Plenary Address 3:

Writing: Options and Opportunities for College English Teachers

Ken Hyland (The University of Hong Kong)

Abstract:

Writing has been a central topic in applied linguistics for over half a century is a central area of teaching and research. Its complex, many-sided nature, however, seems to constantly evade adequate description and explanation, and many forms of inquiry have been summoned to help clarify both how writing works and how it should best be taught. Teachers, in fact, often feel they have limited choices and have to teach using either 'product' or 'process' methods, but I want to show that the options are wider than this and the opportunities more interesting and productive. In this presentation I will explore the main approaches to teaching and researching writing. Making a broad distinction between approaches concerned with texts, with writers and with readers, I will show what each approach offers and neglects and what each means for teachers, examining what the research tells us and what this means for classroom practice. I argue that this offers a useful way of comparing and evaluating the research each approach has produced and the pedagogic practices they have generated. My own bias is towards reader-oriented theories of writing and I will use some of my own research to illustrate what this approach contributes to our understanding of writing and the advantages it offers in the classroom.

Biodata:

Ken Hyland is Chair of Applied Linguistics and Director of the Centre for Applied English Studies at the University of Hong Kong. He has taught applied linguistics for 35 years in Asia, Australasia, the Middle East and London. He has published over 170 articles and 20 books on language education and academic writing. Most recent publications are *Disciplinary Identities* (Cambridge, 2012), *Academic Discourse* (Continuum, 2009) and *Innovation and Change in Language Education* (edited with Lillian Wong, Routledge, 2013). He was founding co-editor of the *Journal of English for Academic Purposes* and is now co-editor of *Applied Linguistics.*