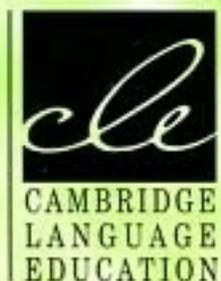


KEN HYLAND

SECOND LANGUAGE **WRITING**



SERIES EDITOR

JACK C. RICHARDS

Second Language Writing

CAMBRIDGE LANGUAGE EDUCATION

Series Editor: Jack C. Richards

This series draws on the best available research, theory, and educational practice to help clarify issues and resolve problems in language teaching, language teacher education, and related areas. Books in the series focus on a wide range of issues and are written in a style that is accessible to classroom teachers, teachers-in-training, and teacher educators.

In this series:

Agendas for Second Language Literacy by *Sandra Lee McKay*

Reflective Teaching in Second Language Classrooms by *Jack C. Richards and Charles Lockhart*

Educating Second Language Children: The Whole Child, the Whole Curriculum, the Whole Community edited by *Fred Genesee*

Understanding Communication in Second Language Classrooms by *Karen E. Johnson*

The Self-Directed Teacher: Managing the Learning Process by *David Nunan and Clarice Lamb*

Functional English Grammar: An Introduction for Second Language Teachers by *Graham Lock*

Teachers as Course Developers edited by *Kathleen Graves*

Classroom-Based Evaluation in Second Language Education by *Fred Genesee and John A. Upshur*

From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms by *Jo Ann Aebersold and Mary Lee Field*

Extensive Reading in the Second Language Classroom by *Richard R. Day and Julian Bamford*

Language Teaching Awareness: A Guide to Exploring Beliefs and Practices by *Jerry G. Gebhard and Robert Oprandy*

Vocabulary in Second Language Teaching by *Norbert Schmitt*

Curriculum Development in Language Teaching by *Jack C. Richards*

Teachers' Narrative Inquiry as Professional Development by *Karen E. Johnson and Paula R. Golombek*

Second Language Writing

Ken Hyland

City University of Hong Kong



CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo

Cambridge University Press

The Edinburgh Building, Cambridge CB2 8RU, UK

Published in the United States of America by Cambridge University Press, New York

www.cambridge.org

Information on this title: www.cambridge.org/9780521827058

© Ken Hyland 2003

This publication is in copyright. Subject to statutory exception and to the provision of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published in print format 2004

ISBN-13 978-0-511-50047-3 eBook (Adobe Reader)

ISBN-13 978-0-521-82705-8 hardback

ISBN-13 978-0-521-53430-7 paperback

Cambridge University Press has no responsibility for the persistence or accuracy of urls for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Contents

Series Editor's Preface xiii

Preface xv

Acknowledgments xvii

- 1 Writing and teaching writing 1
 - Guiding concepts in L2 writing teaching 2
 - Focus on language structures 3
 - Focus on text functions 6
 - Focus on creative expression 8
 - Focus on the writing process 10
 - Focus on content 14
 - Focus on genre 18
 - Toward a synthesis: Process, purpose, and context 22
 - Summary and conclusion 27
 - Discussion questions and activities 28

- 2 Second language writers 31
 - Potential L1 and L2 writer differences 32
 - Cultural schemata and writing 37
 - Expectations about teaching and learning 40
 - Teaching and learning styles 42
 - Cultural differences in written texts 45
 - Summary and conclusion 50
 - Discussion questions and activities 51
 - Appendix 2.1 Perceptual learning style preference questionnaire 53

- 3 Syllabus design and lesson planning 54
 - Elements of a writing syllabus 55
 - Analyzing student needs 58

viii *Contents*

- Analyzing the learning context 64
- Setting course goals and objectives 67
- Developing the syllabus 70
- Sample approaches to syllabus organization 73
- Planning units of work 76
- Planning lessons 79
- Summary and conclusion 81
- Discussion questions and activities 82
- Appendix 3.1 Lesson plan for a writing class 84

- 4 Texts and materials in the writing class 85
 - The roles of materials in the writing class 86
 - Materials and authenticity 92
 - Selecting and assessing textbooks 95
 - Modifying writing textbooks 98
 - Designing materials for the writing class 100
 - Selecting and locating texts 104
 - Finding and selecting language and practice materials 107
 - Summary and conclusion 109
 - Discussion questions and activities 110

- 5 Tasks in the L2 writing class 112
 - Types of writing tasks 113
 - Task components 116
 - Graphological tasks 120
 - Language scaffolding 122
 - Language scaffolding tasks 124
 - Composing tasks 130
 - Sequencing writing tasks: The teaching-writing cycle 136
 - Summary and conclusion 139
 - Discussion questions and activities 141

