

Introduction

Teachers' and researchers' views of the importance of grammar instruction, error correction, and written accuracy have undergone several changes with the paradigm shift from product- to process-oriented approach. The product-oriented approach began from the early 20th century into the 1960s with its emphasis on paragraph models, grammar and usage rules, and vocabulary development, and then focused largely on the logical construction and arrangement of discourse forms. Writing for L2 (second language) students was, until the 1970s, primarily perceived as language practice, designed to help students manipulate grammatical forms or utilize newly learned vocabulary items (Ferris & Hedgcock, 1998; Johns, 1990; Raimes, 1991; Silva, 1990). The influence of behavioral psychology and structural linguistics on L2 teaching drew a great deal of attention from teachers to students' accuracy or lack thereof, constantly correcting all errors so that no bad habits would form. In addition, teachers carefully taught students grammatical forms and rules assumed to be problematic because of contrasts with students' native languages. Thus, grammar instruction and error correction were the major components of writing instruction in L2 classes.

Since the early 1980s, the shift from finished product to process in writing instruction has provided insight into the behaviors, strategies, and difficulties of writers and has made the composing process become the central focus in both English L1 and L2 writing. Rather than emphasizing correct forms for essays, paragraphs, and sentences, teachers and students were encouraged to focus on discovering ideas, drafting, revising, working collaboratively, and sharing successes. For process-approach advocates, attention to grammar was left to the end of the process (or the "editing" phase). Generally, it was assumed that if students were engaged in writing about topics they had chosen themselves and were empowered to make decisions about the shaping and polishing of their own texts, final products would improve as a natural consequence of a more enlightened process. Since both teachers and students found it more stimulating and less tedious

to focus on ideas than on accuracy, composition instruction entered a period of benign neglect of errors and grammar teaching. As process pedagogy entered L2 writing classes, some researchers began to express concerns about the neglect of accuracy issues and its effects on ESL (English as a second language) writers. They believed that students' accuracy will not magically improve all by itself, and pointed out the limitations of the process-oriented approach for teaching ESL writers to function in real academic settings.

The advent of the process-oriented approach in L1 and L2 writing instruction in the 1970s and 1980s led to a decreased focus on student error. Since then, a number of researchers have questioned the appropriateness of this trend. A review of the L2 writing research on the effects of error correction and/or editing instruction on student revision and improvement in accuracy has shown contradictory findings. Truscott (1996) and Polio, Fleck, and Leder (1998) have found little evidence that error correction helps students improve their accuracy over the long term and that if students do show improvement, this may possibly be attributed to other factors such as additional writing practice and exposure to the L2. However, as noted by a number of researchers, students value teacher feedback on their errors and think that it helps them to improve their writing (Cohen, 1987; Cohen & Cavalcanti, 1990; Ferris, 1995b; Ferris *et al.*, 2000; Ferris & Roberts, 2001; Leki, 1991; Radecki & Swales, 1988).

Previous studies have concentrated on either grammar instruction or error correction. The present study reports the results of classroom-based research seeking to determine the influence of the two aspects of conscious grammar exposure on written accuracy in an EFL (English as a foreign language) writing class. This research is part of a longitudinal study of 16 Taiwanese university students learning to compose academic essays in English, with the goal of finding out the viability of integrating the relative merits of the product-, process-, and genre-oriented approaches in the teaching of writing in an EFL classroom. By longitudinally recording the types of errors each student made while writing about

ten topics of five school-based genres, this study aims to investigate whether students who received grammar instruction and error correction improved in written accuracy over time, and whether certain types of errors were easier to treat by means of grammar instruction and error correction than others.

Review of Literature

Grammar Instruction

Grammar instruction in ESL/EFL classrooms can take many forms and be carried out with various approaches within different curricular and methodological frameworks. The grammar-translation approach is still being used in a number of countries as the primary method of English instruction. This is particularly true for many EFL classrooms, where English is learned mainly through translation into the native language and memorization of grammar rules and vocabulary. The audio-lingual and direct approaches, beginning during and after the Second World War, were a reaction to the grammar-translation methodology, which produced learners who could not use the language communicatively even though they had considerable knowledge of grammar rules. With the development of Chomskian theories of Universal Grammar and syntax in the 1950s and 1960s, explicit grammar instruction received renewed emphasis. Grammar teaching and classroom curricula were designed to build on what learners already knew, giving them opportunities to construct new meanings and emphasizing deductive learning.

