

10

Editing Line by Line

Cynthia Linville

Dinuba greets Tang at the door of the writing center with a smile, and as they get started on their session, Dinuba asks Tang what she can help him with today. Tang replies, "My professor said my paper cannot pass because it has so many errors in it. I need to fix every one of them. Please help me so that I can pass!" Nearly every experienced tutor has faced a situation like this one. Tang's goals for the session are very clear: line by line editing until the paper is error free. Dinuba is facing a dilemma because, after glancing at Tang's paper, she knows that even if she corrected every error for him, one session would not be enough time to effectively edit his paper. The first task of a tutor in this situation, then, is to negotiate a more realistic goal with her student.

A collision of student goals and tutor goals during writing center sessions is not uncommon. Students are often focused on the short-term goal of earning a passing grade on the assignment at hand, while tutors are often focused on teaching the students portable skills that can be applied to any assignment. This situation is exacerbated by varying concepts of what is expected in academic writing, including how many errors and what kind of error is acceptable. In addition, when faced with editing English as a second language (ESL) papers for errors line by line, tutors are often at a loss to determine how skillful an ESL student might realistically become in editing his own errors, knowing that he lacks the *native ear* for the language. Frustrated tutors are often tempted to either give the student too much help correcting errors or none at all, directing the student's attention to rhetorical issues instead. Most would agree that neither of these solutions is satisfactory. To help tutors with this dilemma, this chapter explores concrete strategies for providing appropriate and realistic help in editing ESL papers for errors, line by line.

Chris Thaiss and Terry Myers Zawacki's research has shown that students tend to view their professors' expectations for academic writing as "idiosyncratic and unpredictable," including expectations for "good grammar."

Indeed, Thaiss and Zawacki demonstrate that both rhetorical and grammatical expectations vary from discipline to discipline and even from professor to professor and that these expectations are influenced by sociocultural factors as well. For example, the researchers were surprised to discover that university instructors often valued originality of voice over conventional standards. Tutors, therefore, need to keep in mind that their own concepts of "what is good writing" may vary from what individual professors expect.² Nevertheless, student papers with serious and frequent errors rarely earn students the passing grades they expect.

Fortunately, research has shown that college-level ESL students can and do learn to become proficient editors of their own texts when given the necessary instruction. For example, Dana Ferris conducted a semester-long study of ESL university freshman and found that twenty-eight out of thirty students were able to significantly reduce their errors over time as they practiced self-editing strategies.³ When a student can learn what her most frequent errors are and learn to recognize and correct her own mistakes, then she will be a proficient self-editor.

Convincing a student that learning to edit her own papers is both possible and necessary, however, is a difficult task for a tutor, a task that will require persistent and consistent effort. Despite the difficulty, I believe that teaching students to become effective self-editors is absolutely vital to fulfilling the writing center's mission of helping students become independent writers. The alternatives are unacceptable: providing a proofreading service, which creates the kind of unhealthy dependency Carol Severino discusses in Chapter 5, or not providing the service at all. Most tutors don't need to be convinced that teaching ESL students to self-edit is a worthwhile goal; they simply aren't sure how to go about it.

Just as ESL students need to learn how to diagnose and correct errors, their tutors need to learn how to do so as well. This is more difficult than it seems because tutors will need resources beyond their native knowledge of English to carry out these tasks. When faced with a paper riddled with grammatical and lexical mistakes, tutors need strategies for spotting *patterns* of reoccurring errors, pointing those patterns out to the student, and providing rules about how to correct those errors. In addition, tutors need to know which kinds of errors are most important to address. This chapter explores six types of major errors that ESL students and their tutors can correct together. Focusing on this limited set of errors will not enable students to produce error-free writing, but this narrow focus will enable students to improve their writing. I find it important to note, however, that a tutor is not a grammar teacher. His ability to help is limited. Sometimes a tutor will find it necessary to refer a student elsewhere for more instruction, as discussed later in this chapter.

Before examining these issues in more depth, a summary of goals discussed so far might be helpful.

Goals for the Student

- Acknowledge the need to become a proficient self-editor.
- Learn what his most frequent patterns of error are.
- Learn how to recognize these errors.
- Learn how to correct these errors.

