

Teaching L2 English writing

KEM16.0104

Fall 2017 / Meeting Hours: Tue 7:30PM–9:55PM / Classroom: 502

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Course description

This course aims to provide a survey of current theories and practices of second language (L2) writing and help incumbent teachers and teacher-trainees develop skills required to apply research findings in L2 writing in their classrooms. The course will cover (1) concepts in L2 writing, (2) L2 writing material development, (3) tasks in the L2 writing class, (3) new technologies in writing instruction, (4) responding to student writing, (5) assessing student writing, and (6) localizing language classroom activities and tasks.

Student learning outcomes: At the end of the semester, students will be able to...

- (a) Describe main components of writing
- (b) Identify current theories and practices in L2 writing
- (c) Criticize current approaches and practices used in classrooms
- (d) Develop materials for use in L2 English writing classrooms
- (e) Develop skills to respond to students' work

Textbooks

Harmer, Jeremy (200x). *How to teach writing*. Essex, UK: Pearson.
Cambridge University Press.

Bibliography

- Allen, L. K., Crossley, S. A., Snow, E. L., & McNamara, D. S. (2014). L2 writing practice: Game enjoyment as a key to engagement. *Language Learning & Technology, 18*(2), 124-150.
- Coyle, Y., & Roca de Larios, J. (2013). Exploring the Role Played by Error Correction and Models on Children's Reported Noticing and Output Production in a L2 Writing Task. *Studies in Second Language Acquisition, 36*(03), 451-485.
- Crossley, S. A., & McNamara, D. S. (2014). Does writing development equal writing quality? A computational investigation of syntactic complexity in L2 learners. *Journal of Second Language Writing, 26*, 66-79. – Im & Son
- Gilliland, B. (2014). Academic Language Socialization in High School Writing Conferences. *Canadian Modern Language Review, 70*(3), 303-330. doi:10.3138/cmlr.1753
- Gilliland, B. (2015). High school teacher perspectives and practices: second language writing and language development. *Language and Education, 29*(4), 287-301.
- Harman, R. (2013). Literary intertextuality in genre-based pedagogies: Building lexical cohesion in fifth-grade L2 writing. *Journal of Second Language Writing, 22*(2), 125-140. – Heo & Lee
- Lee, I., Mak, P., & Burns, A. (2015). Bringing innovation to conventional feedback approaches in EFL secondary writing classrooms. *English Teaching: Practice & Critique, 14*(2), 140-163.
- Lee, I., Mak, P., & Burns, A. (2016). EFL teachers' attempts at feedback innovation in the writing classroom. *Language Teaching Research, 20*(2), 248-269.
- Liu, Q., & Brown, D. (2015). Methodological synthesis of research on the effectiveness of corrective feedback in L2 writing. *Journal of Second Language Writing, 30*, 66-81.

- Park, Y., & Warschauer, M. (2016). Syntactic enhancement and second language literacy: An experimental study. *Language Learning & Technology*, 20(3), 180–199.
- Yim, S., & Warschauer, M. (2017). Web-based collaborative writing in L2 contexts: Methodological insights from text mining. *Language Learning & Technology*, 21(2), 146–165. – Jeon & Shin

Course Requirements

Attendance and participation	10%
Article presentation	30%
Microteaching	30%
Tutoring portfolio	30%

Attendance and participation

- Students are expected to actively participate in class activities both in class and online.
- A student is tardy if s/he arrives up to 15 minutes late.
- Three tardies equal one unexcused absence.
- Three or more unexcused absences will result in the failing grade.

Article presentation

- Students should give a presentation on one of the articles in the bibliography in pairs.
- The presentation can be given either in English or in Korean but a clear focus should be given to helping the other class participants to understand the research.
- The presentation should last between 20 to 30 minutes.
- The presentation should be followed by another 30 minutes of Q & A and discussion.

Microteaching

- A clearly written Lesson plan should be prepared and handed out to all class members.
- Activity materials should also be included in the format of appendix to the lesson plan.
- Microteaching presentations should be given in English

Tutoring portfolio: The following should be submitted

- A detailed record of your tutoring project (who the tutee was, what the assignments were, what kind of feedback were given, how the feedback was received by the tutee, and how the next writing reflected your feedback, etc)
- A syllabus of L2 writing class

Tentative Schedule

Sep 5	Course Overview
Sep 12	Harmer (2004)–Chapter 1
Sep 19	Harmer (2004)–Chapter 2
Sep 26	Harmer (2004)–Chapter 2 Article Presentation Demonstration – Hyunah
Oct 3	No class–National Foundation Day
Oct 10	Harmer (2004)–Chapter 3 Localized TESOL–L2 writing activities for Korean contexts
Oct 17	Harmer (2004)–Chapter 4
Oct 24	Harmer (2004)–Chapter 5 Localized TESOL–L2 writing activities for Korean contexts
Oct 31	Harmer (2004)–Chapter 6 Article Presentation 1: Jeon & Shin
Nov 7	Harmer (2004)–Chapter 6 Article Presentation 2: Im & Sohn
Nov 14	Harmer (2004)–Chapter 7 Article Presentation 3: Lee & Heo
Nov 21	Harmer (2004)–Chapter 7
Nov 28	Harmer (2004)–Chapter 8
Dec 5	TBD
Dec 12	Microteaching presentations