In the 1970s, particularly in California, a new type of pedagogy, often referred to as communicative language teaching, arose in response to the greatly increased number of ESL learners, who outnumbered native English speakers in some school districts. Many of these learners knew grammar rules but could not use the target language communicatively, and others urgently needed immediate survival competency in English. The related humanist approaches were also developed in the late 1970s and 1980s as communicative activities designed to give learners positive feelings toward the instructional process so that language acquisition was facilitated. Used primarily with basic learners, these communicative and

humanistic approaches gave no formal grammar instruction but rather presented quantities of meaning-focused input containing target forms and vocabulary. The assumption was that the learners would acquire the forms and vocabulary naturally, during the process of comprehending and responding to the input, similar to a way a child learns the first language (cf. Krashen & Terrell, 1983).

Communicative syllabuses are suggested to be equally inadequate because of their neglect of grammar instruction. They tended to produce fossilization and classroom pidgins (Skehan, 1996), and lower levels of accuracy than would be the case under formal instruction. This consideration has received support from a review of research comparing instructed with uninstructed language learning, finding significant advantages for instruction in terms of the learners' rate of learning and level of achievement (Long, 1988). Considerable research followed on methods for integrating grammar instruction with communicative language learning in such a way that learners are able to recognize the properties of target structures in context and develop accuracy in their use (Doughty & Williams, 1998; Fotos & Ellis, 1991).

Many teachers and researchers currently regard grammar instruction as *consciousness raising* (Schmidt, 1990, 1993; Sharwood Smith, 1981, 1993; Skehan, 1998) in the sense that awareness of a particular feature is developed by instruction even if the learners cannot use the feature at once. Such awareness is produced not only by instruction on specific forms but may also result from *input enhancement*, that is, operations performed on meaning-focused input in such a way that the target features stand out to the learner (Sharwood Smith, 1993). Other researchers, such as Fotos and Ellis (1991), note that instructed grammar learning of L2 grammar can also serve as communicative input, based on which learners can internalize grammar rules. This is seen as especially important for the EFL situation, in which communicative exposure to the target language is usually lacking. They also point out that knowledge of grammatical structures developed through formal instruction can make these structures more relevant and applicable for learners and,

thus, easier to internalize.

Error Correction

As has been discussed above, there is disagreement and even controversy among L2 writing specialists and SLA theorists as to the effects of formal grammar instruction on the accuracy of student writing. Similar contradictions also appear in research on error correction. As Ferris (2003) points out, there was considerable research done on the issue of error feedback in L2 writing classes between 1976 and 1986; however, few published studies on this topic can be found from 1986 to 1996, òdue to the prominence of the process-writing paradigm in ESL writing classes at the time with its consequent de-emphasizing of sentence-level accuracy issuesö (p. 42). Some of the studies conducted within the two decades showed no effect for error correction on student accuracy because the feedback given by teachers was incomplete, idiosyncratic, erratic, and inaccurate (Cohen & Cavalcanti, 1990; Cohen & Robbins, 1976; Truscott, 1996; Zamel, 1985). Cohen (1987) and Truscott (1996) examined how students dealt with teacher feedback and found that students did not pay much attention to it, either for revision or for future writing projects. Nevertheless, some studies looked at the influence of error feedback on student revision and concluded that student writers were generally successful in producing more accurate revisions in response to error feedback (Fathman & Whalley, 1990; Frantzen & Rissell, 1987; Ferris, 1997; Ferris *et al.*, 2000; Ferris & Roberts, 2001). The studies that measured student progress in written accuracy were rather consistent in showing that students who received error feedback reduced their overall ratios of errors over time (Chandler, 2000; Ferris, 1995b, 1997; Ferris *et al.*, 2000; Frantzen, 1995; Kepner, 1991; Lalande 1982; Polio, Fleck, & Leder, 1998; Robb, Ross, & Shortreed, 1986; Sheppard, 1992).

