

The McGraw-Hill Second Language Professional Series

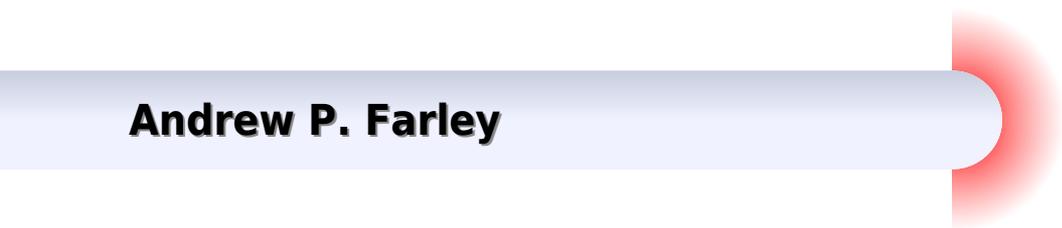
**TEACHING WRITING  
IN SECOND  
— AND —  
FOREIGN  
LANGUAGE  
CLASSROOMS**

Jessica Williams

GENERAL EDITORS: JAMES F. LEE AND BILL VANPATTEN

# Teaching Writing In Second And Foreign Language Classrooms

**Andrew P. Farley**



## **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

**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

*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

**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

**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

New Approaches to Multilingualism, Language Learning, and Teaching Sviatlana Karpava,Natalia Pavlou,Kleanthes 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 Writing in the Foreign Language Curriculum Claire Gaudiani,1981

**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

**Writing Theory and Practice in the Second Language Classroom** Torild Homstad, Helga Thorson, 1994

Interrogating Race and Racism in Postsecondary Language Classrooms Huo, Xiangying, Smith, Clayton, 2024-01-10 Postsecondary language classrooms perpetuate racial discrimination and linguistic inequalities posing a significant problem for racialized students who face institutional barriers and erasure of their linguistic identities Interrogating Race and Racism in Postsecondary Language Classrooms edited by Xiangying Huo and Clayton Smith offers a transformative solution by confronting deeply ingrained racism linguisticism and neo racism in language education Through an intersectional lens the book exposes these issues and provides practical strategies to combat injustice fostering inclusive learning environments With topics ranging from power dynamics to anti oppressive pedagogies the book equips readers with tools to effect meaningful change By amplifying marginalized voices and emphasizing anti racist and anti colonial practices it empowers educators and policymakers to dismantle oppressive systems This comprehensive resource has the potential to reshape language classrooms and create equitable educational landscapes that value diverse linguistic and cultural backgrounds contributing to a more just and inclusive society

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

**Resources in Education** ,1994-07

**Linguistics and Language Behavior Abstracts** ,2009-02

*Foreign Language Writing Instruction* Tony Cimasko, Melinda Reichelt, 2011-06-23 Fourteen chapters researched and authored by scholars working in nine different countries and regions explore the contexts of foreign language writing pedagogy the diversity of national and regional approaches the role of universities departments and programs in pedagogy and the cognitive and classroom dimensions of teaching and learning

Rethinking Foreign Language Writing Virginia Mitchell Scott, 1996 Reviews the research of foreign language and ESL writing pedagogy and suggest new teaching methods for college and high school instructors based on recent developments in the field Includes a comprehensive review of the literature specific suggestions for activities and recommendations on integrating software into the writing curriculum

Second Language Instruction/acquisition Abstracts ,1997

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