



**BESL 6088 – Teaching Second Language Writing**  
**Fall, 2017**  
**College of Education**  
**Department of Language Literacy & Special Populations**  
*BESL 6088 is an elective course for M.Ed. in International Literacy Program*

**Instructor:** Baburhan Uzum, PhD  
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**Office hours:** Tuesday & Thursdays 1:00 – 4:00 pm

**Day and time the class meets:** Online

**Location of class:** Online

**Electronic and phone response:** The instructor reserves the right to respond to emails and phone calls within 48 hours of receipt. Students should not expect an immediate response. However, most responses will be given within 24 hours of receipt. The instructor also reserves the right to respond or not respond to student emails and/or phone calls during weekends and holiday breaks. Emails should adhere to the following format: a greeting line (e.g., Dear Dr. Uzum...), question or comment that is solution oriented, and thanking. The instructor reserves the right not to respond to emails which do not follow this format and [general netiquette rules](#) or written in the manner of a text message.

**Course Description:** This course is an in-depth study of various approaches, methods, and strategies used in the teaching of writing to English language learners. The literature in this course is different from the literature used in the teaching of writing to native speakers. Using an applied linguistics perspective, the course will provide students an opportunity to explore and practice with the writing process, teacher and peer feedback, genre-based instruction, and technology integration for teaching second language writing.

**IDEA Objectives:** In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

**Essential:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

**Important:** Gaining factual knowledge (terminology, classifications, methods, trends); Learning to *apply* course material (to improve thinking, problem solving, and decisions).

**Textbooks:**

Ferris, D. R. & Hedgcock, J. S. (2014). *Teaching L2 composition: Purpose, Process, and Practice*. New York NY: Routledge.

**Suggested Supplementary Book:**

Reid, J. (2008). *Writing myths: Applying second language research to classroom teaching*. Ann Arbor, MI: University of Michigan Press

American Psychological Association (APA) (2010). *Publication manual of the American Psychological Association* (6th edition) Washington, DC: APA

**Course Format:** This course is taken in conjunction with M.Ed. in International Literacy Program. Therefore, the course will involve online assignments and discussions. We will not be meeting face-to-face at all during the

semester. The format for learning and interaction will include reading, researching, independent work, and online presentation in an asynchronous fashion; that is, we will not need to meet at the same time online.

**Course Content:** Students will demonstrate understanding, knowledge, and skills related to the following:

1. Explain and analyze the similarities and differences between first and second language writing.
2. Explain and apply the theoretical perspectives in the history of L2 writing as well as the current pedagogical practices.
3. Apply diverse methods, strategies, and techniques commonly used in L2 writing, and critically evaluate their effectiveness and appropriateness for their teaching objectives.
4. Recognize the individual and contextual factors affecting students' second language writing.
5. Create materials and assessment procedures to assist learners with patterns of error.
6. Continue to reflect on their L2 writing teaching practices and develop a professional perspective that supports enhanced student learning.

### **Course Requirements:**

#### **Late assignment policy**

Please pay special attention to observe the due dates for each of the assignments. If you are aware of problems or special situations **BEFORE** the due dates, contact the professor for special arrangements. **If your work is submitted later than the day specified, the following points are deducted from the assignment:**

1. Up to 24 hours-5% of the total assessed points are deducted.
2. 25-72 hours-10% of the total assessed points are deducted.
3. By the next class meeting 25% of the total points assessed are deducted.
4. Any other late assignment may not be accepted (each case is handled separately).

#### **Time requirement**

For each credit hour, you will be expected to commit at least three hours online. It is expected that if you enroll in this course, you can meet the time requirements. **In terms of weekly schedule, your original discussion entries will be due Thursday midnights CT, and at least two responses to your friends will be due Sunday midnights. You are expected to revisit your discussion thread often and engage in back and forth discussions with your classmates.**

#### **Professionalism policy**

Since you are studying to be educational role models, you will be expected to display professional behavior in all aspects during your interactions and discussions online.