Despite the debate about the effects of teacher error correction on the accuracy of student writing, many teachers and researchers appear to act on the presumption that error correction is helpful to students and focus instead on trying to identify the most effective mechanisms and strategies for giving error feedback. The most

important dichotomy discussed in the literature is between direct and indirect feedback (Bates, Lane, & Lange, 1993; Ferris, 1995a, 1995c; Ferris & Hedgcock, 1998; Hendrickson, 1978, 1980; Lalande, 1982). When an instructor provides the correct linguistic form for students, this is referred to as direct feedback. Indirect feedback, on the other hand, occurs when the teacher indicates that an error has been made but leaves it to the student writer to solve the problem and correct the error. Results obtained from experimental studies show that indirect feedback is more helpful to student writers in most cases because it leads to greater cognitive engagement, reflection, and guided learning and problem-solving (Lalande, 1982; see also Bates, Lane, & Lange, 1993; Ferris 1995c; Ferris & Hedgcock, 1998; Reid, 1998).

Error-correction research to date indicates the overall long-term superiority of indirect feedback. A question for researchers to follow up is how explicit such feedback needs to be. Several studies examined the effects of coded feedback (in which the type of error, such as verb tense or spelling, is indicated) versus uncoded feedback (in which the instructor circles or underlines an error but leaves it to the student writer to diagnose and solve the problem) (Robb, Ross, & Shortreed, 1986; Ferris *et al.*, 2000; Ferris & Roberts, 2001). However, results of these experimental studies found no significant differences in revision success rates between code and no-code treatment groups.

Two relevant distinctions that have been made in the literature are between global and local errors and between treatable and untreatable errors. The first distinction was introduced by Burt and Kiparsky (1972) to refer to errors that interfere with the comprehensibility of a text (global errors) versus more minor errors that do not impede understanding (local errors). This dichotomy, however, has several problems. First of all, some of the same categories can be treated as examples of both local and global errors. Ferris and Hedgcock (1998) also note that the globalness or seriousness of particular linguistic errors varies from writer to writer and possibly even within a single student text (p. 205). Further, there is no

research evidence to suggest that treating global and local errors differently makes any impact on student writing. In her response to Truscott 1996 (Ferris, 1999), Ferris introduced the dichotomy between "treatable" and "untreatable" errors as a pedagogical distinction. She explained that an error is treatable because the student writer can be pointed to a grammar book or set of rules to resolve the problem. An untreatable error, on the other hand, is idiosyncratic, and the student writer will need to utilize acquired knowledge of the language to self-correct it.

Some researchers have tried to find out if specific linguistic categories of error respond differently to error feedback. Studies addressing this question found that untreatable errors were better addressed with direct feedback because of their idiosyncratic nature (Chaney, 1999; Ferris, 1999; Hendrickson, 1980). Ferris and Roberts (2001), however, conducted an experimental study in which all students received either indirect feedback or none at all, and found that while all students were less successful in correcting sentence structure errors, they were still able, as a group, to correct them in 47 percent of the cases, compared with a range of 53 to 60 percent for the other four categories (i.e., the treatable categories: verbs, noun endings, and articles; the untreatable category: word choice). This suggests that indirect feedback may be useful at least some of the time even in so-called untreatable error categories.

Purpose of the Study

To help students learn how to recognize, correct, and avoid various recurring patterns of error, ESL/EFL writing teachers may need to provide in-class instruction in the form of grammar mini-lessons and editing-strategy training. In several studies in which grammar instruction was combined with error feedback, students showed progress in written accuracy (Ferris, 1995a; Frantzen & Rissell, 1987; Lalande, 1982), but in other studies it did not appear to make a difference or to help students (Frantzen, 1995; Polio, Fleck, & Leder, 1998). The present study longitudinally recorded the types of errors Taiwanese students made while writing about topics, with the goal of examining the progress of students over time in

written accuracy and the types of grammatical errors that responded differently to error correction.

Research Questions

This study sought to examine the following two specific questions:

- (1) Do students who receive error correction and grammar instruction improve in written accuracy over time?
- (2) Are certain types of grammatical errors easier to treat by means of error correction and grammar instruction than others?

Method

Subjects

The present study was part of a longitudinal study conducted between September 2003 and June 2004 to investigate the effectiveness of integrating the relative merits of the product-, process-, and genre-oriented approaches in the teaching of writing in an EFL classroom. The researcher taught the course, Advanced English Writing I and II, to undergraduate students during the first and second semesters of the 2004 academic year at the Department of English, National Kaohsiung First University of Science and Technology. There were 16 students participating in this study. They were required to enroll in an English writing course at a junior composition level. This course was conducted two hours and thirty minutes a week for two consecutive semesters, and the students would have two credits for each semester after they had met all the requirements of the course. The students were placed into the same writing class after they had taken the placement test, Michigan Test of English Language Proficiency (MTELP), at the beginning of the first semester and before the study took place. Based on their scores on the test, which was a mean of 67, they were classified as low intermediate EFL learners and accordingly considered as a homogeneous group of students. All the students were female except one being male. The average age of the students was 21.7. The researcher informed the students of the present study and obtained their permission on the first day of instruction.

