

Selected bibliography of recent scholarship in second language writing

Tony Silva^{*}, Joshua M. Paiz

Purdue University, United States

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, 2015 to March 30, 2015.

Adkins, T., & Meyer, C. (2014). Seoul searching: Transitioning basic writers within the global frontiers project. *Composition Studies*, 42(1), 79–96.

This essay examined a pilot sheltered instruction program for Korean ESL students enrolled in classes that were part of a global partnership between Texas A&M at Commerce and Konkuk University in Korea. It reported on the structure of the sheltered instruction basic writing class as well as on the outcomes of the program with regard to student writing development.

Ahangari, S., & Sepehran, H. (2014). The effect of intertextuality on Iranian EFL learners' critical writing. *Iranian Journal of Language Teaching Research*, 2(1), 85–98.

The research reported on in this article examined the relationships between intertextuality and critical thinking in the writings of 60 advanced EFL writers in Iran. They found that the more material writers were exposed to, the more critical elements they were able to deploy in their own writing.

Aidinlou, N.A., & Reshadi, E. (2014). A comparative study of the use of conjunctions and references in electronic mails vs. paper-based letters. *Journal of Language Teaching and Research*, 5(3), 611–615.

This study explored the use of conjunctions and strategies for reference used by Iranian EFL writers while composing emails and paper letters. Use of conjunctions differed in the two media; reference did not.

Akbarzadeh, R., Saeidi, M., & Chehreh, M. (2014). The effect of oral interactive feedback on the accuracy and complexity of EFL learners' writing performance: Uptake and retention. *Iranian Journal of Language Teaching and Research*, 2(2), 105–126.

^{*} Corresponding author at: Department of English, Purdue University, 1356 Heavilon Hall, West Lafayette, IN 47907-1356, United States. Tel.: +1 765 494 3769; fax: +1 765 494 3780.

E-mail address: tony@purdue.edu (T. Silva).

This article discussed the use of oral interactive feedback on student writing by outlining a study that explored student uptake of recommendations made during oral feedback sessions. The findings suggested that oral interactive feedback led to significantly more uptake on the part of the student-writers.

Al-Mahrooqi, R., Thakur, V.S., & Roscoe, A. (Eds.). (2014). *Methodologies for effective writing instruction in EFL and ESL classrooms*. Hershey, PA: Information Science Reference.

This edited volume examined current understandings of writing instruction best practices. It focused on recent technology-based interventions and their possible efficacy in the classroom. Chapters include: Explicit instruction in Western cultures in the English-language writing classrooms of the Arab Gulf: Pedagogical perspectives (Denman); Contextual influences on teachers' writing instruction: Insights from the diaries of three ESL/EFL professionals (Leong, Hu, & Boucher-Yip); Second language acquisition and the impact of first language writing orientation (Naqvi, Thomas, Agha, & Al-Mahrooqi); Contradictory genres: The five-paragraph essay vs. the lab report (Mcbeath); A reflective overview of a process approach to writing in generation 1.5 ESL classrooms: Instructors' and students' perspectives (Dikli, Jernigan, & Bleyle); Process vs. product: Arabic and English writing classrooms in Oman (Al-Mahrooqi & Denman); How blending process and product approaches to teaching writing helps EFL learners: A case study (Khan & Bontha); Teaching and learning to write: Using a task-based approach in an EFL class (Abraham); Teaching critical thinking and academic writing skills to Japanese university EFL learners: A pedagogical perspective (Heffernan); Pathways towards success for novice academic writers in a CLIL setting: A study in an Asian EFL context (Adamson & Coulson); Investigating scaffolding writing instruction: A tool for struggling EFL writers (Sutphen); To whom do we write?: Audience in EFL composition classes (Al-Mohammadi & Derbel); Don't get it right, just get it written: Making feedback work (Al Noursi); A case for peer review inclusion in writing assessment (Bodola & Siam); The role of online tools in promoting EFL writing: A pedagogical perspective (Torky); Correct writing and spelling in the ESL classroom (Jayaraman); Omani undergraduate students' writing errors: Reflections (Chalikandy); Awareness of plagiarism: Omani English Foundation students' and teachers' perspectives (Ahinai & Al-Mahrooqi); Writing assessment: A pedagogical perspective on variations and dichotomies (Bahrouni); An evaluation of Sohar University GFP students' performance in writing: A pedagogical perspective (Trabelsi).

Alzaanin, E.I. (2014). Investigating the pedagogical practices of EFL writing teachers in Palestinian universities: A cognitive-ecological perspective. Unpublished dissertation: Victoria University of Wellington.

This dissertation presented research that examined the cognitive processes of Palestinian EFL writing instructors and the impact of those processes on pedagogical practices. It extended this conversation by also considering the role of ecological forces (e.g., social and physical contexts) as mediating forces for cognition and practice.

Amani, S. (2014). Metacognitive strategy instruction and pre-task planning: Impact on L2 argumentative writing ability. Unpublished dissertation: University of Auckland.

This dissertation investigated the underexplored issue of explicit strategy instruction for L2 writing tasks. Utilizing a mixed-methods approach, this dissertation's research component examined the efficacy of a metacognitive strategies teaching protocol on the writing ability of L2 writing students in Australia and Iran.

Amara, T.M. (2014). ESL learners' perceptions of teacher written feedback in a writing classroom. Unpublished dissertation: Washington State University.

This dissertation reported on research that probed learners' perceptions, uses, and attitudes regarding teacher written corrective feedback. The investigation revealed that students are often very invested in their writing and the burgeoning identities forming through the writing task.

Atilgan, A.B. (2014, March). Chinese writers in the U.S. classroom: Marrying cultures of learning. *SLW News*. Accessible from: <http://newsmanager.commpartners.com/tesolslw/issues/2014-03-05>

Download English Version:

<https://daneshyari.com/en/article/363971>

Download Persian Version:

<https://daneshyari.com/article/363971>

[Daneshyari.com](https://daneshyari.com)