

EFFECTIVE CURRICULUM FOR TEACHING L2 WRITING

Effective Curriculum for Teaching L2 Writing sets out a clear, practical, and efficient big picture for curricular thinking about L2 writing pedagogy. Its main purpose is to help pre-service and practicing teachers design courses for teaching academic writing and to do this as efficiently and effectively as possible. Uniquely connecting curriculum, writing instruction, and language building, the text offers a step-by-step guide to curriculum design for teaching second language writing, with practical examples and illustrations. The central premise is that writing and language instruction need to be integrated, based on a clear understanding of the writing needs of academic writers, and that principled and language-focused curricula are necessary to guide this endeavor.

- Part 1 examines curricular foundations in general and focuses on what is socially valued in L2 writing and pedagogy at school and at the college and university level. The findings of relevant empirical studies are reviewed throughout Part I. Two chapters survey the guidelines and learning goals for L2 writing on the Common Core State Standards required at school and in higher education.
- Part 2 is concerned with the nitty-gritty—the daily realities of curricular design and classroom instruction.
- Part 3 takes a close look at the key pedagogical ingredients of teaching academic L2 writing: vocabulary and collocations, grammar for academic writing, and down-to-earth techniques for helping L2 writers to organize discourse and ideas.
- The Appendix provides an extensive checklist for developing curricula for a course or several courses in language teaching. It can be useful in its entirety or in pieces and portions, as needed.

Bringing together the what and the how-to of developing course curricula with research-based principles of effective teaching in L2 writing courses, what sets this book apart is its overarching focus on language pedagogy and language building. To enhance its usefulness as a course text, each chapter includes an outline of the main points covered; boxed highlights and illustrative examples; practice activities and tasks; practical techniques and suggestions for curriculum design and teaching; summary points; and suggested further readings.

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Principles and Techniques

Eli Hinkel

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PREFACE

The main purpose of this book is to help teachers design courses for teaching academic writing and to do it as efficiently and effectively as possible. It seeks to provide pre-service and practicing teachers a perspective on curricular thinking in L2 writing pedagogy. There are plenty of books and textbooks for teaching L2 academic writing to students and books for teachers on how to teach it.

However, given the sheer number of publications on, about, and for L2 writing pedagogy, navigating the vast body of theoretical and empirical knowledge, suggestions for teaching, and classroom activities is not exactly quick and easy work. After all, given that information abounds, it seems important and highly necessary to see a bigger picture of teaching L2 academic writing. *Effective Curriculum for Teaching L2 Writing* sets out to be a clear, practical, and efficient bigger picture for curricular thinking in L2 writing pedagogy.

The book is divided into two parts: Part I examines curricular foundations in general and focuses on what is socially valued in L2 writing and pedagogy at school and, in addition, at the college and university level. Part II is concerned with the nitty-gritty—the daily realities of curricular design and classroom instruction. Part III takes a close look at the key pedagogical ingredients of teaching academic L2 writing: vocabulary and collocations, grammar for academic writing, and the down-to-earth techniques for helping L2 writers to organize discourse and ideas.

The Book Structure

Part I includes four chapters. Chapter 1 takes a brief look of the components of a curriculum and the foundations of curriculum design. Chapters 2 and 3 review the attributes of school and academic writing that are valued in society. These chapters survey the guidelines and learning goals for L2 writing on

the Common Core State Standards required at school and in higher education. Chapter 4 addresses studies of L2 writing and their recommendations for teaching the elements of language and skills that students must learn in order to be able to produce passable academic writing. The findings of empirical studies are reviewed throughout Part I as they analyze a broad range of language and discourse features that present a detailed and thorough picture of the requirements of student writing (i.e., what is valued in society), and the investigations of L2 academic writing (i.e., the studies of the learners).

Part II—chapters 5 and 6—focuses on how to develop a curriculum and the specifics of curricular thinking, as well as the details of instruction (e.g., choosing textbooks and adapting and creating teaching materials). The purpose of Part II is to help teachers to become more effective and efficient, based on current research in L2 instruction.

Part III consists of 3 chapters. Chapters 7 and 8 address a few shortcuts for principled instruction and techniques in L2 writing: academic grammar and academic vocabulary and collocations. Chapter 7 also includes useful and practical techniques for teaching L2 writers to edit their text. Clear and simple teaching techniques for organizing ideas in academic L2 prose are the topic of chapter 9.

The Appendix provides an extensive checklist for developing curricula for a course or several courses in language teaching. It can be useful in its entirety or in pieces and portions, as needed.

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Through the decades, I have learned from thousands of my students, L1 and L2 alike. It has been my honor to work with them and serve them the best way that I knew how. My thanks to them for trying out various techniques, materials, activities, exercises, short-cuts, tasks, and topics.