

Index

- academic texts: reading difficulties with, 162–163
- Academic Word List, 70, 77n, 163, 170–171, 186, 190n
- academic writing: differences in, 162, 179–180; expectations of students, 14–15, 123–125, 127; hedging, 181, 182–183; jargon, 162; passive voice, 163–164, 181, 182; persuasion markers, 181, 183; syntactic structures and, 180–184; teaching, 69–70, 160; use of nouns and verbs, 181–182.
- Aebersold, J., 167
- Anderson, N.J., 17
- appropriation of student writing, 81, 97
- Baker, W., 17, 23, 42, 43
- Bates, L., 14, 32, 35, 40, 110
- Bennett, G., 184, 186, 187, 190
- Biber, D., 70, 180–182, 185
- Bitchener, J., 17, 28, 30, 40, 87
- Brannon, L., 81, 113
- Brown, D., 104, 105
- Brown, H.D., 32, 86
- Bunting, J., 73, 179, 190
- burnout, teacher, 108–110
- Byrd, P., 68, 70, 73, 179, 190
- Cambridge Academic Content Dictionary*, 185
- Cambridge Dictionary of American English* (Cassidy, C-J), 185
- Carter, R., 185, 186
- CCCC (Conference on College Composition and Communication), 60
- Chandler, J., 28, 39, 54
- Chaney, S.J., 36, 83
- children of resident immigrants. *See* Generation 1.5 student writers
- citations, as related to vocabulary and writing, 173
- classroom activities: corpus linguistics and, 185–187; editing and, 128–129, 134, 135, 139, 140; grammar instruction and, 142–145, 153–159, 195; peer review and, 135f, 148–150; reading and, 165–167; verbs, 134, 135, 142–143, 153–155; word choice errors and, 143–144, 156–159
- coding of errors, 97, 99–105. *See also* computer-assisted error marking
- Cohen, A., 22, 23, 24, 42, 43
- collocations, 172
- color-coded error marking, 104, 105
- Compleat Lexical Tutor*, 163, 186
- computer-assisted error marking, 103–107, 121n. *See also* error coding
- Conference on College Composition and Communication (CCCC), 60
- Connor, U., 68
- Conrad, S., 38, 70, 73, 176, 181, 182, 183, 184, 186, 190
- contrastive approach to language acquisition, 68
- Corder, S.P., 1–2
- corpus linguistics: classroom activities, 185–187; electronic text analysis, 186–187; student resources, 185–186; teacher resources, 185, 191n; text-books, 186; use of, 69–70, 77n

- corrective feedback. *See* error correction
- Coxhead, A., 68, 70, 73, 167, 170, 174, 185, 190
- Crusan, D., 106–107, 113
- dictionaries, student, 185–186
- difficulty levels, vocabulary, 162
- direct feedback, 31–34, 49, 51, 93–97, 98
- ear learners, 5, 37, 84
- editing: awareness of error patterns, 130, 131, 133; as a classroom activity, 128–129, 134, 135, 139, 140; importance of, 123–125, 127–129, 195; peer review, 147–150; principles of, 130–131, 132; student attitudes toward, 123–125, 130–131; in timed situations, 138, 141; and vocabulary analysis, 177–178
- Ellis, R., 12, 30, 31, 54, 87
- employer attitudes about student language abilities, 14–15, 123–125
- error: definition, 3; evaluation of, 2–3; differences in students', 82–87; local, 35–36, 87–88; as part of language development, 1–2; treatable, 36–37; types of, 36–37, 80–82, 83, 88–91; untreatable, 36–37
- error charts, 40–41, 51, 130, 133, 136–137
- error coding, 97, 99–105. *See also* computer-assisted error marking
- error correction: adequacy of feedback, 20, 22–24, 50, 55n; balance in, 67–69; benefits of, 12–15; criteria for, 81–87; effective methods not used, 59–60; examples of, 114–120; historic practices, 7–9; and L2 acquisition, 9–10, 86–87; and language differences, 83–85; long-term effects of, 12–15, 26–29, 108; methods of, 17n, 18n, 29–36, 38–41, 79–81, 87–97, 98, 100–102, 110–112; opposition to, 11, 42, 57–58, 61–62, 78; prioritizing in, 87–91; revising and, 24–29; research on, 12–15, 26–29; timing of, 38–39, 91–93; variables in, 22–24, 50, 55n
- Eskey, D.E., 8–9, 152
- essay writing, time management and, 138–139, 140, 141
- Evans, N., 14, 17, 31, 54, 79, 92
- extensive reading, 167–168
- eye learners, 5, 83–84
- Fathman, A., 26, 92
- feedback, 30–31, 51; *see also* direct feedback; error correction; indirect feedback
- Ferris, D.R., 6, 7, 8, 11, 12, 14, 17, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40, 41, 42, 43, 44, 45, 47, 48, 49, 50, 54, 58–59, 60, 70, 73, 79, 81, 82, 83, 85, 89, 92, 94, 99, 100, 102, 105, 108, 109, 110, 113, 123, 128, 129, 130, 133, 136, 142, 147, 152, 161, 167, 174, 179, 184, 186, 190
- focused feedback, 30–31, 51
- Folse, K.S., 73, 100, 146, 167, 168, 170–173, 174–175, 190
- Frantzen, D., 25, 26, 32, 33, 39, 40, 42
- Frodesen, J., 32, 40, 141, 152
- Generation 1.5 student writers, 3–7, 18n, 37, 84
- genre analysis, 68
- global errors, 35–36, 87–88
- grading criteria, university, 126
- graduation requirements for writing, 125–127, 138
- grammar instruction: as a classroom activity, 142–145, 153–159, 195; components of, 141–142;

