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

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Teaching L2 Composition Dana R. Ferris 2013-10-01 This popular, comprehensive theory-to-practice text is designed to help teachers understand the task of writing, L2 writers, the different pedagogical models used in current composition teaching, and reading–writing connections. Moving from general themes to specific pedagogical concerns, it includes practice-oriented chapters on the role of genre, task construction, course and lesson design, writing assessment, feedback, error treatment, and classroom language (grammar, vocabulary, style) instruction. Although all topics are firmly grounded in relevant research, a distinguishing feature of the text is the array of hands-on, practical examples, materials, and tasks that pre- and in-service teachers can use to develop the complex skills involved in teaching second language writing. Each chapter includes Questions for Reflection, Further Reading and Resources, Reflection and Review, and Application Activities. An ideal text for L2 teacher preparation courses, courses that include both L1 and L2 students, and workshops for instructors of L2 writers in academic (secondary and postsecondary) settings, the accessible synthesis of theory and research enables readers to see the relevance of the field's knowledge base to their own present or future classroom settings and student writers.

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.

Becoming and Being an Applied Linguist Rod Ellis 2016-10-03 Becoming and Being an Applied Linguist contains narrative accounts of the lives of thirteen well-established applied linguists. Their professional autobiographies document the development of some of the key areas of applied linguistics – second, language acquisition, motivation, grammar, vocabulary, testing, second language writing, second language classroom research, practitioner research, English as a lingua franca, teacher cognition, and computer-assisted language learning. The book tells how these applied linguists grew into their areas of specialization. It will be of interest to any would-be applied linguist. The book also provides a readable overview of the whole field that will be of value to students of applied linguistics.

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.

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.

Error Analysis Bernadette Agwanda Lwagula 2012-04 This book is a product of a study on the role of Error Analysis in Kiswahili learning. The author discusses how language is acquired or learnt and examines the strategies that are employed by teachers to facilitate Second Language Learning. She explains the nature and development of Kiswahili as a functional pragmatic tool and its social function. She focuses on the difficulties that are encountered by learners of Kiswahili, and offers a number of solutions to these problems by discussing treatment of errors. She posits that proper treatment of errors can enable students learn a second language with ease. The study suggests strategies used to correct the errors and underscores the need for the teacher to consider the learners' needs and their individual differences. Bernadette concludes that Error analysis is a vital component of Second Language learning/teaching and that Error treatment is equally an important strategy that teachers can employ to facilitate the learners' ability to cope with difficulties arising from their L1 or other languages already learnt. This book is recommended for Kiswahili teachers, researchers in the field of error analysis and second language teachers.

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.

Exploring Language Pedagogy through Second Language Acquisition Research Rod Ellis 2013-07-31 Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics, primarily designed for those beginning postgraduate studies, or taking an introductory MA course as well as advanced undergraduates. Titles in the series are also ideal for language professionals returning to academic study. The books take an innovative 'practice to theory' approach, with a 'back-to-front' structure. This leads the reader from real-world problems and issues, through a discussion of intervention and how to engage with these concerns, before finally relating these practical issues to theoretical foundations. Additional features include a glossary of key terms, and discussion questions. Following the back-to-front approach of the series, the book takes problematic issues in language pedagogy as its starting points. These are then examined in terms of second language acquisition. Each chapter begins with a look at the pedagogical proposals found in teacher guides and then asks 'Do these proposals accord with what we know about how languages are acquired?' Pedagogical topics covered include teaching methods, syllabus design, explicit instruction, comprehension versus production-based instruction, task-based instruction, authentic materials, the role of the learners' first language in the classroom, error correction and catering for individual differences. Including a glossary of key terms and questions for discussion at the end of each chapter, and assuming no prior knowledge of second language acquisition, this is the ideal text for all students studying language teaching methods, language teacher education, English teaching methodology and second language acquisition modules in advanced undergraduate and postgraduate/graduate TESOL and Applied Linguistics courses.

