

•PREFACE

This book is an introduction to the teaching of academic writing for teachers who have second language students in their classes. Many second language teachers find themselves having to teach academic writing but have not had any particular training in this area. Other teachers have been trained to teach writing to students who speak English as a native speaker but are uncertain of how to deal with the needs of second language students in their classes. This book is for both these groups of teachers and for teachers in training who may be teaching academic writing to second language students in their future careers.

An important aim of the book is to make the key concepts and issues that underlie the teaching of academic writing accessible to teachers of second language writers as well as to suggest ways in which these issues might be dealt with in academic writing classrooms. While the book is informed by research into the nature and teaching of academic writing it is written and presented in a way that is directly accessible to classroom teachers.

The book provides an overview of issues to consider in the teaching of second language academic writing as well as classroom tasks and techniques for teachers to draw on in their teaching of academic writing to second language students. Each chapter discusses classroom implications for the topic being discussed and provides tasks for readers to carry out that encourage them to reflect on their own beliefs and practices in relation to teaching academic writing. The book also includes suggestions for practical resources that can be drawn on in the academic writing classroom.

Overview of the Book

The first chapter provides a general introduction to the issue at hand. The second chapter of this book discusses the process of academic writing as well as skills and strategies that are involved in academic writing. Chapter 3 discusses needs analysis and approaches to the teaching of academic writing. Chapter 4 looks at how the teaching of academic writing has changed over time, providing practical examples of each of these approaches. Chapter 5 discusses the role of vocabulary in academic writing. Chapter 6 discusses cross-cultural issues in the teaching of academic writing. Chapter 7 suggests ways of giving students feedback on their writing. The chapter that follows outlines approaches to assessing students' writing. The final chapter of the book contains suggestions for resources that can be drawn on for the teaching of academic writing.