Writing Myths: Applying Second Language Research to Classroom Teaching

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This volume was conceived as a "best practices" resource for writing teachers in the way that *Vocabulary Myths* by Keith S. Folse is one for reading and vocabulary teachers. It was written to help ensure that writing teachers are not perpetuating the myths of teaching writing.

Each author is a practicing teacher who selected his or her "myth" based on classroom experience and expertise. Both the research and pedagogy in this book are based on the newest research in, for example, teacher preparation, EAP and ESP, and corpus linguistics. The myths discussed in this book are:

§   Teaching vocabulary is not the writing teacher's job. (Keith S. Folse)

§   Teaching citation is someone else's job. (Cynthia M. Schuemann)

§   Where grammar is concerned, one size fits all. (Pat Byrd and John Bunting)

§   Academic writing should be assertive and certain. (Ken Hyland)

§   Students must learn to correct all their writing errors. (Dana Ferris)

§   Corpus-based research is too complicated to be useful for writing teachers. (Susan Conrad)

§   Academic writing courses should focus on paragraph and essay development. (Sharon Cavausgil)

§   International and U.S. resident ESL writers cannot be taught in the same class. (Paul Kei Matsuda)

The book concludes with a discussion of students' myths about academic writing and teaching written by Joy Reid.

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