The Course

The objectives of the writing class were for the students to increase their fluency and accuracy in English writing, to build their confidence in composing various types of academic essays, and to develop into independent writers by doing peer-review and self-correction. In order to attain these objectives, the researcher organized his syllabus to form a coherent progression of tasks in the writing class. He guided the students through the writing process, helped them develop strategies for exploring, planning, drafting, revising and editing their essays. This was achieved through setting prewriting activities to generate ideas, requiring multiple drafts, giving extensive feedback, seeking text level revisions, facilitating peer responses, and employing teacher-student conferences. The class should have had eighteen weeks for each semester. After excluding the weeks for national holidays, final examinations, and/or the researcher's leave of absence, the class had actually met for fifteen weeks for two hours and thirty minutes each week for two semesters. The researcher organized every three weeks as a unit of study. Every two units were built around a genre. There were five school-based genres (i.e., information report, narrative, explanation, exposition, and procedure) selected for study in this class. Since there were five genres for the students to learn to use, they were taught a genre every two units and assigned two topics to write about for each genre. Each unit consisted of reading and writing activities that needed to be done at each stage of the writing process. A sample of the three-week-long progressions in and outside the classroom is given in Appendix A. The only difference in syllabus organization between Units One and Two was the arrangement of reading and writing activities in the prewriting stage, as shown in Appendix B.

Control over grammatical features of texts is considered crucial for students at lower levels of English proficiency. Students need an understanding of how words, sentences, and larger discourse structures can shape and express the meanings they want to convey. The researcher provided in-class instruction, in the form of grammar mini-lessons and editing-strategy training, to help students learn how to

recognize, correct, and avoid various recurring patterns of error. For the first and second weeks of each unit of study, the students would be given short texts and asked to do exercises for about 40 minutes as soon as they came to the class. Such exercises were chosen from (1) filling in the blanks in a text with the words listed above, (2) filling in the blanks in a text with the indefinite article *a* (*an*) or the definite article *the*, (3) combining short, choppy sentences to make paragraphs flow more smoothly, or (4) completing a text with the correct form of the indicated verbs. The students were also asked to do a variety of exercises available in the textbook that focused them on achieving accuracy and avoiding errors. In addition, grammar instruction was often combined with error correction as a means to improve student accuracy, and this was done when a teacher-student conference took place.

Materials and Procedure

Error logs or charts maintained by teachers and/or students have served as a database for researchers to investigate the effects of various types of error treatment on student writing (Bates, Lane, & Lange, 1993; Ferris 1995a, 1995b; Ferris & Helt, 2000; Komura, 1999; Lalande, 1982; Roberts, 1999). For this study, the researcher looked carefully through each second draft submitted by the students, and then underlined each error he spotted. He might offer a correction for a minor error he marked for the students, for example, I had to translate **to** him. [This should be **for**.], or have the students explain an error they committed during the teacher-student conference. The researcher would have categorized the types of errors and totaled up the numbers of each error type before a teacher-student conference took place. There were a total of 10 error logs for each student to be analyzed in this study.

Based on the dichotomy between *ˆtreatable* and *ˆuntreatable* errors introduced by Ferris (1999, 2002), the researcher made a form, as can be seen in Appendix C, to maintain the error logs. The first part of the form was used to record such treatable errors as article usage, singular or plural nouns, verb tense, subject-verb agreement, preposition usage, sentence fragments, run-ons, and errors

in punctuation, capitalization, and spelling. The second part of the form was used to record untreatable errors including word choice, unidiomatic sentence structure, and missing or unnecessary words or phrases.

Data Collection and Analysis

Based on a total of 160 essays written between the two semesters of the 2004 academic year, the total number of errors marked was 3757. In comparison, the students made more untreatable errors (2049, 54.5 percent) than treatable errors (1708, 45.5 percent). Among all the treatable errors, the students were particularly susceptible to making errors in article usage, verb tense, and singular/plural nouns.

