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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 October 1, 2013 to December 31, 2013.

Abbasian, G., & Mohammadi, M. (2013). The effectiveness of dictogloss in developing general writing skill of Iranian intermediate EFL learners. *Journal of Language Teaching and Research, 4*(6), 1371–1380.

This study examined the efficacy of a group-based instructional method, dictogloss, on the development of the writing skills of a group of Iranian EFL students. The findings suggest that using this teaching method may positively impact the students' writings in terms of grammaticality and organization, but little to no positive impact could be found with regard to content, language usage, or word choice.

Abednia, A., Hovassapaian, A., Teimournezhad, S., & Ghanbari, N. (2013). Reflective journal writing: Exploring in-service EFL teachers' perceptions. *System, 41*, 503–514.

This paper utilized focus group methods to investigate in-service teachers opinions of reflective journaling as a training and professional development tool. The findings suggest that the teachers found this to a be useful tool for teacher training.

Al-Jarrah, R. S., & Al-Ahmad, S. (2013). Writing instruction in Jordan: Past, present, and future trends. *System, 41*(1), 84–94.

This article reports on a study of the challenges facing and the opportunities for English language writing instruction in the Jordanian context.

Aminloo, M. S. (2013). The effect of collaborative writing on EFL learners writing ability at the elementary level. *Journal of Language Teaching and Research 4*, 801–806.

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1060-3743/

The study reported on in this article explores the effects of collaborative writing on the performance of elementary-level EFL students. The findings suggest that collaborative writing is a viable tool for TOEFL-like tasks.

Atkinson, D. (Section Ed.). (2013). Disciplinary dialogues. *Journal of Second Language Writing, 22*, 425–450.

This *Disciplinary Dialogues* section includes contributions from 11 second language writing professionals, all of whom responded to the prompt: What does second language writing mean to me? The contributions include (1) Second language writing: The manufacture of social fact (Hyland); (2) What L2 writing means to me: Texts, writers, contexts (Ferris); (3) Dislimiting second language writing (Kubota); (4) Second language writing: Talking points (Silva); (5) Second language writing: Perspectives of a teaching educator-researcher (Lee); (6) The scope of L2 writing: Why we need a wider lens (Belcher); (7) The end of second language writing? (Canagarajah). (8) Second language writing: Is it a separate entity? (Kobayshi & Rinnert); (9) Second language writing as a psycholinguistic locus for L2 production and learning (Roca de Larios); (10) Second language writing as and for second language learning (Zhang); and (11) Response: What is second language writing—And why does it matter? (Matsuda).

Bangeni, B. (2013). An exploration of the impact of students' prior genre knowledge on their constructions of ''audience'' in a marketing course at the postgraduate level. *English for Specific Purposes, 32*, 248-257.

This paper explores how experiences with the conception of audience from one discipline can negatively impact meeting audience expectations when writing in another.

Bitchener, J. (2012). A reflection on 'the language learning potential' of written CF. *Journal of Second Language Writing, 21*, 348–363.

This essay closely examines thirty years of theoretical and empirical writings on the place of written corrective feedback in second language writing. The goal of this piece is to explore what we know, what we need to know, and where we, as a discipline, can go from here.

Bunch, G. C., & Willett, K. (2013). Writing to mean in middle school: Understanding how second language writers negotiate textually-rich content area instruction. *Journal of Second Language Writing, 22*, 141–160.

The research reported on in this essay used the ''writing to mean'' approach to analyze the content area writings of 40 ELL middle school students at one U.S. institution. Specifically, they explored the options available to student-writers and the strategies that they deployed in constructing their meaning-making texts.

Busse, V. (2013). How do students of German perceive feedback practices at university? A motivational exploration. *Journal of Second Language Writing, 22*, 406–424.

This paper presents research that examined how first-year German-as-a-foreign language students in the UK perceived corrective feedback and its impact on their motivation to acquire literate ability in a second language. The findings suggest that while students self-report desiring corrective feedback, this feedback was often detrimental to their motivation for a number of reasons.

Byrnes, H. (2013). Positioning writing as meaning-making in writing research: An introduction. *Journal of Second Language Writing, 22*(2), 95–106.

This essay serves as the introduction to the JSLW special issue on meaning-making in second language writing. It sets the stage for research that focuses explicitly on meaning making in and on teaching second language writing with this explicit focus.

Chalak, A., & Norouzi, Z. (2013). Rhetorical moves and verb tense in abstracts: A comparative analysis of American and Iranian academic writing. *International Journal of Language Studies, 7*(4), 101–110.

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