INDEX

Academic language, 25, 26–29, 106–113
cognitive dimension of, 28
complexity of, 33
development of, 95–96
dimensions of proficiency in, 26
linguistic dimension of, 26–27
sociocultural/psychological dimension, 29
vocabulary knowledge in, 107–113
Academic listening and speaking, 5
Academic literacy, iv–v, 25, 34
Academic L2 vocabulary, challenge of acquiring, 40
Academic oral skills of international students, 34–35
Academic reading, teaching strategies for word analysis in, 109–110
Academic Word List (AWL), 108, 109
Academic writing, 26
lexical/syntactic variety in, 112
raising awareness about lexical and syntactic variety, 112
required skills, 39
Academic Writing Proficiency Examination (AWPE), 59
Acquisition/learning hypothesis, 32
Adamson, H. D., 38
Aebersold, J., 13, 27, 75, 80, 87, 91, 115, 126n1
Analytic essays, 87
Arndt, V., 120
Asenavage, K., 121
Assessment, 117, 137
classroom, 97
Atkinson, D., 55, 61, 138
Bamford, J., 33, 40, 91, 92, 97, 114
Basic Interpersonal Communicative Skills (BICS), 8, 11, 18, 26, 33
Basic writing courses for monolingual English speakers, 55
Bates, L., 94, 126n1
Belcher, D., 35, 103, 104
Benson, B., 55, 61
Biber, D., 33
BICS/CALP distinction, 11, 29
Bilingualism, functional, 10–11, 19
Bilingualism Incipient, defined, 10
Bilinguals, circumstantial, 8, 10, 32
Bilinguals, elective, 8, 10, 12, 14, 77
Bilinguals, functional, 8, 15, 27
Bilinguals, incipient 8, 15, 16, 19
Birch, B. M., 27, 32, 36, 38, 40, 95, 109, 110, 114, 115, 126n1
Bitchener, J., 5, 120, 126n3
Blanton, L. L., 19, 24n9, 54, 55, 56, 57, 61, 65, 90, 126n1
Bosher, S., 5, 16, 19, 32, 33, 40
Braine, G., 53, 55, 61, 98, 121
Brinton, D., 5, 19, 20, 44, 55, 135, 147
Browning, G., 5, 19, 20, 44, 55, 135, 147
Bruce, S., 70, 123
Bruno, R., 3
Bunting, J., 27, 95, 112
Byrd, P., 27, 33, 80, 95, 108, 109–110, 112, 126n1
California Pathways, 135
California State Standards for Language Arts Instruction, 32
Cameron, D., 120
Carro, G., 16, 18, 19, 20, 40, 55, 72n2
Casanave, C. P., 126n1
CATESOL Journal, 5, 133
CCCD Position Statement on Second Language Writing and Second Language Writers, 135
Chiang, Y-S., 20, 21, 54, 57, 72n1, 103
Ching, R., 5, 19, 20, 44, 55, 135, 147
Clark, Lisa Henry, 24n4
Classroom assessment and grading practices, course design and, 76, 97
Classroom instruction
additional support in, 122–123
considerations for mixed (mainstream and monolingual/ multilingual) classes, 123–124
developing reading and writing strategies and processes, 114–117
feedback in, 117–122
interaction patterns in, 102–106
L2 audiences and, 101–124
vocabulary knowledge in, 107–113

Cobb, T., 109

Cognitive Academic Language Proficiency (CALP), 8, 11, 18, 26, 29, 33
Collier, V., 11, 17, 39, 61
Colombi, M. C., 95, 126n3
The Compleat Lexical Tutor (Cobb), 109

Comprehensible input, 32
Comprehension checks, 104

Conference on College Composition and Communication (CCCC), 53, 61, 62, 63, 64, 68–69, 71, 138, 148
second language writing Special Interest Group (SIG) in, 143n6, 147
Connor, U., 42, 52, 89, 117, 121
Conrad, S. M., 27, 40, 95, 112, 113, 119
Contrastive rhetoric, xiii, 82