- 6 New technologies in writing instruction 143
 - Computers, writing, and language learning 144
 - Word processing and writing teaching 146
 - Online writing 150
 - Internet resources for writing 158
 - CALL resources for writing 162
 - Corpora and concordancing 167
 - Summary and conclusion 172

	Discussion questions and activities	172
	Appendix 6.1 Some useful websites for writing teachers	174
7	Responding to student writing	177
	Teacher written feedback	178
	Teacher-student conferencing	192
	Peer feedback	198
	Summary and conclusion	207
	Discussion questions and activities	208
	Appendix 7.1 A rubric for the first draft of a university expository essay assignment	210
	Appendix 7.2 A peer response sheet	211
8	Assessing student writing	212
	Purposes of assessment	213
	Validity and reliability issues	215
	Designing assessment tasks	220
	Approaches to scoring	226
	Reducing assessment anxiety	232
	Portfolio assessments	233
	Summary and conclusion	239
	Discussion questions and activities	240
	Appendix 8.1 Holistic marking scheme	241
	Appendix 8.2 An analytic scoring rubric	243
9	Researching writing and writers	245
	Some preliminaries and key steps	246
	Generating research: Formulating and focusing a question	247
	Designing research	249
	Collecting data	252
	Analyzing writing data	264
	Reporting research	270
	Summary and conclusion	272
	Discussion questions and activities	272
	Appendix 9.1 Some topics and issues in writing research	275
	References	277
	Index	295

PERMISSIONS ACKNOWLEDGEMENTS

The publishers and I are grateful to authors, publishers, and software developers who have given permission to reproduce copyright material.

Example tasks on pages 4, 29 and 134 from Hamp-Lyons, L., & B. Heasley. (1987). *Study Writing*. Pages 23 and 52. Reprinted with the permission of Cambridge University Press.

Example tasks on page 10 from O'Keefe, J. (2000). *Invitation to reading and writing*. Pages 99 and 141. Reproduced with the permission of Pearson Education Inc, Upper Saddle River, NJ.

Diagrams on pages 15 and 135 from White, R., & Arndt, V. (1991). *Process writing*. Pages 32 and 63. Reprinted by permission of Pearson Education Ltd.

Example task on page 16 from Blass, L., & Pike-Baky, M. (1985). *Mosaic: a content-based writing book*. Page 121. Reprinted with the permission of McGraw-Hill Education.

Example task on page 30 from Bhatia, V.K. (1997). Applied genre analysis and ESP. In Miller, T. (ed) *Functional approaches to written text*. Reprinted with the permission of the author.

Diagram on page 39 from Ballard, B., & Clanchy, J. (1991). Assessment by misconception: cultural influences and intellectual traditions. In L. Hamp-Lyons (Ed.) *Assessing second language writing in academic contexts*. Page 22. Reproduced with the permission of Greenwood Publishing Group.

Diagrams on pages 56, 60, and 101 from Hutchison, T., & Waters, A. (1987). *English for Specific Purposes: a learning-centred approach*. Pages 62–3, 74 and 108–9. Reprinted with the permission of Cambridge University Press.

Example materials on page 67–8 from Holst, J. (1995) *Writ 101: Writing English*. page 48. Reprinted with the permission of the author.

Example task on page 87 from Jordan, R. (1990). *Academic Writing Course*. Page 39. Reproduced with the permission of Collins ELT.

Example task on page 88 from Swales, J., & Feak, C. (2000). *English in today's research world: a writing guide*. Page 17–18. Reproduced with the permission of The University of Michigan Press.

Example task on page 89 from Brown, K., & Hood, S. (1989). *Writing matters: writing skills and strategies for students of English*. Page 11. Reprinted with the permission of Cambridge University Press.

Example tasks on pages 91 and 134 from Grellet, F. (1996). *Writing for advanced learners of English*. pp. 58, 103, and 109. Reprinted with the permission of Cambridge University Press.

Diagram on page 102 from Jolly, D., & Bolitho, R. (1998). A framework for materials writing. In B. Tomlinson (Ed.), *Materials development in language teaching*

(pp. 90–115). Reprinted with the permission of Cambridge University Press.

Example task on page 121 from Coe, N., Rycroft, R., & Ernest, P. (1992). *Writing: A problem solving approach*. pp. 26–7. Reprinted with the permission of Cambridge University Press.

Diagram on page 124 from *English K-6 Modules* page 287. Reproduced with the permission of the Office of the Board of Studies of New South Wales, Australia.
© 1998.

