# Table of Contents

## Chapter 1. Writing and teaching writing
1.1 What is second language writing?  
1.2 Guiding concepts in teaching L2 writing teaching  
1.3 Focus on language structures  
1.4 Focus on text functions  
1.5 Focus on creative expression  
1.6 Focus on the writing process  
1.7 Focus on content  
1.8 Focus on genre  
1.9 Towards a synthesis: Process, Purpose and Context  
1.10 Summary and Conclusion  
Further reading and resources  
Discussion questions and activities

## Chapter 2. Second Language Writers and teaching contexts
2.1 What is a second language writer?  
2.2 Potential L1 and L2 writer differences  
   2.2.1 Language proficiency and intuitions  
   2.2.2 Writer identities  
   2.2.3 Learner identities  
2.3 Potential cultural differences  
   2.3.1 Conceptions of knowledge and writing  
   2.3.2 Expectations about teaching and learning  
   2.3.3 Attitudes to voice and ‘textual borrowing’  
   2.3.4 Expectations of textual features  
2.4 Variations in instructional contexts
2.4.1 EFL/ESL and Migrant teaching contexts
2.4.2 Writing-to-Learn and Learning-to-Write contexts
2.4.3 Writing centres

2.5 Summary and Conclusion

Further reading and resources
Discussion questions and activities

Chapter 3. Course design and lesson planning
3.1 What is a writing course?
3.2 Aspects of a writing course
3.3 Assessing needs and contexts
   3.3.1 What are needs?
   3.3.2 Collecting needs data
   3.3.3 Analysing the learning context
   3.3.4 Final thoughts on needs
3.4 Setting course goals and objectives
3.5 Developing and sequencing the syllabus
   3.5.1 Developing the syllabus
   3.5.2 Sequencing syllabus items
   3.5.3 Approaches to syllabus organisation
3.6 Planning units of work
3.7 Planning lessons
3.8 Summary and Conclusion
Further reading and resources
Discussion questions and activities
Appendix 1: Example Lesson plan for a writing class

Chapter 4. Texts and materials in the writing class
4.1 What are writing materials?
4.2 The roles of materials in the writing class
   4.2.1 Models
4.2.2 Scaffolding
4.2.3 Reference materials
4.2.4 Stimulus materials

4.3 Creating materials for the writing class
   4.3.1 A development framework
   4.3.2 Selecting texts
   4.3.3 Exploiting materials
   4.3.4 Presentation and evaluation

4.4 Textbooks as materials
   4.4.1 Pros and cons of textbooks
   4.4.2 Corpus-based textbooks
   4.4.3 Evaluating textbooks
   4.4.4 Adapting writing textbooks

4.5 Materials and authenticity
4.6 Summary and conclusions

Further reading and resources
Discussion questions and activities

Chapter 5. Tasks in the writing class
5.1 What are writing tasks?
5.2 Designing tasks
5.3 Integrating reading and writing in tasks
5.4 Types of writing tasks
   5.4.1 Mechanics of writing
   5.4.2 Language scaffolding Tasks
   5.4.3 Composing tasks
5.5 Summary and conclusion

Further reading and resources
Discussion questions and activities
Chapter 6. New technologies in writing instruction

6.1 Why use new technologies in a writing class?

6.2 Digital writing
6.2.1 Composing on computers
6.2.2 Incorporating images
6.2.3 Computers and L2 writing instruction

6.3 Online writing
   6.3.1 Writing and writing online
   6.3.2 Forms and features
   6.3.3 Social media in the writing class
   6.3.4 Hyperlinking

6.4 Writing in new contexts
   6.4.1 Collaborative writing
   6.4.2 Wikis
   6.4.3 Blogs

6.5 Managing learning online
   6.5.1 Virtual Learning Environments
   6.5.2 The internet as a source of content information
   6.5.3 The Internet as a source of language data
   6.5.4 The Internet as a source of language advice and learning materials
   6.5.5 The Internet and similarity checking

6.6 Corpora in the writing class

6.7 Summary and conclusions

Further reading and resources
Discussion questions and activities

Chapter 7. Responding to student writing

7.1 What is feedback?

7.2 Teacher written feedback
   7.2.1 Is teacher feedback effective?
   7.2.2 Student preferences and uses of feedback
7.2.3 Delivery of teacher written feedback
7.2.4 Responding to errors
7.2.5 Purposes and pragmatics of teacher feedback
7.2.6 Interpersonal aspects of feedback

7.3 Teacher-student conferencing
   7.3.1 Advantages and disadvantages of conferences
   7.3.2 Forms of conferences
   7.3.3 Planning for conferences
   7.3.4 Conducting conferences

7.4 Peer Feedback
   7.4.1 Pros and cons of peer review
   7.4.2 Implementing peer response
   7.4.3 Integrating peer review into a writing course
   7.4.4 Peer response training
   7.4.5 Developing self-assessment skills

7.5 Automated Writing Evaluation (AWE)
   7.5.1 What are AWE systems?
   7.5.2 Pros and cons of AWE
   7.5.3 Integrating AWE into L2 writing classes

7.6 Summary and conclusion

Chapter 8. Assessing student writing
8.1 Why assess student writing?
8.2 Validity and reliability issues
   8.2.1 Reliability
   8.2.2 Validity
8.3 Designing assessment tasks
8.3.1 Instructions
8.3.2 Prompts
8.3.3 Rubrics
8.3.4 Post-assessment evaluation

8.4 Approaches to scoring
8.4.1 Holistic scoring
8.4.2 Analytic scoring
8.4.3 Trait-based scoring

8.5 Portfolios
8.5.1 Features of portfolios
8.5.2 Advantages and disadvantages of portfolios
8.5.3 Designing, managing and assessing portfolios

8.6 Managing assessments
8.6.1 Dealing with anxiety
8.6.2 Managing workloads
8.6.3 Using technology

8.7 Summary and conclusion
Further reading and resources
Discussion questions and activities
Appendix 8.1: Holistic marking scheme
Appendix 8.2: An analytic scoring rubric

Chapter 9. Researching writing and writers
9.1 Why research?
9.2 Doing research on writing
9.3 Getting started generating and designing a project
    9.3.1 Formulating a topic
    9.3.2 Focusing the topic
    9.3.3 Designing Research
9.4 Collecting data: methods
9.4.1 Elicitation: self-report and performance data.
9.4.2 Introspection: verbal and written reports
9.4.3 Observations: live or recorded performance
9.4.4 Text Samples: examining writing

9.5 Approaches to data: methodologies

9.5.1 Experimentation

9.5.2 Ethnography

9.5.3 Auto-ethnography

9.5.4 Critical Analysis

9.5.5 Text Analysis

9.5.6 Meta-analyses

9.5.7 Case studies

9.5.8 Methodologies and perspectives on writing

9.6 Analysing data

9.6.1 Analysing structured data

9.6.2 Analysing unstructured data

9.6.3 Analysing textual data

9.7 Reporting research

9.8 Summary and conclusion

Further reading and resources

Discussion questions and activities

Appendix 9.1: Some topics and issues for writing research

Glossary of key terms.