

2. Current key issues in academic writing classrooms

We are now going to focus on some of the current key issues in academic writing classrooms found at HE institutions throughout the UK.

Before we begin

Write a list of some of the key issues that you have in your own academic writing classrooms

How do you overcome these issues?

Discuss with a partner.

Here are the most common key issues in classrooms in HE institutions throughout the UK:

- Students with different linguistic levels
- Learners studying different disciplines
- Class sizes
- Deciding which approach to academic writing to follow (different learning preferences)

With a partner, discuss:

- How can we overcome these problems?
- What are the current approaches used to teach academic writing in your country?
- Can you name any other approaches which you have read about?
- Which approach do you use and why?

Current approaches to teaching Academic Writing

General EAP

- **Focus:** general linguistic & cognitive needs of non-native speakers (Benesch 2001, Leki & Carson 2004).
- **Aim:** what is taught & learnt helps ss with writing across the curriculum (Leki & Carson 1994).
- **Materials:** study skills.
- **Issue:** Pre-determined, non-discipline specific materials.

Academic Literacies

- **Focus:** diverse writing practices in HE (Lea & Street 1998).
- **Aim:** address literacy from cultural & social perspective and contemplate issue of identity & power relationships.
- **Materials:** Limited availability & time for preparation.
- **Issue:** No practical suggestions of integration (Wingate & Tribble 2012).

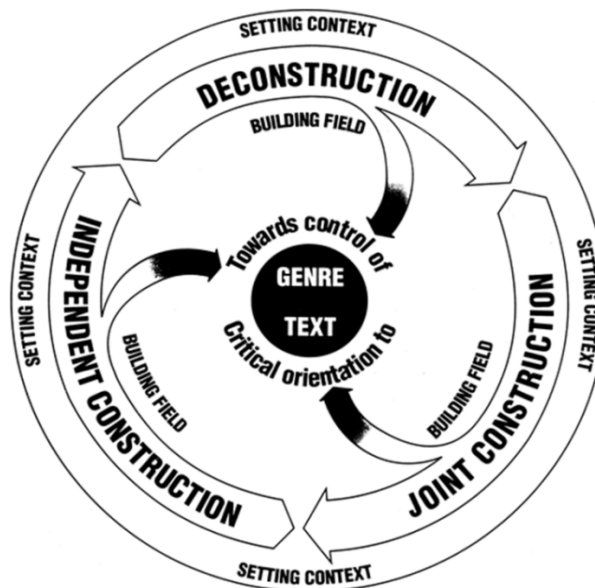
Writing in the Disciplines

- **Focus:** discipline-based writing instruction.
- **Aim:** writing embedded into degree programmes (Monroe 2003).
- **Materials:** authentic articles & text types.
- **Issue:** No in class time available.

Genre-based approaches

- **Focus:** Explore genres students are required to write. Awareness that variations exist in different contexts of writing.
- **Aim:** to provide a contextual framework.
- **Pedagogic approach:** Genre-informed pedagogic framework (Tribble & Wingate forthcoming).
- **Role of teacher:** guide & support the learners (Vygotskian scaffolding).

The Teaching-Learning Model



(Rothery and Stenglin 1994:8 cited in Martin 2000:19)

List of references

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