Treatment Of Error In Second Language Student Writing Second Edition The Michigan Series On Teaching Multilingual Writers

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Language Power Dana Ferris 2014-02-07 PACKAGE THIS TITLE WITH OUR 2016 MLA SUPPLEMENT, Documenting Sources in MLA Style (package ISBN-13: 9781319084875). Get the most recent updates on MLA citation in a convenient, 40-page resource based on The MLA Handbook, 8th Edition, with plenty of models. Browse our catalog or contact your representative for a full listing of updated titles and packages, or to request a custom ISBN. Language Power helps students take control of their writing. Diagnostic activities allow students and instructors to pinpoint strengths and areas for improvement. Twenty-five tutorials give students new strategies and tools for understanding and improving vocabulary usage, grammar, and style. Whether students work through Language Power on their own or instructors integrate tutorials into class lessons, the end result is the same—students come to understand their options as writers and make confident choices to communicate with their audience and achieve their goals. Written by UC Davis professor and ESL specialist Dana Ferris, Language Power is ideal for second language learning and first-year composition and for courses that need to address both. It can be the main text for any writing course or a robust supplement.

Annals of Language and Learning: Proceedings of the 2009 International Online Language Conference (IOLC 2009) Azadeh Shafaei 2010-01-20 Annals of Language and Learning is the conference proceedings of the Second International Online Language Conference which was successfully held in July 2009. This event allowed professors, Master's students, Ph.D. students, and academics from around the world to submit papers pertaining to the areas of the conference theme. The conference was organized by International Online Knowledge Service Provider (IOKSP).

Written Corrective Feedback in Second Language Acquisition and Writing John Bitchener 2012-03-15 What should language and writing teachers do about giving students written corrective feedback? This book surveys theory, research, and practice on the important and sometimes controversial issue of written corrective feedback, also known as "error/grammar correction," and its impact on second language acquisition and second language writing development. Offering state-of-the-art treatment of a topic that is highly relevant to both researchers and practitioners, it critically analyzes and synthesizes several parallel and complementary strands of research -- work on error/feedback (both oral and written) in SLA and studies of the impact of error correction in writing/composition courses -- and addresses practical applications. Drawing from both second language acquisition and writing/composition literature, this volume is the first to intentionally connect these two separate but important lines of inquiry. -- Book Description.

Teaching Writing for Academic Purposes to Multilingual Students John Bitchener 2017-04-07 Examining what is involved in learning to write for academic purposes from a variety of perspectives, this book focuses in particular on issues related to academic writing instruction in diverse contexts, both geographical and disciplinary. Informed by current theory and research, leading experts in the field explain and illustrate instructional programs, tasks, and activities that help L2/multilingual writers develop knowledge of different genres, disciplinary expectations, and expertise in applying what they have learned in both educational and professional contexts.

Teaching English Grammar to Speakers of Other Languages Eli Hinkel 2016-01-29 This practical and research-based introduction to current and effective English grammar instruction gives pre-service and in-service teachers and teacher educators a strong foundation for teaching second language grammar and helps them develop their professional knowledge and skills. Written in a highly readable style for an international audience, it provides a thorough and rounded overview of the principles, strategies, techniques, and applications currently dominant in teaching L2 grammar in a range of instructional settings around the world. Chapter authors are world-class authorities in grammar and grammar teaching and learning. All chapters are based on theoretical frameworks and/or research foundations with a strong emphasis on practical applications and implications for classroom teaching, and highlight teaching methods, key concepts, and terminology associated with grammar instruction. Illuminating the options and choices in grammar teaching from a contemporary perspective, Teaching English Grammar to Speakers of Other Languages is ideal as key text for students in undergraduate and graduate MA-TESOL programs and as a resource for practicing ESL/EFL teachers, teacher

educators, and teaching faculty.

Language Teaching Awareness Gebhard/Oprandy 1999-09-28 This book helps language teachers to explore and become more aware of their own teaching beliefs, attitudes, and practices. It provides them with knowledge and guidelines that can empower them to make informed teaching decisions. Teacher educators will also find the text a practical book to use in preservice and inservice programs, courses, and workshops. The text discusses and illustrates activities teachers can use to gain awareness of teaching, including observation, action research, keeping journals, exploring with a supervisor, and connecting their personal and professional lives. It then gives examples of teachers who have used such activities to take a careful look at their own teaching practices. Tasks throughout the book give teachers experiential knowledge of the activities and ideas that characterize an exploratory approach to teaching awareness, which expands upon the usual training and development models of teacher education.