Example tasks on page 126 from Seal, B. (1997). *Academic encounters: content focus human behaviour student's book*. Reprinted with the permission of Cambridge University Press.

Example task on page 126 from Swales, J., & Feak, C. (1994). *Academic writing for graduate students: essential tasks and skills*. Page 114–6. Reproduced with the permission of The University of Michigan Press.

Example task on page 128 from Rowntree, K. (1991). *Writing for success: A practical guide for New Zealand students*. Page 164. Reprinted by permission of Pearson Education Ltd.

Diagram on page 138 reprinted from *Text-Based syllabus design* by Susan Feez, (1998), p28, based on a concept by Callaghan and Rothery with permission from the National Centre for English Language Teaching and Research, Australia.
© Macquarie University.

Screenshot on page 149 of *Respond from the Daedalus Writing Suite*. Reproduced with the permission of The Daedalus Group Inc.

Screenshot on page 155 of an on-line conversation in ICQ. Reproduced with the permission of ICQ Inc.

Screenshot on page 156 of the *Entrance to Tapped In*. Reproduced with the permission of Tapped In and SRI International Ltd.

Example task on page 159 from Windeatt, S., Hardisty, D., & Eastment, D. (2000). *Resource book for teachers: The internet*. (publisher's website). Reproduced with the permission of Oxford University Press. © Oxford University Press.

Screenshot on page 161, from the *Purdue University On-Line Writing Lab (OWL)*. Reproduced with the permission of Purdue Research Foundation.

Screenshots on pages 163, 164, 165, and 166 from *Mindgame, Click into English, Report Writer, and Tense Buster*. Reproduced with the permission of Andrew Stokes and Clarity Software.

Screenshots on pages 168, 169, and 171, from *WordPilot 2000*. Reproduced with the permission of John Milton and Compulang.

Figure on page 234 from Johns, A. M. (1997). *Text, role and context: developing academic literacies*. Page 140–1. Reprinted with the permission of Cambridge University Press.

Series Editor's Preface

Learning how to write in a second language is one of the most challenging aspects of second language learning. Perhaps this is not surprising in view of the fact that even for those who speak English as a first language, the ability to write effectively is something that requires extensive and specialized instruction and which has consequently spawned a vast freshman composition industry in American colleges and universities. Within the field of second and foreign language teaching, the teaching of writing has come to assume a much more central position than it occupied twenty or thirty years ago. This is perhaps the result of two factors.

On the one hand, command of good writing skills is increasingly seen as vital to equip learners for success in the twenty-first century. The ability to communicate ideas and information effectively through the global digital network is crucially dependent on good writing skills. Writing has been identified as one of the essential process skills in a world that is more than ever driven by text and numerical data. A further strengthening of the status of writing within applied linguistics has come from the expanded knowledge base on the nature of written texts and writing processes that has been developed by scholars in such fields as composition studies, second language writing, genre theory, and contrastive rhetoric. As a result there is an active interest today in new theoretical approaches to the study of written texts as well as approaches to the teaching of second language writing that incorporate current theory and research findings.

This book is therefore quite timely. It provides a comprehensive and extremely readable overview of the field of second language writing, examining how theories of writing and the teaching of writing have evolved, the nature of good writing, the nature of texts and genres and how they reflect their use in particular discourse communities, the relationship between writing in the first and second language, how a curriculum can be developed for a writing course, the development of instructional materials for a writing class, the uses of the computer in writing instruction, and approaches to feedback and assessment. The book also examines approaches to research on second language writing and shows how teachers can investigate their

students' writing problems and explore their own practices in the teaching of writing.

The book reflects Professor Hyland's dual role as a leading researcher in the field of second language writing and an experienced teacher of second language writing. Theory and research are hence used throughout to illuminate some of the pedagogical issues and decisions that are involved in teaching second language writing. The insights presented both through the text as well as through the tasks readers are invited to carry out will provide an invaluable source of ideas and principles to inform teachers' and student teachers' classroom decision making.

Preface

Writing is among the most important skills that second language students need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher. But while interest in second language writing and approaches to teaching it have increased dramatically over the last decade, teachers are often left to their own resources in the classroom as much of the relevant theory and research fails to reach them. This book addresses this problem by providing a synthesis of theory, research, and practice to help teachers of *language* become teachers of *writing*.