Transformation and Empowerment through Education Raqib Chowdhury 2018-11-19 Transformation and Empowerment through Education challenges the normalisation of Western discourses as the optimal choice for empowering education. The book aims to reconstruct our relationship with education and employs contemporary theories in order to understand some of the most persistent phenomena in contemporary education and its role in our lives. Written by professionals with experience of a wide range of academic and institutional conventions and traditions, and from diverse ethnocultural backgrounds, this book effectively presents a global perspective on educational practices, both inside and outside the classroom. The range of topics covered includes equity, access, inclusivity, social justice, leadership and the internationalisation of teaching. This book, based on empirical studies using key methodologies, is ideal for academics and postgraduate researchers interested in critical pedagogy, educational studies and educational linguistics, as well as educators and policymakers around the world.

Error Correction in the Foreign Language Classroom Mirosław Pawlak 2013-08-13 The book aims to dispel some of the myths surrounding the place of oral and written error correction in language education by providing an exhaustive and up-to-date account of issues involved in this area, taking the stance that the provision of corrective feedback constitutes an integral part of form-focused instruction. This account places an equal emphasis on the relevant theoretical claims, the most recent research findings and everyday pedagogical concerns, particularly as they apply to the teaching of additional languages in the foreign language setting. The book will be of relevance and significance not only to specialists in the field of second language acquisition, but also to graduate and doctoral students carrying out research in the area of form-focused instruction and error correction. Many parts of the volume will also be of considerable interest and utility to teachers of foreign languages at different educational levels.

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.

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.

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.

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.

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.

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.

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.

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

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.

Linguistic Discrimination in US Higher Education Gaillynn Clements 2021-03-31 This volume examines different forms of language and dialect discrimination on U.S. campuses, where relevant protections in K-12 schools and the workplace are absent. Real-world case studies at intersections with class, race, gender, and ability explore pedagogical and social manifestations and long-term impacts of this prejudice between and among students, faculty, and administrators. This book will be useful for students in courses in language and power, and language variety, among others; researchers in sociolinguistics, education, identity, and social justice; and diversity officers looking to understand and – with chapters by Walt Wolfram and Christina Higgins – combat this bias.

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.

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).

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.

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.

Treatment of Error in Students' Second Language Writing Evan Jones 2006 This study sought to: (a) identify the most common English as a second language (L2) writing errors that Arabic (L1) students make in their first year of college; (b) compare the effectiveness of online gap fill (CLOZE) exercises and online error correction (ECF) with paper based CLOZE and ECF and (c) assess the reliability with which teachers identify and classify error.

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.

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.

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.

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.

Teaching ESL Composition Dana R. Ferris 2004-09-15 In keeping with the spirit of the first edition, Teaching ESL Composition: Purpose, Process, and Practice, Second Edition presents pedagogical approaches to the teaching of ESL composition in the framework of current theoretical perspectives on second language writing processes, practices, and writers. The text as a whole moves from general themes to specific pedagogical concerns. A primary goal is to offer a synthesis of theory and practice in a rapidly evolving community of scholars and professionals. The focus is on providing apprentice teachers with practice activities that can be used to develop the complex skills involved in teaching second language writing. Although all topics are firmly grounded in reviews of relevant research, a distinguishing feature of this text is its array of hands-on, practical examples, materials, and tasks, which are presented in figures and in the main text. The synthesis of theory and research in a form that is accessible to preservice and in-service teachers enables readers to see the relevance of the field's knowledge base to their own present or future classroom settings and student writers. Each chapter includes: *Questions for Reflection--pre-reading questions that invite readers to consider their own prior experiences as students and writers and to anticipate how these insights might inform their own teaching practice; *Reflection and Review--follow-up questions that ask readers to examine and evaluate the theoretical information and practical suggestions provided in the main discussion; and *Application Activities--a range of hands-on practical exercises, such as evaluating and synthesizing published research, developing lesson plans, designing classroom activities, executing classroom tasks, writing commentary on sample student papers, and assessing student writing. The dual emphasis on theory and practice makes this text appropriate as a primary or supplementary text in courses focusing on second language writing theory, as well as practicum courses that emphasize or include second language writing instruction or literacy instruction more generally. New in the Second Edition: *updated research summaries consider new work that has appeared since publication of the first edition; *revised chapter on research and practice in the use of computers in second language writing courses covers recent developments; *streamlined number and type of Application Activities focus on hands-on practice exercises and critical analysis of primary research; and *revisions throughout reflect the authors' own experiences with the text and reviewers' suggestions for improving the text.

