

Controversies In Second Language Writing Dilemmas And Decisions In Research And Instruction The Michigan Series On Teaching Multilingual Writers

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.

This book represents the most comprehensive account to date of foreign language (FL) writing. Its basic aim is to reflect critically on where the field is now and where it needs to go next in the exploration of FL writing at the levels of theory, research, and pedagogy, hence the two parts of the book: 'Looking back' and 'Looking ahead'. The chapters in Part 1 offer accounts of both the inquiry process followed and the main insights gained in various long-term research programs. The chapters in Part 2 contribute a retrospective analysis of the available empirical research and of professional experiences in an attempt to move forward. The book invites the reader to step back and rethink seemingly well established knowledge about L2 writing in light of what is known about writing in FL contexts.

Journal writing is not new--journals have been around for centuries. More recently, journals have been viewed as a means of scaffolding reflective teaching and encouraging reflectivity in research processes. As a result, some educators may ask, "What more do we need to know?" Those likely to raise this question are probably not thinking of the explosive growth of reflective writing enabled by social networking on the Web, the blogs and other interactive e-vehicles for reflection on experiences in our literate, "real," and virtual lives. This revisiting of journal writing from a 21st century perspective, informed by relevant earlier literature, is what Christine Pearson Casanave guides readers through in this first book-length treatment of the use of journal writing in the contexts of language learning, pre and in-service teaching, and research. Casanave has put together existing ideas that haven't been put together before and has done it not as an edited collection, but as a single-authored book. She has done it in a way that will be especially accessible to teachers in language teacher education programs and to practicing teachers and researchers of writing in both second and foreign language settings, and in a way that will inspire all of us to think about, not just do, journal writing. Those who have never attempted to use journals in their classes and own lives, as well as others who have used it with mixed results, will probably be tempted to try it in at least some of the venues Casanave provides guidance for. Those already committed to journal writing will very likely find in this book new reasons for expanding and enhancing their use of journals.

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.

The *Routledge Encyclopedia of Language Teaching and Learning* is an authoritative reference dealing with all aspects of this increasingly important field of study. Offering a comprehensive range of articles on contemporary language teaching and its history, it has been produced specifically for language teaching professionals and as a reference work for academic studies at postgraduate level. In this new edition, every single entry has been reviewed and updated with reference to new developments and publications. Coverage has been expanded to reflect new technological, global and academic developments, with particular attention to areas such as online and distance learning, teacher and learner cognition, testing, assessment and evaluation, global English and teacher education. Themes and disciplines covered include: Methods and materials, including new technologies and materials development Contexts and concepts, such as mediation, risk-taking in language learning and intercomprehension Influential figures from the early days of language teaching to the contemporary Related disciplines, such as psychology, anthropology and corpus linguistics? It covers the teaching of specific languages, including Japanese, Chinese, Arabic and African languages, as well as English, French, German and Spanish. There are thirty five overview articles dealing with issues such as communicative language teaching, early language learning, teacher education and syllabus and curriculum design. A further 160 entries focus on topics such as bilingualism, language laboratories and study abroad. Numerous shorter items examine language and cultural institutions, professional associations and acronyms. Multiple cross-references enable the user to browse from one entry to another, and there are suggestions for further reading. Written by an international team of specialists, the *Routledge Encyclopedia of Language Teaching and Learning* is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject.

Since the publication of the first edition in 2002, there have been two major developments in L2 writing and peer response teaching and research. The first is the increased

interest in CALL and computer-mediated communication (CMC) for L2 pedagogy; the second is the accessibility and viability of research on L2 peer response from all over the world. Both developments are thoroughly addressed in this new edition. Now that classes are as likely to be online as held in physical classrooms and now that a new generation of digital natives can routinely read and respond to what others write via laptops, tablets, and phones, peer response as pedagogical practice is not just more easily implemented, but it is more likely to feel natural to L2 learners. The Second Edition is a highly accessible guide to how the world is using peer response and serves as a motivator and facilitator for those who want to try it for the first time or want to increase the effectiveness of the activities—whether via CMC or not. The volume includes 11 forms useful in training students to provide good peer feedback, including a final checklist to ensure teachers have taken all the necessary steps to achieve a successful peer feedback activity.

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.