This book is written for practicing teachers and teachers in training who have little or no experience teaching writing to students from non-English-speaking backgrounds. More specifically, it attempts to meet the needs of those who are or will be teaching students who speak English as a second or foreign language in colleges, universities, workplaces, language institutes, and senior secondary schools. Those who teach children or teach basic literacy skills to adults will also find much of value. The book pulls together the theory and practice of teaching writing to present an accessible and practical introduction to the subject without assuming any prior theoretical knowledge or teaching experience.

This text is founded on the premise that an effective teacher is one who can make informed choices about the methods, materials, and procedures to use in the classroom based on a clear understanding of the current attitudes and practices in his or her profession. A strong teacher is a reflective teacher, and reflection requires the knowledge to relate classroom activities to relevant research and theory. The book's practical approach toward second language writing attempts to provide a basis for this kind of reflection and understanding. In the text the reader will find a clear stance toward teaching writing which emphasizes the view that writing involves composing skills and knowledge about texts, contexts, and readers. It helps to develop the idea that writers need realistic strategies for drafting and revising, but they also must have a clear understanding of genre to structure their writing experiences according to the demands and constraints of particular contexts. I incorporate this emphasis on strategy, language, and context throughout the book.

The book also recognizes that teachers work in a range of situations – in schools, colleges, universities, corporate training divisions, and language institutes – and with students of different motivations, proficiencies, language backgrounds, and needs. They also work in contexts where English is taught as a Second Language (*ESL*) or as a Foreign Language (*EFL*), a distinction based on the language spoken by the community in which English is being studied. An *ESL* situation exists when the local community is largely English speaking, such as Australia, the United States, or the United Kingdom, while *EFL* contexts are those in which English is not the host language. Like most polarizations, however, this distinction obscures more complicated realities. For instance, *ESL* contexts can be further distinguished between learners who are migrants and who may therefore need occupational and survival writing skills, and those who plan to return to their own countries once they complete their courses. *EFL* contexts may include those where an indigenized variety has emerged (Singapore, India) or where colonization has afforded English a prominent role in local life (Hong Kong, Philippines), and those where English is rarely encountered (Korea, Japan).

These differences will have an impact on the kind of language students need and their motivation to acquire it, the cultural and linguistic homogeneity of the students, and the resources available to teachers. There are, however, sufficient similarities between these diverse types of context to focus on issues that concern all those who teach writing to non-native English speakers. In recognition of these similarities I shall use the acronym *L2* as a generic form to refer to all users of English from non-English-speaking backgrounds and *ESL* as shorthand for all contexts in which such students are learning English. (Likewise, I use *L1* to refer to those for whom English is their primary language.) The text also treats these students and contexts as similar by systematically setting out the key issues of classroom teaching in both contexts, addressing topics such as assessing needs, designing syllabuses, writing materials, developing tasks, using technology, giving feedback, and evaluating writing. In this way I hope to provide teachers with the resources to plan, implement, and evaluate a program of writing instruction for any teaching situation in which they may find themselves.

The book provides opportunities for you to engage with the ideas presented. *Reflection tasks* occur regularly through the chapters, encouraging readers to think about their own views on a topic and their potential needs as writing teachers. Each chapter concludes with a series of *Discussion questions and activities* which ask readers to consider ideas, examples of lesson plans, questionnaires, tasks or materials and so on, or to devise those of their own.

Acknowledgments

Textbooks cannot be written in a vacuum and I am grateful to the students, colleagues, and friends who have encouraged me, discussed ideas, and provided insights which have contributed to this book. I am particularly indebted to friends in Hong Kong, Australia, Britain, and the United States, especially Sue Hood, Chris Candlin, Malcolm Coulthard, John Swales, and Ann Johns, whose conversations and texts over many years have stimulated and sustained my long interest in writing, in both first and second languages.

I also want to acknowledge the ESL teachers studying the Master of Arts in English for Specific Purposes course at City University of Hong Kong for their feedback on many of the ideas and approaches discussed in these pages, and to my research assistant, Polly Tse, for her good humor and help in tracking down elusive items on the reference list. I am also grateful to Jack Richards, the series editor, who gave me the encouragement to write this book.

My thanks, as ever, go to Fiona Hyland, not only for allowing me to make use of her data, her valuable feedback on draft chapters, and her stimulating ideas on teaching writing, but for her constant support and encouragement.

1 Writing and teaching writing

Aims: This chapter will explore some of the ways that writing is viewed and the implications this has for teaching. It outlines the kinds of knowledge and skills involved in writing and develops some general principles for L2 writing teaching through a critical analysis of the main classroom orientations.

