



Response To Student Writing: Implications for Second Language Students

Dana R. Ferris

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This volume synthesizes and critically analyzes the literature on response to the writing of second language students, and discusses the implications of the research for teaching practice in the areas of written and oral teacher commentary on student writing, error correction, and facilitation of peer response.

The book features numerous examples of student texts and teacher commentary, as well as figures and appendices that summarize research findings and present sample lessons and other teaching materials. It is thus simultaneously comprehensive in its approach to the existing research and highly practical in showing current and future teachers how this material applies to their everyday endeavors of responding to student writing and teaching composition classes.

Response to student writing--whether it takes the form of teachers' written feedback on content, error correction, teacher-student conferences, or peer response--is an extremely important component of teaching second language writing. Probably no single activity takes more teacher time and energy. *Response to Student Writing* is a valuable theoretical and practical resource for those involved in this crucial work, including L2 composition researchers, in-service and preservice teachers of ESOL/EFL writers, and teacher educators preparing graduate students for the teaching of writing.

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