The Handbook of Second and Foreign Language Writing is an authoritative reference compendium of the theory and research on second and foreign language writing that can be of value to researchers, professionals, and graduate students. It is intended both as a retrospective critical reflection that can situate research on L2 writing in its historical context and provide a state of the art view of past achievements, and as a prospective critical analysis of what lies ahead in terms of theory, research, and applications.

Accordingly, the Handbook aims to provide (i) foundational information on the emergence and subsequent evolution of the field, (ii) state-of-the-art surveys of available theoretical and research (basic and applied) insights, (iii) overviews of research methods in L2 writing research, (iv) critical reflections on future developments, and (iv) explorations of existing and emerging disciplinary interfaces with other fields of inquiry.

This book focuses on the concept of learner writer identity in the context of foreign language writing. The author demonstrates that the process of writing in a foreign language is much more complex and personal than many writing instructors may assume. The book's theoretical chapters address such concepts as bilingualism, the process of L2 writing, and identity in L2 writing. The book's empirical section discusses the students' views on writing in L1 and in L2, the students' writing processes in both languages, and the students' identities in L1 and L2 writing. It is shown that writing in L2 poses problems of a linguistic nature; however, for the advanced EFL learners writing in L2 also creates opportunities they would never have when composing in their mother tongue.

This book brings together top scholars on different sides of the important scholarly debate between the translingual movement and the field of second language writing. Drawing on a wide range of perspectives, this volume examines the differences in theory and practice with the hope of promoting reconciliation between the two schools of thought. Chapters address the tensions in the relationship between translingualism and second language writing and explore programs, pedagogies, and research that highlight commonalities between the two camps. With contributions from leading scholars, this book comprehensively addresses the issues related to this contentious debate and offers ways to bring the two camps into conversation with one another in a way that promotes effective teaching practices. By providing a panoramic view of the current situation, the text is a timely and unique contribution to TESOL, applied linguistics, and composition studies.

Understanding, Evaluating, and Conducting Second Language Writing Research speaks to the rapidly growing area of second language writing by providing a uniquely balanced approach to L2 writing research. While other books favor either a qualitative or quantitative approach to second language acquisition (SLA) research, this text is comprehensive in scope and does not privilege one approach over the other, illuminating the strengths of each and the ways in which they might complement each other. It also provides equal weight to the cognitive and socio-cultural approaches to SLA. Containing an array of focal studies and suggestions for further reading, this text is the ideal resource for students beginning to conduct L2 writing research as well as for more experienced researchers who wish to expand their approach to conducting research.

Based on the assumptions that students expect feedback and want to improve, and that improvement is possible, this book introduces a framework that applies the theory of self-regulated learning to guide second language writing teachers' response to learners at all stages of the writing process. This approach provides teachers with principles and activities for helping students to take more responsibility for their own learning. By using self-regulated learning strategies, students can increase their independence from the teacher, improve their writing skills, and continue to make progress once the course ends, with or without teacher guidance. The book focuses on the six dimensions of self-regulated learning —motive, methods of learning, time, physical environment, social environment, and performance. Each chapter offers practical activities and suggestions for implementing the principles and guidelines, including tools and materials that teachers can immediately use.

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.

'I applaud the authors for this sizeable undertaking, as well as the care exercised in selecting and sequencing topics and subtopics. A major strength and salient feature of this volume is its range: It will serve as a key reference tool for researchers working in L2 composition and in allied fields.' – John Hedgcock, Monterey Institute for International Studies Synthesizing twenty-five

years of the most significant and influential findings of published research on second language writing in English, this volume promotes understanding and provides access to research developments in the field. Overall, it distinguishes the major contexts of English L2 learning in North America, synthesizes the research themes, issues, and findings that span these contexts, and interprets the methodological progression and substantive findings of this body of knowledge. Of particular interest is the extensive bibliography, which makes this volume an essential reference tool for libraries and serious writing professionals, both researchers and practitioners, both L1 and L2. This book is designed to allow researchers to become familiar with the most important research on this topic, to promote understanding of pedagogical needs of L2 writing students, and to introduce graduate students to L2 writing research findings.

DIVDemonstrating the benefits of an integrated teaching model /div

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.