Second Language Writing Research Paul Kei Matsuda 2014-04-08 In this original volume, eighteen researchers from different parts of the world reflect on their own research projects, providing insights into key methodological issues in research on second language writing. By offering a glimpse into the process of constructing and negotiating knowledge in the field--the messy space of situated practices of inquiry--it helps to demystify the research process, which can appear in published studies and in introductory methodology guides to be neater and more orderly than it actually is. Taking a broad conception of research as inquiry that emphasizes the situated and constructed nature of knowledge in the field, Second Language Writing Research: Perspectives on the Process of Knowledge Construction encourages multiple forms of inquiry, including philosophical, narrative, and historical modes. Empirical inquiry as presented in this book encompasses both quantitative and qualitative approaches as well as those that strategically combine them. A helpful discussion of the "nuts and bolts" of developing sustainable research programs is also provided. The volume as a whole facilitates a situated, issue-driven research practice. Its unique focus on second language writing research makes it an invaluable resource for both novice and experienced researchers in the field.

The SAGE Handbook of Writing Development Roger Beard 2009-07-09 Writing development is currently the focus of substantial international debate because it is the aspect of literacy education that has been least responsive to central government and state reforms. Teaching approaches in writing have been slower to change than those in teaching reading and pupil attainment in writing has increased at a much more modest rate than pupil attainment in reading. This handbook critically examines research and theoretical issues that impact on writing development from the early years through to adulthood. It provides those researching or teaching literacy with one of the most academically authoritative and comprehensive works in the field. With expert contributors from across the world, the book represents a detailed and valuable overview of a complex area of study.

The significance of learners' errors for English as a foreign language 2016-07-19 Seminar paper from the year 2015 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 2,0, University of Kassel (Geistes- und Kulturwissenschaften), course: Error Analysis, language: English, abstract: The significance of learners' errors and mistakes in the process of learning English as a foreign language has been widely discussed in the field of second language acquisition. This paper aims at examining how appropriate the approach of 'error analysis' is to characterize students' errors in order to be able to adapt the content of school lessons according to their difficulties. To do so, the difference of 'error' and 'mistake' will be explained and important concepts of interlanguage and fossilization will be introduced. The second part of this paper will deal with the identification and classification of errors and will show possible ways of their treatment through providing corrective feedback. Finally, an authentic student material will be analyzed according to the 'error analysis' approach, through showing what kind of errors and mistakes can be found, and how they could be corrected. Furthermore, a feedback on improvement will be formulated.

Oral Error Treatment in the Second Language Classroom Steffi Joetze 2011-06-27 Seminar paper from the year 2007 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,3, University of Cologne, language: English, abstract: "Should learner errors be corrected? If so, when should learner errors be corrected? Which learner errors should be corrected? Who should correct learner errors? And how should learner errors be corrected?" (Hendrickson 1978, p. 389). This series of questions, raised by Hendrickson, frame the diverse decisions a teacher has to make within only few seconds in his/her daily teaching according to a learner's error. To explore special parts of this extensive topic more precisely and to find out what role teacher and learner play exactly in the treatment of oral errors should be the aim of the following investigation. First of all the theoretical concept of error and correction itself will be dealt with to make clear from which perspective the subject of oral error treatment in the L2 classroom will be considered. Then the paper will have a practical orientation to the L2 classroom: in this connection the focus will lie on answering one of the questions raised above namely "Should learner errors be corrected?". With reference to this we try to find out on which factors the decision of correcting/not correcting students' errors depends. Answering the question how learners' errors should be corrected represents such a complex issue that it would be impossible to get a complete look at it in this research. Therefore recasts and elicitations, as special kinds of corrective feedback used in L2 classrooms, are considered in detail to get a deeper impact of possible ways students' errors are treated in oral work. Simultaneously it should be found out if recasts/elicitations are effective examples of oral error treatment and whether there are differences in terms of the effectiveness according to the type of error that is made.