Controlled or guided composition, 81
Costino, K. A., 7, 53, 54, 56, 57, 58, 59, 60, 61, 62, 73n3, 73n5, 98, 103

Course design
classroom assessment and, 76, 97
differences between L2 audiences options and, 75–99
goal-setting in, 76, 80–86
materials selection and, 76, 91–93
mixed (mainstream and multilingual) classes and, 98–99
needs analysis in, 76–80
specific language instruction and, 76, 93–96
tasks in, 76, 87–88
topics in, 76, 88–91
Course goals for different L2 audiences, 84, 85–86
Course options, 132–133, 135
Cox, M., 4, 8, 14, 51, 126n1

Coxhead, A., 26, 27, 33, 40, 95, 107, 108, 109–110, 111, 112, 126n1
Cross-linguistic interference in L2 reading, 38
Crossover student, 16
Crusan, D., 59
Culture shock, 18, 34
Cumming, A., 32, 33
Cummins, J., 11, 26, 29, 32, 33, 39

Day, R. R., 33, 40, 91, 92, 97, 114
Dees, R., 5, 19, 20, 44, 55, 135, 147
Deming, M. P., 55, 61
Denzer, D., 55, 61
Destandau, N., 17, 24n9, 70, 134
Directed self-placement, 137
Doctoral/research institutions, 12
Doughty, C., 126n3
Dudley-Evans, T., 34

Dunlap, S., 5, 19, 20, 44, 55, 135, 147

“Ear” learners, 31–33, 77, 84
academic writing for, 113
distinctions among, 33
extensive reading for, 97
feedback and, 120
formal knowledge of, 95
oral skills of, 35–36
vocabulary for, 110
vocabulary knowledge of, 32–33

Early-arrivals
defined, 16–17
ESL classes versus mainstreaming for, 52–53
Early-arriving resident L2 students, xiii, 6, 7–8, 14–17, 44–46
academic reading skills of, 38
acquired L2 knowledge of, 33
characteristics of, 20
defined, 4
motivation, 20–22
post-secondary contexts, 19–20
tasks and topics for, 90
vocabulary of, 107

Edlund, J. R., 53, 54, 57
Education, U.S. Department of, 3
Educational pathways, xiii
Ellis, R., 120, 126n3
Index

English for Academic Purposes (EAP), xiii, 81, 82
English language/literacy requirement, 52–53
English learners, 24n10
English Placement Test at California State University, 59
Erickson, M., 5, 19, 20, 44, 55, 135, 147
Erlam, R., 126n3
Error, treatment of, 94–95, 120. See also Feedback.
Eskey, D. E., 94
ESL classes, 52–57
ESL international (visa) student, 6
Expository writing, 87, 89
Extensive reading, 81, 91–92, 97
“Eye” learners, 77, 84, 91, 120
academic writing for, 113
defined, 30–31
extensive reading for, 97
feedback and, 120
formal knowledge of, 95
graded assignments for, 97
textbooks for, 92
vocabulary for, 110