This book captures the diversity and richness of writing as it relates to different forms of abilities, skills, competencies, and expertise. Psychologists, educators, researchers, and practitioners in neighboring areas are interested in exploring how writing develops and in what manner this development can be fostered, but they lack a handy, unified, and comprehensive source of information to satisfy their interest. The goal of this book is to fill this void by reflecting on the phenomenon of writing from a developmental perspective. It contains an integrated set of chapters devoted to issues of writing: how writing develops, how it is and should be taught and how writing paths of development differ across writing genres. Specifically, the book addresses typologies of writing; pathways of the development of writing skills; stages of the development of writing; individual differences in the acquisition of writing skills; writing ability and disability; teaching writing; and the development and demonstration of expertise in writing.

Volume III of the Handbook of Research in Second Language Teaching and Learning, like Volumes I and II, is a comprehensive, state-of-the-art overview of current research into social contexts of second language (L2)/foreign language (FL) teaching and learning; language policy; curriculum; types of instruction; incremental language skills such as listening, speaking, reading, writing, vocabulary, and grammar; international communication; pragmatics; assessment and testing. It differs from earlier volumes in its main purpose—to provide a more in-depth discussion and detailed focus on the development of the essential language skills required for any type of communication: speaking, listening, reading, vocabulary, grammar, and writing. Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2/FL teaching and learning and applied linguistics, but rather than offering a historical review of disciplinary traditions, it explores innovations and new directions of research, acknowledges the enormous complexity of teaching and learning the essential language abilities, and offers a diversity of perspectives. Chapter authors are all leading authorities in their disciplinary areas. What’s new in Volume III? Updates the prominent areas of research, including the sub-disciplines addressed in Volumes I and II, and represents the disciplinary mainstays Considers and discusses perspectives held by different schools of thought on the what, the how, and the why of teaching foundational language skills, including theories, pedagogical principles, and their implementation in practice Captures new and ongoing developments and trends in the key areas of L2/FL teaching and learning, and innovative research topics that have gained substantial recognition in current publications, including the role of corpora, technology, and digital literacy in L2/FL teaching and learning Examines new trends in language pedagogy and research, such as an increased societal emphasis on teaching academic language for schooling, somewhat contradictory definitions of literacy, and the growing needs for instruction in intercultural communication.

Beginning with the destruction of Jerusalem and continuing through the persecutions of Christians in the Roman Empire, the apostasy of the Dark Ages, the shining light of the Reformation, and the worldwide religious awakening of the nineteenth century, this volume traces the conflict into the future, to the Second Coming of Jesus and the glories of the earth made new. In this concluding volume, the author powerfully points out the principles involved in the impending conflict and how each person can stand firmly for God and His truth.

Offers an up-to-date analysis of issues related to providing, using and researching feedback, including new developments in technology.

This book offers up-to-date insights into the long-standing controversy of whether or not Chinese learners of English adequately express their attitudes in written English. It compares four writing datasets from three groups of student writers (e.g., English-speaking students’ English texts, Chinese-speaking students’ Chinese texts, and both English and Chinese texts produced by the same group of Chinese-speaking students majoring in English), and applies the appraisal framework, an analytical tool developed in the field of Systemic Functional Linguistics. The book provides a nuanced view of the deployment of attitudinal patterns and the linguistic resources used for attitudinal evaluation in Chinese students’ English writing. Accordingly, it offers a valuable resource for all those interested in second language writing, contrastive rhetoric, second language acquisition and systemic functional linguistics.

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.

Second language students not only need strategies for drafting and revising to write effectively, but also a clear understanding of genre so that they can appropriately structure their writing for various contexts. Over that last decade, increasing attention has been paid to the notion of genre and its central place in language teaching and learning. Genre and Second Language Writing enters into this important debate, providing an accessible introduction to current theory and research in the area of written genres-and applying these understandings to the practical concerns of today's EFL/ESL classroom. Each chapter includes discussion and review questions and small-scale practical research activities. Like the other texts in the popular Michigan Series on Teaching Multilingual Writers, this book will interest ESL teachers in training, teacher educators, current ESL instructors, and researchers and scholars in the area of ESL writing.

Provides an accessible, comprehensive and practical introduction to current theory and research in second language writing and their classroom applications.

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.