Goals for the Tutor

- Teach the student how to become a proficient self-editor.
- Learn how to diagnose frequent patterns of error.
- Learn how to correct (and teach students to correct) six major error types.
- Learn when to refer students elsewhere for more instruction.

Error-Correction Research

Some researchers note that while proofreading is usually against writing center policy, many students request this service and some tutors do provide it. In one study, Jon Olson, Dawn Moyer, and Adelia Falda suggest that the writing centers should consider lifting the ban against proofreading.⁴ Research has shown, however, that direct error correction (crossing out errors and writing in corrections) does not prevent students from making the same errors in the next paper, nor does it seem to promote student learning.⁵ In addition, scholars generally agree with writing center pioneer Steven North: The overarching purpose of writing center tutoring is to “intervene in and ultimately alter the composing process of the writer”⁶—that is, to *improve* students’ writing skills toward the goal of making them independent writers. Accordingly, most writing centers have a policy against tutors acting as proofreaders. Teaching students to become self-editors, then, is the best alternative.

Ferris has demonstrated a successful approach in teaching students to become effective self-editors through “(a) consciousness-raising about the importance of editing in general and of each particular student’s areas of need; (b) training in recognizing major error types; (c) teaching students to find and correct their own errors.”⁷ ESL writing specialists agree that error diagnosis should focus on those that are the most frequent, serious, and treatable.⁸ Serious errors are usually defined as those that interfere with the clear communication of meaning; treatable errors are those that students can most readily learn to self-correct.

Clearly, some students will evidence serious errors not included in the six error types presented here. When *any* error is interfering with communication, it should be addressed. Tutors should be aware, however, that some language features, such as prepositions, articles (see Chapter 9), and precise word usage, take many years to learn; thus, while such errors may be serious, they may not be treatable. This will vary depending on the fluency of the student.

Six Error Types

Six error types that are treatable and are often frequent or serious in ESL college compositions are subject–verb agreement, verb tense, verb form, singular/plural noun endings, word form, and sentence structure.

Subject–verb agreement errors occur when the subject does not agree with the verb in person or number. These errors can be as simple as “He *walk* every morning” or as complex as “Every teenager knows how to choose clothes that *flatters* her figure.”

Verb tense errors occur when an incorrect time marker is used. For example, “I *was* working on my paper since 6:00 a.m.,” or “Even though this is my first day on the job, I have already found out that there *were* some difficult people here.”

Verb form errors occur when a verb is incorrectly formed as we see in the following sentences: “I *will driven* to the airport next week,” and “I *was cook* dinner last night when you called.”

Singular and plural errors often occur when there is confusion about which nouns are countable and which aren’t. For example, “I have turned in all my *homeworks* this week,” and “I set up six more *desk* for the afternoon class.”

Word form errors occur when the wrong part of speech is chosen: “I’m happy to live in a *democracy* country,” and “I feel very *confusing* this morning.”

Sentence structure errors occur for a variety of reasons: A word (often a *to be* verb) is left out; an extra word (often a duplicate subject) is added; word order is incorrect; or clauses that don’t belong together are punctuated as one sentence. For errors like the following, asking the student for the intended meaning is key: “As a result of lack of moral values being taught by parents and the reemphasis by school many children have little respect for authority.” Note that sentence structure errors often contain other types of errors within them.

While these six error types *are* rule based and thus treatable, it is important to note that the rules behind these errors are much more complex than tutors may first believe. This will quickly become apparent in line-by-line editing sessions. In addition, there are exceptions to every rule, exceptions that ESL students will demand explanations for. Because of this, effective tutors will need to study, discuss, and even debate grammatical rules together.⁹

Tutor Resources

Successful tutoring sessions begin behind the scenes with the appropriate tutor resources and training. One resource that every writing center needs is an ESL

grammar handbook. If you can only choose one, I suggest Janet Lane and Ellen Lange's *Writing Clearly: An Editing Guide*.¹⁰ A handbook and workbook combined, this text provides clear rules, strategies, and practice exercises helpful to both students and tutors. In addition, the unit topics correspond to the errors I discuss here (with additional errors covered as well). *Writing Clearly* is also a helpful resource in developing ESL grammar handouts for use in tutoring sessions.¹¹ At the end of this chapter are six sample tutorials and worksheets, and I recommend that tutors and their trainers work together to develop more.

