

## 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 September 1, 2014 to December 31, 2014.

Abasi, A.R. (2014). Evaluative choices and rhetorical impact: American learners of Persian as a foreign language writing to appraise. *International Journal of Applied Linguistics*, 24(2), 224–229.

The mixed-methods study reported on in this article utilized quantitative methods to uncover correlations between the evaluative categories used by Persian-as-a-foreign language students writing film critiques and the grades that they received on their terminal essay. It then used qualitative textual analysis to provide a better understanding of the correlations between grades and rhetorical effectiveness.

AbuSeileek, A., & Abualsha'r, A. (2014). Using peer computer-mediated corrective feedback to support EFL learners' writing. *Language Learning & Technology*, 18(1), 76–95.

This article reported on research that examined the use of computer-mediated corrective feedback on student writing. Three forms of feedback were used: *Microsoft Word* track changes feedback, recast feedback, and metalinguistic feedback. The findings indicated that the use of track changes to provide feedback has a stronger overall positive effect on students' writing.

Allen, L.K., Crossley, S.A., Snow, E.L., & McNamara, D.S. (2014). L2 writing practice: Game enjoyment as a key to engagement. *Language Learning & Technology*, 18(2), 124–150.

In this study, the authors investigated the use of the intelligent tutoring system, *Writing Pal*. More specifically, they examined the use of *Writing Pal* on students' motivation and engagement with learning. Their findings indicated that L2 students' overall engagement with game-based learning remained high throughout the course of the study.

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Aydun, Z., & Yildiz, S. (2014). Using wikis to promote collaborative EFL writing. *Language Learning & Technology*, 18(1), 160–180.

This paper examined the use of wikis in the EFL classroom as a space for collaborative writing. The findings indicated that wikis helped to promote collaborative writing and revision most effectively in argumentative task scenarios and that their use had positive impacts on students' perceptions of EFL writing.

Belcher, D. (2014). What we need and don't need intercultural rhetoric for: A retrospective and prospective look at an evolving research area. *Journal of Second Language Writing*, 25, 59–67.

In this essay, Diane Belcher examined the history and evolution of Intercultural Rhetoric, the spiritual successor to Kaplan's Contrastive Rhetoric. She interrogated its potential usefulness as an analytic lens for the field, paying particular attention to its promise and problems.

Bestgen, Y., & Granger, S. (2014). Quantifying the development of phraseological competence in L2 English writing: An automated approach. *Journal of Second Language Writing*, 26, 28–41.

The research reported on in this article explored the changes in L2 writers' phraseological competence using computer-based rating and the Michigan State University Corpus of L2 writing.

Bocanegra-Valle, A. (2014). 'English is my default academic language': Voices from LSP scholars publishing in a multilingual journal. *Journal of English for Academic Purposes*, 13, 65–77.

This article investigated English practices of NES and NNES scholars publishing in a multilingual journal, *Ibérica*. The author maintained that their findings corroborate those that appear in the literature regarding the issues and affordances of using English as a common language.

Burgess, S., Gea-Valor, M.-L., Moreno, A.I., & Rey-Rocha, J. (2014). Affordances and constraints on research publication: A comparative study of the language choices of Spanish historians and psychologists. *Journal of English for Academic Purposes*, 14, 72–83.

This article interrogated the skills that Spanish scholars needed to publish in both English and Spanish medium journals. Their findings highlighted the flexibility of these scholars in adapting to institutional constraints and in their own language development.

Bulté, B., & Housen, A. (2014). Conceptualizing and measuring short-term changes in L2 writing complexity. *Journal of Second Language Writing*, 26, 42–65.

This essay examined a variety of complexity measures used for analyzing L2 writing. The authors advocated for a selective approach to designing complexity studies, focusing on a wider range of complexity measures to deploy during research project design and implementation.

Cheng, Y. (2014). Dissertation grant proposals as "writing games": An exploratory study of two L2 graduate students' experiences. *English for Specific Purposes*, 36, 74–84.

The research reported on in this article examined the use of grant proposal writing as a tool to help graduate students better contextualize their dissertation research and its possible applications to various communities.

Connor-Linton, J., & Polio, C. (2014). Comparing perspectives on L2 writing: Multiple analyses of common corpus [Introduction to Special Issue]. *Journal of Second Language Writing*, 26, 1–9.

In the introduction to the *JSLW* special issue on corpus analysis and L2 writing, the authors discussed the various contributions and highlighted the methods used in constructing the special issue.

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