	<u>Number of Errors Marked</u>	<u>Percentage of Total Errors Marked</u>
<u>Morphological Errors</u>		
Verbs		
Tense	279	7.4%
Subject-verb agreement	29	0.8%
Nouns		
Article	556	14.8%
Number	230	6.1%
<u>Lexical Errors</u>		
Preposition	179	4.8%
<u>Syntactic Errors</u>		
Fragments	53	1.4%
Run-ons	127	3.4%
<u>Mechanical Errors</u>		
Punctuation/Capitalization	122	3.3%
Spelling	133	3.5%
Total treatable errors	1708	45.5%

As far as the untreatable errors are concerned, the students appeared to make more errors in the sentence structure category than in the word choice category.

	<u>Number of Errors Marked</u>	<u>Percentage of Total Errors Marked</u>
<u>Lexical Errors</u>		
Word choice	905	24.1%
<u>Syntactic Errors</u>		
Unidiomatic sentence construction	742	19.7%
Missing or unnecessary words/phrases	402	10.7%
Total untreatable errors	2049	54.5%

To find out whether the students who received error correction and grammar instruction would improve in written accuracy over the semesters, the top three highest number of treatable and untreatable errors recorded from the 160 essays was selected and tabulated, and a graph was plotted for each category of error to illustrate if certain types of errors were easier to treat by means of error correction and grammar instruction than others.

Results and Discussions

Figure 1 shows the total number of errors the students made in three treatable categories (article usage, verb tense, and singular/plural nouns). As the students received grammar instruction and error feedback when learning to compose in English, they appeared to be successful in reducing the number of errors in verb tense. However, the number of errors the students made in articles and singular/plural nouns did not justify their full mastery of these two grammatical aspects of English.

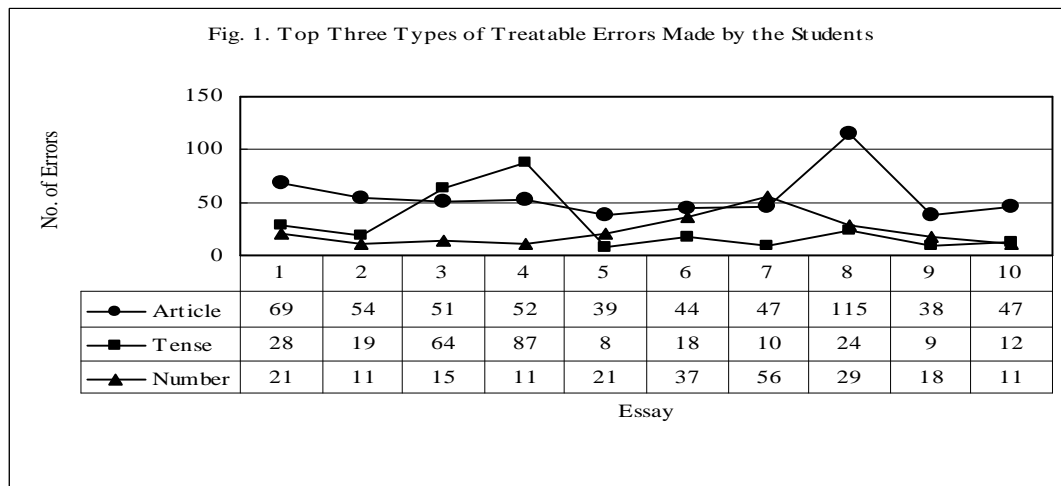
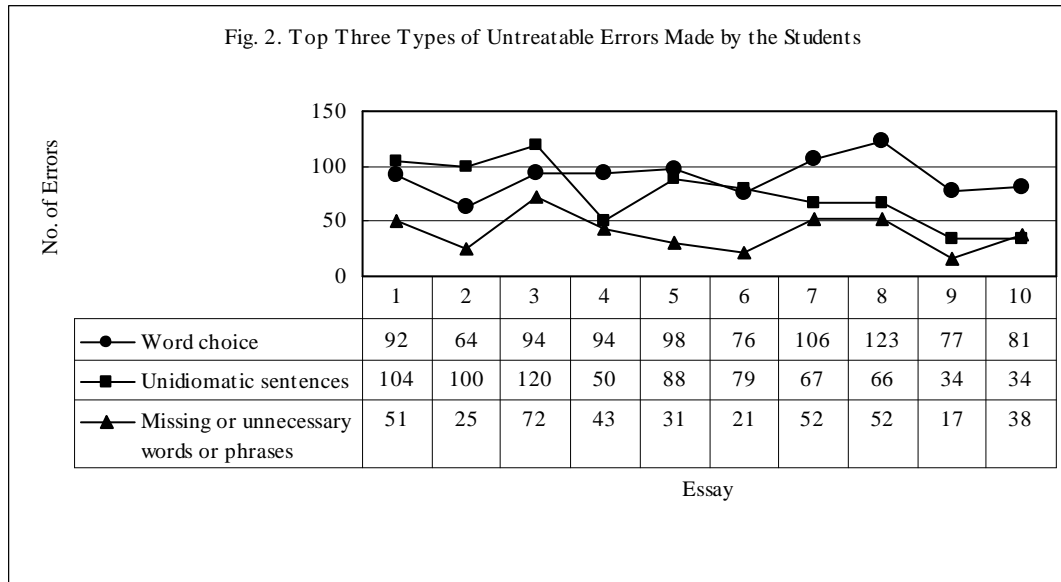


