

Jun Liu and
Jette G. Hansen Edwards

PEER RESPONSE

IN SECOND LANGUAGE
WRITING CLASSROOMS

SECOND EDITION

MICHIGAN SERIES ON TEACHING MULTILINGUAL WRITERS
Series Editors: Diane Belcher and Jun Liu



Peer Response In Second Language Writing Classrooms

Deborah Crusan



Peer Response In Second Language Writing Classrooms:

Peer Response in Second Language Writing Classrooms, Second Edition Jun Liu, Jette G. Hansen Edwards, 2018-05-25
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.

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.

Exploring the Dynamics of Second Language Writing Barbara Kroll, 2003-04-14 The book addresses issues in the field of teaching academic writing to non-native speakers. This book provides a series of discussions about multiple aspects of second language writing, presenting chapters that collectively address a range of issues that are important to new teachers at the post-secondary level. The 13 chapters provide scholarly vision, insight and interpretation oriented toward explaining the field of teaching academic writing to non-native speakers. The book is designed to provide foundational content knowledge in this area, with each chapter authored by recognized experts in the field. In addition to helping train new teachers, the book will serve as an updated reference book for practicing teachers and scholars to consult.

Assessment in the Second Language Writing Classroom Deborah Crusan, 2010-07 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

Researching and Teaching Second Language Writing in the Digital Age Mimi Li,2022-01-10 This book presents a comprehensive approach to issues related to researching and teaching second language L2 writing in digital environments In the digital age new technologies have revolutionized the ways we communicate and construct knowledge and have also reshaped the traditional notions of writing and literacy posing new challenges and opportunities for L2 teachers and students This book provides up to date coverage of the main areas of L2 writing and technology including digital multimodal composing computer mediated collaborative writing online teacher and peer feedback automated writing evaluation and corpus based writing instruction It synthesizes the relevant literature analyzes theoretical perspectives compiles relevant resources and offers research and pedagogical recommendations to guide scholars in undertaking new L2 writing research and instructional practice in technologically supported educational contexts This book will be of relevance and interest to researchers language teachers and graduate students in applied linguistics and education

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

When Dead Tongues Speak John Gruber-Miller,2006-11-02 Publisher description

Practicing Theory in Second Language Writing Tony Silva,Paul Kei Matsuda,2010-01-15 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

Handbook of Research on Writing Charles Bazerman,2009-03-04 The

Handbook of Research on Writing ventures to sum up inquiry over the last few decades on what we know about writing and the many ways we know it How do people write How do they learn to write and develop as writers Under what conditions and for what purposes do people write What resources and technologies do we use to write How did our current forms and practices of writing emerge within social history What impacts has writing had on society and the individual What does it mean to be and to learn to be an active participant in contemporary systems of meaning This cornerstone volume advances the field by aggregating the broad ranging interdisciplinary multidimensional strands of writing research and bringing them together into a common intellectual space Endeavoring to synthesize what has been learned about writing in all nations in recent decades it reflects a wide scope of international research activity with attention to writing at all levels of schooling and in all life situations Chapter authors all eminent researchers come from disciplines as diverse as anthropology archeology typography communication studies linguistics journalism sociology rhetoric composition law medicine education history and literacy studies The Handbook s 37 chapters are organized in five sections The History of Writing Writing in Society Writing in Schooling Writing and the Individual Writing as Text This volume in summing up what is known about writing deepens our experience and appreciation of writing in ways that will make teachers better at teaching writing and all of its readers better as individual writers It will be interesting and useful to scholars and researchers of writing to anyone who teaches writing in any context at any level and to all those who are just curious about writing

Teaching L2

Composition Dana R. Ferris, John Hedgcock, 2013-10 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

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

A Synthesis of Research on Second Language Writing in English Ilona Leki, Alister Cumming, Tony Silva, 2010-04-15 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

Language and Society Paul Chamness Miller, Hidehiro Endo, John L Watzke, Miguel Mantero, 2022-01-01 Language and Society is the fifth volume of the Readings in Language Studies series published by the International Society for Language Studies Inc Edited by Paul Chamness Miller Hidehiro Endo John L Watzke and Miguel Mantero volume five sustains the society's mission to organize and disseminate the work of its contributing members through peer reviewed publications The book presents international perspectives on language and society in three thematic sections teaching practices pedagogy policy and culture A resource for scholars and students Language and Society represents the latest scholarship in new and emergent areas of inquiry

