

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, 2014 to March 31, 2014.

Abu-Rabia, S., Shakkour, W., & Siegel, L. (2013). Cognitive retroactive transfer (CRT) of language skills among bilingual Arabic-English Reader. *Bilingual Research Journal*, 36(1), 61–81.

This article reported research that examined the possible impact of L2 learning on L1 language-related skills. Using a quasi-experimental, pre-/post-test design, this study explored how an English-based intervention would impact linguistic and meta-linguistic skills in the L1.

Adoniou, M. (2013). Drawing to support writing development in English language learners. *Language and Education*, 27(3), 261–277.

According to the study reported on in this article, there may be positive links between drawing and the acquisition of L2 writing ability.

Alawdat, M. (2013). Using e-portfolios and ESL learners. *US-China Education Review A*, 3(5), 339–351.

This meta-study examined the uses of and attitudes toward using e-portfolio systems for assessing ESL students' writing. Using 11 empirically based essays as its source, the author of this article suggested that the use of e-portfolios had a positive impact on students' learning gains and technical skillsets.

Alzu'bi, M. A. M., Sabha, M., & Rushdi, N. (2013). Using mobile-based email for English foreign language learners. *Turkish Journal of Educational Technology*, 12(1), 178–186.

This article reported research that investigated the use of mobile email services as a tool to facilitate English writing education. The authors' findings suggested that the use of mobile email had a positive impact on overall writing skill and that it had a more pronounced effect on vocabulary acquisition.

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Anderson, E. C., Vanderhoff, A. M., & Donovick, P. J. (2013). A manifestation of the bilingual disadvantage in college-level writing. *International Journal of Language Studies*, 7(1), 139–150.

This study examined how bilingualism may impact students' writing abilities during timed writing tasks. The findings suggested that bilingual individuals may be disadvantaged during timed writing tasks due to possible issues of lexical access and verbal fluency.

Andrade, M. S., & Evans, N. W. (2013). *Principles and practices for response in second language writing: Developing self-regulated learners*. New York: Routledge.

In this book, the authors advanced the theory of self-regulated learning. They advocated for viewing teacher feedback as a tool to guide students toward being self-regulated writers, thereby being able to improve their own writing after they move beyond the writing classroom.

Baecher, L., Schieble, M., Rosalia, C., & Rorimer, S. (2013). Blogging for academic purposes with English language learners: An online fieldwork initiative. *Contemporary Issues in Technology and Teacher Education*, 13(1), 1–21.

This article reported on the possible uses of blogging as a teacher-training tool. It specifically examined the use of dialogic blogs, where TESOL candidates and adolescent teacher candidates were able to share their knowledge and insights about their respective fields of practice.

Bauer, H., & Picciotto, M. (2013). Writing in America: International students and first-year composition. *Writing on the Edge*, 23(2), 75–86.

This article explored the current situation of international students in American first year composition classes.

Belcher, D. D., & Gayle, N. (Eds.). (2013). *Critical and corpus-based approaches to intercultural rhetoric*. Ann Arbor: University of Michigan Press.

In this edited volume, the intercultural rhetoric paradigm is further advanced by contributions addressing a number of issues in intercultural rhetoric from both critical and corpus based approaches. Chapters include: (1) Why intercultural rhetoric needs critical and corpus-based approaches: an introduction (Belcher & Nelson); (2) Corpus linguistics in intercultural rhetoric (Connor); (3) Interpreting the culture in intercultural rhetoric: A critical perspective from English as a lingua franca studies (Baker); (4) The arts of dwelling places: Building ethos in an online community (You); (5) Discriminatory discursive strategies used by the Japanese mainstream news media in constructing the identity of resident foreign nationals: A critical discourse analysis-based examination (Escamilla); (6) Bilingual corpus-assisted discourse analysis: Promises, challenges, and ways forward (Gentil); (7) Linguistic characteristics of intercultural call center interactions: A multi-dimensional analysis (Friginal); (8) Intercultural computer-mediated communication: Insights from corpus-based analysis (Temples & Nelson); (9) Analyzing the semantic prosody and semantic preference of lexical bundles (Cortes & Hardy); (10) From intercultural rhetoric to cosmopolitan practice: Addressing new challenges in lingua franca English (Canagarajah); (11) Intercultural rhetoric: A conversation – the sequel (Atkinson & Matsuda).

Bohmer, J. (2013). Biliterate skills of bilingual students in German, Turkish, and Russian. *Diskurs Kindheits- und Jugendforschung*, 8(1), 57–70.

The study reported on in this article explored the possible cross-linguistic transfer of literate skills for a population of German-Russian and German-Turkish bilingual students studying in Germany.

Broer, K. (2013). *Collaboration model for ESL and content teachers*. ERIC Document: ED540536.

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