As EFL/ESL writing teachers, our main activities involve conceptualizing, planning, and delivering courses. At first sight, this seems to be mainly an application of practical professional knowledge, gained through hands-on classroom experience. To some extent this is true of course, for like any craft, teaching improves with practice. But there is more to it than this. Experience can only be a part of the picture, as our classroom decisions are always informed by our theories and beliefs about what writing is and how people learn to write. Everything we do in the classroom, the methods and materials we adopt, the teaching styles we assume, the tasks we assign, are guided by both practical and theoretical knowledge, and our decisions can be more effective if that knowledge is explicit. A familiarity with what is known about writing, and about teaching writing, can therefore help us to reflect on our assumptions and enable us to approach current teaching methods with an informed and critical eye.

This chapter provides an overview of how different conceptions of writing and learning influence teaching practices in L2 classrooms. For clarity I will present these conceptions under different headings, but it would be wrong to understand them as core dichotomies. The approaches discussed represent available options which can be translated into classroom practices in many different ways and combinations. Together they offer a picture of current L2 writing instruction.

Reflection 1.1

Spend a few minutes to reflect on your own experiences as a writing teacher. (a) What are the most important things you want students to learn from your classes? (b) What kinds of activities do you use? (c) Do you think an understanding of different ideas about writing and teaching could help you to become a better teacher? (d) Why?

Guiding concepts in L2 writing teaching

A number of theories supporting teachers' efforts to understand L2 writing and learning have developed since EFL/ESL writing first emerged as a distinctive area of scholarship in the 1980s. In most cases each has been enthusiastically taken up, translated into appropriate methodologies, and put to work in classrooms. Yet each also has typically been seen as another piece in the jigsaw, an additional perspective to illuminate what learners need to learn and what teachers need to provide for effective writing instruction. So, while often treated as historically evolving movements (e.g., Raimes, 1991), it would be wrong to see each theory growing out of and replacing the last. They are more accurately seen as complementary and overlapping perspectives, representing potentially compatible means of understanding the complex reality of writing. It is helpful therefore to understand these theories as curriculum options, each organizing L2 writing teaching around a different focus:

- language structures
- text functions
- themes or topics
- creative expression
- composing processes
- content
- genre and contexts of writing

Few teachers adopt and strictly follow just one of these orientations in their classrooms. Instead, they tend to adopt an eclectic range of methods that represent several perspectives, accommodating their practices to the constraints of their teaching situations and their beliefs about how students learn to write. But although the “pure” application of a particular theory is quite rare, it is common for one to predominate in how teachers conceptualize their work and organize what they do in their classrooms (Cumming, 2003).

Teachers therefore tend to recognize and draw on a number of approaches but typically show a preference for one of them. So, even though they rarely constitute distinct classroom approaches, it is helpful to examine each conception separately to discover more clearly what each tells us about writing and how it can support our teaching.

Reflection 1.2

Which of the curriculum orientations previously listed are you most familiar with? Can you identify one that best fits your own experience of teaching or learning to write in a second language? Might some orientations be more appropriate for some teaching-learning situations than others?

Focus on language structures

One way to look at writing is to see it as marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structured according to a system of rules. Conceptualizing L2 writing in this way directs attention to writing as a product and encourages a focus on formal text units or grammatical features of texts. In this view, learning to write in a foreign or second language mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts.

This orientation was born from the marriage of structural linguistics and the behaviorist learning theories of second language teaching that were dominant in the 1960s (Silva, 1990). Essentially, writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher. For many who adopt this view, writing is regarded as an extension of grammar – a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences. For others, writing is an intricate structure that can only be learned by developing the ability to manipulate lexis and grammar.

An emphasis on language structure as a basis for writing teaching is typically a four-stage process:

1. **Familiarization:** Learners are taught certain grammar and vocabulary, usually through a text.

4 Writing and teaching writing

Table 1.1: A substitution table

There are		types kinds		: A, B, and C.
	Y	classes	of X	. These are A, B, and C.
The		categories		are A, B, and C.
X	Consists of	Y	categories	. These are A, B, and C.
	Can be divided into classes		classes kinds types	: A, B, and C.
A, B, and C are	kinds types categories		of X.	

Source: Hamp-Lyons and Heasley, 1987: 23

2. **Controlled writing:** Learners manipulate fixed patterns, often from substitution tables.
3. **Guided writing:** Learners imitate model texts.
4. **Free writing:** Learners use the patterns they have developed to write an essay, letter, and so forth.

Texts are often regarded as a series of appropriate grammatical structures, and so instruction may employ “slot and filler” frameworks in which sentences with different meanings can be generated by varying the words in the slots. Writing is rigidly controlled through guided compositions where learners are given short texts and asked to fill in gaps, complete sentences, transform tenses or personal pronouns, and complete other exercises that focus students on achieving accuracy and avoiding errors. A common application of this is the substitution table (Table 1.1) which provides models for students and allows them to generate risk-free sentences.