Faculty collaboration, 134–135, 139
Feedback
in classroom instruction, 117–122
content and form of, 118–120
delivery methods of, 120–122
informal, 117
language-focused, 117
peer, 121
purposes of, 118
Ferris, D. R., v, 32, 34, 35, 36, 40, 42, 48n2, 54, 64, 73n7, 75, 80, 81n, 82, 83, 87, 88, 90, 91, 92, 94, 95, 97, 103, 104, 105, 109, 110, 114, 115, 117, 118, 119, 120, 121, 124, 126n1, 126n2, 139
Field, M., 13, 27, 75, 80, 87, 91, 115, 126n1
First-generation adult immigrants, 15
Flowerdew, J., v, 34, 126n1
Folse, K. S., 26, 27, 40, 95, 107, 110, 111, 112, 126n1, 126n3, 126n4
Free voluntary reading (FVR), 91
Freewriting, 88, 89
Freshman composition, 52–53
Friedrich, P., 22
Frodesen, J., 16, 20, 24n9, 27, 53, 54, 56, 57, 59, 61, 62, 65, 72n1, 143n3
Garlow, K., 5, 19, 20, 44, 55, 135, 147
General Service List, 109
Generation 1.5 students, iii, 15, 21, 24n8, 33, 54, 90
Generation 1.5 Meets College Composition (Harklau, Losey and Siegal), iii, 5, 6, 15
Goen, S., 5, 16, 18, 35, 54, 56, 57, 61, 72n1
Goldstein, L. M., 119, 126n1
Grabe, W., 36, 40, 91, 95, 111, 115, 126n1
Grading practices, classroom, 97
Grammatical competence, 27
Hamp-Lyons, L., 63, 64, 66
Hansen, J., 121, 126n1
Harklau, L., iii, 3, 5, 15, 16, 18, 19, 20, 24n1, 25, 33, 40, 54, 56, 57, 62, 70, 72n1, 90, 103
Hartman, B., 19, 20, 38, 40, 55
Hedgecock, J. S., 36, 40, 42, 48n2, 64, 75, 80, 81n, 82, 83, 87, 88, 90, 91, 92, 94, 95, 97, 105, 109, 110, 114, 115, 117, 120, 121, 126n1, 139
Higher-order concerns, focus on, 28, 93
Hinds, J., 89
Hinkel, E., 27, 40, 41, 95, 112
Hirvela, E., 87, 126n1
Holistic scoring, 63
Holten, C., 16, 17, 24n9, 53, 54, 56, 59, 62, 75, 82, 90, 93, 133, 134, 135
Horowitz, D. M., 82, 94
Hudson, T., 27, 36, 40, 87, 115, 126n1
Hyland, K., 16, 41, 83–84, 93, 95, 112, 126n1
Hyon, S., 7, 53, 54, 56, 57, 58, 59, 60, 61, 62, 73n3, 73n5, 98, 103
Idioms, 103
Ima, K., 15
Institute of International Education (IIE), 4, 12, 13
Open Doors report of, 12
Interactions
patterns of, in classroom instruction, 102–106
student-student, 106
teacher-student classroom, 103–105
teacher-student out-of-class, 105–106
International or visa students, iii, 8
academic oral skills of, 34–35
characteristics of, 13
defined, 4, 12
as elective bilinguals, 14
as "eye" learners, 30–31
identifying, 6–7
increase in, 4
motivation of, 14
oral skills of, 34
as overreaching label, xiii
post-secondary context of, 12–13
stated intent to return to home countries, 24

Labs, language/reading/writing, 122
Lane, J., 94, 126n1
Lange, E., 94, 126n1
Language knowledge, formal versus everyday, 30–33
Late-arriving "ear" learners, acquired L2 knowledge of, 33
Late-arriving immigrant students as "eye" learners, 31
Late-arriving residents, 4, 6, 7, 8, 38, 43–44
Lay, N. D. S., 16, 18, 19, 20, 40, 55, 72n2
Learners, types of, 30–33
Learning, self-directed, 111
Learning centers, 122
Leki, I., 12, 13, 16, 19, 20, 24n9, 28, 32, 33, 34, 42, 55, 57, 69, 70, 83, 87, 90, 117, 139
Leong, S., 16, 18, 19, 20, 40, 55, 72n2
Lewis, L., 53
Lexical accuracy, variety, and sophistication, teach students to review their own writing to improve, 112, 113
Linked assignments, 87
Linville, C., 70
Listening comprehension for L2 students, 102–103
Listening/speaking, 34–36
Liu, J., 121, 126n1
Locke, M., 5, 15, 19, 20, 24n9
Loewen, S., 126n3
Losey, K., iii, 3, 5, 15, 18, 19, 20, 24n1, 25, 33, 54, 56, 57, 70, 72n1, 90, 103
Lynch, T., 34, 103

Mainstream class, reassignment of students from to multilingual one, 20, 24, 52–56, 59–60
Mainstream composition courses, teachers of, 68–70, 138–139
Manson, M., 5, 19, 20, 44, 55, 135, 147
Mason, A., 34, 35, 103
Materials selection, course design and, 76, 91–93
Matsuda, A., 4, 24n2
Matsuda, P. K., 4, 8, 14, 15, 22, 24n2, 51, 53, 54, 55, 56–57, 61, 67, 68, 69, 81n, 82, 98, 126n1, 149
Index

