

# **TEACHER WRITTEN COMMENTARY**

**in Second Language  
Writing Classrooms**

**LYNN M. GOLDSTEIN**



Michigan Series on Teaching Multilingual Writers

Series Editors: Diane Belcher and Jan Liu

# Teacher Written Commentary In Second Language Classrooms

**Dana R. Ferris, John S. Hedgcock**



## **Teacher Written Commentary In Second Language Classrooms:**

Teacher Written Commentary in Second Language Writing Classrooms Lynn M. Goldstein, 2005 Although second language writing instructors know that providing effective written feedback is essential to any good composition course beginning and seasoned teachers alike struggle with this challenging task In Teacher Written Commentary in Second Language Writing Classrooms Lynn M Goldstein uses ample research and experiential evidence to explain both how and why teachers should comment on their students writing assignments Among the problems that Goldstein addresses are how to attend to the product without slighting the process how to intervene in process without appropriating product how to facilitate student comprehension and use of teacher feedback while promoting student independence and how to respond efficiently while remaining attentive to individual student needs While it may not necessarily reduce the time spent on commenting the book will enable teachers and teachers in training to provide written commentary that will help their students to become stronger and more independent writers in English This volume is the only source that contains such in depth consideration of the issues and the range of practices within teacher written commentary and the only resource that focuses solely on issues of rhetoric and content in multilingual writing students texts Teachers and teacher educators will appreciate the Goldstein s thorough and well grounded analysis Lynn M Goldstein is Professor TESOL and Applied Linguistics Monterey Institute of International Studies CA

**Classroom Writing Assessment and Feedback in L2 School Contexts** Icy Lee, 2017-03-28 While assessment and feedback tend to be treated separately in the L2 writing literature this book brings together these two essential topics and examines how effective classroom assessment and feedback can provide a solid foundation for the successful teaching and learning of writing Drawing upon current educational and L2 writing theories and research the book is the first to address writing assessment and feedback in L2 primary and secondary classrooms providing a comprehensive up to date review of key issues such as assessment for learning assessment as learning teacher feedback peer feedback portfolio assessment and technology enhanced classroom writing assessment and feedback The book concludes with a chapter on classroom assessment literacy for L2 writing teachers outlines its critical components and underscores the importance of teachers undertaking continuing professional development to enhance their classroom assessment literacy Written in an accessible style the book provides a practical and valuable resource for L2 writing teachers to promote student writing and for teacher educators to deliver effective classroom writing assessment and feedback training Though the target audience is school teachers L2 writing instructors in any context will benefit from the thorough and useful treatment of classroom assessment and feedback in the book

**Handbook of Foreign Language Communication and Learning** Karlfried Knapp, Barbara Seidlhofer, H. G. Widdowson, 2009 The Handbooks of Applied Linguistics provide a state of the art description of established and emerging areas of Applied Linguistics Each volume gives an overview of the field explains the most important traditions and their findings identifies the gaps in current research and

gives perspectives for future directions      **Feedback in Second Language Writing** Ken Hyland, Fiona Hyland, 2019-07-04 Offers an up to date analysis of issues related to providing using and researching feedback including new developments in technology      Researching Language Teacher Cognition and Practice Roger Barnard, Anne Burns, 2012-09-04 This book presents a novel approach to discussing how to research language teacher cognition and practice An introductory chapter by the editors and an overview of the research field by Simon Borg precede eight case studies written by new researchers each of which focuses on one approach to collecting data These approaches range from questionnaires and focus groups to think aloud stimulated recall and oral reflective journals Each case study is commented on by a leading expert in the field JD Brown Martin Bygate Donald Freeman Alan Maley Jerry Gebhard Thomas Farrell Susan Gass and Jill Burton Readers are encouraged to enter the conversation by reflecting on a set of questions and tasks in each chapter      Handbook of Second and Foreign Language Writing Rosa M. Manchón, Paul Kei Matsuda, 2016-09-12 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      **Implementing Collaborative Writing Tasks in Multilingual Classrooms** Mimi Li, Neomy Storch, 2025-08-18 Connecting collaborative writing pedagogy to teaching practice      TBLT as a Researched Pedagogy Virginia Samuda, Kris Van den Branden, Martin Bygate, 2018-10-15 Bringing together experienced classroom researchers and teacher educators from different countries where tasks are playing an influential role in language education this collected volume critically explores how TBLT research can engage with pedagogy and how TBLT pedagogy can engage with research A defining part of the TBLT project has always been a dual concern both with the nature and use of tasks in language teaching and with empirical research to guide and support classroom practitioners the two concerns suggesting a central and reciprocal relationship between research and pedagogy However this relationship has at times been unbalanced and its centrality has sometimes gone by default problems which this volume aims to address The introduction proposes criteria to improve the congruence between the research base of TBLT and the concerns and terms of reference of classroom practitioners Using a range of methodologies the individual chapters illustrate and explore different aspects of this theme The book will be of interest to all those wishing to further their understanding of and or investigate the use of TBLT in educational contexts      **Teaching L2 Composition** Dana R. Ferris, John S. Hedgcock, 2023-03-23 This popular