Figure 2 shows the total number of errors the students made in two untreatable categories (word choice and sentence structure). As shown in the Figure, the students did dramatically reduce the number of unidiomatic sentences as they proceeded from the first to second semester. However, the number of errors the

students made in word choice appeared to remain unchanged throughout the two semesters. Judging from the number of errors in missing or unnecessary words or phrases, it seems clear that the students still had problems deciding when to add or delete a word or phrase.



Based on the data given in Figures 1 and 2, the research evidence for the progress of students over time in written accuracy is inconclusive. The students, on the one hand, seemed to benefit from in-class grammar instruction and error correction as they greatly reduced the number of errors in verb tense and unidiomatic sentence construction over the semesters. But on the other hand the students did not look like they had fully mastered the use of articles and singular/plural nouns, and it seemed obvious that the students did not show any noticeable progress in their word choice when writing about topics.

In comparison with other types of grammatical errors, verb tense and unidiomatic sentence construction seemed to be easier for the students to learn to correctly produce after their exposure to in-class grammar instruction and error correction. Although the students had learned to use articles and singular/plural nouns for so many years, these grammatical points still kept bothering them

whenever they wrote in English and were stubbornly resistant to any treatment given by means of grammar instruction and error correction. The errors made by the students in word choice continued to exist in large numbers throughout the semesters. In other words, the students did not find many benefits of grammar instruction along with error correction for their improvement in word choice.

Results of this study show that there is variation across error types as to the benefit of in-class grammar instruction and error correction for long-term improvement in written accuracy. Those error types which a writing teacher can help EFL students to recognize, correct, and avoid may belong either to one of the treatable categories (e.g., verb tense) or to one of the untreatable categories (e.g., unidiomatic sentence construction). Though EFL students can be pointed to a grammar book to resolve their problems with treatable errors, they may never learn to correctly produce such treatable errors as articles. The dichotomy between treatable and untreatable errors proposed by Ferris (1999, 2002) actually has nothing to do with the learnability of error types. Instead, such dichotomy should be regarded as a *pedagogical distinction* (Ferris, 2002, p. 23), and is closely related to the language proficiency of EFL students.

As noted earlier, regardless of in-class grammar instruction and error correction, the number of errors the students made in word choice throughout the semesters did not seem to become smaller. This result definitely has something to do with the various topics the students were asked to write about. Different topics would require the students to apply their knowledge of different sets of lexical items. As the researcher found out in his 2004 study, EFL students often complained about their small vocabulary and limited knowledge of word usage when writing in English. To cope with their word-level problems, EFL students felt a need to increase their vocabulary size by constantly learning words and phrases by heart. However, it might not be adequate for EFL students to merely memorize lexical items. They should also become familiar with the usage of words and make good use of dictionaries for the purpose of strengthening their lexical knowledge of

the English language.