Current Trends in the Development and Teaching of the four Language Skills builds connections from theory in the four language skills to instructional practices. It comprises twenty-one chapters that are grouped in five sections. The first section includes an introductory chapter which presents a communicative competence framework developed by the editors in order to highlight the key role the four skills play in language learning and teaching. The next four sections each represent a language skill: Section II is devoted to listening, Section III to speaking, Section IV to reading and Section V to writing. In order to provide an extensive treatment of each of the four skills, each section starts with a theoretical chapter which briefly illustrates advances in the understanding of how each skill is likely to be learned and taught, followed by four didactically oriented chapters authored by leading international specialists. These pedagogical chapters deal specifically with four key topics: 1) areas of research that influence the teaching of a particular skill; 2) an overview of strategies or techniques necessary for developing a particular skill; 3) an approach to the academic orientation of a particular skill, and 4) unique aspects of teaching each skill. Moreover, all chapters incorporate two common sections: pre-reading questions at the beginning of the chapter in order to stimulate readers' interest in its content, and a section entitled suggested activities at the end of the chapter in order to allow readers put the ideas and concepts presented into practice. The accessible style and practical focus of the volume make it an ideal tool for teachers, teacher trainers, and teacher trainees who are involved in teaching the four language skills in a second or foreign language context.

Second language writers and the teaching of writing at the secondary level have received little attention compared with other skills such as reading. Addressing this gap, this volume uniquely looks at both adolescent L2 writing and the preparation of secondary teachers to work with this population of students. Part I, on adolescent L2 writers, includes case studies looking at their literacy identities, their trajectories in mainstream content area classes, and their transition from high school to college. Part II looks at academic issues. The focus in Part III is L2 writing teacher education. Taking a theoretically eclectic approach that can support a variety of pedagogies, this book contributes significantly to understanding adolescent second language writers and to educating teachers to address these students' specific needs.

The book seeks to enlarge the theoretical scope, research agenda, and practices associated with TBLT in a two-way dynamic, by exploring how insights from writing might reconfigure our understanding of tasks and, in turn, how work associated with TBLT might benefit the learning and teaching of writing. In order to enrich the domain of task and to advance the educational interests of TBLT, it adopts both a psycholinguistic and a textual meaning-making orientation. Following an issues-oriented introductory chapter, Part I of the volume explores tenets, methods, and findings in task-oriented theory and research in the context of writing; the chapters in Part II present empirical findings on task-based writing by investigating how writing tasks are implemented, how writers differentially respond to tasks, and how tasks can contribute to language development. A coda chapter summarizes the volume's contribution and suggests directions for advancing TBLT constructs and research agendas.

This third edition of Teaching and Researching Writing continues to build upon the previous editions' work of providing educators and practitioners in applied linguistics with a clearly written and complete guide to writing research and teaching. The text explores both theoretical and conceptual questions, grapples with key issues in the field today, and demonstrates the dynamic relationship between research and teaching methods and practice. This revised third edition has been reorganized to incorporate new topics, including discussions of technology, identity, and error correction, as well as new chapters to address the innovative directions the field has taken since the previous edition's publication. Boxes throughout, including "Concepts" and "Quotes", help to both reinforce readers' understanding of the topics covered by highlighting key ideas and figures in the field, while the updated glossary and resource sections allow readers to further investigate areas of interest. This updated edition of Teaching and Researching Writing is the ideal resource for language teachers, practitioners, and researchers to better understand and apply writing research theories, methods, and practices.

What general principles should inform a socioculturally sensitive pedagogy for teaching English as an International Language and what practices would be consistent with these principles? This text explores the pedagogical implications of the continuing spread of English and its role as an international language, highlighting the importance of socially sensitive pedagogy in contexts outside inner circle English-speaking countries. It provides comprehensive coverage of topics traditionally included in second language methodology courses (such as the teaching of oral skills and grammar), as well as newer fields (such as corpora in language teaching and multimodality); features balanced treatment of theory and practice; and encourages teachers to apply the pedagogical practices to their own classrooms and to reflect on the effects of such practices. Designed for pre-service and in-service teachers of English around the world, Principles and Practices for Teaching English as an International Language fills a critical need in the field.

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.

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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.

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.

Theory has been used widely in the field of second language writing. Second language writing specialists—teachers, researchers, and administrators—have yet to have an open and sustained conversation about what theory is, how it works, and, more important, how to practice theory. *Practicing Theory in Second Language Writing* features fourteen essays by distinguished scholars in second language writing who explore various aspects of theoretical work that goes on in the field.