comprehensive theory to practice text helps 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 Each chapter includes Questions for Reflection Further Reading and Resources Reflection and Review and Application Activities An ideal text for L2 teacher preparation courses and in service writing instructors the text offers an accessible synthesis of theory and research that enables readers to see the relevance of the field s knowledge base to their own present or future classroom settings and student writers New to the Fourth Edition Updated with new research theory and developments in the field throughout the text Visually accessible layout and design for improved reader navigability Expanded attention to technological affordances for writing pedagogy Stand alone reference list in each chapter Support Material with activities and resources from the text also available on the book s webpage at [www.routledge.com/9780367436780](http://www.routledge.com/9780367436780) **Teaching**

**Writing in English as a Foreign Language** Huan Zhao, Lawrence Jun Zhang, 2022-05-30 This book explores teachers cognitions about the teaching of writing in English as a foreign language EFL and their teaching practice as well as factors influencing the formation and reformation process of their cognition Taking stock of Bakhtin s dialogism as the theoretical framework the authors argue that the formation and reformation of teacher cognition is a dialogic process A systematic analysis of participating teachers cognition formation and reformation process suggests the highly individual nature of teachers cognitions EFL researchers and teachers teacher educators teacher education policymakers university administrators and EFL textbook writers could draw on the findings of the study to provide better resources to implement the teaching of EFL writing more effectively The study has adopted a mixed methods approach whose quantitative results show the patterns and differences of teacher cognition among teachers of different backgrounds and with different schooling education and working experiences The qualitative findings show in detail teachers cognition formation and reformation processes and the factors contributing to such processes revealing convergence and divergence of teachers stated cognitions with a focus on the discrepancy between teacher cognition and teaching practice These are useful lenses through which researchers and teachers will find significant implications for offering EFL writing instruction more effectively ESL Readers and Writers in Higher Education Norman W. Evans, Neil J Anderson, William G. Eggington, 2015-06-12 ESL Readers and Writers in Higher Education describes the challenges ESL students in U S postsecondary institutions face when studying in a second language and offers suggestions for how teachers advisors tutors and institutions might provide support that meets the reading and writing needs of this very important student population Because the ESL profession as a whole including what professionals are doing in the classroom sits under the umbrella of an institutional response to a language related challenge some solutions aimed at helping students achieve optimal proficiency lie outside of the classroom As such

this book is based on the assertion that language development support is not the sole responsibility of language teachers. Everyone on campuses that hosts ESL students bears some responsibility for these students' language development. Chapters are therefore intentionally adapted to appeal to a wide variety of readers from classroom teachers and teachers in training to admissions officers, academic advisors, and international student advisors.

**Teaching English to Second Language Learners in Academic Contexts** Jonathan M. Newton, Dana R. Ferris, Christine C.M. Goh, William Grabe, Fredricka L. Stoller, Larry Vandergrift, 2018-02-07. Teaching English to Second Language Learners in Academic Contexts: Reading, Writing, Listening, and Speaking provides the fundamental knowledge that ESL and EFL teachers need to teach the four language skills. This foundational text, written by internationally renowned experts in the field, explains why skills-based teaching is at the heart of effective instruction in English for academic purposes. Each of the four main sections of the book helps readers understand how each skill—reading, writing, listening, and speaking—works and explains what research has to say about successful skill performance. Pedagogically focused chapters apply this information to principles for EAP curriculum design and to instructional activities and tasks adaptable in a wide range of language learning contexts. Options for assessment and the role of digital technologies are considered for each skill, and essential information on integrated skill instruction is provided. Moving from theory to practice, this teacher-friendly text is an essential resource for courses in TESOL programs, for in-service teacher training seminars, and for practicing EAP teachers who want to upgrade their teaching abilities and knowledge bases.

**Research in English Language Teaching: Mexican Perspectives** Ruth Roux, 2012-10. Research in English Language Teaching: Mexican Perspectives. Teacher research takes different forms and serves a variety of purposes, but it is conducted by teachers individually or collaboratively with the basic aim of understanding teaching and learning in context. In Mexico, teacher research is starting to gain momentum, and newcomers search for guidance and examples. This book can be used by English language teachers, teacher educators, and student teachers who want to develop their professional expertise by investigating learning and teaching in a systematic and organized way. It is also useful for undergraduate students of EFL teaching and applied linguistics who need to produce a thesis or experienced teachers who want to develop a research project for the first time. Research in English Language Teaching: Mexican Perspectives combines basic general knowledge and practical advice with reports of research conducted in Mexican educational contexts.