Another valuable handout is a list of ESL resources available *outside* the writing center. There will be times when a tutor cannot be of help in line-by-line editing because the student does not yet have the level of language acquisition necessary for such a task. In those times, a referral to an ESL grammar class or lab on campus or in the community prevents the student from leaving the writing center empty handed. A list of interactive ESL grammar websites is also helpful.¹²

The handbook, tutorial worksheets, and referral sheet make it possible for tutors to follow the strategies suggested below without any additional training; however, additional training and practice in ESL error correction will help tutors feel more confident and be more effective during tutoring sessions. Ask a tutor trainer for suggestions.

Tutoring Strategies

At the opening of this chapter, Dinuba is beginning a tutoring session with Tang, who has unrealistic goals for their hour together. Dinuba's first task is to negotiate a more realistic goal with Tang. She might begin by reflecting back and affirming his stated goal: "I understand that correcting the errors in this paper is very important to you, and we will certainly spend most of our time during this session focusing on your errors." Next, she might gently inform him that the goal of an error-free paper at the end of the hour is not possible, but let him know what is: "I do need to tell you, though, that we won't have time today to correct *all* of your errors, so we're going to focus on your most frequent and serious errors here. Is that okay with you?"

Tang might need time for this point to sink in. He may become angry, depressed, or difficult as he feels his hopes being dashed. It would be best for Dinuba to pause until Tang has conceded this point. (Role-playing practice outside the session is very useful for situations such as these. Tutors need practice maintaining calm confidence even when the negotiations go awry.) A reminder that the clock is ticking might be helpful in persuading a stubborn student to move ahead.

Before Dinuba begins diagnosing Tang's paper, however, another step in the negotiation is needed. Dinuba needs to outline the procedure, especially if Dinuba and Tang have not edited together before. Dinuba might say, "I'm going to take a look at your paper and point out what some of your most serious

errors are. Then we'll review the rules behind those errors and correct your paper together." Once they are in agreement on the procedure, Dinuba is ready to begin diagnosing Tang's patterns of error, focusing only on the six error types outlined above.

A paragraph from Tang's paper might look something like the example here:

Jackson applied for a job and was given an interview since he had all the necessary skills for the job; however he *does* [verb tense] not have the moral values *suck as respect other people or when not to use abusive language* [sentence structure]. So during Jackson's *interviewed* [word form], he interrupted and used foul language toward his interviewers, and *a as* result he did not get the job. However, with the *institute* [word form] of moral values as part of the school *academic* [singular/plural], *it will* [sentence structure] *improves* [verb form] or *built* [verb form] on to the moral values each student already *possessed* [verb tense].

After marking the errors as shown here, Dinuba asks Tang to read the paragraph aloud, correcting any mistakes he sees.¹³ Dinuba is quickly able to determine that words such as *suck* instead of *such* and the word order problem of *a as result* are typographical mistakes, but Tang is not able to correct any of his other errors. After glancing through the rest of his essay, Dinuba notices many more word form errors like the two above, so she decides to focus on those first, marking them throughout the essay.

After Dinuba shows Tang his pattern of word form errors and reviews some rules for word formation with him, they are ready to begin editing Tang's paper together. Dinuba points to the first error, reads it aloud, and asks Tang, "How can we correct this?"

during Jackson's *interviewed*

This point in the session is frequently one of the most difficult for the tutor because she must repress her urge to give too much help. I suggest that tutors put down their pencils and wait patiently and silently for the student to give a response. This is quite difficult but very necessary. It is important for tutors to remember that an unhealthy dependence on the tutor will be formed if the tutor is willing to supply the correct answers.

