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Teachers May Have Philosophical Objections to Error Treatment

Preparing Teachers for Error Treatment: Five Principles

1. Teachers of L2 writers need to study aspects of grammar that are particularly problematic for non-native speakers of English.
2. Teachers of L2 writers need practice in recognizing and identifying errors in student writing.
3. Teachers of L2 writers need practice in developing lessons and teaching grammar points and editing strategies to their writing students.
4. Teachers of L2 writers need to understand the principles of second language acquisition and of composition theory.
5. Teachers of L2 writers should become familiar with language structures needed for different task types and academic disciplines.

Concluding Thoughts

Questions for Discussion and Application

Further Reading

Appendix 3.1

Chapter 3 Notes

Chapter 4: Responding to Student Errors: Issues and Strategies

Choosing Which Errors to Mark

Comprehensive versus Selective Error Correction

Errors versus Style

Criteria for Selective Error Feedback

Consider Errors Common to L2 Writers

Recognize That Different Students May Make Distinct Types of Errors

Students’ English Language Learning Backgrounds

The Influence of Specific L1s

Differences in L2 Proficiency

Decide How to Prioritize Feedback for Individual Students

1. Global versus Local Errors
2. Frequent Errors
3. Structures Discussed in Class
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