issue from three distinct perspectives: Teachers' Voices, which are authentic accounts of teacher's experiences; Frameworks, which are comprehensive discussions of theoretical issues; and Investigations, which are inquiry-based activities.

L2 Writing in Secondary Classrooms Luciana C. De Oliveira, Tony Silva, 2013 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.

**Futuristic and Linguistic Perspectives on Teaching Writing to Second Language Students** Hancı-Azizoglu, Eda Başak, Kavaklı, Nurdan, 2020-12-11 The aptitude to write well is increasingly becoming a vital element that students need to succeed in college and their future careers. Students must be equipped with competent writing skills as colleges and jobs base the acceptance of students and workers on the quality of their writing. This situation captures the complexity of the fact that writing represents higher intellectual skills and leads to a higher rate of selection. Therefore, it is imperative that the best strategies for teaching writing to speakers of other languages is imparted to provide insights to teachers who can better prepare their students for future accomplishments.

*Futuristic and Linguistic Perspectives on Teaching Writing*

to Second Language Students examines the theoretical and practical implications that should be put in place for second language writers and offers critical futuristic and linguistic perspectives on teaching writing to speakers of other languages Highlighting such topics as EFL ESL composition digital storytelling and forming identity this book is ideal for second language teachers and writing instructors as well as academicians professionals researchers and students working in the field of language and linguistics Assessment in the Second Language Writing Classroom Deborah Crusan,2010-07

Assessment in the Second Language Writing Classroom is a teacher and prospective teacher friendly book uncomplicated by the language of statistics The book is for those who teach and assess second language writing in several different contexts the IEP the developmental writing classroom and the sheltered composition classroom In addition teachers who experience a mixed population or teach cross cultural composition will find the book a valuable resource Other books have thoroughly covered the theoretical aspects of writing assessment but none have focused as heavily as this book does on pragmatic classroom aspects of writing assessment Further no book to date has included an in depth examination of the machine scoring of writing and its effects on second language writers Crusan not only makes a compelling case for becoming knowledgeable about L2 writing assessment but offers the means to do so Her highly accessible thought provoking presentation of the conceptual and practical dimensions of writing assessment both for the classroom and on a larger scale promises to engage readers who have previously found the technical detail of other works on assessment off putting as well as those who have had no previous exposure to the study of assessment at all **Handbook of Research in Second Language Teaching and Learning** Eli Hinkel,2011-01-25 This landmark volume provides a broad based comprehensive state of the art overview of current knowledge and research into second language teaching and learning All authors are leading authorities in their areas of expertise The chapters all completely new for Volume 2 are organized in eight thematic sections Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology Identity Culture and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy Changes in Volume 2 captures new and ongoing developments research and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia Australia Europe and North America to broaden the Handbook s international scope Volume 2 is an essential resource for researchers faculty teachers and students in MA TESL and applied linguistics programs as well as curriculum and material developers **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 introduces students to the major areas of second language instruction through jargon-free style and explains 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:

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Second Language Writing Instruction in Global Contexts Lisy Seloni, Sarah Henderson Lee, 2019-10-11. This book revisits second language L2 writing teacher education by exploring the complex layers of L2 writing instruction in non-English dominant contexts, i.e. English as a foreign language contexts. It pushes the boundaries of teacher education by specifically examining the development of teacher literacy in writing in under-represented L2 writing contexts and re-envisioning L2 writing teacher education that is contextually and culturally situated, moving away from the uncritical embrace of Western-based writing pedagogies. It explores and expands on writing teacher education: how language teachers come to understand their own writing practices and instruction, and what their related experiences are in non-English dominant contexts across the globe. Chapter 4 is free to download as an open access publication under a CC BY-NC-ND licence. You can access it here: <https://zenodo.org/record/7096127/files/YmCsHbMLcs>.

Teaching Writing to English Language Learners in the Elementary Classroom Subrata Bhowmik, Marcia Kim, 2025-10-29. This book focuses on research-informed approaches and techniques for teaching writing to elementary English Language Learners (ELLs). The book highlights strategies for enriching writing literacy education for elementary ELLs. With contributions from prominent scholars in the field of elementary ELL writing from around the world, the chapters in this book focus on a wide range of topics, including curriculum design, metalanguage, and translanguaging, integrating playfulness into a genre-based approach to writing instruction, metacognitive instruction, teaching the genre of school identity texts, multimodal writing using mentor texts, teaching science writing and interrogating sociolinguistic ideologies in assessment practices. Together, they highlight both the challenges and possibilities of writing instruction for elementary ELLs in diverse educational contexts. This is a foundational text for students in TESOL programs focusing on writing instruction for ELLs, as well as for pre- and in-service teachers who want to upgrade their teaching.

abilities and knowledge bases

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