#### **Academic Dishonesty policy**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

#### **University Policies**

- **SHSU Academic Policy Manual-Students**
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Disabled Student Policy #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)

#### **Student Syllabus Guidelines**

Please see [www.shsu.edu/syllabus](http://www.shsu.edu/syllabus)

**BLACKBOARD: The schedule and syllabus is subject to change, please check Blackboard Announcement and your emails regularly for any updated information.**



## NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

"NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008)." The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

## Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.



## SHSU Dispositions and Diversity Proficiencies

1. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
2. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)
3. Practices ethical behavior and intellectual honesty. (CF 3)
4. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
5. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
6. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
7. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
8. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
9. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
10. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. *(Please provide additional information for the candidate if the DDP is administered during your course.)*

## College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

## Standards Matrix

<http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/documents/course-matrices/BESL%206325%20matrix.pdf>

NCATE Unit Standards <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>  
<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlev1.asp>

Web link on *Educator Preparation Services* site for **Conceptual Framework**: [http://www.shsu.edu/~edu\\_edprep/](http://www.shsu.edu/~edu_edprep/)

ISTE NETS standards for teachers: <http://www.iste.org>

## Course Evaluation:

<b>Grading the Course Assignments:</b>		<b>**To receive an “A” in the class all course assignments must be completed.</b>  <b>The Instructor reserves the right to alter, add, change, delete, and/or modify the syllabus to meet individual needs of the student.</b>  93 – 100 % . A 85 – 92.9 % B 77 – 84 % C 60 – 76 % D below 59 % F
Online Discussions (25 points x 7 weeks)	175	
Article Presentation	25	
Interview of an ESL Student	50	
Review of a Writing Textbook	50	
Final Project: Lesson Plan	50	
Total	350 pts	

## EXPECTATIONS:

**Student Attendance for BESL 6088:** Lack of active and timely participation in online discussions or in assignments constitutes an absence from class. Absences from class will result in a grade penalty. **More than two** absences from online discussions will result in a grade deduction for every absence thereafter. Excused absences are permitted for emergencies or illnesses, but are excused at the discretion of the instructor unless otherwise stated. There will be additional materials posted under some of the modules. You are not required to review these resources, however you may find it useful for additional practice.

**Active Participation:** All members of this class are responsible for the learning that occurs. In this course you are expected to share personal views and experiences (as you are comfortable) in online discussions, as well as prepare and “present” material in the online forum. It is critical that you stay current with readings and assignments. You are required to read all of the assigned materials and respond weekly. In addition, you are required to respond to postings and submit all materials (papers) on time.

**FORMAT FOR COURSE DOCUMENTS:** All assignments outside of class must be computer-generated, double-spaced, use a 12 point Arial or Times New Roman font, APA style and proofread to be error free. Have your name, course number and section, date, and the topic of the assignment on the top left corner of the first page. Your papers will go through a [Turnitin](#) process so that we make sure your citations are appropriately done.

1. **Weekly Discussions board (7 x 25 pts= 175):** Each week there will be a discussion and activity based upon the reading for the week. You will need to write **one original response** (200 words or more) reflecting on the topic of the week, and **two responses** (100 words or more) **to your friends’ original reflections**. In your responses to your classmates, please be respectful, critical, constructive, and analytical. Make sure to ask leading questions so that the conversations can be a back and forth dialogue. When you are responding to your friend, try to talk **more about their entry instead of talking only about what your response is about**.
2. **Article presentations (25 pts):** Students will sign up for one of the selected articles and will prepare a voice over powerpoint or [screencast-o-matic](#) presentation along with a question for their friends to address. Presenters will facilitate the article discussion on their thread. The presentations should be around 10-15 slides and 10-15 minutes.

