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~~\$79.95 cloth, \$37.50 paper. In this  
text, Hinkel argues that second  
language (L2) writing instruction has  
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Based on the findings of current  
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of close to 1,500 non-native speakers' essays, this book works with several sets of simple rules that collectively can make a noticeable and important difference in the quality of ESL students' writing. The teaching strategies and techniques are based on a highly practical principle for efficiently and successfully maximizing learners' language gains.

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Eli Hinkel's book, *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar*, reflects ESL writing researchers' continued interest in the syntactic and lexical aspects of writing pedagogy, and the book addresses the concerns of teachers who want to help their students produce more correct, coherent papers. In the introduction to her book, Hinkel points out that many L2 writing instructors use curricula that parallel L1 courses, focusing on rhetorical aspects of ...

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practical techniques in ...~~

Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar fills an important gap in teacher professional preparation by focusing on the grammatical and

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lexical features that are essential for all ESL writing teachers and student-writers to know. The fundamental assumption is that before students of English for academic purposes can begin to successfully

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Teaching ESL/EFL Reading and Writing, and its companion text, Teaching ESL/EFL Listening and Speaking, are similar in format and the kinds of topics covered, but do not need to be used together. Drawing on research and theory in applied linguistics, their focus is strongly hands-on, featuring □ easily applied principles, □ a large number of useful teaching techniques, and

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Teaching Academic ESL writing : practical techniques in vocabulary and grammar / Eli Hinkel. p. cm. Includes bibliographical references and index. ISBN 0-8058-3889-9 (cloth : alk. paper) ISBN 0-8058-3890-2 (pbk. : alk. paper) 1. English language—Rhetoric—Study and teaching. 2. English language—Study and teaching—Foreign speakers 3.

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teacher professional preparation by focusing on the grammatical and lexical features that are essential for all ESL writing teachers and student-writers to know. The fundamental assumption is that before students of English for academic purposes can begin to successfully produce academic writing, they must have the foundations of language in place--the language tools (grammar and vocabulary) they need to build a text. This text offers a compendium of techniques for teaching writing, grammar, and lexis to second-language learners that will help teachers effectively target specific problem areas of students' writing. Based on the findings of current research, including a large-scale study of close to 1,500 non-native speakers' essays, this book works with several



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sets of simple rules that collectively can make a noticeable and important difference in the quality of ESL students' writing. The teaching strategies and techniques are based on a highly practical principle for efficiently and successfully maximizing learners' language gains. Part I provides the background for the text and a sample of course curriculum guidelines to meet the learning needs of second-language teachers of writing and second-language writers. Parts II and III include the key elements of classroom teaching: what to teach and why, possible ways to teach the material in the classroom, common errors found in student prose and ways to teach students to avoid them, teaching activities and suggestions, and questions for discussion in a teacher-training course. Appendices to

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chapters provide supplementary word and phrase lists, collocations, sentence chunks, and diagrams that teachers can use as needed. The book is designed as a text for courses that prepare teachers to work with post-secondary EAP students and as a professional resource for teachers of students in EAP courses.

The new edition of this comprehensive text fills an important role in teacher professional preparation by focusing on how to teach the grammar and vocabulary that are essential for all L2 writing teachers and student-writers. Before L2 writers can begin to successfully produce academic prose, they need to understand the foundations of the language and develop the language tools that will help them build reasonable quality

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text. Targeting specific problem areas of students' writing, this text offers a wealth of techniques for teaching writing, grammar, and vocabulary to second-language learners. Updated with current research and recent corpus analysis findings, the second edition features a wealth of new materials, including new teaching activities; student exercises and assignments; and substantially revised appendices with supplementary word and phrase lists and sentence components. Designed for preservice ESL/ELT/TESOL courses as well as Academic Writing and Applied Linguistics courses, this book includes new, contextualized examples in a more accessible and easy-to-digest format.

"Chapters address a full range of

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critical topics, including the context and process of academic writing, needs analysis, teaching approaches, the interrelationship between writing and vocabulary, intercultural perspectives, feedback and assessment. Each chapter includes Classroom Implications, tasks and techniques for teaching, and some possible exercises to use with students. Chapters begin with thought-provoking questions and end with a section designed to help users consider their own beliefs and classroom practices." -- Back cover.