- lesson plans, 65–67; research on, 39–40; self-study resources for, 146–147; student need for, 43, 51; teacher knowledge of, 57–58, 62–64, 70–72; text selection and, 144–145
- Harklau, L., 3–4, 6, 82
- Hartshorn, J.K., 14, 17, 31, 54, 79, 92
- Hedgcock, J.S., 7, 32, 38, 42, 43, 45, 47, 105, 109, 110, 129, 133, 161, 167, 186, 190
- hedging, 181, 182–183
- Hendrickson, J.M., 35, 36, 54, 133
- Hirvela, A., 161, 167
- Holten, C., 40, 141, 152
- Hsu, A.Y-P., 11, 12, 26
- Hyland, K., 181, 182–183, 183, 190
- indirect feedback, 31–34, 49, 51, 93–97
- intensive reading, 167
- international student writers, 4–5, 83–84
- jargon in academic writing, 162
- Johns, A.M., 7, 10, 15, 68, 73, 124
- Kaplan, R.B., 68
- Knoblauch, C.H., 81, 113
- Knoch, U., 17, 28, 30, 40, 87
- Krashen, S.D., 42, 61, 68, 78, 130, 161
- labels, error, 101–102, 103. *See also* error coding
- LaLande, J.F., II, 28, 32, 33, 39, 40, 41, 54, 94, 133
- Lane, J., 14, 32, 35, 40, 100, 110, 133, 146
- Lange, E., 14, 32, 35, 40, 100, 110, 133, 146
- language acquisition: contrastive approach, 68; ear learners and, 5, 37, 84; and errors, 86–87; eye learners and, 5, 83–84; factors in, 9–10; long-term strategies for, 167; process approach, ix, 8–10, 68, 78; teacher knowledge of, 67–68; and writing style development, 137
- learning styles differences, 4–7, 37, 83–84
- Lefkowitz, N., 42, 43, 45, 47, 129
- Leki, I., 9, 10, 17, 34, 42, 43, 44, 45, 94
- lesson plans, 65–67, 74–76
- Liu, H., 24, 59, 60
- Longman Dictionary of Contemporary English*, 185
- Losey, K., 3–4, 82
- Lunsford, A.A., 11, 22, 59, 62, 82, 113
- Lunsford, K.J., 22, 59, 62, 82, 113
- McCarthy, M., 185, 186
- metalinguistic information, 100, 103, 121n
- methodology in research. *See* research methodology issues
- Montgomery, J.L., 17, 23, 42, 43
- Nation, I.S.P., 170, 185
- Nelson, G.L., 10
- nouns: in academic writing, 101, 102, 181–182
- one-on-one conferences, 38, 51, 104–105
- paraphrasing, 173
- passive voice in writing, 163–164, 181, 182
- peer review: classroom activities, 135, 148–150; research on, 38; value of, 147–148
- persuasion markers, 181, 183
- plagiarism, 173
- Polio, C., 12, 39, 40, 97, 113
- process approach to language acquisition, ix, 8–10, 68, 78
- Rabie, B., 24, 59, 60, 73
- Raimes, A., 7, 100, 146

