CONTENTS

PART 1: Foundations 1

Chapter 1: Defining L2 Student Audiences 3
History of Second Language Higher Education: Teaching and Research 3
Different Student Audiences: Three Stories 6
Defining the Audiences 9
   A Conceptual Framework 9
   International Students 12
   Dividing Late-Arriving and Early-Arriving Resident L2 Students 14
   Late-Arriving Resident Students 17
   Early-Arriving Resident Students 19
Questions for Reflection and Discussion 23
Chapter Endnotes 24

Chapter 2: Academic Language and Literacy and the Different L2 Student Audiences 25
Academic Language: An Overview 26
   Linguistic Dimension 26
   Cognitive Dimension 28
   Sociocultural/Psychological Dimension 29
   Academic Language: Summary 29
The Three L2 Student Audiences and Academic Language/Literacy Skills 29
   Formal vs. Everyday Language Knowledge: “Eye” Learners 30
   Formal vs. Everyday Language Knowledge: “Ear” Learners 31
   Distinctions among “Ear” Learners 33
   Specific Language Skills: Listening/Speaking 34
   Specific Language Skills: Reading 36
   Specific Language Skills: Writing 38
   Second Language Writers: Generalizations from Previous Research 39
   Writing Issues across the Three L2 Student Audiences 41
Questions for Reflection and Discussion 47
Chapter Endnotes 48
PART 2: Implications

Chapter 3: Different Student Audiences and Programmatic Issues 51
Curriculum and Placement 52
  Curricular Questions: ESL or Mainstream Courses? 52
  Curricular Questions: Which ESL Course? 56
  Placement Issues: Identification of L2 Students 57
  Placement Issues: Mechanisms 59
  Placement Issues: Student Choice 60
  Placement Issues: Who Decides? 61
Assessment 62
  What Type(s) of Assessments? 62
  What Skills Are Assessed? 64
  Alternative Assessment Options 64
  Who Should Score L2 Student Writing? 65
  Assessment: Summary 66
Teacher Preparation 66
  Teachers of Multilingual/L2 Writing Classes 67
  Teachers of Mainstream Composition Courses 68
  Teachers of Courses in the Disciplines 70
Questions for Reflection and Discussion 72
Chapter Endnotes 72
Appendix: Sample Student Questionnaire 74

Chapter 4: Different L2 Audiences and Course Design Options 75
Topics and Initial Assumptions 75
Needs Analysis 76
Goal-Setting 80
  Historical Approaches to Teaching L2 Writing 82
  General Characteristics of L2 Student Writers 83
  Course Goals for the Different L2 Audiences 84
  Balancing the Needs of Different Student Audiences 84
Tasks and Topics 86
  Tasks 87
  Topics 88
Materials Selection 91
  Extensive Reading 91
  Textbooks, Handbooks, and Other Materials 92
Specific Language Instruction 93
  Treatment of Error 94
  Academic Language Development 95
Classroom Assessment and Grading Practices
Considerations for “Mixed” (Mainstream and Multilingual) Classes
Specific Considerations for International Students
Questions for Reflection and Discussion
Chapter Endnotes

Chapter 5: Different L2 Audiences and Considerations for Classroom Instruction
Interaction Patterns
   Overview of Issues
   Teacher-Student Classroom Interactions
   Teacher-Student Out-of-Class Interactions
   Student-Student Interactions
Academic Language Development
   Vocabulary Knowledge
Developing Reading and Writing Strategies and Processes
Feedback
   Feedback Purposes
   Content and Form of Feedback
   Feedback Delivery Methods
Additional Support
Considerations for “Mixed” (Mainstream and Multilingual) Classes
Questions for Reflection and Discussion
Chapter Endnotes

PART 3: Applications

Chapter 6: Serving Diverse L2 Student Audiences: Where Do We Go from Here?
Students’ Own Voices
Current Models
   Innovative Course Options
   Support Services
   Faculty Collaboration
Going Forward: Guiding Principles and Recommendations
   Course Options
   Support Services
   Student Identification and Placement
   Assessment
   Teacher Preparation
<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Further Research on Diverse L2 Student Audiences</td>
<td>139</td>
</tr>
<tr>
<td>Questions for Reflection and Discussion</td>
<td>142</td>
</tr>
<tr>
<td>Chapter Endnotes</td>
<td>143</td>
</tr>
<tr>
<td>Appendix: Survey Questions</td>
<td>144</td>
</tr>
<tr>
<td><strong>Postscript: A Plea for Greater Collaboration among Writing Professionals</strong></td>
<td></td>
</tr>
<tr>
<td>Postscript Endnote</td>
<td>149</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>150</td>
</tr>
<tr>
<td><strong>Index</strong></td>
<td>163</td>
</tr>
</tbody>
</table>