McCarthy, M., 126n3
McKay, S. L., 5, 21
McNamara, T. F., 63
Metalinguistic awareness, 28
Michaels, Ann, 24n4
Mixed (mainstream and multilingual) classes, 98–99, 123–124
Muchisky, D., iii, 20, 32, 33, 35, 54, 55, 56, 82
Multilingual/L2 writing classes, 59–60, 67–68, 74
Murakami, M., 120
Murphy, J., v, 34, 80, 126n1
Nation, I. S. P., 26, 27, 40, 107, 111, 126n3
Nero, S., 21
Newkirk, T., 119
Niemann, T. C., 16, 18, 19, 20, 40, 55, 72n2
Olsen, L., 20
One-on-one assistance for L2 students, 120, 134
Online class discussion formats, 104–105
Oral class participation, 34–35
Ortmieier-Hooper, C., 4, 8, 14, 51, 54, 57, 103, 126n1
Paragraph-pattern approach, 81–83
Paral, R., 19, 24n3
Park, K., 15
Parsad, B., 53
Pattheay-Chavez, G. G., 119
Peer editing, 77–78
Peer feedback, 121
Peer tutoring, 122, 136
Pezone, S., 119
Phrasal verbs, 107
Pienemann, M., 17
Placement
decision making and, 61–62
identification of L2 students and, 57–59
inclusion requirement for examination, 58
mechanisms and, 59–60
student choice and, 60–61
Plagiarism, 126n4
Pope, J., 48n1
Portfolios, 64
Pre-service and in-service training, 69, 138–139
Purves, A., 63
Rabie, Brigitte, 100n2
Rafoth, B., 123
Raines, A., 19, 81n, 82, 99
Ramanathan, V., 55, 61, 138
Reading, 36–37, 91–92
Reading Matrix journal, 5
Register differences, 108–109
Reid, J., 12, 13, 16, 31–32, 34, 35, 36, 41, 43, 44, 45, 46, 57, 59, 77, 82, 87, 90, 95, 112, 113, 117, 118, 119, 120, 121, 126n1
Reynolds, D., 41
Rhetoric in composition teaching, 32
Rinnert, C., 40
Robb, T., 38, 120
Roberge, M. M., 5, 7–8, 15, 16, 18, 19, 20, 21, 33, 40, 46, 55, 57, 82, 143n3, 143n4
Roberts, B. J., 32, 40, 95, 120
Rodby, J., 16
Ross, S., 120
Rowekamp, J., 5, 16, 19, 32, 33, 40
Roy, A., 53
Rumbaut, R. G., 15
Sasser, L., 5, 19, 20, 44, 55, 135, 147
Scarcella, R. C., 11, 24n9, 26, 27, 28, 29, 32, 40, 101, 103, 104, 107, 126n1
Schachter, J. L., 95
Schleppegrell, M. J., 95, 126n3
Schmida, M., 20, 21, 54, 57, 72n1, 103
Schmitt, N., 126n3
Schrag, P., 19, 20, 24n10
Schuemann, C. M., 112
Schwartz, G. G., 3, 16
Second language acquisition, 32
Second language assessment
alternative options, 64
skills on, 64
Second language higher education, history of, 3–6
Second language reading and writing, major approaches in, 81
Second language specialists, 138
Second language student assessment, types of, 62–63
Second language student audiences
academic language and literacy and different, 25–46
defining, 3–22, 75–99, 101–124
research on diverse, 139–141
serving diverse, 129–141
Second language students
identification of, 57–59
listening comprehension for, 102–103
outsourcing to separate language development programs, 55
problems in speaking up, 103
problems of, in interacting with instructor and class, 103
Second language writing Special Interest Group (SIG), in Conference on College Composition and Communication (CCCC), 147
Segade, G., 57, 70–71, 134
Self-directed learning, 11
Self-editing skills, 94
Self-editing strategies, 113
Seymour, S., 16, 27, 36, 40, 87, 91, 92, 95, 110, 111, 112, 114, 115, 126n1
Shakespeare, W., 88
Sheen, Y., 120, 126n3
Shin, H. B., 3
Shortreed, I., 120
Siegal, M., iii, 3, 5, 15, 18, 19, 20, 24n1, 25, 33, 54, 56, 57, 70, 72n1, 90, 103
Silva, T., 27, 32, 33, 41, 53, 54, 61, 62, 63, 64, 72n2, 82, 83, 95, 98, 112
Singhal, M., 5, 20, 26, 27, 29
Slager, W., 24n2
Slang, 103
Spack, R., 38, 40, 87, 88, 91, 114
Specific language instruction, course design and, 76, 93–96
Standards-based secondary education, 126n5
Starna, N., 16, 24n9, 27, 53, 54, 56, 57, 59, 61, 62, 65, 72n1
Stegemoller, J., 16
Stoller, F., 36, 40, 91, 95, 111, 115, 126n1
Student audiences, balancing needs, 51–71, 84–86
Student choice, placement and, 60–61
Student demographics, shift in, iii–iv, 5
Student identification and placement, 136–137
Students’ language backgrounds, studying, 59, 74
Support services, 133–134, 136
Swain, M., 11, 26
Swales, J., 82
Swanson, D., 5, 16, 18, 35, 54, 56, 57, 61, 72n1
Syntactic knowledge, development of, 95
Tade, C., 119
Tagg, T., v, 34, 35, 103, 104, 126n2
Takashima, H., 120
Tangren, N., iii, 20, 32, 33, 35, 54, 55, 56, 82
Tarone, E., 19, 20, 38, 40, 55
Teachers
of courses in disciplines, 70–71
of mainstream composition courses, 68–70
of multilingual/L2 writing classes, 67–68
preparation of, 66–67, 137–139
Teachers of English to Speakers of Other Languages (TESOL), interest group in second language writing in, 143n6
Teachers of English to Speakers of Other Languages (TESOL), Master’s courses in, 83
Teachers of English to Speakers of Other Languages (TESOL)-trained, compared to composition-trained, 67, 71
Teacher-student classroom interactions, 103–105
Teaching second language writing, historical approaches to, 82–83
Teaching strategies for word analysis in academic reading, 109–110
Terrell, T., 30n, 32
Tien, S., 16, 18, 19, 20, 40, 55, 72n2
Timed writing, 63, 64, 88, 97
Tinti, S., 119
TOEFL® (Test of English as a Foreign Language), 13
Index