3. **Interview of an ESL student (50 pts):** Students will interview a non-native English speaking student (e.g., K12 or adult) who has been learning English reading and writing for more than a year and is not an advanced or near advanced English speaker/writer. Students will prepare a list of interview questions, exploring how the interviewee learned to write in their native language and about their English learning experiences regarding writing; past writing assignments and experiences; challenges in learning to write in English; resources and strategies used to address these difficulties; and courses taken in writing what helped and what didn't. The interviews should be recorded (e.g., voice recording if interviewee agrees or field notes) and included in the assignment along with a discussion on what the student learned from this interview. The paper should be about 4-5 pages, 1000-1500 words. The questions or transcript should be added in the report along with any references to the course readings (not required).
4. **Review of a writing textbook (50 pts):** Students will choose a second language textbook (e.g., reading and writing, writing) and critically review it, including a description and evaluation of the textbook in relation to the aimed writing objectives. The review should also address how the textbook aligns with current second language writing theory and research, and include a discussion on the appropriateness of the activities for the target group of students. The report should be about 4-5 pages, 1000-1500 words.
5. **Final Project (50 pts):** For the final project, students will write a lesson plan on writing. Students plan a one-hour writing lesson for any target student populations. The lesson plans can include original writing activities with or without the use of a textbook or other resources. The lesson plans should be submitted along with the original writing activities designed for the lessons.

#### CLASS SCHEDULE

Module/Date	Topic	Readings and assignments due <b>Yellow highlighted articles are available for presentation</b> <b>Major assignments are highlighted with red</b>
<b>Module 1</b> <b>(October 16-22)</b>	-Introduction to the class, getting familiar with syllabus and course expectations, basic concepts in L2 writing - -Planning an L2 Writing class: Student populations and instructional contexts	<b>Textbook:</b> Ferris & Hedgcock (2014) Ch1 & 2 <b>Article:</b> Polio and Williams (2009)  <b>Discussion week 1:</b> Reflective questions on p.25 & 49; choose one or two of the questions and discuss on your thread. First response due Thursday. Second and third responses Sunday
<b>Module 2</b> <b>(October 23-29)</b>	Composition pedagogies: Theory, principle, and practice	<b>Textbook:</b> Ferris & Hedgcock (2014) Ch.3 <b>Article:</b> <b>Racelis &amp; Matsuda (2013)</b> , <b>Presenter:</b>  <b>Discussion week 2:</b> Reflective questions on p.88; choose one or two of the questions and discuss on your thread. First response due Thursday. Second and third responses Sunday
<b>Module 3</b> <b>(October 30-November 5)</b>	-Reading-writing connections and vocabulary in teaching L2 writing -Genre and genre based pedagogy	<b>Textbook:</b> Ferris & Hedgcock (2014) Ch.4 <b>Article:</b> <b>Grabe &amp; Zhang (2013)</b> <b>Presenter:</b> <b>Myth:</b> Folse (2008) Myth 1,  <b>Discussion week 3:</b> Reflective questions on p.134 on Ferris and Hedgcock (2014) choose one or two of the questions and discuss on your thread.
<b>Module 4</b> <b>(November 6-12)</b>	Lesson and syllabus design; process approach to writing instruction, collaborative writing	<b>Textbook:</b> Ferris & Hedgcock (2014) Ch.5 <b>Article:</b> <b>Caplan and Farling (2016)</b> <b>Presenter:</b>  <b>Discussion week 4:</b> Reflective questions on p. 181; choose one or two of the questions and discuss on your thread. <b>Interview of an ESL student due</b>
<b>Module 5</b> <b>(November 13-19)</b>	L2 writing assessment	<b>Textbook:</b> Ferris & Hedgcock (2014) Ch.6 <b>Article:</b> <b>Reid &amp; Kroll (1995)</b> <b>Presenter:</b>

