

Academic Essay Writing

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«این اثر، مشمول قانون حمایت مؤلفان و مصنفان و هنرمندان مصوب ۱۳۴۸ است، هر کس تمام یا قسمتی از این اثر را بدون اجازه مؤلف (ناشر) نشر یا پخش یا عرضه کند مورد پیگرد قانونی قرار خواهد گرفت.»

Preface

Academic Essay Writing is developed based on the author's more than fifteen years of experience in teaching and researching of writing in the EFL context. Hence, it attempts to address the essay writing needs and problems of EFL learners. The book considers writing as a process rather than a product and highlights pre-writing, drafting, and revision as essential and recursive stages of writing process (Hyland & Hyland, 2006). At the heart of this model is the view that writing is a "non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning" (Zamel, 1983, p. 165). It also implies that revision should become an integral component of writing instruction, that content and organization are of primary importance, and that editing and proofreading should be delayed until the last stage of composing (Zamel, 1982, p. 205). This emphasis on audience, feedback, and revision supports an increased use of peer collaboration in L2 writing classrooms, which complements the traditional written teacher feedback (Ferris, 2003, p. 69).

Further, it adopts social cultural theory of learning as its fundamental concept. This perspective emphasizes the collaborative nature of development that occurs through interaction among learners (John-Steiner & Mahn, 1996). From a sociocultural perspective, cognition and knowledge are characteristically social and are dialogically created and shared within a community (Lantolf, 2000). Hence, the theory assigns a pivotal role to cultural, historical, and institutional contexts, as well as to the interactions in which an individual is involved (Barnard & Campbell, 2005). Based on this notion, the book encourages students to take an active role in their own learning by working in groups and pairs and scaffolding/supporting each other through different stages of writing especially by evaluating and providing feedback on their own written drafts. In other words, by rejecting the traditional view that assumes writing as an individual attempt through which the writer tries convey his/her message to the intended audience, this pedagogy considers writing as a deeply rooted social act (Santos, 1992).

The present book is organized in three units. In unit One, learners become familiar with process of writing and its stages. They are also engaged in a range of dynamic activities which are aimed to boost their writing process awareness. Unit Two focuses on Academic essay structure and components by providing detailed illustrations, explanations and models. Unit Three introduces seven different essay genres and presents essential information students need in composing different types of essays through explanation, modeling, and activities. The activities at the end of each section are designed based on the input the learners have received by reading the contents of each section. The essay writing activities at the end of each chapter encourage the students to use the relevant peer review sheets to evaluate their classmate's written drafts. Tailor-made Peer Review Sheets follow Unit Three and require the learners to evaluate each other's papers based on the instructions they have received and at two levels: content and organization, and language and mechanics.

Finally, it is hoped that EFL practitioner and learners find the book useful in improving their academic writing skill.

Alireza Memari Hanjani

July, 2016

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