

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 April 1, 2014 to June 30, 2014.

Laman, T. T. (2013). *From ideas to words: Writing strategies for English language learners*. Portsmouth, NH: Heinemann.

In this book, Laman provides practitioners with a number of recommendations to better guide ELLs on the path to acquiring classroom literacy in an L2. This discussion includes recommendations related to writing workshops, building a community of writers, and engaging with multilingual writers.

Lawrick, E. (2013). Students in the first-year ESL writing program: Revisiting the notion of “traditional” ESL. *WPA: Writing Program Administration*, 36(2), 27–58.

In this journal article, the author attempts to update WPA knowledge regarding the L2 writers that have come to populate writing classrooms across the US. Using questionnaire-based research, the author explored current trends in enrollments and demographics to highlight the fact that WPAs need to update certain assumptions about the L2 writing population in their courses, namely that the L2 writing population does not represent a homogenous group in regard to engagement with composition literacy and the authentic use of English.

Lazaro-Ibarrola, A. (2013). Reformulation and self-correction: Insights into correction strategies for EFL writing in a school context. *VIAL – Vigo International Journal of Applied Linguistics*, 10, 29–49.

This article on feedback investigated the efficacy and appropriateness of two forms of classroom-based feedback—reformulation and self-correction. Findings suggest that while both forms appear effective in reducing repeated error, neither seemed overly appropriate for the classroom context.

^{*} 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).

Le Bouthillier, J., & Dicks, J. (2013). L'emploi d'un modèle d'enseignement systématique d'écriture: Une étude de cas en 7^e année l'immersion précoce. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 69(3), 298–323.

The research reported on in this article used case study methods to explore the possible efficacy of a multi-part intervention with regard to the writing quality of opinion writing carried out by French immersion students. The findings suggest that the intervention, which included the use of models and explicit instruction in the writing process, was largely effective in helping students to improve in at least one of six measured areas.

Lee, C., Cheung, W. K. W., Wong, K. C. K., & Lee, F. S. L. (2013). Immediate web-based essay critiquing system feedback and teacher follow-up feedback on young second language learners' writings: An experimental study in a Hong Kong secondary school. *Computer Assisted Language Learning*, 26(1), 39–60.

This article explored the use of computer-generated feedback on students' writing and teacher written CF to help students improve the content and organization of their writing. The findings suggest that this combination, as opposed to just written CF, led to students improving their writing to a greater degree.

Lee, H. (2013). *Effects of online instructional conversation on English as a foreign language learners' WebQuest writing performance: A mixed methods study*. Unpublished dissertation. State University of New York at Albany.

This dissertation used a mixed methods approach to examine the role of instructional conversations in student learning in classes that make use of WebQuest assignments.

Lee, H. (2013). The reading response e-journal: An alternative way to engage low-achieving EFL students. *Language Teaching Research*, 17(1), 111–131.

The research reported on in this article advocates for the use of reader response journals in order to better engage low-achieving students. Specifically, it encouraged the use of web-based materials to which students may already have an affinity.

Lee, I. (2013). Becoming a writing teacher: Using “identity” as an analytic lens to understand EFL writing teachers' development. *Journal of Second Language Writing*, 22, 330–345.

This exploration of teacher professionalization used identity as an analytic lens, focusing on how teachers constructed and negotiated their professional identities in the classroom. It concluded by encouraging teacher trainers to help teachers-in-training to become cognizant of their professional identities and the external forces that help to shape it.

Lee, I., & Coniam, D. (2013). Introducing assessment for learning for EFL writing in an assessment of learning examination-driven system in Hong Kong. *Journal of Second Language Writing*, 22, 34–50.

This article examined how an assessment of learning system could potentially be used as an assessment for learning (AFL) system. Findings suggest that students met moving towards the more novel teaching styles needed for successful AFL with mixed feelings.

Leedham, M., & Cai, G. (2013). Besides...on the other hand: Using a corpus approach to explore the influence of teaching materials on Chinese students' use of linking adverbials. *Journal of Second Language Writing*, 22, 374–389.

The research reported on in this article used corpus methods to affirm difference in how Chinese students writing in English use linking adverbials when compared to their domestic peers at a UK university.

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