There are several factors that might influence the correct use of articles and singular/plural nouns by the students. One factor is that the sets of rules explaining the usage of the two grammatical points in some grammar books are so trivial that the students might lose their interest in understanding them and thus fail to use them correctly when needed. In addition, there are exceptions to the rules for using articles and singular/plural nouns in English, and the students might feel confused and unable to use the right word form. Another factor is that articles and singular/plural nouns are grammatical morphemes and carry little meaning. The students might focus their attention solely on lexical content words and ignore the importance of these function words. In other words, the students do not think it is of any serious matter to use these grammatical words incorrectly. Actually, grammar books published in recent years have greatly contributed to the usage of articles and singular/plural nouns and the presentation of them in a natural context. EFL teachers need to constantly emphasize the importance of these grammatical words. They should provide both controlled and communicative exercises so that students can bridge the gap between knowing grammatical rules and using them.

Conclusion

There were two motivations for the present study. The researcher was interested in the benefit of classroom grammar instruction along with error correction for the progress of students over time in written accuracy, and the response of each error type to grammar instruction and error correction. To address the issue regarding the influence of in-class grammar instruction and error correction, the researcher tried to monitor the changes in the number of error types his students produced in writing over the duration of the study. Results of the study indicate that evidence for student progress in written accuracy over time could only be found from the decreasing number of errors in verb tense and unidiomatic sentence construction. The errors they made in several aspects of English grammar, such as article usage and word choice, did not seem to reduce in number for the past two semesters. As a

result, the influence of in-class grammar instruction and error correction on the accuracy of student writing is inconclusive. As for the response of each error type to grammar instruction and error correction, it seems clear from the above finding to conclude that there was variation across error types. Certain types of errors tended to be easier to treat by means of grammar instruction and error correction than others. Pedagogical implications for helping EFL students improve their word choice and use of articles and singular/plural nouns are discussed.

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Appendix A: Sample Three-Week-Long Progressions in Unit One

Progression	Setting	Writing Process	Reading/Writing Activities
Week 1	Classroom	Prewriting	<ul style="list-style-type: none"> Students do sentence-combining, grammar, and/or vocabulary exercises. (50 minutes) <u>Genre study: Information report</u> <ul style="list-style-type: none"> Students explore the situations that require a particular genre, purpose, and topic. Students read texts of the genre. Students notice typical functions, features, and stages of the genre. (60 minutes) Students are assigned a topic. Students learn prewriting invention techniques for exploring the topic. Students identify the audience to whom they will write. (40 minutes)
	Home	Drafting	<ul style="list-style-type: none"> Students write the first draft.
Week 2	Classroom	Revising	<ul style="list-style-type: none"> Students do sentence-combining, grammar, and/or vocabulary exercises. (40 minutes) Students are told to emphasize content rather than grammar when doing peer review. Students receive feedback on their writing from their peers. (50 minutes) The teacher helps every student refine their thesis statement, topic sentences, supporting sentences, or a conclusion. (60 minutes)
	Home	Revising	<ul style="list-style-type: none"> Students make changes in their compositions to reflect the reactions and comments of both teacher and classmates. Students e-mail their second draft to the teacher by Sunday.
Week 3	Classroom	Editing/Revising	<ul style="list-style-type: none"> Students were divided into three groups last week and come for a teacher-student conference this week. The teacher already made notes of points to discuss on a draft or listed features of a student's writing that need attention. The teacher attends to global problems before working on sentence and word level problems.
	Home	Editing/Revising	<ul style="list-style-type: none"> Students turn in their third draft on Monday after they edit and/or revise the second draft.

Appendix B: Reading/Writing Activities for the First Week of Unit Two

Progression	Setting	Writing Process	Reading/Writing Activities
Week 1	Classroom	Prewriting	<u>Genre study: Information report</u> <ul style="list-style-type: none"> Students read and analyze samples of student writing. (60 minutes) Students study the unit in the textbook that introduces the same genre they are working on. Students do the exercises in the textbook to reinforce mechanical, grammatical, rhetorical, organizational, or cognitive points. (60 minutes) Students are assigned a topic. Students learn prewriting invention techniques for exploring the topic. Students identify the audience to whom they will write. (30 minutes)
	Home	Drafting	<ul style="list-style-type: none"> Students write the first draft.

Appendix C: Error Chart

Treatable Error Type	Number of Errors Marked
Article	
Singular/Plural nouns	
Verb tense	
Subject-verb agreement	
Preposition	
Sentence structure: fragments	
Sentence structure: run-ons	
Punctuation/capitalization	
Spelling	

Untreatable Error Type	Number of Errors Marked
Word choice	
Unidiomatic sentence construction	
Missing or unnecessary words or phrases	