Noticing Oral Corrective Feedback in the Second Language Classroom Eva Kartchava 2019-03-18 Noticing Oral Corrective Feedback in the Second Language Classroom: Background and Evidence provides a comprehensive overview of research into the role of noticing of form, details several original studies on the phenomenon, and outlines language teaching plans and strategies to augment noticing of errors in the language classroom.

Better Writers or Better Writing? Juhi Kim 2018-08-03 This book explores L2 (second or foreign language) learners' writing practices and their tutorial experiences in the university writing center, focusing on issues and elements that inhibit

the L2 writers from improving their English writing ability. From the perspective of social constructionism, this book is framed by the notion of instruction as a conversational accomplishment, and learning in this view occurs as a social process mediated through interaction. By identifying themes and issues from the analysis of the talk and interaction transcribed from videoed tutorials, interviews with tutors and tutees, and ethnographic data from the writing center, this book aims to examine the nature of L2 learners' writing practices in their talk-in-interaction during the one-to-one, face-to-face tutorials and to provide a comprehensive vignette of experiences of L2 writers in the university writing center.

Feedback in Second Language Writing Ken Hyland 2006-08-14 This collection of scholarly articles by leading researchers offers empirical data and analysis of complex issues related to providing feedback during the writing process.

Second Language Writing Instruction in Global Contexts Lisya Seloni 2019-10-11 This book revisits second language (L2) writing teacher education by exploring the complex layers of L2 writing instruction in non-English dominant contexts (i.e. English as a foreign language contexts). It pushes the boundaries of teacher education by specifically examining the development of teacher literacy in writing in under-represented L2 writing contexts, and re-envisions L2 writing teacher education that is contextually and culturally situated, moving away from the uncritical embracement of Western-based writing pedagogies. It explores and expands on writing teacher education – how language teachers come to understand their own writing practices and instruction, and what their related experiences are in non-English dominant contexts across the globe. Chapter 4 is free to download as an open access publication. You can access it here: https://zenodo.org/record/7096127#.YymCsHbMLcs

Errors in Language Learning and Use Carl James 2013-12-02 Errors in Language Learning and Use is an up-to-date introduction and guide to the study of errors in language, and is also a critical survey of previous work. Error Analysis occupies a central position within Applied Linguistics, and seeks to clarify questions such as `Does correctness matter?', `Is it more important to speak fluently and write imaginatively or to communicate one's message?' Carl James provides a scholarly and well-illustrated theoretical and historical background to the field of Error Analysis. The reader is led from definitions of error and related concepts, to categorization of types of linguistic deviance, discussion of error gravities, the utility of teacher correction and towards writing learner profiles. Throughout, the text is guided by considerable practical experience in language education in a range of classroom contexts worldwide.

The Significance of Learners' Errors for English as a Foreign Language Anonym 2016-08-11 Seminar paper from the year 2015 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 2,0, University of Kassel (Geistes- und Kulturwissenschaften), course: Error Analysis, language: English, abstract: The significance of learners' errors and mistakes in the process of learning English as a foreign language has been widely discussed in the field of second language acquisition. This paper aims at examining how appropriate the approach of 'error analysis' is to characterize students' errors in order to be able to adapt the content of school lessons according to their difficulties. To do so, the difference of 'error' and 'mistake' will be explained and important concepts of interlanguage and fossilization will be introduced. The second part of this paper will deal with the identification and classification of errors and will show possible ways of their treatment through providing corrective feedback. Finally, an authentic student material will be analyzed according to the 'error analysis' approach, through showing what kind of errors and mistakes can be found, and how they could be corrected. Furthermore, a feedback on improvement will be formulated.

