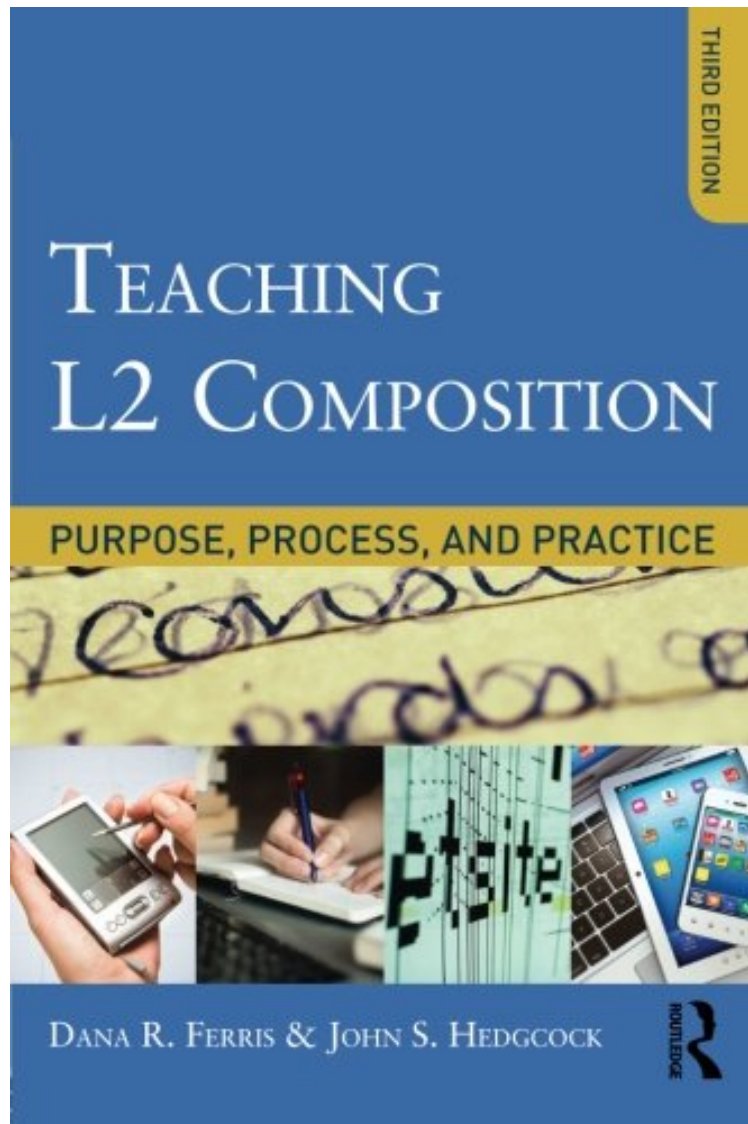


# Teaching L2 Composition: Purpose, Process, and Practice

*Dana R. Ferris, John Hedgcock*

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#114880 in Books Dana R Ferris 2013-09-27 2013-09-12Original language:EnglishPDF # 1 9.00 x 1.01 x 6.00l, 1.39 #File Name: 0415894727443 pagesTeaching L2 Composition | File size: 69.Mb

**Dana R. Ferris, John Hedgcock : Teaching L2 Composition: Purpose, Process, and Practice** before purchasing it in order to gage whether or not it would be worth my time, and all praised Teaching L2 Composition: Purpose, Process, and Practice:

5 of 5 people found the following review helpful. Very Insightful TextbookBy KaitlinThis is a very well-rounded textbook for future TESOL teachers of composition. The authors give a lot of practical guidelines on teaching ESL writing. The best part is that their methods are backed up with thorough research and studies on which methods are

actually effective, and which ones seem effective but don't get better results. 1 of 1 people found the following review helpful. Great book! By Customer I learned a lot from this book about the needs of L2 students. It's a great guide for creating lesson plans and grading rubrics. I'm definitely going to be taking ideas from it and applying them in my class. 0 of 0 people found the following review helpful. useful, and brings a lot more awareness to the ... By eatntravel! The writing is overly scholarly. However, the content is extremely informative, useful, and brings a lot more awareness to the average writing teacher. Definitely recommend if you want to improve your teaching.

This popular, comprehensive theory-to-practice text is designed to help teachers understand the task of writing, L2 writers, the different pedagogical models used in current composition teaching, and reading-writing connections. Moving from general themes to specific pedagogical concerns, it includes practice-oriented chapters on the role of genre, task construction, course and lesson design, writing assessment, feedback, error treatment, and classroom language (grammar, vocabulary, style) instruction. Although all topics are firmly grounded in relevant research, a distinguishing feature of the text is the array of hands-on, practical examples, materials, and tasks that pre- and in-service teachers can use to develop the complex skills involved in teaching second language writing. Each chapter includes Questions for Reflection, Further Reading and Resources, Reflection and Review, and Application Activities. An ideal text for L2 teacher preparation courses, courses that include both L1 and L2 students, and workshops for instructors of L2 writers in academic (secondary and postsecondary) settings, the accessible synthesis of theory and research enables readers to see the relevance of the field's knowledge base to their own present or future classroom settings and student writers.

An excellent introduction to the main issues involved in teaching L2 writers. Current and future teachers will find the broad coverage, seamless blending of theory and practice, and accessible style the perfect starting point for building their understanding of teaching L2 writing. Christine Tardy, DePaul University, USA  
About the Author Dana R. Ferris is professor in the University Writing Program at the University of California, Davis, United States. John S. Hedgcock is professor of Applied Linguistics at the Monterey Institute of International Studies, California, United States.