After a few moments of silence, Tang gives the answer *interviewing*, which of course is not quite right. Even still, Dinuba does not supply the correction. She directs Tang's attention back to the rules they have reviewed together and asks him to determine what part of speech the word should be (verb, noun, adjective, or adverb). On the second try, Tang gets it right: *interview*. Dinuba then asks Tang to write in the correction and double-checks to see that he wrote down his correct verbal answer. They proceed onward exactly this same way until all word form errors are successfully edited. If there is more time, Dinuba and Tang can move on to verb tense or verb form. After repeated sessions like these, the student can be led to recognize his own errors and correct many of

them on his own, as discussed below. Editing sessions like the one portrayed here become the foundation on which students become proficient self-editors.

Granted, this method of editing is excruciatingly slow. To follow these suggestions, tutors will need to fight down their own sense of urgency. It is only natural to feel that too little is being accomplished in a session as slow moving as this. Yet simply by marking a pattern of error and providing Tang with the information to correct those errors, Dinuba is providing a valuable service. By refusing to give corrections, Dinuba affirms Tang's ownership of the paper, encouraging him to become a proficient self-editor. To implement these strategies, tutors must be convinced of the benefits of this approach. If a tutor is not sure that he *is* convinced, I suggest he discuss these ideas with a tutor trainer.

The scenario described here between Tang and Dinuba is a successful one. At times the session will be faster moving because the student is already skilled at correcting his own errors once they are pointed out. But more frequently, a session can move even slower than the one described. A tutor might wonder how slow is too slow. What can a tutor do if, after waiting patiently between each guess and reviewing the rules several times, it becomes clear that the student is not able to correct her own work? That is the time to bring out the ESL referral sheet and point the student toward a class or lab that can help her learn the skills she needs.

The tutor might say something like this: "It looks to me as if you need to brush up on your English grammar before we can edit together. Here are some places where you can do that." Again, role playing outside of the session can help tutors navigate difficult situations like this one. If the tutor is convinced that it would be unethical for him to correct the student's errors and that teaching ESL grammar exceeds his limitations, he will be confident in referring the student elsewhere. However, that doesn't mean the session has to end there. If the student is willing, the tutor can then refocus the session on rhetorical issues.

More often than not, however, tutors will find that their line-by-line editing sessions with students *are* successful. After the student has become aware of what his frequent patterns of error are, has learned the rules needed to correct those errors, and has become fairly proficient in correcting the errors his tutor marks for him, he is ready to begin finding errors on his own. An interim step toward that goal is for the tutor to be less direct in pointing out errors. In a future session between Dinuba and Tang, for example, Dinuba might say, "I see several word form errors in this paragraph. Can you find them?" If Tang has trouble finding them, Dinuba might say, "I see two on this line." If Tang still doesn't spot them, Dinuba could read that line out loud, exactly as it is written. Again, patient silence is needed while the student struggles to find the errors. Gradually, the student will become more proficient in finding his own errors; then he will be ready to learn how to proofread his own papers.

Clearly the student won't be able to proofread for every kind of error, so knowing her most frequent patterns of error is important. The tutor can ask the student to underline the types of words she has the most trouble with.

For example, if the student has difficulty with subject-verb agreement, the tutor can ask the student to single-underline every subject and double-underline every verb, one paragraph at a time. This is something that can be practiced together during tutoring sessions until the student gains proficiency. Once the student has no trouble marking the frequent trouble spots in her paper, she is ready to start proofreading on her own, assisted by the grammar resource sheets she has already been working with. When a student reaches this stage of independence, her tutor should rejoice in the knowledge that she has played a big part in fulfilling the writing center's mission of helping students become proficient, independent writers.

Sample Grammar Tutorial Worksheets

Subject-Verb Agreement Grammar Tutorial Worksheet

For the Tutor

When struggling with subject-verb agreement errors, ESL writers often have trouble identifying the correct subject of the sentence, just as native English-speaking writers do. This can be especially difficult when *there is* or *there are* is used and when a word like *that* is the subject of a relative clause.

When the words *there*, *that*, *which*, *who*, and *what* stand in as the subject of a clause, encourage your writer to look for the real subject elsewhere in the sentence to determine agreement. For example, in the sentence "There are fifteen students in the room today," the real subject is *students*, so the word *there* is treated as plural. However, in the sentence "There is a penny on the sidewalk," the real subject is *penny*, so the word *there* is treated as singular.

