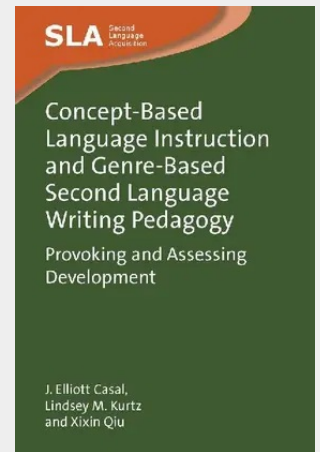


Concept-Based Language Instruction and Genre-Based Second Language Writing Pedagogy

Provoking and Assessing Development

Genre-Based approaches to Second Language Writing Instruction have become a powerful and popular means of assisting second and multilingual writers in learning to engage in professional, pedagogical and academic genres that are often high-stakes. This book presents a framework for teaching second language and multilingual writing that integrates Concept-Based Language Instruction and Genre-Based Writing Pedagogy. The authors present three large-scale implementations, within a graduate legal writing context, a cross-disciplinary doctoral research writing context and a graduate mechanical engineering context, and demonstrate how the pedagogical and theoretical framework is interdisciplinary, flexible and comprehensive. It provides a means of theorizing, researching, teaching and assessing the development of second language writer genre knowledge from nascency through expertise and equips second language writing instructors with a theoretical and practical toolkit to empower student writers to be more agentive, aware and strategic in their writing.

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