		<b>Discussion week 5:</b> Reflective questions on p.233; choose one or two of the questions and discuss on your thread.
<b>Module 6 (November 20-26)</b>	L2 Writing teacher and peer feedback	<b>Textbook:</b> Ferris & Hedgcock (2014) Ch.7 <b>Article:</b> Ellis (2008) Presenter:  <b>Discussion week 6:</b> Reflective questions on p.266, questions 1-3; choose one or two of the questions and discuss on your thread. <b>Review of a writing textbook due</b>
<b>Module 7 (November 27-December 3) <i>December 3, Last Day of Class at SHSU</i></b>	Error treatment in the L2 writing class	<b>Textbook:</b> Ferris & Hedgcock (2014) Ch.8 <b>Article:</b> Williams (2012) Presenter:  <b>Discussion week 12:</b> Reflective questions on p.302; choose one or two of the questions and discuss on your thread. First response due Thursday. Second and third responses Sunday <b>Final project lesson plans due December 3</b>

### STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

[http://www.shsu.edu/~vaf\\_www/aps/documents/861001.pdf](http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf)

### STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see:

[http://www.shsu.edu/~vaf\\_www/aps/811006.pdf](http://www.shsu.edu/~vaf_www/aps/811006.pdf)

### Class Readings:

Asención Delaney, Y. (2008). Investigating the reading-to-write construct. *Journal of English for Academic Purposes*, 7, 140–150. doi:10.1016/j.jeap.2008.04.001



- Berg, E. C. (1999). Preparing ESL students for peer response. *TESOL Journal*, 8, 20–25. doi: 10.1002/j.1949-35331999.tb00171.x
- Bitchener, J. (2008). Evidence in support of written corrective feedback. *Journal of Second Language Writing*, 17, 102–118. doi:10.1016/j.jslw.2007.11.004
- Caplan, N. A. & Farling, M. (2016). A dozen heads are better than one: Collaborative writing in genre-based pedagogy. *TESOL Journal*, 1-18. doi: 10.1002/tesj.287
- Casanave, C. (2004). *Controversies in second language writing: Dilemmas and decisions in research and instruction*. Ann Arbor: University of Michigan Press. pp. 170–188.
- Ellis, R. (2008). A typology of written corrective feedback types. *ELT Journal*, 63, 97–107. doi:10.1093/elt/ccn023
- Ferris, D.R., Pezone, S., Tade, C.R., Tinti, S. (1997). Teacher commentary on student writing: Descriptions and implications. *Journal of second language writing*, 6, 155-182. doi:10.1016/S1060-3743(97)90032-1
- Folse, K. (2008). Teaching vocabulary is not the writing teacher's job. In J. Reid (Ed.), *Writing myths: Applying second language research to language teaching* (pp. 1–17). Ann Arbor: University of Michigan Press.
- Grabe, W., & Zhang, C. (2013). Reading and writing together: A critical component of English for academic purposes teaching and learning. *TESOL Journal*, 4, 9–24. doi:10.1002/tesj.65
- Hegelheimer, V. & Lee, J. (2013). The role of technology in teaching and researching writing. In M. Thomas, H. Reinders & M. Warschauer (Eds.), *Contemporary computer-assisted language learning* (pp. 287- 302). New York: Bloomsbury.
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing*, 16, 148–164. doi:10.1016/j.jslw.2007.07.005
- Hyon, S. (1996). Genre in three traditions: Implications for ESL. *TESOL Quarterly*, 30, 693–722. doi:10.2307/3587930
- Kessler, G., Bikowski, D., & Boggs, J. (2012). Collaborative writing among second language learners in academic web-based projects. *Language Learning & Technology*, 16, 91–109.
- Kroll, B., & Reid, J. (1994). Guidelines for designing writing prompts: Clarifications, caveats, and cautions. *Journal of Second Language Writing*, 3, 231–255. doi:10.1016/1060-3743(94)90018-3
- Lundstrom, K., & Baker, W. (2009). To give is better than to receive: The benefits of peer review to the reviewer's own writing. *Journal of Second Language Writing*, 18, 30–43. doi:10.1016/j.jslw.2008.06.002
- Macbeth, K. P. (2010). Deliberate false provisions: The use and usefulness of models in learning academic writing. *Journal of Second Language Writing*, 19, 33–48. doi:10.1016/j.jslw.2009.08.002
- Miyazoe, T., & Anderson, T. (2010). Learning outcomes and students' perceptions of online writing: Simultaneous implementation of a forum, blog, and wiki in an EFL blended learning setting. *System*, 38, 185–199. doi:10.1016/j.system.2010.03.006

