**Postgraduate lectures on creative and academic writing in a second language**

**Lecturer: Prof. Fiona Hyland**

**Session One: 1 Nov. Morning (8:30 am -12:00 pm)**

**Session description:**

***The place of literature in second language teaching and its potential for writing***

Literature is a powerful force for language learning as the feelings and emotions it invokes can strike a chord across generations and cultures. This session will explore a number of issues related to literature in language teaching, including what is meant by the terms ‘Literature’ and the literary cannon. It will consider the main models which provide justification for teaching literature and for using it as a resource in language teaching and the different approaches to using literature in the EFL classroom. It will also consider the criteria for selecting literary and creative texts for use in the language classroom and how these may stimulate students’ own creative writing.This session will also explore the place of literature in the English language curriculum. We will discuss reader response theory and its application when using literature in the language classroom and the session will also consider stylistics and the use of stylistic techniques to analyze a text and improve students’ own writing.

**Session Two: 1 Nov. Afternoon (2:30 pm -6:00 pm)**

**Session description:**

***Using literature with language learners: understanding, appreciating and writing poetry***

Poems are powerful short authentic texts and have great potential in the language classroom but they also pose particular challenges for EFL learners. This session will explore the various literary techniques and devices associated with poetry in English and consider the challenges and benefits of using poetry with EFL/ESL learners. We will also consider some different techniques for encouraging students to create their own poems and consider how writing creative texts like poems can provide second language writers with a sense of empowerment and ownership not often found in second language writing.

**Session three: 2 Nov. Morning (8:30 am -12:00 pm)**

**Session description:**

***Providing effective feedback on academic writing***

In the past two decades feedback practices have been transformed, with an increasing emphasis on formative as opposed to summative feedback, and with teacher written comments often supplemented and enhanced by peer feedback, writing conferences, and computer-delivered feedback. But while feedback is now seen as a central aspect of teaching writing, teachers often feel that they are not making use of its full potential and are unsure how to meet both student and institutional expectations. This session will use data from my research to consider the following questions and issues: Where should teachers focus their feedback for it to have maximum impact in the longer term? How can we ensure that the dialogue with students conducted via feedback is both interactive and collaborative? How can we encourage students to engage with our feedback? How can teachers use feedback to assist students to self-evaluate their writing and develop their own writing strategies?

**Session Four:2 Nov. Afternoon (2:30 pm-6:00 pm)**

**Session description:**

***Second language graduate writing: problems and writing strategies***

Postgraduate students’ academic success hinges on the quality of their thesis and their academic writing. However writing at this level is a complex and challenging task for second language writers and writing teachers at the tertiary level are constantly seeking for ways to help them. In this session I will focus on my longitudinal study which investigated ESL postgraduate students’ major writing problems when writing their theses and articles for publication. I will outline the self-initiated strategies that they developed to meet these challenges, as well as the role played in students’ writing development by their supervisors’ feedback and their language support programs. I will also focus on the implications of the study for both academic writing teachers and for supervisors and postgraduate students.

**Session Five: 3 Nov. Morning (8:30 am -12:00 pm)**

**Session description:**

***Workshop on writing for publication in academic journals***

This session adopts a workshop approach and focuses on novice writers aiming to publish in academic journals. It uses the presenter’s experience as a member of the editorial board and books reviews editor of *Journal of Second language Writing* and as a reviewer for many journals including *Applied Linguistics, Journal of English for academic purposes* and *Journal of Second language Writing* to outline some of the issues facing novice writers when they try to publish their research. It first outlines some of the reasons why it is important to publish and then makes suggestions for students in terms of factors to consider when choosing a journal to target, writing a convincing abstract and introduction, using appropriate language, coping with reviewers’ negative comments, and revising and resubmitting articles.