Controversies in Second Language Writing is not a how-to book, but one that focuses on how teachers in L2 writing can be helped to make reasoned decisions by understanding some of the key issues and conflicting opinions about L2 writing research and pedagogy. This book will assist teachers in making informed decisions about teaching writing in the ESL classroom. To counteract some of the debates, Casanave explores the different sides of the arguments and provides examples of how other teachers have dealt with these issues. The book presents novice and seasoned teachers with thought-provoking issues and questions to consider when determining and reflecting on their own teaching strategies and criteria. Topics discussed include: contrastive rhetoric product vs. process fluency and accuracy assessment of student work audience plagiarism politics and ideology.

This module explores the purposes of and methods for teaching second language writing. Engaging and accessible, *Teaching Second Language Writing* is organized into three sections that mainly focus on activities, approaches and real-life writing tasks and genres that are the most applicable and useful for the language teaching classroom. -- The Routledge E-Book Modules on Contemporary Language Teaching introduce students to the major areas of second language instruction through jargon-free style and explain concepts as they are introduced thus facilitating comprehension for those with little or no background. The series consists of independent modules that can stand alone or be combined at the discretion of the reader or instructor. The modules can also be used as supplements to existing materials for maximum flexibility. Modules in this series include: Language (Bill VanPatten) Communication and Skill (Bill VanPatten) Second Language Acquisition: The Basics (Gregory D. Keating) Focusing on Form in Language Instruction (Wynne Wong and Daphnée Simard) Vocabulary in Language Teaching (Joe Barcroft) Interactive Tasks (Michael J. Leeser and Justin P. White) Technology in Language Learning: An Overview (Bryan Smith) Teaching Second Language Writing (Charlene Polio) Readers have the option to select and download electronically the 40-50 page modules for individual use, or to purchase multiple modules at once. With each module written by an expert in that respective field, with self-quizzes, reflection boxes, recommended readings, and discussion questions, these modules serve as the ideal text for introductory courses in Second Language Instruction. To purchase these modules and view module summaries, please visit the series companion website:

www.routledgetextbooks.com/textbooks/9781315679594/

The Think-Aloud Controversy in Second Language Research aims to answer key questions about the validity and uses of think-alouds, verbal reports completed by research participants while they perform a task. It offers an overview of how think-alouds have been used in language research and presents a quantitative meta-analysis of findings from studies involving verbal tasks and think-alouds. The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a much-discussed and somewhat controversial data elicitation method in language research, this timely work is relevant to students and researchers from all theoretical perspectives who collect first or second language data. It serves as a valuable guide for any language researcher who is considering using think-alouds.

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This timely and accessible book offers engaging guidance to teachers of second language students on teaching creative writing in their classrooms. Creative writing is a tool that can inspire second language learners to write more, play with language, and enjoy and improve not only their writing, but also their speaking, listening, and reading skills. Addressing the expectations and perceptions of writing in another language, Thorpe demonstrates how to foster successful creative writing environments and teach and assess creative writing in a way that is tailored to the distinct needs of non-native speakers. Covering key topics such as cultural storytelling, voice, genre, and digital composition, assessment, and more, Thorpe shares successful creative writing instructional practices informed by current research in creative writing and second language education. Each chapter includes insights, advice, and student examples that can help new teachers take their first steps in more reflective second language creative writing classroom. An invaluable resource for instructors of non-native students and an ideal text for pre-service teachers in courses in TESOL, writing instruction, and applied linguistics, this book invites you to use creative writing not only as a successful method for teaching L2 writing, but also as a way to improve student motivation and output, for more effective language learning.

Reflecting the internationalization of the field of second language writing, this book focuses on political aspects and pedagogical issues of writing instruction and testing in a global context. High-stakes assessment impacts the lives of second language (L2) writers and their teachers around the world, be it the College English Test in China, Common Core-aligned assessments in the U.S., English proficiency tests in Poland, or the material conditions (such as access to technology, training, and other resources) affecting a classroom. With contributions from authors working in ten different countries in a variety of institutional contexts, the chapters examine the uses and abuses of various writing-related assessments, and the policies that determine their form and use. Representing a diverse range of contexts, methods, and disciplines, the authors jointly call for more equitable testing systems that consider the socioeconomic, psychometric, affective, institutional, and needs of all students who strive to gain access to education and employment opportunities related to English language proficiency.

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?

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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 to 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

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