- Pecorari, D. (2003). Good and original: Plagiarism and patchwriting in academic second-language writing. *Journal of Second Language Writing*, 12(4), 317–345. doi:10.1016/j.jslw.2003.08.004
- Polio, C., & Williams, J. (2009). Teaching and testing writing. In M. Long & C. Doughty (Eds.) *The handbook of language teaching* (pp.486–517). Malden, MA: Wiley-Blackwell.
- Racelis, J. V., & Matsuda, P. K. (2013). Integrating process and genre into the second language writing classroom: Research into practice. *Language Teaching*, 46, 382–393. doi: 10.1017/S0261444813000116
- Reid, J., & Kroll, B. (1995). Designing and assessing effective classroom writing assignments for NES and ESL students. *Journal of Second Language Writing*, 4, 17–41. doi:10.1016/1060-3743(95)90021-7
- Schuemann, C. (2008). Myth 2: Teaching citation is someone else’s job. In J. Reid, (Ed.), *Writing myths: Applying second language research to the classroom* (pp. 18–41). Ann Arbor: University of Michigan Press.
- Susser, B. (1994). Process approaches in ESL/EFL writing instruction. *Journal of Second Language Writing*, 3, 31–47. doi:10.1016/1060-3743(94)90004-3
- Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language Learning*, 46(2), 327–369. doi: 10.1111/j.1467-1770.1996.tb01238.x
- Weigle, S.C. & Nelson, G.C. (2004). Novice tutors and their ESL tutees: Three case studies of tutor roles and perceptions of tutorial success. *Journal of Second Language Writing*, 13, 203–225.
- Williams, J. (2004). Tutoring and revision: Second language writers in the writing center. *Journal of Second Language Writing*, 13, 173–201. doi:10.1016/j.jslw.2004.04.009
- Williams, J. (2012). The potential role (s) of writing in second language development. *Journal of Second Language Writing*, 21, 321–331. doi:10.1016/j.jslw.2012.09.007

#### **Recommended Books:**

- American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th edition)*. Washington, DC: American Psychological Association.
- Ferris, D. R. (2003). *Response to student writing: Implications for second language students*. Mahwah, NJ: Lawrence Erlbaum.
- Hinkel, E. (2013). *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar*. New York: Routledge.
- Kroll, B. (Ed.). (2003). *Exploring the dynamics of second language writing*. Cambridge: Cambridge University Press.
- Reid, J. (2008). *Writing myths: Applying second language research to classroom teaching*. Ann Arbor, MI: University of Michigan Press.
- Reynolds, D. (2009). *One on One with Second Language Writers*. Ann Arbor, MI: University of Michigan Press.



Silva, T., & Matsuda, P.K. (Eds.) (2003). *Landmark essays on ESL writing*. Mahwah, NJ: Lawrence Erlbaum.

Williams, J. (2005). *Teaching writing in second and foreign language classrooms*. Boston: McGraw Hill

Gass, S., & Mackey, A. (2012). *The Routledge handbook of second language acquisition*. New York: Routledge.

### **Major Journals on Second Language Writing Research**

*Across the Disciplines, Assessing Writing, College Composition and Communication, Computers and Composition, Journal of Basic Writing, Journal of Response to Writing, Journal of Second Language Writing, Journal of Writing Research, Rhetoric Society Quarterly, The WAC Journal, Writing and Pedagogy, Writing Center Journal, Writing Program Administration, Written Communication*

### **Major Journals on Second Language Learning and Teaching Research**

*Annual Review of Applied Linguistics; Applied Linguistics; Applied Psycholinguistics; English for Specific Purposes, International Review of Applied Linguistics; Journal of English for Academic Purposes; Language Learning; Language Teaching; Language Teaching Research; Language Testing; The Modern Language Journal; Studies in Second Language Acquisition; System; TESOL Journal; TESOL Quarterly*