<div align="center">**Call for Proposals**</div>

<div align="center">**Teaching ESL writing in the elementary classroom: Approaches and techniques**</div>

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Introduction

Writing is an important literacy skill for young children's academic success (Fitts et al., 2016; Graham, 2019; Stagg Peterson & McClay, 2014). For children learning English as a Second Language (ESL), mastering this skill early on is of greatest importance. These students consistently face the challenge of learning English and honing their writing abilities (Ortmeier-Hooper, 2013). Despite empirical evidence highlighting the benefits of explicit instruction for writing skill development (e.g., Cutler & Graham, 2008; Graham, 2019), writing often remains a sidelined subject in literacy classrooms (de Oliveira & Silva, 2016). Regrettably, many teachers lack the necessary skills and expertise to teach writing to ESL students (Gilliland, 2015; Kibler et al., 2016). Consequently, ESL students may encounter significant literacy gaps, potentially leading to academic failure, increased high school dropout rates, or both (Pavlov, 2015). Prioritizing effective writing instruction is thus vital for building a strong foundation in writing literacy for ESL learners.

While recent years have seen emerging research on ESL writing within K-12 contexts, it remains an area that has been relatively underexplored (Hirvela & Belcher, 2007; Ortmeier-Hooper & Enright, 2011). This gap underscores a limited literature addressing the nuances of K—12 writing instruction, particularly focusing on pedagogical strategies and techniques for ESL learners in elementary settings. Recent studies (Bhowmik & Kim, 2021, 2022) highlight that both pre-service and in-service teachers often lack the necessary academic preparation and access to research-informed materials for effective ESL writing instruction. Addressing this gap, the proposed collection aims to achieve two primary objectives: (a) enrich writing literacy education for elementary ESL students, and (b) provide pre- and in-service teachers with practical ideas for teaching ESL writing at the elementary level. This book seeks to help educators learn about research-informed practices to enhance ESL writing pedagogy.

Background and Rationale

In the context of a second language (L2) environment, Richards and Rodgers (2010) define an approach as theories that "relate to the nature of language and language learning, serving as the foundation for practices and principles in language teaching" (p. 20). Harmer (2007) similarly defines an approach as theories guiding classroom practices and providing reasons for them (p. 62). Contrasting this, Richards and Rodgers (2010) describe a technique as the detailed level at which classroom procedures are outlined (p. 19), while Harmer views it as an activity stemming from the instructor's chosen teaching approach. Within Education, these ideas parallel concepts encapsulated by the term "instructional design theory." For instance, Reigeluth and Carr-Chellman (2009) explain that this theory encompasses various stages, including event analysis,

planning, building, implementing, and evaluating instructional activities. Gibbons (2020) emphasizes that an instructional event serves as the core of all strategies, akin to a toolbox containing diverse instructional tools. Collectively, these scholars stress the necessity of grounded theories or frameworks to guide classroom instruction; lacking this can render teaching peripheral and student learning ineffective.

Acknowledging the significance of research-informed instructional theories and practices in ESL writing pedagogy at the elementary level, this volume aims to explore them on two levels: approaches and techniques. Drawing from L2 education terminology, "approach" denotes overarching theories, beliefs, policies, and ideologies guiding ESL writing instruction. Scholars like Graham (2019) have termed similar ideas as "writing knowledge," pivotal for effective pedagogy. Conversely, "technique" pertains to specific, micro-level activities and procedures for implementing ESL writing instruction. Thus, the foundational premise of this collection is twofold: (a) educators need a comprehensive understanding of the "why" behind adopting an overarching approach/strategy/theory to teaching writing to ESL students, and (b) they require actionable insights into the "how" of implementing this approach/strategy/theory.

Therefore, this volume seeks to integrate scholarly dialogues on both approaches and techniques crucial for ESL writing instruction in elementary settings. Such discussions are pivotal, ensuring that research findings resonate in practical classroom applications, ultimately enhancing ESL writing literacy for students. The collection may include both conceptual/theoretical and empirical contributions.

Guiding questions for chapter proposals include (but are not limited to) the following:

- What foundational beliefs, ideologies, or theories shape effective ESL writing instructional practices in an elementary context? How do these principles influence teaching and learning activities?
- What foundational beliefs, ideologies, or theories shape effective feedback practices? How do these principles influence teaching and learning practices for ESL writing in the elementary classroom?
- Which core beliefs, ideologies, or theories (should) guide content area writing instruction? How do they impact ESL teaching and learning practices within an elementary classroom setting?
- What guiding beliefs, ideologies, or theories inform the selection of topics for instruction? How do these considerations affect ESL writing teaching and learning in an elementary classroom?
- Which underlying beliefs, ideologies, or theories (should) influence approaches to error correction? How do they shape ESL writing teaching and learning practices within an elementary classroom environment?
- Based on specific beliefs, ideologies, or theories, what would be the characteristics or techniques of effective ESL writing pedagogy?
- Based on specific beliefs, ideologies, or theories, what would be the characteristics or techniques of effective feedback processes?

- Drawing from particular beliefs, ideologies, or theories, what would characterize effective content area writing instructional techniques?
- Considering specific beliefs, ideologies, or theories, how would one approach narrative writing instruction?
- Given certain beliefs, ideologies, or theories, what would characterize effective process writing instructional techniques?
- Based on particular beliefs, ideologies, or theories, how would one design genre-based writing instructional procedures?

Breakdown and Organization of Chapters

Below we provide a guideline for the organization of chapters (although it can be adapted depending on the nature of the contribution). Each chapter will focus on either an approach or technique relevant to elementary ESL writing instruction. (a) Initially, each chapter should start with a general introduction, highlighting the rationale behind the specific approach or technique discussed. This will elucidate the significance of considering the particular approach or technique in elementary ESL writing pedagogy. (b) Subsequent discussions will examine the chosen approach or technique, detailing aspects like strategies for teaching content area writing, effective feedback practices, or selecting culturally responsive topics tailored for elementary ESL learners. (c) The third section will draw connections to existing research. Here, discussions will emphasize how the introduced approach or technique aligns with current research findings in the ESL writing domain. (d) The next section will address practical implications. Specifically, it will address questions such as: "What does this approach imply?" or "How can this technique be implemented?" This section will shed light on broader implications for ESL writing pedagogy, offering insights into classroom activities or tasks aligned with the introduced approach or technique. (e) The final section will include the conclusion. Sections a—d may further incorporate sub-sections as deemed necessary and relevant.

Proposals of approximately 300 words should be submitted via email to: **teacheslwriting2024@gmail.com** by March 31, 2024. The same email address can be used if authors have questions or comments about the proposed volume.

Tentative Timeline

- Proposal due: March 31, 2024
- Notification of acceptance of proposal: May 15, 2024
- Complete chapter due: August 15, 2024
- Reviews sent to authors: November 15, 2024
- Final revised chapter due: March 15, 2025
- Submission of the volume for publication: Late summer/Fall 2025

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