



Selected bibliography of recent scholarship in second language writing

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This bibliography cites and summarizes essays and reports of research on second and foreign language writing and writing instruction that have become available to its compilers during the period from January 1 to March 31, 2016.

Abdallah, M.M.S. (2015). *Writing II for 2nd Year EFL Student Teachers*. ERIC Document 557724.

This document describes an essay writing process to Egyptian EFL student teachers and emphasized the need for pre-service teacher training in the area of academic writing. The writing course discussed focuses on fostering EFL student teachers' essay writing skills in the standard five-paragraph English essay.

Abdallah, M.S., & Mansour, M.M. (2015). Virtual task-based situated language-learning with "Second Life": Developing EFL pragmatic writing and technological self-efficacy. *Arab World English Journal*, 2, 150–182.

This research article investigated the effectiveness of utilizing a virtual task-based situated language learning (TBSLL) environment mediated by Second Life (SL) for the purposes of developing EFL student teachers' pragmatic writing skills and technological self-efficacy. The experimental research design included a control group ($n = 10$) and an experimental group ($n = 10$). The control group was exposed to a traditional lecture-based writing course whereas the experimental group was exposed to Second Life, a virtual world, where situated language learning courses took place (online). Results indicated significant differences between the groups in favor of the SL learning situation.

Abdel Latif, M.M. (2015). Sources of L2 writing apprehension: A study of Egyptian university students. *Journal of Research in Reading*, 38(2), 194–212.

This study sought to identify sources of Egyptian University students' writing apprehension through the use of a mixed methods approach. The analysis of the qualitative and quantitative data indicated six sources of students' writing apprehension: linguistic knowledge level, writing performance level, perceived language competence, instructional practices, perceived writing competence, and fear of criticism. The research suggested that improvement of students' linguistic knowledge and writing ability is the starting place for reducing L2 students' writing apprehension.

Adjei, A.A. (2015). Analysis of subordination errors in students' writings: A study of selected teacher training colleges in Ghana. *Journal of Education and Practice*, 6(8), 62–77.

This study examined the use of subordination through the analysis of written scripts and test responses from 150 participants selected from Teacher Training Colleges. Findings indicated that participants encountered a significant level

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of difficulty using subordination, including the identification of types and functions of subordinate clauses in sentences. The study suggested that more attention be given to subordination at the Teacher Training Colleges and at other levels of education in Ghana due to its importance in meaning making.

Ahmadi-Azad, S. (2015). Gender differences in emotional content of EFL written narratives. *Journal of Language Teaching and Research*, 6(3), 619–626.

In an effort to explore traces of gender in written texts, this study adopted an empirically-supported approach to the negative and positive emotional content of the narrative autobiographical reports of 103 female and 82 male graduate EFL students. Statistical analysis did not show a significant difference across genders; however, data indicated that female writers were slightly more likely to use a larger number of emotional words.

Alexander, F. (2015). *Second language writing of health professionals and the transfer of writing knowledge and skills: A narrative study*. Unpublished dissertation: Texas A&M University.

Filling the gap of inquiry in how second language health professionals perceive the transfer of their writing skills and knowledge, the study used a narrative inquiry approach in analyzing interviews with nurses for whom English was a second language. The results indicated that the nurses' perceptions of their writing experiences were significantly different from the findings of previous reports that focused on such nurses.

Al-Hammadi, F., & Sidek, H.M. (2015). An analytical framework for analysing secondary EFL writing curriculum: Approaches for writing and preparation for higher education. *International Education Studies*, 8(1), 59–70.

This study presents an analytical framework for analyzing EFL secondary writing curriculum. The project aimed to assist educational institutions, curriculum designers, and educators in developing secondary EFL writing curriculum in preparation for tertiary education.

Salteh, M.A., & Sadeghi, K. (2015). What writing teachers say and what they actually do: The mismatch between theory and practice. *Journal of Language Teaching and Research*, 6(4), 803–810.

Considering the disparities between theory and practice, the following study investigated teacher beliefs and practices in the writing classroom. Further, it sought to explain possible restrictions that prevent the enactment of teachers' stated beliefs in the classroom. Using 150 writing samples from students and six university instructors' questionnaire answers, the research cross-examined classroom practices with teachers' ideological stances. Results indicated that contextual factors did not play a significant role in the incompatibility between the two, but that other factors, such as work experience, did.

Al-Jumaily, S. (2015). Improving my students' writing skill: An intensive course for ESL learners by using process-approach to writing with the assistance of computer word processor. *International Journal of English Language Teaching*, 2(1), 29–35.

Using a process approach to writing, the researcher developed a course in which a computer word processing program was employed during the revision stage of students' writing. The course was designed to be interactive and integrative and to help second language writers to master vocabulary and grammatical rules. Motivation was the primary objective in developing a creative atmosphere that develops confidence.

Andrei, E., Ellerbe, M., & Cherner, T. (2015). "The text opened my eyes": A book club on teaching writing to ELLs. *TESL-EJ*, 19(3).

With a book club as the framework for professional discussion, the researchers used a qualitative approach to answer the following questions about US public school teachers instructing ELL writing: (1) What are teachers' perceptions about a book club professional development experience? (2) How are teachers' views about second language (L2) writing affected by a book club focused on teaching writing to ELLs? The findings indicated that the participants advanced their practices and knowledge about ELL writing instruction and became more empowered as instructors.

Annous, S., & O'Day Nicolas, M. (2015). Academic territorial borders: A look at the writing ethos in business courses in an environment in which English is a foreign language. *Journal of Business and Technical Communication*, 29(1), 93–111.

The following study uses a qualitative approach to understanding the perceptions of professors teaching a variety of specialties in the School of Business context where English is a foreign language. Results showed that, due to time and lack of expertise, professors stated that it was not their responsibility to nurture students' communication skills despite asserting the importance of such skills in this academic setting.

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