Treatment of Error in Second Language Student Writing, Second Edition Dana Ferris 2011-09-21 Treatment of Error offers a realistic, well-reasoned account of what teachers of multilingual writers need to know about error and how to put what they know to use. As in the first edition, Ferris again persuasively addresses the fundamental error treatment questions that plague novice and expert writing specialists alike: What types of errors should teachers respond to? When should we respond to them? What are the most efficacious ways of responding to them? And ultimately, what role should error treatment play in the teaching of the process of writing? The second edition improves upon the first by exploring changes in the field since 2002, such as the growing diversity in what is called "L2 writers," the blurring boundaries between "native" and "non-native" speakers of English, the influence of genre studies and corpus linguistics on the teaching of writing, and the need the move beyond "error" to "second language development" in terms of approaching students and their texts. It also explores what teacher preparation programs need to do to train teachers to treat student error. The second edition features * an updating of the literature in all chapters * a new chapter on academic language development * a postscript on how to integrate error treatment/language development suggestions in Chapters 4-6 into a writing class syllabus * the addition of discussion/analysis questions at the end of each chapter, plus suggested readings, to make the book more useful in pedagogy or teacher development workshops

Foreign Language Writing Instruction Tony Cimasko 2011-06-23 Fourteen chapters researched and authored by scholars working in nine different countries and regions explore the contexts of foreign language writing pedagogy, the diversity of national and regional approaches, the role of universities, departments, and programs in pedagogy, and the cognitive and classroom dimensions of teaching and learning.

Reflective Teaching in Second Language Classrooms Jack C. Richards 1994-03-25 Reflective Teaching in Second Language Classrooms introduces teachers to ways of exploring and reflecting upon their classroom experiences, using a carefully structured approach to self-observation and self-evaluation. Teachers are encouraged to collect data about their own teaching; to examine their attitudes, beliefs, and assumptions; and then to use the information obtained as a basis for critical reflection on teaching practices. The approach is not linked to a particular method, but rather can be applied to a variety of approaches and teaching situations. Each chapter includes thought-provoking questions and activities appropriate for group discussion or self-study.

Handbook of Research in Second Language Teaching and Learning Eli Hinkel 2011-01-25 This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all

completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook's international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

Written Corrective Feedback: The Role of Learner Engagement Alia Moser 2020-12-21 The book provides new insights into written corrective feedback by describing students' expectations as well as mediating factors that influence their engagement with it. The book draws on an extensive dataset to illustrate secondary school students' behavioural, cognitive and emotional engagement with written corrective feedback and the extent to which mediating factors, such as teachers, peers, feedback options, attitudes and emotions, foster or hinder it. It shows why teachers need to provide students with the purpose of the corrective feedback they provide, explain how such feedback works and introduce strategies that can be employed to engage with it. Based on the finding that a combination of several feedback types is essential to ensure learner engagement, the book also provides an extensive description and multiple authentic examples of the Engagement-Feedback-Mediator Model that was developed in the context of this study.

Resources in Education 1998

Teaching College Writing to Diverse Student Populations Dana Ferris 2009-06-02 Statistical and anecdotal evidence documents that even states with relatively little ethnic or cultural diversity are beginning to notice and ask questions about long-term resident immigrants in their classes. As shifts in student population become more widespread, there is an even greater need for second language specialists, composition specialists, program administrators, and developers in colleges and universities to understand and adapt to the needs of the changing student audience(s). This book is designed as an introduction to the topic of diverse second language student audiences in U.S. post-secondary education. It is appropriate for those interested in working with students in academic settings, especially those students who are transitioning from secondary to post-secondary education. It provides a coherent synthesis and summary not only of the scope and nature of the changes but of their practical implications for program administration, course design, and classroom instruction, particularly for writing courses. For pre-service teachers and those new(er) to the field of working with L2 student writers, it offers an accessible and focused look at the "audience" issues with many practical suggestions. For teacher-educators and administrators, it offers a resource that can inform their own decision-making.

