

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 July 1, 2014 to September 30, 2014.

Rahimi, M. (2013). Is training student reviewers worth its while? A study of how training influences the quality of students' feedback and writing. *Language Teaching Research*, 17(1), 67–89.

The study reported on in this article examined the effects of holding peer-review training sessions for students. The goal of the training was to prepare students to be more effective peer-commentators. The findings suggested that the overall increase in peer feedback efficacy was worth the investment required by the training.

Reichelt, M., Salski, Ł., Andres, J., Lowczowski, E., Majchrzak, O., Molenda, M., Parmodrezejewska, A., Reddington, E., & Wiśniewska-Steciuk, E. (2013). "A table and two chairs": Starting a writing center in Łódź, Poland. *Journal of Second Language Writing*, 22, 277–285.

In this essay, the authors recounted their experiences starting the first university-level English language writing center at the University of Łódź in Poland. Working from a local, lived need, and starting with minimal institutional support, the authors discussed the challenges and opportunities encountered while undertaking this project.

Rubinstein-Avila, E. (2013). Scaffolding content and language demands for "reclassified" students. *Voices from the Middle*, 20(4), 28–33.

In this study, the author interrogated best practices for teaching students who have been re-classified as Fluent English Proficient (FEP) students. Based on the results of her study, the author advocated for continued scaffolding by content area teachers in order to continue supporting students who, despite no longer being categorized as ELLs, may not have developed the linguistic competence needed for the mainstream classroom.

^{*} 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).

Ryshina-Pankova, M., & Byrnes, H. (2013). Writing as learning to know: Tracing knowledge construction in L2 German compositions. *Journal of Second Language Writing*, 22, 179–197.

In this article, the authors explored the use of grammatical metaphor (GM) as a marker of meaning making in German L2 papers. The findings suggest that GM is a marker of new knowledge construction when used as a conceptual or a textual reframing tool.

Sadeghi, K., & Dilmaghani, S. K. (2013). The relationship between lexical diversity and genre in Iranian EFL learners' writings. *Journal of Language Teaching and Research*, 4, 328–334.

The research reported on in this article examined lexical diversity among a group of intermediate-level EFL students at an Iranian university—focusing on the effects of genre. The findings suggested a close relationship between lexical diversity and genre.

Sánchez, F. (2013). Creating accessible spaces for ESL students online. *WPA: Writing Program Administration – Journal of the Council of Writing Program Administrators*, 37(1), 161–185.

In this article, the author advocated for WPAs to consider the ways in which they might use digital spaces in working with ESL students. Focused largely on online writing labs (OWLs), the author closely examined issues of accessibility and its impact on usability for ESL students.

Sarkhoush, H. (2013). Relationship among Iranian EFL learners' self-efficacy in writing, attitude towards writing, writing apprehension, and writing performance. *Journal of Language Teaching and Research*, 4, 1126–1132.

The research reported on in this article examined the confluence of attitudes towards writing, apprehension during writing tasks, and learner self-efficacy on overall writing performance. The findings suggest that only the writer's attitudes about writing have any statistically significant impact on the quality of writing.

Sawaki, Y., Quinlan, T., & Lee, Y-W. (2013). Understanding learner strengths and weaknesses: Assessing performance on an integrated writing task. *Language Assessment Quarterly*, 10(1), 73–95.

This study investigated TOEFL iBT integrated writing tasks, looking specifically at the impact of overall comprehension, productive vocabulary, and sentence conventions.

Schulze, J. (2013). *Supporting the persuasive writing practices of English language learners through culturally responsive systemic functional linguistic pedagogy* (Unpublished doctoral dissertation). University of Massachusetts, Amherst.

Utilizing a teacher action research design, this dissertation explored the impact of utilizing a systemic functional linguistics (SFL) based pedagogy on increasing students linguistic abilities while engaged in persuasive writing tasks. The findings suggest that the SFL approach used in the classroom was able to encourage students to use all of their linguistic and cultural resources to create a more flexible persuasive semiotic.

Sebba, M. (2013). Multilingualism in written discourse: An approach to analysis of multilingual texts. *International Journal of Bilingualism*, 17(1), 97–118.

This article reported on research that examined multilingual, multimodal texts. It then advanced a framework for analyzing multimodal texts using visual, spatial, and linguistics measures.

Severino, C. (2013). Ice cream in the cold wind: Struggles with a second genre in a second language. *Writing on the Edge*, 24(1), 45–48.

This essay presented the author's personal account of working on translating a work of fiction in her L2 (Spanish).

Download English Version:

<https://daneshyari.com/en/article/363999>

Download Persian Version:

<https://daneshyari.com/article/363999>

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