Research in English Language Teaching Ruth Roux, Alberto Mora Vázquez, Nelly Paulina Trejo Guzmán, 2012-10-26 Research in English Language Teaching Mexican Perspectives Teacher research takes different forms and serves a variety 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

Corrective Feedback in Second Language Teaching and Learning Hossein Nassaji, Eva Kartchava, 2017-04-07 Bringing together current research analysis and discussion of the role of corrective feedback in second language teaching and learning this volume bridges the gap between research and pedagogy by identifying principles of effective feedback strategies and how to use them successfully in classroom instruction By synthesizing recent works on a range of related themes and topics in this area and integrating them into a single volume it provides a valuable resource for researchers graduate students teachers and teacher educators in various contexts who seek to enhance their skills and to further their understanding in this key area of second language education

Expertise in Second Language Learning and Teaching K. Johnson, 2005-11-10 Understanding what constitutes expertise in language learning and teaching is important for theoretical reasons related to psycholinguistic and applied linguistic enquiry It also has many significant applications in practice particularly in relation to the training and practice of language teachers and improvements in students strategies of learning In this volume methodologies for establishing what constitutes expert practice are discussed and the contributions address the fields of listening reading writing speaking and communication strategies looking at common characteristics of the expert teacher and the expert learner

Teaching College Writing to Diverse Student Populations Dana Ferris, 2009-06-02 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 **The Hitchhiker's Guide to Writing Research** Xinghua Liu, Michael Hebert, Rui A. Alves, 2023-09-30
This book brings together the work of established scholars from around the world to celebrate and honor the many ways in which Steve Graham has contributed to the advancement of teaching and researching writing Focusing on writing development and writing instruction in different contexts of education original contributions in this book critically engage with theoretical and empirical issues raised in Steve Graham's influential body of work and significantly extend our understandings of the importance of writing in developing learners literacy and the roles of writing in teaching and learning processes This book is organized around themes central to Steve Graham's work including theories and models of writing effective instructional methods in teaching writing surveys on teaching and learning writing and systematic review studies on writing Apart from regular chapters the book also features personal and scholarly reflections revealing the powerful ways in which Steve Graham's work has influenced our thinking in the field of writing research and continues to open up new avenues for future research endeavors *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 Second Language Writing Ken Hyland, 2019-07-04 Provides an accessible comprehensive and practical introduction to current theory and research in second language writing and their classroom applications

This book delves into Peer Response In Second Language Writing Classrooms. Peer Response In Second Language Writing Classrooms is an essential topic that needs to be grasped by everyone, from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Peer Response In Second Language Writing Classrooms, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:
 - Chapter 1: Introduction to Peer Response In Second Language Writing Classrooms
 - Chapter 2: Essential Elements of Peer Response In Second Language Writing Classrooms
 - Chapter 3: Peer Response In Second Language Writing Classrooms in Everyday Life
 - Chapter 4: Peer Response In Second Language Writing Classrooms in Specific Contexts
 - Chapter 5: Conclusion
 2. In chapter 1, the author will provide an overview of Peer Response In Second Language Writing Classrooms. This chapter will explore what Peer Response In Second Language Writing Classrooms is, why Peer Response In Second Language Writing Classrooms is vital, and how to effectively learn about Peer Response In Second Language Writing Classrooms.
 3. In chapter 2, the author will delve into the foundational concepts of Peer Response In Second Language Writing Classrooms. The second chapter will elucidate the essential principles that need to be understood to grasp Peer Response In Second Language Writing Classrooms in its entirety.
 4. In chapter 3, this book will examine the practical applications of Peer Response In Second Language Writing Classrooms in daily life. The third chapter will showcase real-world examples of how Peer Response In Second Language Writing Classrooms can be effectively utilized in everyday scenarios.
 5. In chapter 4, this book will scrutinize the relevance of Peer Response In Second Language Writing Classrooms in specific contexts. This chapter will explore how Peer Response In Second Language Writing Classrooms is applied in specialized fields, such as education, business, and technology.
 6. In chapter 5, this book will draw a conclusion about Peer Response In Second Language Writing Classrooms. The final chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Peer Response In Second Language Writing Classrooms.

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