

# **TEACHER WRITTEN COMMENTARY**

**in Second Language  
Writing Classrooms**

**LYNN M. GOLDSTEIN**



Michigan Series on Teaching Multilingual Writers  
Series Editors: Diane Belcher and Jun Liu

# Teacher Written Commentary In Second Language Classrooms

**Ensheng Dong**



## **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 **Feedback in Second Language Writing** Ken Hyland, Fiona 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 **Response To Student Writing** Dana R. Ferris, 2003-02-26 Synthesizes critically analyzes research on response to L2 student writing and discusses

implications of the research for teaching specifically written oral teacher commentary error correction and peer response  
Intended for comp researchers Foreign Language Writing Instruction Tony Cimasko, Melinda Reichelt, 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 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 Implementing Collaborative Writing Tasks in Multilingual Classrooms Mimi Li, Neomy Storch, 2025-08-18 Connecting collaborative writing pedagogy to teaching practice Technologies in the Second Language Composition Classroom Joel Bloch, 2008 Grounded in applied linguistics research and composition theory and practice Technologies in the Second Language Composition Classroom encourages teachers to explore the role technology can play in the acquisition of writing for second language students This research based volume supports the incorporation of technology into classrooms providing students with motivation and tools to develop their writing skills The book provides not only an intellectually engaging perspective on the on going debates regarding technologically enhanced writing and writing pedagogy but it also delves in to the technologies themselves from blogs and blogging to computer mediated discourse and concordancing Technology is a growing and rapidly evolving presence in academia and Joel Bloch brings an informed approach to understanding its place and potential benefits in the classroom Each chapter includes reflection questions that will help individual readers apply the theories and ideas to their own classrooms This book will interest ESL teachers in training teacher educators current ESL instructors and researchers and scholars in the area of ESL writing and technology Connecting Speaking & Writing in Second Language Writing Instruction Robert Weissberg, 2006 The importance of teaching reading and writing together has been established now we have a compelling argument for rethinking and reclaiming the speaking and writing connection On Second Language Writing Tony J. Silva, Paul Kei Matsuda, 2001 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

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

**Theorizing and Analyzing Agency in Second Language Learning** Ping Deters,Xuesong (Andy) Gao,Elizabeth R. Miller,Gergana Vitanova,2014-12-05 This book showcases how language learner agency can be understood and researched from varying perspectives by providing for the first time a collection of diverse approaches in one volume The volume is organised into three main sections the first sections offers an introduction to varying theoretical approaches to agency the second section presents analyses of agency in a variety of empirical studies and the third section focuses on the pedagogical implications of data based studies of agency The volume includes the work of researchers working in languages including English ESL and EFL Greek Spanish Swedish Italian Hindi Marathi Gujarati and Truku an indigenous language in Taiwan and with both child and adult language learners This collection will serve as a key reference for researchers of language learning and teaching sociolinguistics and language and identity

TEACHING WRITING IN SECOND AND FOREIGN LANGUAGE CLASSROOMS Jessica Williams,2005 Provides research based information and practical advice to instructors who teach writing to second and foreign language learners This book is suitable for a basic methods course or a course on second or foreign language writing It is also useful as a preparation course for ESL or foreign language teaching assistants

**Second Language Instruction/acquisition Abstracts** ,1997 **Teaching Composition with the Prentice Hall Guide for**

**College Writers** Stephen Reid,2002  
**Language Behavior Abstracts** ,2009

**Carleton Papers in Applied Language Studies** ,2003

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**Journal Writing in Second Language Education** Christine Pearson

Casanave,2011-02-04 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 CATESOL News ,2004

*Response to Student Writing* Dana Ferris,2003 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

Uncover the mysteries within its enigmatic creation, **Teacher Written Commentary In Second Language Classrooms** . This downloadable ebook, shrouded in suspense, is available in a PDF format ( Download in PDF: \*). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

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