**PART ONE** offers an overview of research and discussion on the teaching research nexus and different ways to meet the challenges of doing research. **PART TWO** presents accounts of recent research in the national context, written by teacher researchers working for different public higher education institutions. These accounts reflect diverse theoretical approaches, topics, methods of data collection and analysis, and styles of reporting. **PART THREE** includes basic guidelines to write the most common research genres: thesis, conference paper, and research article. The final section contains a glossary of research terms.

**Teaching U.S.-Educated Multilingual Writers** Mark Roberge, Kay M. Losey, Margi Wald, 2015-06-04. This volume was born to address the lack of

classroom oriented scholarship regarding U S educated multilingual writers Unlike prior volumes about U S educated multilinguals this book focuses solely on pedagogy from classroom activities and writing assignments to course curricula and pedagogical support programs outside the immediate classroom Unlike many pedagogical volumes that are written in the voice of an expert researcher theorist this volume is based on the notion of teachers sharing practices with teachers All of the contributors are teachers who are writing about and reflecting on their own experiences and outcomes and interweaving those experiences and outcomes with current theory and research in the field The volume thus portrays teachers as active reflective participants engaged in critical inquiry Contributors represent community college college and university contexts academic ESL developmental writing and first year composition classes and face to face hybrid and online contexts This book was developed primarily to meet the needs of practicing writing teachers in college level ESL basic writing and college composition classrooms but will also be useful to pre service teachers in TESOL Composition and Education graduate programs

**Teaching and Researching Writing** Ken Hyland, 2015-11-19 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

**On Second Language Writing** Tony Silva, Paul Kei Matsuda, 2012-12-06 On Second Language Writing brings together internationally recognized scholars in a collection of original articles that collectively delineate and explore central issues with regard to theory research instruction assessment politics articulation with other disciplines and standards In recent years there has been a dramatic growth of interest in second language writing and writing instruction in many parts of the world Although an increasing number of researchers and teachers in both second language studies and composition studies have come to identify themselves as specialists in second language writing research and teaching practices have been dispersed into several different disciplinary and institutional contexts because of the interdisciplinary nature of the field This volume is the first to bring together prominent second language writing specialists to systematically address basic issues in the field and to consider the state of the art at the end of the century and the millennium

Reconstructing Response to Student Writing Dan Melzer, 2023-08-07 In Reconstructing Response to

Student Writing Dan Melzer makes the argument that writing instructors should shift the construct so that peer response and student self assessment are more central than teacher response Presenting the results of a national study of teacher and peer response and student self assessment at institutions of higher education across the United States Melzer analyzes teacher and peer response to over 1 000 pieces of student writing as well as 128 student portfolio reflection essays He draws on his analysis and on a comprehensive review of the literature on response to introduce a constructivist heuristic for response aimed at both composition instructors and instructors across disciplines Melzer argues that teachers and researchers should focus less on teacher response to individual pieces of student writing and more on engaging in dialogue with student self assessment and peer response focusing on growth and transfer rather than products and grades

Reconstructing Response to Student Writing especially when taken together with Melzer s previous book *Assignments across the Curriculum* provides a comprehensive and large scale view of college writing and responding across the curriculum in the United States

*Toward a Reconceptualization of Second Language Classroom Assessment* Matthew E. Poehner, Ofra Inbar-Lourie, 2020-02-03 This book responds to the call for praxis in L2 education by documenting recent and ongoing projects around the world that see partnership with classroom teachers as the essential driver for continuing to develop both classroom assessment practice and conceptual frameworks of assessment in support of teaching and learning Taken together these partnerships shape the language assessment literacy the knowledge and skills required for theorizing and conducting assessment activities of both practitioners and researchers While united by their orientation to praxis the chapters offer considerable diversity with regard to languages taught learner populations included varying in age and proficiency level specific innovations covered research methods employed and countries in which the work was conducted As a whole the book presents a way of engaging in research with practitioners that is likely to stimulate interest among not only language assessment scholars but also those studying second language education and language teacher education as well as language teaching professionals themselves

**Tracking Language Growth in Child English Learners** María Luquin, 2025-01-27 Model texts are exemplary native language texts that serve as guides for shaping language abilities This book explores the profound impact of sustained exposure to model texts on the cultivation of children s writing skills Bridging existing research gaps it delves into the efficacy of written corrective feedback and model texts in language learning Additionally it investigates form focused intervention alongside motivational and perceptual factors The findings underscore the transformative influence of integrating model texts into English as a foreign language classrooms As such it is a perfect read for educators looking for practical tips on language development

**The Handbook of Language Teaching** Michael H. Long, Catherine J. Doughty, 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

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