The Language Teacher Toolkit Steven Smith 2016-02-10 "Strongly recommend the book: a must-have" "Chapeau! Already on our trainee reading list." "Absolutely loving this! Inspirational, practical, so sensible and backed up by research. Well done, gentlemen, and thank you." The Language Teacher Toolkit is designed with both practising and trainee (pre-service) teachers in mind and uniquely bridges the gap between research and classroom practice. It is a comprehensive and clearly written handbook, particularly useful for teachers of modern foreign languages (world languages) who work in high schools (secondary education). Written by two highly-experienced teachers with an interest in research and theory, it offers a reflective approach along with many practical classroom activities which can immediately be applied in daily teaching. The book closes with sample lessons for French, German and Spanish. Chapters include: - methods - classroom oral techniques - teaching in the target language - developing spontaneous talk - teaching grammar and vocabulary - listening, reading and writing - subject knowledge - using song, drama and games - assessment - using pictures - teaching advanced level students - technology - behaviour and motivation - evaluating and writing resources - translation - lesson planning - example lesson plans The busy languages teacher can quickly find ideas for enhancing practice, while insightful consideration of research helps create a basis for personal development in the field. The authors are two internationally well-known bloggers in the field of language teaching and applied linguistics: Steve Smith is a former Head of Languages, taught languages for over 30 years, holds an MA in applied linguistics, writes the very popular resources site frenchteacher.net and the widely-read blog frenchteachernet.com Dr Gianfranco Conti has taught languages for over twenty years, holds a PhD in applied linguistics, is as award-winning blogger and resource writer for TES and runs the popular interactive website language-gym.com

Feedback in Online Course for Non-Native English-Speaking Students Larisa Olesova 2014-08-11 Feedback in Online Course for Non-Native English-Speaking Students is an investigation of the effectiveness of audio and text feedback provided in English in an online course for non-native English-speaking students. The study presents results showing how audio and text feedback can impact on non-native English-speaking students' higher-order learning as they participate in an asynchronous online course. It also discusses the results of how students perceive both types of the feedback provided. In addition, the study examines how the impact and perceptions differ when the instructor giving the feedback is a non-native English-speaking teacher or a native English-speaking teacher. Finally, the study discusses pedagogical implications and suggestions for instructors and designers in creating online learning environments as it relates to asynchronous online courses that include non-native English-speaking students. The students who participated in this study include non-native English-speaking students from a university in northern Siberia, Russia. An extended literature review of audio and text feedback in different learning environments is used to refer to the possible effectiveness of feedback expected in an online course. Feedback in Online Course for Non-Native English-Speaking Students provides empirical evidence that could assist online courses administrators in making appropriate assessment of non-native English-speaking students' online learning.

Methodologies for Effective Writing Instruction in EFL and ESL Classrooms Al-Mahrooqi, Rahma 2014-10-31 Educators

continue to strive for advanced teaching methods to bridge the gap between native and non-native English speaking students. Lessons on written forms of communication continue to be a challenge recognized by educators who wish to improve student comprehension and overall ability to write clearly and expressively. Methodologies for Effective Writing Instruction in EFL and ESL Classrooms brings together research and practices for successful written communication teaching among students of diverse linguistic backgrounds. With technological advancements and resources, educators are able to implement new tools into their lesson plans for the benefit of their students. This publication is an essential reference source for professionals, educators, and researchers interested in techniques and practices for written communication in English language teaching geared towards non-native English speaking students.

Teaching ESL Composition Dana R. Ferris 2004-09-15 Presents pedagogical approaches to the teaching of ESL composition in the framework of current theoretical perspectives on second language writing processes, practises and writers.

Feedback in Second Language Writing Ken Hyland 2019-07-04 Offers an up-to-date analysis of issues related to providing, using and researching feedback, including new developments in technology.

Handbook of Research on Fostering Social Justice Through Intercultural and Multilingual Communication Meletiadou, Eleni 2022-09-01 Students taught with a social justice framework will ideally have a stronger sense of what is just and fair and choose careers and lifestyles that support their communities. Over time, students look at current and historical events—even their own actions—through the lens of social justice, promoting better decision-making. Building trust impacts the bottom line for global companies, and multilingual communication is a core pillar for effective growth. It is essential to promote this trust through social justice and educate learners on intercultural and multilingual communication. The Handbook of Research on Fostering Social Justice Through Intercultural and Multilingual Communication explores innovative teaching, learning, and assessment practices that foster social justice and enhance intercultural and multilingual communication in primary, secondary, post-secondary, and higher education. It demonstrates the value of adopting a social justice lens in education by broadening and strengthening the evidence base of the impact that this can make for students, educators, and society as a whole. Covering topics such as game-based assessment, social adaptation, and plurilingual classroom citizenship, this premier reference source is an excellent resource for educators and administrators of both K-12 and higher education, librarians, pre-service teachers, teacher educators, government officials, educational managers, linguists, researchers, and academicians.