For the ESL Writer

Study these examples.

CORRECTED EXAMPLES

- There *is* three prerequisites for this class. (incorrect)
- There *are* three prerequisites for this class. (correct)

In the above example, the word *there* is standing in for the real subject *prerequisites*.

- Every teenager knows how to choose clothes that *flatters* her figure. (incorrect)
- Every teenager knows how to choose clothes that *flatter* her figure. (correct)

In the above example, the word *that* is standing in for the real subject *clothes*.

Correct the following.

PRACTICE SENTENCES

- Alexina found two online articles that *is* good for her assignment.
- Who *are* Sergey's and Mohammed's English teacher this semester?
- There *is* two sorority sisters in my class, Fatima and Thoa.
- My grandmother knows the Latin name of every plant that *grow* in her garden.
- Which *are* older, Enrique or Miguel?

Verb Tense Grammar Tutorial Worksheet

For the Tutor

Many second language (L2) writers have the misconception that all verbs in a paragraph should be in the same tense, yet shifting tense is usually necessary in a piece of writing to communicate information clearly. Learning to shift tenses, especially when the perfect tenses are involved, is a challenge for many ESL writers.

For the ESL Writer

Study the following passage, which demonstrates logical shifts in verb tense:

Yesterday I went [simple past] to Admissions and Records to pay my fees; today I *am going* [present progressive] to the University Transportation Office to pick up my free bus pass; tomorrow I *will go* [simple future] to the bookstore to buy my texts and to the health center to get my flu shot. I usually only *do* [simple present] one or two errands per week, but I *have discovered* [past perfect] that I always *have* [simple present] too much to do at the beginning of the semester.

Here is another example showing incorrect and correct shifts in verb tense:

INCORRECT EXAMPLE

The Chemistry Dept. has just changed the prerequisites for Chem 200. Now instead of taking it after Chem 101, students must also have completed Chem 102 before they *have enrolled*. In addition, students must have declared a Chemistry major and concentration before they *have been allowed* to take Chem 200. This has been problematic for many students because the office often has taken up to six months to process students' declaration of major.

CORRECT EXAMPLE

The Chemistry Dept. has just changed the prerequisites for Chem 200. Now instead of taking it after Chem 101, students must also have completed Chem 102 before they *enroll*. In addition, students must have declared a Chemistry major and concentration before they *will be allowed* to take Chem 200. This has been problematic for many students because the office often has taken up to six months to process students' declaration of major.

Although most of the paragraph is in *past perfect tense*, some verbs need to be in other tenses to convey correct meaning. Note that the last sentence could be written in present tense if the writer wished to show a general trend: "This is problematic for many students because the office often *takes up* to six months to process students' declaration of major."

Correct the following:

PRACTICE PARAGRAPH

The Office of International Studies has just started a Partner Program that pairs American students with international students who will only *have been* in the United States for a short time. Both students and professors are happy with this program. The students are happy because the program has proven to be a great way to *have met* new friends and *learned* about other cultures. The professors are happy because they have been able to assign their students to discuss certain topics with an international partner to gain a broader perspective and a better understanding of the curriculum.

Verb Form Grammar Tutorial Worksheet

For the Tutor

Some verbs are limited by the forms they can combine with. For example, some verbs are followed by infinitives, as in "I *agreed to look over* the article." Other verbs are followed by gerunds, as in "Do you *deny telling* her that?" Some verbs can be followed by infinitives or gerunds, as in "Lixin *likes skiing* or Lixin *likes to ski*." A more limited list of verbs is followed by the base form, as in "Let me *help* you carry that."

This type of verb formation is not rule based but must be learned through careful listening and reading, emphasizing the point that much of grammar is illogical and harder to master than native English speakers may realize.

Because of the difficulty that ESL writers may find in mastering this, a tutoring session may be limited to focusing on just one or two of these verbs at a time. Although the slow pace may be frustrating for both tutor and tutee, such sessions are valuable nonetheless.

