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.

Eli Hinkel is Professor, Linguistics and MA-TESL Programs, Seattle Pacific University.
ESL & Applied Linguistics Professional Series
Eli Hinkel, Series Editor

Hinkel • Effective Curriculum for Teaching L2 Writing: Principles and Techniques
Farrell • Promoting Teacher Reflection in Second-Language Education: A Framework for TESOL Professionals
Nunan/Richards • Language Learning Beyond the Classroom
Christison/Murray • What English Language Teachers Need to Know Volume III: Designing Curriculum
Turner • Using Statistics in Small-scale Language Education Research: Focus on Non-parametric Data
Hong/Pawan • The Pedagogy and Practice of Western-trained Chinese English Language Teachers: Foreign Education, Chinese Meanings
Lantolf/Poehner • Sociocultural Theory and the Pedagogical Imperative in L2 Education: Vygotskian Praxis and the Research/Practice Divide
Brown • Pronunciation and Phonetics: A Practical Guide for English Language Teachers
Birch • English Grammar Pedagogy: A Global Perspective
Liu • Describing and Explaining Grammar and Vocabulary in ELT: Key Theories and Effective Practices
deOliviera/Silva, Eds. • L2 Writing in Secondary Classrooms: Student Experiences, Academic Issues, and Teacher Education
Sayer • Ambiguities and Tensions in English Language Teaching: Portraits of EFL Teachers as Legitimate Speakers
Alsagoff/McKay/Hu/Renandya, Eds. • Principles and Practices of Teaching English as an International Language
Kumaravadivelu • Language Teacher Education for A Global Society: A Modular Model for Knowing, Analyzing, Recognizing, Doing, and Seeing

Vandergrift/Goh • Teaching and Learning Second Language Listening: Metacognition in Action

LoCastro • Pragmatics for Language Educators: A Sociolinguistic Perspective

Nelson • Intelligibility in World Englishes: Theory and Practice

Nation/Macalister, Eds. • Case Studies in Language Curriculum Design: Concepts and Approaches in Action Around the World

Johnson/Golumbek, Eds. • Research on Second Language Teacher Education: A Sociocultural Perspective on Professional Development

Hinkel, Ed. • Handbook of Research in Second Language Teaching and Learning, Volume II

Nassaji/Fotos • Teaching Grammar in Second Language Classrooms: Integrating Form-Focused Instruction in Communicative Context

Murray/Christison • What English Language Teachers Need to Know Volume I: Understanding Learning

Murray/Christison • What English Language Teachers Need to Know Volume II: Facilitating Learning

Wong/Waring • Conversation Analysis and Second Language Pedagogy: A Guide for ESL/EFL Teachers

Nunan/Choi, Eds. • Language and Culture: Reflective Narratives and the Emergence of Identity

Braine • Nonnative Speaker English Teachers: Research, Pedagogy, and Professional Growth

Burns • Doing Action Research in English Language Teaching: A Guide for Practitioners

Nation/Macalister • Language Curriculum Design

Birch • The English Language Teacher and Global Civil Society

Johnson • Second Language Teacher Education: A Sociocultural Perspective

Nation • Teaching ESL/EFL Reading and Writing

Nation/Newton • Teaching ESL/EFL Listening and Speaking

Kachru/Smith • Cultures, Contexts, and World Englishes

McKay/Bokhosrt-Heng • International English in its Sociolinguistic Contexts: Towards a Socially Sensitive EIL Pedagogy
Christison/Murray, Eds. • Leadership in English Language Education: Theoretical Foundations and Practical Skills for Changing Times

McCafferty/Stam, Eds. • Gesture: Second Language Acquisition and Classroom Research

Liu • Idioms: Description, Comprehension, Acquisition, and Pedagogy

Chapelle/Enright/Jamieson, Eds. • Building a Validity Argument for the Test of English as a Foreign Language™


Youmans • Chicano-Anglo Conversations: Truth, Honesty, and Politeness

Birch • English L2 Reading: Getting to the Bottom, Second Edition

Luk/Lin • Classroom Interactions as Cross-cultural Encounters: Native Speakers in EFL Lessons

Levy/Stockwell • CALL Dimensions: Issues and Options in Computer Assisted Language Learning

Nero, Ed. • Dialects, Englishes, Creoles, and Education

Basturkmen • Ideas and Options in English for Specific Purposes

Kumaravadivelu • Understanding Language Teaching: From Method to Postmethod

McKay • Researching Second Language Classrooms

Egbert/Petrie, Eds. • CALL Research Perspectives

Canagarajah, Ed. • Reclaiming the Local in Language Policy and Practice

Adamson • Language Minority Students in American Schools: An Education in English

Fotos/Browne, Eds. • New Perspectives on CALL for Second Language Classrooms

Hinkel • Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar

Hinkel/Fotos, Eds. • New Perspectives on Grammar Teaching in Second Language Classrooms

Hinkel • Second Language Writers’ Text: Linguistic and Rhetorical Features

EFFECTIVE CURRICULUM FOR TEACHING L2 WRITING

Principles and Techniques

Eli Hinkel
**CONTENTS**

- Preface ix
- Acknowledgments xi

**PART I**

**Curriculum Foundations for L2 Writing and Language**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Effective Teaching and the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>What’s Valued in School Writing and Language?</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>What’s Valued in College and University Academic Writing?</td>
<td>49</td>
</tr>
<tr>
<td>4</td>
<td>Second Language Writing and Language Learning</td>
<td>77</td>
</tr>
</tbody>
</table>

**PART II**

**Curriculum Design for L2 Writing and Language Building**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>How to Design Effective Curricula for Language and Writing Courses</td>
<td>115</td>
</tr>
<tr>
<td>6</td>
<td>Choosing Teaching Materials and Adapting Textbooks</td>
<td>160</td>
</tr>
</tbody>
</table>
PART III
Language-Focused Curriculum Elements 183

7 Language Focus: Teaching Academic Vocabulary, Collocations, and Pre-Fabs 185

8 Language Focus: Teaching Academic Grammar for Writing 216

9 Language Focus: From Text to Discourse 258

Appendix: Curriculum-Development Checklists 293
Index 299
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
Preface

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.
My eternal, undying, and never-ending gratitude to Naomi Silverman, the Big Cheese at Routledge, for her support, kindness, friendship of many years, and infinite—immeasurable—patience. I have it on good authority that Naomi’s patience is beyond compare.

For their support, diligent reading, cleaning, editing, and locating hundreds of typos, oversights, goofs, flubs, and screw-ups, my deepest appreciation and sympathy go to Bruce Rogers, the Ohio State University, and Rodney Hill. Thank you more than I can say. Thank you to Anne Hepfer, Seattle University, for helping me refine my ideas and for enduring friendship and thoughtfulness.

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.
Building the writing habit. Writing-for-learning and writing-for-writing. The roles of the teacher. Writing lesson sequences. Cooperative writing is immensely successful if students are writing on a computer. If the screen is big enough, everyone can clearly see what is being created, and everyone can make small changes both during the initial writing process and also later on. Students and teachers can also email each other, of course; and just as with Wikipedia, anyone can modify entries, so with student writing on the Internet (or on an Intranet - that is on a hard disk that everyone in the school, or from a group can access), other students can alter things that are there, and gradually co-construct a final. fini