The Handbook of Language Teaching Michael H. Long 2011-08-15 Bringing together an international and interdisciplinary team of contributors, this Handbook is a wide-ranging and invaluable reference guide to language teaching. A comprehensive reference work on language teaching, which combines the latest research findings, coverage of core topics, and examples of teaching experience from a variety of languages and settings Provides a unique breadth of coverage, including: the psycholinguistic underpinnings of language learning; social, political, and educational contexts; program design; materials writing and course design; teaching and testing; teacher education; and assessment and evaluation Offers a balanced evaluation of the major positions and approaches, including examining the increasingly important social and political context of language teaching Written by an international and interdisciplinary group of authors from a dozen different countries; English is only one of the many languages used as examples throughout the volume

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.

Error Reduction in English as a Second Language Students Taking English 101 Lucy Arrowsmith 1996 "ESL students who take English 101 often fail the course because they fail the exit exam essay. ESL students struggle with this essay more than others in the course because it is impromptu. Impromptu essays are written in a controlled classroom setting. Students are limited as to the time they can have, three 50-minute class periods, and are limited as to the place where they write, the essay must not go home with the student at the end of the timed periods. Other essays are written without the time restraint and utilizing the process model, write and revise with peer and teacher feedback. What causes ESL students to fail the exit exam? Although there are other reasons, an area which is often the most problematic is the area of the mechanics of the language, the grammar and the punctuation. How do we as teachers help the ESL students to hone their skills and pick up speed and automaticity with mechanics so that they will be efficient enough with them to be successful with the impromptu writing of the exit exam essay? This research explores the failure rate of ESL students in English 101 due to mechanics errors and tests the effectiveness of a group of treatments designed to help ESL students to reduce mechanics errors in their papers. Errors made by ESL students during English 101 exit exams were counted. High incidences of error indicated important areas of concern to target. Next, a group of treatments to reduce errors were administered. A pre-test was given, and the number of errors made were counted. After the treatment, a post test was given and the number or errors were counted. Even though the rhetorical task at the beginning of the quarter was a relatively easier task, descriptive, than at the end of the quarter when it was more difficult, argumentation, all but one of the students showed significant reduction in the number of errors. The mean words per error before the treatment was 19.76 words per error. The mean after the treatments were administered was 41.01 words per error. A dependent scores t test, t (14) = 2.85, p Economically Speaking Katja Pelsmaekers 2007

At the Crossroads: Challenges of Foreign Language Learning Ewa Piechurska-Kuciel 2017-04-21 This book offers a valuable contribution to the discussion on the complexities of L2 learning processes that pose a challenge to learners. Focusing on the cognitive, affective and socio-cultural perspectives, the papers included provide important insights into the individual's experiences in second language acquisition. This work also addresses social interactions and cultural background, shedding new light on their role in the context in L2 learning processes. It is a valuable resource for anyone interested in understanding the challenges of foreign-language (FL) learning and teaching.

The Effects of Comprehensive Versus Selective Correction of Errors Made by Hong Kong Students' Writing in English Chun Kong Wong 2007 Although both interventionists and non-interventionists agree on the fact that making errors when learning a foreign language is inevitable, their perspectives on the treatment of errors differ significantly. Despite such controversy, most if not all of the Hong Kong teachers still use error correction in the English writing class as a teaching methodology. It is not only commonly adopted, but also demands tremendous amount of time and energy from both the students and the teachers. Hence, a second look at its impact on the students' writing in terms of accuracy might shed some light on whether the already limited resources of both the English teachers and the students of Hong Kong has been allocated appropriately. This research attempts to examine one aspect of the error correction practice in Hong Kong the selection of errors for correction. Research done by Mantello (1997) showed that correcting only high

frequency errors might be more effective for improving second language writing. The study participants will be two classes of secondary school students in Hong Kong in a one way ANOVA design with the type of error selection (all errors versus high frequency errors) as the independent variable. The number of the errors after eight months of treatment will be the dependent variables.

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.

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.

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.