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Description. The Michigan Series on Teaching Multilingual Writers. In the years since the first edition of Controversies in Second Language Writing was published, there been little to no clear resolution of the controversies Casanave so accessibly and fair-mindedly laid out. In fact, many of them have become far more complex and intertwined with many other 21 st century issues that teachers of L2 writing cannot help but be affected by in their classrooms.

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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.

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This long overdue second edition of Controversies in Second Language Writing comes at a time of great change in the fields of first and second Oct 16 2020 Controversies-In-Second-Language-Writing-Dilemmas-And-Decisions-In-Research-And-Instruction-The-Michigan-Series-On-Teaching-Multilingual-Writers 2/3 PDF Drive - Search and download PDF files for free.

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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.

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 translangualism 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.

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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.

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

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.

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 " a 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

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

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