The structural orientation thus emphasizes writing as combinations of lexical and syntactic forms and good writing as the demonstration of knowledge of these forms and of the rules used to create texts. Accuracy and clear exposition are considered the main criteria of good writing, while the actual communicative content, the *meaning*, is left to be dealt with later. Teaching writing predominantly involves developing learners’ skills in producing fixed patterns, and responding to writing means identifying and correcting problems in the student’s control of the language system. Many of these techniques are widely used today in writing classes at lower levels of language proficiency for building vocabulary, scaffolding writing development, and increasing the confidence of novice writers.

Reflection 1.3

Consider your own writing teaching practices or your experiences of writing as a student. Do they include elements of approaches that emphasize language structures? Can such approaches be effective in developing writing? In what situations might they be a useful response to student needs?

Although many L2 students learn to write in this way, a structural orientation can create serious problems. One drawback is that formal patterns are often presented as short fragments which tend to be based on the intuitions of materials writers rather than the analyses of real texts. This not only hinders students from developing their writing beyond a few sentences, but can also mislead or confuse them when they have to write in other situations. Nor is it easy to see how a focus restricted to grammar can lead to better writing. Research has tried to measure students' writing improvement through their increased use of formal features such as relative clauses or the "syntactic complexity" of their texts (e.g., Hunt, 1983). Syntactic complexity and grammatical accuracy, however, are not the only features of writing improvement and may not even be the best measures of good writing. Most teachers are familiar with students who can construct accurate sentences and yet are unable to produce appropriate written texts, while fewer errors in an essay may simply reveal a reluctance to take risks, rather than indicate progress.

More seriously, the goal of writing instruction can never be just training in explicitness and accuracy because written texts are always a response to a particular communicative setting. No feature can be a universal marker of good writing because good writing is always contextually variable. Writers always draw on their knowledge of their readers and similar texts to decide both what to say and how to say it, aware that different forms express different relationships and meanings. Conversely, readers always draw on their linguistic and contextual assumptions to recover these meanings from texts, and this is confirmed in the large literature on knowledge-based inferencing in reading comprehension (e.g., Barnett, 1989).

For these reasons, few L2 writing teachers now see writing *only* as surface forms. But it is equally unhelpful to see language as irrelevant to learning to write. Control over surface features is crucial, and students need an understanding of how words, sentences, and larger discourse structures can shape and express the meanings they want to convey. Most teachers therefore include formal elements in their courses, but they also look beyond language

6 Writing and teaching writing

structures to ensure that students don't just know how to write grammatically correct texts, but also how to apply this knowledge for particular purposes and contexts.

Reflection 1.4

Can you imagine any circumstances when you might focus on language structures in a writing class? Are there ways you might be able to adapt this focus to help students express their meanings?

Focus on text functions

While L2 students obviously need an understanding of appropriate grammar and vocabulary when learning to write in English, writing is obviously not *only* these things. If language structures are to be part of a writing course, then we need principled reasons for choosing which patterns to teach and how they can be used effectively. An important principle here is to relate structures to meanings, making language *use* a criteria for teaching materials. This introduces the idea that particular language *forms* perform certain communicative *functions* and that students can be taught the functions most relevant to their needs. Functions are the *means* for achieving the *ends* (or purposes) of writing. This orientation is sometimes labeled “current-traditional rhetoric” or simply a “functional approach” and is influential where L2 students are being prepared for academic writing at college or university.

One aim of this focus is to help students develop effective paragraphs through the creation of topic sentences, supporting sentences, and transitions, and to develop different types of paragraphs. Students are guided to produce connected sentences according to prescribed formulas and tasks which tend to focus on form to positively reinforce model writing patterns. As with sentence-level activities, composing tasks often include so-called free writing methods, which largely involve learners reordering sentences in scrambled paragraphs, selecting appropriate sentences to complete gapped paragraphs and write paragraphs from provided information.

Clearly, this orientation is heavily influenced by the structural model described above, as paragraphs are seen almost as syntactic units like sentences, in which writers can fit particular functional units into given slots. From this it is a short step to apply the same principles to entire essays. Texts can then be seen as composed of structural entities such as

Unit 1	Structure and cohesion
Unit 2	Description: Process and procedure
Unit 3	Description: Physical
Unit 4	Narrative
Unit 5	Definitions
Unit 6	Exemplification
Unit 7	Classification
Unit 8	Comparison and contrast
Unit 9	Cause and effect
Unit 10	Generalization, qualification, and certainty
Unit 11	Interpretation of data
Unit 12	Discussion
Unit 13	Drawing conclusions
Unit 14	Reports: studies and research
Unit 15	Surveys and questionnaires

Source: Adapted from Jordan, 1990.