Student academic writing is at the heart of teaching and learning in higher education. Students are assessed largely by what they write, and need to learn both general academic conventions as well as

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disciplinary writing requirements in order to be successful in higher education. Teaching Academic Writing is a 'toolkit' designed to help higher education lecturers and tutors teach writing to their students. Containing a range of diverse teaching strategies, the book offers both practical activities to help students develop their writing abilities and guidelines to help lecturers and tutors think in more depth about the assessment tasks they set and the feedback they give to students. The authors explore a wide variety of text types, from essays and reflective diaries to research projects and laboratory reports. The book draws on recent research in the fields of academic literacy, second language learning, and linguistics. It is grounded in recent developments such as the increasing diversity of the student

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body, the use of the Internet, electronic tuition, and issues related to distance learning in an era of increasing globalisation. Written by experienced teachers of writing, language, and linguistics, Teaching Academic Writing will be of interest to anyone involved in teaching academic writing in higher education.

Effective Curriculum for Teaching L2 Writing sets out a clear big picture for curricular thinking about L2 writing pedagogy and offers a step-by-step guide to curriculum design with practical examples and illustrations. 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. Bringing together the what and the how-to with

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research-based principles, what sets this book apart is its overarching focus on language pedagogy and language building. 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. 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.

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Practical Academic Essay Writing Skills: An International ESL Students Essay Writing Handbook is the second book in a series on Academic Writing Skills. The book was written for non-English speaking International ESL Students to gain university entrance, but by no means only for ESL students wanting to learn English academic writing. This practical guide can also be used by anyone such as a high-school student, an undergraduate or graduate student, or even a mature age student wishing to understand more about English academic essay writing. This book will help you produce consistent results and grades for your assignments and essays. With 5 years TESOL experience in practical English essay writing, the author has managed to make himself clearly understood by his students. This short



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but concise academic writing skills guide will teach you good academic writing skills. It is ideal for the International ESL Student. Write you way to a BA with the Academic Writing Skills series.

Using a framework based on principles of teaching and learning, this guide for teachers and teacher trainees provides a wealth of suggestions for helping learners at all levels of proficiency develop their reading and writing skills and fluency. By following these suggestions, which are organized around four strands — meaning-focused input, meaning-focused output, language-focused learning, and fluency development — teachers will be able to design and present a balanced program for their students. Teaching ESL/EFL Reading

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and Writing, and its companion text, Teaching ESL/EFL Listening and Speaking, are similar in format and the kinds of topics covered, but do not need to be used together. Drawing on research and theory in applied linguistics, their focus is strongly hands-on, featuring easily applied principles, a large number of useful teaching techniques, and guidelines for testing and monitoring. All Certificate, Diploma, Masters and Doctoral courses for teachers of English as a second or foreign language include a teaching methods component. The texts are designed for and have been field tested in such programs.

This hands-on, practical guide for ESL/EFL teachers and teacher educators outlines, for those who are

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new to doing action research, what it is and how it works. Straightforward and reader friendly, it introduces the concepts and offers a step-by-step guide to going through an action research process, including illustrations drawn widely from international contexts. Specifically, the text addresses: action research and how it differs from other forms of research the steps involved in developing an action research project ways of developing a research focus methods of data collection approaches to data analysis making sense of action research for further classroom action. Each chapter includes a variety of pedagogical activities: Pre-Reading questions ask readers to consider what they already know about the topic Reflection Points invite readers to think about/discuss what they have

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read action points ask readers to carry out action-research tasks based on what they have read Classroom Voices illustrate aspects of action research from teachers internationally Summary Points provide a synopsis of the main points in the chapter Bringing the 'how-to' and the 'what' together, Doing Action Research in English Language Teaching is the perfect text for BATESOL and MATESOL courses in which action research is the focus or a required component.

Second language students not only need strategies for drafting and revising to write effectively, but also a clear understanding of genre so that they can appropriately structure their writing for various contexts. Over that last decade, increasing attention has been paid to the notion of genre and

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its central place in language teaching and learning. Genre and Second Language Writing enters into this important debate, providing an accessible introduction to current theory and research in the area of written genres-and applying these understandings to the practical concerns of today's EFL/ESL classroom. Each chapter includes discussion and review questions and small-scale practical research activities. Like the other texts in the popular Michigan Series on Teaching Multilingual Writers, this book will interest ESL teachers in training, teacher educators, current ESL instructors, and researchers and scholars in the area of ESL writing.

Ideal for overseas students studying at English-medium colleges and

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universities, this practical writing course enables international students to meet the required standard of writing and use an appropriate style for essays, exams and dissertations.

Newly revised and updated to include extra exercises and material suggested by teachers and students, Academic Writing explains and demonstrates all the key writing skills and is ideal for use in the classroom or for independent study. Useful at every stage of an academic career and beyond, this indispensable book features: different styles and formats from CVs and letters to formal essays a focus on accuracy coverage of all stages of writing, from understanding titles to checking your work essential academic writing skills such as proper referencing, summarising and paraphrasing diagrams and practice

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