For the ESL Writer

NONRULE-BASED VERB FORMATION

Study the verbs below that must be followed by infinitives, gerunds, or either infinitives or gerunds:

INFINITIVES	GERUNDS	EITHER INFINITIVES OR GERUNDS	BASE FORM
agree	deny	like	let
offer	finish	try	have
decide	suggest	begin	make
hope	dislike	remember	
plan	discuss	start	

CORRECTED EXAMPLES

- Aradhna *began study* chemistry in high school. (incorrect)
- Aradhna *began to study* chemistry in high school. (correct)
- Aradhna *began studying* chemistry in high school. (correct)

In the above example, the verb *began* must be followed by either an infinitive or a gerund.

- Dhiren *hopes finding* the bookstore before he goes back to the dorms. (incorrect)
- Dhiren *hopes to find* the bookstore before he goes back to the dorms. (correct)

In the above example, the verb *hope* must be followed by an infinitive.

Correct the following:

PRACTICE SENTENCES

- Svetlana plans *finish* her degree by 2012.
- Kaulana's and Sliman's relatives suggest to *plan* a June wedding.
- Giovanni remembers *ride* an elephant when he was younger.
- Yumi makes her sister to *do* her homework every night.
- Luu tries *run* for 30 minutes every day.

Singular Plural Grammar Tutorial Worksheet

For the Tutor

Some nouns are both countable and noncountable, depending on the meaning of the word and situation in which the word is used. Generally, if a noun can be made plural, it is countable—but not always. For example, *intelligence* is generally considered to be noncountable. Yet is it now common to discuss Howard Gardner's *theory of multiple intelligences* in an academic atmosphere. This can cause confusion for your ESL writers. Distinguishing between nouns that are countable, noncountable, or both is a lengthy and difficult task for most L2 writers of English and must be learned by experience.

For the ESL Writer

Study the following:

SOME NOUNS THAT ARE BOTH COUNTABLE AND NONCOUNTABLE

water	hair	work
truth	light	soda
money	intelligence	email
candy	cake	room

EXAMPLES

- Would you like some of this chocolate *cake*? (noncountable)
- We baked three *cakes* for the fundraiser. (countable)
- This room needs more *light*. (noncountable)
- In some *lights*, Pa looks blonde. (countable)
- *Email* is Sothea's preferred method of communication. (noncountable)
- How many *emails* did you receive when you were on vacation? (countable)

Correct the following:

PRACTICE SENTENCES

- How many *soda* did you order?
- Have you read the complete *work* of Emily Dickinson?
- Does Huii have enough *rooms* at the end of the table?
- Shakiba had her *hairs* cut and styled yesterday.
- Ricardo strongly believes in telling the *truths*.

Word Form Grammar Tutorial Worksheet

For the Tutor

Some words have more than one form for the same part of speech. Such subtle distinctions can be troubling for your L2 writers. For example, *bored* and *boring* are both adjectives, but their meaning is different. "The student is bored" indicates that something outside the student is causing the boredom (such as the classroom lecture). "The student is boring" indicates that the student herself is causing the boredom (possibly by talking for too long). In general, the past participle form is used to indicate an outside cause, and the present participle form is used to indicate an internal cause.

Other differences in word form are nonrule based and must be acquired by paying attention when listening or reading. For example, *discriminating* may be considered positive, as in the ability to make wise choices, whereas *discriminatory* is certainly negative, indicating prejudice.

For the ESL Writer

Be aware that although words may share the same root and even the same part of speech, word meaning changes when form changes. Use an ESL dictionary (such as *Longman Advanced American Dictionary*) to determine the differences in meaning in these words. Study the following:

DIFFERENCES IN MEANING

interesting (adjective) _____	interested (adjective) _____
confusing (adjective) _____	confused (adjective) _____
friend (noun) _____	friendship (noun) _____
automotive (adjective) _____	automatic (adjective) _____
systemic (adjective) _____	systematic (adjective) _____

Correct the following:

PRACTICE SENTENCES

- Alma feels *boring* when she listens to long lectures.
- Gregorio is *concerning* about global warming.
- The senators attacked each others' *characteristic* during their political campaigns.
- Yesterday it was hot; today it is cold. The weather has been *various*.
- This class is *comparative* to the class you are taking at city college.