Error Analysis and Interlanguage Stephen Pit Corder 1981

Tutoring Second Language Writers Shanti Bruce 2016-03-01 Tutoring Second Language Writers, a complete update of Bruce and Rafoth's 2009 ESL Writers, is a guide for writing center tutors that addresses the growing need for tutors who are better prepared to work with the increasingly international population of students seeking guidance at the writing center. Drawing upon philosopher John Dewey's belief in reflective thinking as a way to help build new knowledge, the book is divided into four parts. Part 1: Actions and Identities is about creating a proactive stance toward language difference, thinking critically about labels, and the mixed feelings students may have about learning English. Part 2: Research Opportunities demonstrates writing center research projects and illustrates methods tutors can use to investigate their questions about writing center work. Part 3: Words and Passages offers four personal stories of inquiry and discovery, and Part 4: Academic Expectations describes some of the challenges tutors face when they try to help writers meet readers' specific expectations. Advancing the conversations tutors have with one another and their directors about tutoring second language writers and writing, Tutoring Second Language Writers engages readers with current ideas and issues that highlight the excitement and challenge of working with those who speak English as a second or additional language. Contributors include Jocelyn Amevuvor, Rebecca Day Babcock, Valerie M. Balester, Shanti Bruce, Frankie Condon, Michelle Cox, Jennifer Craig, Kevin Dvorak, Paula Gillespie, Glenn Hutchinson, Pei-Hsun Emma Liu, Bobbi Olson, Pimyupa W. Praphan, Ben Rafoth, Jose L. Reyes Medina, Guiboke Seong, and Elizabeth (Adelay) Witherite.

Teaching English as a Foreign Or Second Language, Second Edition Jerry G. Gebhard 2006-01-10 Teaching English as a Foreign or Second Language, Second Edition, is designed for those new to ESL/EFL teaching and for self-motivated teachers who seek to maximize their potential and enhance the learning of their students. This guide provides basic information that ESL/EFL teachers should know before they start teaching and many ideas on how to guide students in the skills of listening, speaking, reading, and writing. It stresses the multifaceted nature of teaching the English language to non-native speakers and is based on the real experiences of teachers. The second edition of Teaching English as a Foreign or Second Language includes a wider range of examples to coincide with a variety of teaching contexts-from K-12 schools, to university intensive language programs and refugee programs. It is also updated with discussions of technology throughout, and it considers ways in which technology can be used in teaching language skills. Sources for further study are included in each chapter and in the appendixes.

Teaching L2 Composition Dana R. Ferris 2013-10 This theory-to-practice text presents pedagogical approaches to teaching L2 composition in the framework of current theoretical perspectives on L2 writing processes, practices, and writers and provides an array of hands-on, practical examples, materials, and tasks.

Classroom Writing Assessment and Feedback in L2 School Contexts Icy Lee 2017-03-28 While assessment and feedback tend to be treated separately in the L2 writing literature, this book brings together these two essential topics and examines how effective classroom assessment and feedback can provide a solid foundation for the successful teaching and learning of writing. Drawing upon current educational and L2 writing theories and research, the book is the first to address writing assessment and feedback in L2 primary and secondary classrooms, providing a comprehensive, up-to-date review of key issues, such as assessment for learning, assessment as learning, teacher feedback, peer feedback, portfolio assessment, and technology enhanced classroom writing assessment and feedback. The book concludes with a chapter on classroom assessment literacy for L2 writing teachers, outlines its critical components and underscores the

importance of teachers undertaking continuing professional development to enhance their classroom assessment literacy. Written in an accessible style, the book provides a practical and valuable resource for L2 writing teachers to promote student writing, and for teacher educators to deliver effective classroom writing assessment and feedback training. Though the target audience is school teachers, L2 writing instructors in any context will benefit from the thorough and useful treatment of classroom assessment and feedback in the book.