Figure 1.1: A contents page from a functionally oriented textbook.

Introduction-Body-Conclusion, and particular organizational patterns such as narration, description, and exposition are described and taught. Typically, courses are organized according to common functions of written English, such as the example from a popular academic writing textbook shown in Figure 1.1.

Each unit typically contains comprehension checks on a model text. These are followed by exercises that draw attention to the language used to express the target function and that develop students' abilities to use them in their writing. Such tasks include developing an outline into an essay, or imitating the patterns of a parallel text in their own essay. Again, these offer good scaffolding for writing by supporting L2 learners' development. An example is shown in Figure 1.2.

While meaning is involved in these tasks and instructional strategies, they are essentially concerned with disembodied patterns rather than writing activities that have any meaning or purpose for students. An exclusive focus on form or function means that writing is detached from the practical purposes and personal experiences of the writer. Methods such as guided compositions are based on the assumption that texts are objects that can be taught independently of particular contexts, writers, or readers, and that by following certain rules, writers can fully represent their intended meanings. Writing, however, is more than a matter of arranging elements in the best order, and writing instruction is more than assisting learners to remember and execute these patterns. An awareness of this has led teachers to make efforts to introduce the writer into their models of writing and writing teaching,

8 Writing and teaching writing

There are basically two main ways to organise a cause and effect essay: “block” organization and “chain” organization. In *block organization*, you first discuss all of the causes as a block (in one, two, three or more paragraphs, depending on the number of causes). Then you discuss all of the effects together as a block. In *chain organization*, you discuss a first cause and its effect, a second cause and its effect, a third cause and its effect. Usually, each new cause is the result of the preceding effect. Discussion of each new cause and its effect begins with a new paragraph. All the paragraphs are linked in a “chain.”

BLOCK	CHAIN
Introduction	Introduction
First cause	First cause
Second cause	Effect
Transition paragraph	Second Cause
First effect	Effect
Second effect	Third Cause
Third effect	Effect
Conclusion	Conclusion

Source: Adapted from Oshima and Hogue, 1999: 130–1.

Figure 1.2: A paragraph organization description.

and it is to orientations that highlight writers to which we turn in the next section.

Reflection 1.5

What arguments would persuade you to adopt a Functional orientation to your teaching?

Focus on creative expression

The third teaching orientation takes the writer, rather than form, as the point of departure. Following L1 composition theorists such as Elbow (1998) and Murray (1985), many writing teachers from liberal arts backgrounds see their classroom goals as fostering L2 students’ expressive abilities, encouraging them to find their own voices to produce writing that is fresh and spontaneous. These classrooms are organized around students’ personal experiences and opinions, and writing is considered a creative act of self-discovery. This can help generate self-awareness of the writer’s social position and literate possibilities (Friere, 1974) as well as facilitate “clear thinking, effective relating, and satisfying self-expression” (Moffett,

1982: 235). A writing teacher in Japan characterized his approach like this:

I try to challenge the students to be creative in expressing themselves. Students learn to express their feelings and opinions so that others can understand what they think and like to do. I've heard that prospective employers sometimes ask students what they have learned at university, and that some students have showed them their poems. [quoted in Cumming, 2003]

Reflection 1.6

Can you recall an experience when you wrote a creative text, perhaps a poem or short story? Do you feel that this was helpful in developing your skills as a writer more generally? In what ways?

From this perspective, writing is learned, not taught, so writing instruction is nondirective and personal. Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic. Teachers see their role as simply to provide students with the space to make their own meanings within a positive and cooperative environment. Because writing is a developmental process, they try to avoid imposing their views, offering models, or suggesting responses to topics beforehand. Instead, they seek to stimulate the writer's ideas through pre-writing tasks, such as journal writing and parallel texts. Because writing is an act of discovering meaning, a willingness to engage with students' assertions is crucial, and response is a central means to initiate and guide ideas (e.g., Straub, 2000). This orientation further urges teachers to respond to the ideas that learners produce, rather than dwell on formal errors (Murray, 1985). Students have considerable opportunities for writing and exercises may attend to features such as style, wordiness, clichés, active versus passive voice, and so on. In contrast to the rigid practice of a more form-oriented approach, writers are urged to be creative and to take chances through free writing.