Sentence Structure Grammar Tutorial Worksheet

For the Tutor

Sentences missing subjects often occur in ESL writing when prepositional phrases are present. When this type of error occurs, remind your L2 writer that main subjects do not occur in prepositional phrases. The solution is often as simple as eliminating a preposition. For example, in the following sentence, either the preposition *in* or *by* can be eliminated: "In the article *by* Smith states that crime has increased 50 percent over the last year."

For the ESL Writer

Study the following:

SOME COMMON PREPOSITIONS

in	to	by	after	except	despite
on	out	from	along	upon	during
of	at	as	with	across	among

CORRECTED EXAMPLE

- *In* the painting by Dali shows melting clocks. (incorrect)
- The painting by Dali shows melting clocks. (correct)

In the above example, a preposition had to be removed in order to provide a subject for the sentence.

Correct the following:

PRACTICE SENTENCES

- In the article *by* Singh supports this point.
- *During* a long lecture *by* my cousin Suk is boring.
- *With* Yusef and me to the park is fun.
- At Josiah's house is filled with many photographs.

Notes

1. Thaiss and Zawacki, 7, 109
2. Thaiss and Zawacki (2006).
3. Ferris (1995).
4. Olson, Moyer, and Falda (2002).
5. For a summary of error correction studies, see Leki (1990) and Ferris (2003).
6. North, 28.
7. Ferris (1995), 45.
8. For example, see Harris and Silva (1993) and Ferris (1995).
9. An excellent comprehensive reference for such study is Celece-Murcia and Larsen-Freeman (1983).
10. Lane and Lange (1999).
11. Also useful is Master (1996).
12. I recommend these interactive grammar websites: The ESL Quiz Center at www.eslcafe.com/quiz/, The English Page at www.englishpage.com/index.html, and Self-Study Grammar Quizzes at <http://a4esl.org/q/h/grammar.html>.
13. This method is suggested by Bartholomae (1980).

Works Cited

- Bartholomae, David. 1980. "The Study of Error." *College Composition and Communication* 31(3): 253-69.
- Celece-Murcia, Marianne, and Diane Larsen-Freeman. 1983. *The Grammar Book: An ESL/EFL Teacher's Course*. Boston: Heinle and Heinle.
- Ferris, Dana. 1995. "Can Advanced ESL Students Become Effective Self-Editors?" *CATESOL Journal* 8(1): 41-62.
- . 1999. "The Case for Grammar Correction in L2 Writing Classes: A Response to Truscott (1996)." *Journal of Second Language Writing* 8(1): 1-11.
- . 2003. *Response to Student Writing: Implications for Second Language Students*, Chapter 3. Mahwah, NJ: Lawrence Erlbaum.
- Harris, Muriel, and Tony Silva. 1993. "Tutoring ESL Students: Issues and Opinions." *College Composition and Communication* 44(4): 525-537.
- Lane, Janet, and Ellen Lange. 1999. *Writing Clearly: An Editing Guide*. Boston: Heinle and Heinle.
- Leki, Iiona. 1990. "Coaching from the Margins: Issues in Written Response." In *Second Language Writing: Research Insights for the Classroom*, edited by Barbara Kroll, 57-68. New York: Cambridge University Press.

- Master, Peter. 1996. *Systems of English Grammar: An Introduction for Language Teachers*. Englewood Cliffs, NJ: Prentice Hall.
- North, Steven. 1984. "Writing Center Research: Testing Our Assumptions." In *Writing Centers: Theory and Administration*, edited by Gary Olson, 24-35. Urbana, IL: National Council of Teachers of English.
- Olson, Jon, Dawn Moyer, and Adelia Falda. 2002. "Student-Centered Assessment Research in the Writing Center." In *Writing Center Research: Extending the Conversation*, edited by Paula Gillespie, Alice Gillam, Lady Falls Brown, and Byron Stay, 111-31. Mahwah, NJ: Lawrence Erlbaum.
- Thaiss, Chris, and Terry Myers Zawacki. 2006. *Engaged Writers Dynamic Disciplines: Research on the Academic Writing Life*. Portsmouth, NH: Boynton/Cook.