Teaching and Learning Chinese in Higher Education Yang Lu 2017-02-24 Teaching and Learning Chinese in Higher Education deals with the current issues and challenges faced by teachers and learners of Chinese. Written by leading professionals and academics, the book is the first collection of research articles based on data collected in higher education institutions in the UK. The studies focus on concerns related to learners of Chinese as a foreign language (CFL) and aim to establish studies on teaching Chinese as a foreign language (TCFL) as part of the mainstream of applied linguistics The contributors have applied their theoretical backgrounds in applied linguistics and education to tackle issues such as how to benchmark the Chinese written language with CEFR, how to integrate standardised Chinese proficiency tests with institutional assessments and teaching methodologies. Teaching and Learning Chinese in Higher Education will be invaluable to professionals, academics and students seeking theoretical frameworks in applied linguistics for TCFL.

Response To Student Writing Dana R. Ferris 2003-02-26 This volume synthesizes and critically analyzes the literature on response to the writing of second language students, and discusses the implications of the research for teaching practice in the areas of written and oral teacher commentary on student writing, error correction, and facilitation of peer response. The book features numerous examples of student texts and teacher commentary, as well as figures and appendices that summarize research findings and present sample lessons and other teaching materials. It is thus simultaneously comprehensive in its approach to the existing research and highly practical in showing current and future teachers how this material applies to their everyday endeavors of responding to student writing and teaching composition classes. Response to student writing--whether it takes the form of teachers' written feedback on content, error correction, teacher-student conferences, or peer response--is an extremely important component of teaching second language writing. Probably no single activity takes more teacher time and energy. Response to Student Writing is a valuable theoretical and practical resource for those involved in this crucial work, including L2 composition researchers, in-service and preservice teachers of ESOL/EFL writers, and teacher educators preparing graduate students for the teaching of writing.

WAC and Second Language Writers Terry Myers Zawacki 2014-05-14 Editors and contributors pursue the ambitious goal of including within WAC theory, research, and practice the differing perspectives, educational experiences, and voices of second-language writers. The chapters within this collection not only report new research but also share a wealth of pedagogical, curricular, and programmatic practices relevant to second-language writers. Representing a range of institutional perspectives—including those of students and faculty at public universities, community colleges, liberal arts colleges, and English-language schools—and a diverse set of geographical and cultural contexts, the editors and contributors report on work taking place in the United States, Asia, Europe, and the Middle East.

Errors in the Second Language Classroom Juan de Dios Martínez Agudo 2010 Errors in the Second Language Classroom: Corrective Feedback was written in response to an overwhelming demand from non-native teachers of L2/FL who wish to provide an effective corrective feedback on learners ? errors. The main purpose of this book is then to explore and synthesize insights into this issue from classroom-based observational research as well as teachers ? experience and reflection. This book provides readers with a collection of original papers covering diverse aspects of error treatment in the second language classroom. In fact, this book provides an in-depth discussion on specific issues of error correction. This book is intended primarily for all those who teach a second language (L2) or foreign language (FL) anywhere in the world, under any circumstances, and who wish to know more about the issue of corrective feedback. It can also be used as a helpful reference text or handbook for student teachers. Likewise, it can be used as a sourcebook for teacher educators.

Economically Speaking Katja Pelsmaekers 2007

Assessment in the Second Language Writing Classroom Deborah Crusan 2010-07 Assessment in the Second Language Writing Classroom is a teacher and prospective teacher-friendly book, uncomplicated by the language of statistics. The book is for those who teach and assess second language writing in several different contexts: the IEP, the developmental writing classroom, and the sheltered composition classroom. In addition, teachers who experience a mixed population or teach cross-cultural composition will find the book a valuable resource. Other books have thoroughly covered the theoretical aspects of writing assessment, but none have focused as heavily as this book does on pragmatic classroom aspects of writing assessment. Further, no book to date has included an in-depth examination of the machine scoring of writing and its effects on second language writers. Crusan not only makes a compelling case for becoming knowledgeable about L2 writing assessment but offers the means to do so. Her highly accessible, thought-provoking presentation of the conceptual and practical dimensions of writing assessment, both for the classroom and on a larger scale, promises to engage readers who have previously found the technical detail of other works on assessment off-putting, as well as those who have had no previous exposure to the study of assessment at all.