

A Guide to Writing English as a Second or Foreign Language: An Annotated Bibliography of Research and Pedagogy

Review by Terry Santos

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A GUIDE TO WRITING ENGLISH AS A SECOND OR FOREIGN LANGUAGE: AN ANNOTATED BIBLIOGRAPHY OF RESEARCH AND PEDAGOGY. Dan J. Tannacito. Alexandria, Virginia: TESOL, Inc., 1995. Pp. 533.

The publication of Dan Tannacito's massive bibliography of L2 writing research and pedagogy is a landmark contribution to this rapidly-expanding field, and, given the author's intention of updating the guide periodically, it will no doubt become the standard, indispensable reference source for graduate students, teachers, researchers, and browsers.

With 3,461 entries, the bibliography offers the reader a comprehensive annotated listing of virtually every article, conference paper, dissertation, monograph, and textbook ever produced on L2 writing up to 1994. (The work that went into compiling this huge database is mind-boggling.) The entries are listed alphabetically by author, with the topic category identified after the one- or two-sentence description of the work. Below is a sample entry (chosen at random).

1252. Hall, A., & Jobe, P. (1992, March). *Group approach to research papers: Cracking the academic code.* Paper presented at the 26th Annual TESOL Convention, Vancouver, BC.

Shows how to guide uninitiated students through a common-context formal research writing project.

Research Writing.

At the end of the volume are two indexes. The first is a list of names cited in the guide, while the second gives the information that is as important as the references themselves the index of subjects, with multiple listings for works that cross topic boundaries. Since it is here that most readers will start (we generally look for references on particular topics, not for names), I would prefer to see this list at beginning of the book rather than at the very end. It could be called the table of topics or the classification of subjects, with the index of names kept in the back.

Aside from that small criticism, I have nothing but praise for the valuable addition to L2 writing which this bibliography represents. With luck, we will see updated editions for years to come.

About the Reviewer

Terry Santos is an associate professor of English at Humboldt State University, where she teaches TESL training courses. Her interests include second language writing, grammar and teaching methodology.

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