Figure 1.3 shows typical writing rubrics in this approach. Both rubrics ask students to read personal writing extracts, respond to them as readers, and then to use them as a stimulus to write about their own experiences.

Expressivism is an important approach as it encourages writers to explore their beliefs, engage with the ideas of others, and connect with readers. Yet it leans heavily on an asocial view of the writer, and its ideology of individualism may disadvantage second language students from cultures that place a different value on self-expression (see Chapter 2). In addition,

In his article, Green tells us that Bob Love was saved because “some kind and caring people” helped him to get speech therapy. Is there any example of “kind and caring people” you have witnessed in your life or in the lives of those around you? Tell who these people are and exactly what they did that showed their kindness.

Violet’s aunt died for her country even though she never wore a uniform or fired a bullet. Write about what values or people you would sacrifice your life for if you were pushed to do so.

Figure 1.3: Essay topics from an expressivist textbook.

it is difficult to extract from the approach any clear principles from which to teach and evaluate “good writing.” It simply assumes that all writers have a similar innate creative potential and can learn to express themselves through writing if their originality and spontaneity are allowed to flourish. Writing is seen as springing from self-discovery guided by writing on topics of potential interest to writers and, as a result, the approach is likely to be most successful in the hands of teachers who themselves write creatively. Murray’s (1985) *A writer teaches writing*, for instance, provides a good account of expressivist methods, but also suggests the importance of the teacher’s own personal insights in the process.

So despite its influence in L1 writing classrooms, expressivism has been treated cautiously in L2 contexts. Although many L2 students have learned successfully through this approach, others may experience difficulties, as it tends to neglect the cultural backgrounds of learners, the social consequences of writing, and the purposes of communication in the real world, where writing matters.

Focus on the writing process

Like the expressive orientation, the process approach to writing teaching emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teachers should do to help learners perform a writing task. The numerous incarnations of this perspective are consistent in recognizing basic cognitive processes as central to writing activity and in stressing the need to develop students’ abilities to plan, define a rhetorical problem, and propose and evaluate solutions.

Reflection 1.7

What cognitive skills might be involved in the writing process? What methods may help students to develop their abilities to carry out a writing task?

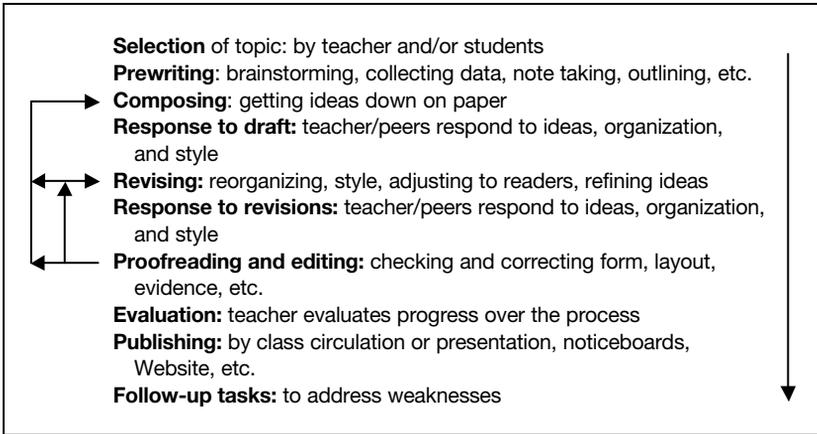


Figure 1.4: A process model of writing instruction.

Probably the model of writing processes most widely accepted by L2 writing teachers is the original planning-writing-reviewing framework established by Flower and Hayes (Flower, 1989; Flower and Hayes, 1981). This sees writing as a “non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning” (Zamel, 1983: 165). As Figure 1.4 shows, planning, drafting, revising, and editing do not occur in a neat linear sequence, but are recursive, interactive, and potentially simultaneous, and all work can be reviewed, evaluated, and revised, even before any text has been produced at all. At any point the writer can jump backward or forward to any of these activities: returning to the library for more data, revising the plan to accommodate new ideas, or rewriting for readability after peer feedback.

Reflection 1.8

Consider the last longish piece of writing that you did. It may have been an assignment for a course, a report, or a piece of personal writing. Can you identify the stages you went through to get the text to “publishable” or public standard? Was the process similar to that sketched in Figure 1.4?

This basic model of writing has been elaborated to further describe what goes on at each stage of the process and to integrate cognitive with social factors more centrally (Flower, 1994). Building on this work, Bereiter and Scardamalia (1987) have argued that we need at least two process models to account for the differences in processing complexity of skilled and novice