- reading: academic texts, 162–163;
benefits of, 161, 167–169;
classroom activities for, 165–
167; language analysis benefits
of, 166–167; readability levels,
164; syntactic structures and,
163–164; text selection and,
161–165
- Reid, J., 4–5, 17, 32, 47, 81, 83, 91,
97, 108, 110, 113, 129, 152,
179–180, 187
- Rennie, C., 42, 45, 129
- Reppen, R., 184, 186, 187, 190
- research methodology issues, 47,
52; contextual, 48–49, 52;
control groups, 26–29; feed-
back method, 49; longitudinal
studies, 48–49, 52
- resident immigrant student writers,
4–5, 84
- Rissel, D., 25, 26, 40
- Robb, T., 32, 34, 45
- Robbins, M., 22, 23, 54
- Roberge, M.M., 6, 17, 82
- Roberts, B.J., 25, 30, 32, 34, 36, 41,
42, 45, 54, 85, 94, 99, 128, 129,
130, 136, 142
- Ross, S., 32, 34, 45
- Sachs, R., 12, 97, 113
- Scarcella, R.C., 11, 15, 96, 124
- Schmitt, D., 186
- Schmitt, N., 185, 186
- Schumann, C., 168, 173, 181, 190
- self-editing. *See* editing
- Seymour, S., 161, 167
- Sheen, Y., 30, 40, 54, 87, 113
- Shortreed, L., 32, 34, 45
- Siegal, M., 3–4, 6, 82
- Silva, T., 7, 9, 10
- Sommers, N., 68, 81, 92
- Straub, R., 44, 81, 102
- students: 14–15, 123–125, 127; atti-
tudes toward errors, 130–131;
backgrounds of, 3–7, 85; and
editing, 123–125, 130–131;
employer attitudes toward,
14–15, 123–125; language
proficiency of, 86–87; learning
styles differences of, 4–7, 37,
83–84; peer review and, 38,
147–150; reaction to feedback,
13–14, 24–26, 42–46, 49–52,
81, 102, 104, 108, 127–129;
resources for, 146–147,
185–186; teacher conferences
with, 38, 51, 104–105; tracking
progress of, 133
- Swales, J., 44, 68
- syllabus development, 193–194
- syntactic structures in texts,
163–164
- Tardy, C.M., 68
- teacher education: creating lesson
plans, 65–67, 193–196; error
correction, 64–65; grammar
knowledge of, 57–58, 62–64;
principles of language acqui-
sition, 67–70; preparing for
L2 instruction, 60–61, 70–72,
74–76, 77n
- teachers: appropriation of student
writing and, 81, 97; burnout
avoidance, 108–110; error cor-
rection views, 13–14, 61–62;
lacking error feedback tech-
niques, 57–60; lesson plans,
65–67, 74–76; resources for,
121n, 185, 191n; strategies
for feedback, 109–112; syl-
labus development, 193–194;
variables in error correction,
22–24, 50, 55n. *See also*
teacher education
- text analysis, electronic, 163, 178,
186–187
- text selection for reading, 161–165,
193
- TextSTAT, 187
- Truscott, J., 11, 12, 13, 17, 24,
26, 27, 29, 35, 36, 42, 43, 49,
57–58, 61, 78, 82, 108, 112,
122, 130

-
- University Word List, 170
- verbs: in academic writing,
100–101, 102, 181–182;
classroom activities for, 134,
135, 142–143, 153–155
- vocabulary development, 162–
163, 170–178, 195. *See also*
Academic Word List
- Vocabulary Myths* (Folse), 170
- Walsh, L, 161, 167
- Warschauer, M., 113
- Whalley, E., 26, 92
- Williams, J.M., 2, 17, 58
- word choice errors: classroom
activities, 143–144, 156–159
- writing, teaching of: academic
writing, 69–70, 160; alterna-
tive methods of correction,
38–41; changes in, 7–12; and
correction at different stages of
writing, 38–39, 56n; error cor-
rection benefits, 12–15, 24–29;
grading criteria, 126f; and L2
acquisition, 9–10; syllabus
development and, 193–194;
vocabulary learning and,
170–173
- Xue, G., 170
- Zamel, V., 22, 42, 61, 68, 78, 92, 113
- Zhang, S., 9, 10, 152