Word lists, using, to explain register differences, 108–109
Writing Across the Curriculum (WAC) specialists, iv
Writing and learning centers, 122, 136
Writing Proficiency Examination (WPE), 58–59
Writing Proficiency Examination (WPE) prompt, 89–90
Writing skills
for early–arriving resident students, 44–46
for international students, 41–43
for late–arriving resident students, 43–44
Written corrective feedback (WCF), 120
Wurr, A., 3, 55, 57, 62, 68

Yi, Y., 16
Young, S., 120

Zamel, V., 67, 82, 93, 94
Zhang, S., 121

Truscott, J., 93, 95
Tupper, Cara, 24n4
Twain, Mark, 88

Valdés, G., 8, 10–11, 12, 15, 27, 32, 33, 43, 59, 61, 62, 65, 72n1, 77
Valeri-Gold, M., 55, 61
vanDommelen, D., 5, 16, 18, 35, 54, 56, 57, 61, 72n1
Vocabulary development, 32–33, 95, 107–113
Vocabulary study, 31

Wald, M., 17, 24n9, 70, 134, 143n3
Walsh, L., 16, 27, 36, 40, 87, 91, 92, 95, 110, 111, 112, 114, 115, 126n1
Weigle, S. C., 63, 64, 66
WID/WAC programs, 71
Williams, J., 126n3
Wolfe-Quintero, K., 57, 70–71, 134
Wong, S. C., 5, 21
Word analysis, teaching strategies for, in academic reading, 109–110