

Five Resources on Responding to Written Work from
English Language Learners: An Annotated Bibliography

Abasi, Ali R.; Nahal Akbari; Barbara Graves. Discourse Appropriation, Construction of Identities, and the Complex Issue of Plagiarism: ESL Students Writing in Graduate School. *Journal of Second Language Writing* 15.2 (2006):102-117.

Using as case studies, five graduate students – two MA students in a Second Language Education program, a PhD student in Counseling, a PhD student in Educational Administration, and a PhD student in Education – the authors examine how graduate students who are English language learners make choices about adopting specific discourse when writing, how they find their voices in source-based writing, and how choices of assumption and voice relate to a student's academic identities. After examining the participants' writing, the authors discovered that the less experienced graduate students tended to plagiarize more; the authors tied this practice to the students' educational histories and assumptions about their roles as writers. The authors also found that the less experienced graduate students were not cognizant of the textual choices they made as rhetorical, and were also less aware of these decisions as modes to create identity in writing; however, the more experienced graduate student writers were much more likely to be making clear rhetorical and identity choices.

This text would be most useful to those teaching graduate students struggling to make the transition to writing original research or scholarship.

Andrade, Maureen Snow and Norman W. Evans. *Principles and Practices for Response in Second Language Writing: Developing Self-Regulated Learners*. Routledge, 2013.

Through applying a theory of self-regulated learning, this book presents a structure intended to guide teachers' responses to the written work of English language learners at all stages of the writing process. The book focuses on six dimensions of self-regulated learning — motive, methods of learning, time, physical environment, social environment, and performance. Each chapter offers practical activities and suggestions for implementing the principles and guidelines outlined in the book, including tools and materials intended for immediate instructor use. The authors suggest that, by using self-regulated learning strategies, students can increase their independence from the teacher, improve their writing skills, and continue to make progress once the course ends.

This text's focus on self-regulated learning makes it unique among texts on writing by English language learners.

Ferris, Dana and John S. Hedgcock. *Teaching L2 Composition: Purpose, Process, and Practice*. Routledge, 2014.

This text is designed to assist instructors in understanding the task of writing, English language learners as writers, different pedagogical models used in current composition teaching, and reading–writing connections. It is fairly comprehensive, balancing theory and practical strategies. 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 the topics in the book are firmly grounded in relevant research, it also offers an array of hands-on, practical examples, materials, and tasks that instructors can use to help develop the complex skills involved in teaching writing to English language learners.

The accessible synthesis of theory and research enables readers outside of the discipline to see the relevance of the field’s knowledge base to their own present or future classroom settings and student writers. Especially helpful to instructors across disciplines is the chapter, "Response to Student Writing: Issues and Options for Giving and Facilitating Feedback."

Kang, E., & Han, Z. The Efficacy of Written Corrective Feedback in Improving L2 Written Accuracy: A Meta-Analysis. *The Modern Language Journal*, 99.1 (2015): 1–18.

Looking at existing empirical research, including 21 primary studies, the authors of this article use a meta-analytic approach to examine whether written corrective feedback helps to improve the grammatical accuracy of writing by English language learners and to explore which influences might diminish its efficacy. The results of their study indicate that written corrective feedback can lead to greater grammatical accuracy, but its effectiveness is dependent upon several variables. The type and amount of written corrective feedback should be scaffolded to match the learners’ starting proficiency. Additionally, the study found that the genre of the writing task also affected the efficacy of the feedback; written corrective feedback on genres of writing that were perceived to be personal or free-writing, such as journaling, had less effect on later correctness than written corrective feedback on genres that were seen as more formal, such as essays or term papers.

This article is a helpful synthesis of a number of studies on written corrective feedback resulting in reliable data on when and how written corrective feedback can be used with greatest positive effect.

Reid, Joy M. “Responding to and Evaluating Student Writing.” *Essentials of Teaching Academic Writing: English for Academic Success*. Thompson/Heinle, 2006. pp. 97-150.

Written with a primary audience of instructors learning to teach English for academic purposes, this brief and concise text gives many practical strategies to assist English language learners with the transition from proficiency in conversational and informal English to proficiency in academic English. Focusing on the section devoted to responding to student writing, a reader will find a wealth of example exercises for how to give effective feedback to students, suggestions for approaches to various roles as responder, as well as detailed descriptions of how to elicit student responsibility for learning. Pages 101-6 focus on exercises for peer feedback as well.

The textbook layout and direct approach make this an extremely accessible and immediately useful text for instructors in any discipline looking to develop their relationship to providing feedback on written texts.