



Selected Bibliography of Recent Scholarship in Second Language Writing

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, 2016 to December 31, 2016.

Abrams, Z. I., & Byrd, D. R. (2016). The effects of pre-task planning on L2 writing: Mind-mapping and chronological sequencing in a 1st-year German class. *System*, 63, 1–12.

This quasi-experimental study examined the effects of three written summary tasks (a baseline task, a mind-mapping pre-task, and a chronological sequencing pre-task) on the L2 writing performance of 26 first-year learners of German. Results showed several significant differences between participants' performance on the baseline task and the other two tasks.

Ahmed, A., & Abouabdelkader, H. (Eds.). (2016). *Teaching EFL writing in the 21st century Arab world: Realities and challenges*. London: Palgrave Macmillan.

This book addressed a range of issues related to researching and teaching EFL writing in different countries in the Arab World. It discussed the different contexts in which EFL writing is taught and sheds light on how EFL writing is learned and taught at each educational stage.

Alghammas, A. A. (2016). *Wiki-based collaborative writing activities in ESL contexts*. Unpublished doctoral dissertation. University of Memphis.

This study investigated how intermediate-level ESL students in an urban U.S. university interacted in wiki-based collaborative writing, what the students' perspectives on the integration of wikis in writing assignments were, and why they hold such perspectives. The results showed that the majority of students held positive attitudes toward wiki-based collaborative writing.

Alharbi, M. (2016). *Exploring Saudi EFL learners' perceptions of collaborative writing*. Unpublished doctoral dissertation. University of Memphis.

The researcher used a within-groups mixed methods design to explore Saudi Arabian EFL students' attitudes and perceptions toward collaborative writing (CW). Results showed that participants reported that the effectiveness of CW was significantly higher than that of individual writing, and their views about the CW experience were very positive.

Alhujaylan, H. (2016). *A computer-aided error analysis of Saudi students' written English and an evaluation of the efficacy of using a data-driven learning approach to teach collocations and lexical phrases*. Unpublished doctoral dissertation. University of Essex.

This thesis reported on three corpus-based studies in a Saudi university context. The first study was a computer-aided error analysis of a corpus of Saudi English majors' writing. The second and third studies employed the data-driven learning approach to teach collocations and lexical phrases.

Alisaari, J., & Heikkola, L. M. (2016). Increasing fluency in L2 writing with singing. *Studies in Second Language Learning and Teaching*, 6(2), 271–292.

This study investigated how different pedagogical methods (singing, listening to songs, and reciting lyrics of songs) affected the development of L2 written fluency of 51 language learners enrolled in two intensive Finnish courses. Results indicated that fluency increased the most in the singing groups.

Al Karazoun, G. A. (2016). A linguistic analysis on errors committed by Jordanian EFL undergraduate students: A case of news headlines in Jordanian newspapers. *English Language Teaching*, 9(8), 170–189.

This study investigated the linguistic errors committed by Jordanian EFL undergraduate students when translating news headlines in Jordanian newspapers from Arabic to English and vice versa. Results indicated that the students had inadequate knowledge of English headlines rules and had grammatical, discursive, and lexical difficulties.

Allen, D., & Katayama, A. (2016). Relative second language proficiency and the giving and receiving of written peer feedback. *System*, 56, 96–106.

This study investigated how learner proficiency and learners' perceptions of their own and their peer's proficiency may influence the quantity and type of feedback given and utilized during feedback sessions. Results indicated that differences in language proficiency and the perceived relative proficiencies of peers appeared to be important factors influencing the peer feedback process.

Allen, D., & Mills, A. (2016). The impact of second language proficiency in dyadic peer feedback. *Language Teaching Research*, 20(4), 498–513.

This study analyzed the quantity and type of feedback given and incorporated by 54 undergraduates in a foreign language writing context. This study also used generalized linear mixed models to assess whether the L2 proficiency of the reviewer and writer determined the quantity and type of feedback given and incorporated.

Alshalan, A. M. (2016). *The effects of Wiki-based collaborative writing on ESL student's individual writing performance*. Unpublished doctoral dissertation. Wayne State University.

This study used a comparison group pretest and posttest design to determine the impact of Wiki-based collaborative writing on ESL individuals' writing performance. The results showed that the experimental group did not show significant improvement from pre-essay to the post-essay, but did show significant improvements compared to the control group in terms of vocabulary, grammar, and mechanics.

Alvira, R. (2016). The impact of oral and written feedback on EFL writers with the use of screencasts. *PROFILE: Issues in Teachers' Professional Development*, 18(2), 79–92.

This article proposed specific strategies to provide feedback to EFL learners using “screencasting”. The findings suggested that coded, written, and oral feedback was positively accepted by students and that the use of “screencasting” is a promising strategy that is motivational to students and increases the quality of their uptake.

Amiryousefi, M. (2016). The differential effects of two types of task repetition on the complexity, accuracy, and fluency in computer-mediated L2 written production: A focus on computer anxiety. *Computer Assisted Language Learning*, 29(5), 1050–1066.

This study employed a pretest-posttest design with 70 EFL learners from Iran to examine the effects of task repetition versus procedural repetition on the complexity, accuracy, and fluency (CAF) in learners' task-based, computer-mediated L2 written production. It also examined the relationship between computer anxiety and EFL learners' development of CAF.

Andujar, A. (2016). Benefits of mobile instant messaging to develop ESL writing. *System*, 62, 63–76.

This study employed a quasi-experimental research design to investigate the benefits of Mobile Instant Messaging (MIM) through an analysis of grammatical, lexical and mechanical accuracy as well as syntactic complexity on Spanish ESL learners' writing development over a period of six months.

Appel, R., & Wood, D. (2016). Recurrent word combinations in EAP test-taker writing: Differences between high-and low-proficiency levels. *Language Assessment Quarterly*, 13(1), 55–71.

This study investigated the use of recurrent word combinations in low-level and high-level L2 English academic essays sourced from the Canadian Academic English Language assessment. Quantitative and qualitative analyses were used to investigate how L2 English writers of differing proficiency levels made use of recurrent word combinations in their writing.

Arsyad, S., & Arono. (2016). Potential problematic rhetorical style transfer from first language to foreign language: A case of Indonesian authors writing research article introductions in English. *Journal of Multicultural Discourses*, 11(3), 315–330.

This study analyzed the rhetorical style of 400 Indonesian research article (RA) introductions written by Indonesian authors and published in Indonesian research journals. It especially focused on the ways authors justify their research topics and activities and suggested potential problems if this style is used in English RA writing.

Aziz, R. A., Jin, C. C., & Nordin, N. M. (2016). The use of interactional metadiscourse in the construction of gender identities among Malaysian ESL learners. *Language, Linguistics, Literature*, 22(1), 207–220.

This study included quantitative and qualitative analyses on the similarities and differences in the use of interactional metadiscourse resources, namely, hedges, boosters, attitude markers, engagement markers, and self-mentions between male and female Malaysian ESL learners to investigate how these resources are used to articulate and construct gender identity.

Azizoglu, B. E. (2016). *Developing a rationale for a writing program on the basis of the poetic function of language*. Unpublished doctoral dissertation. Indiana University of Pennsylvania.

This empirical study investigated the creative function of L2 writing by examining L2 writers' insights, mindsets, and perceptions regarding the use of the poetic function of language among ESL/EFL writers. This study aimed to advance our understanding of how L2 writers use creative elements in their writing for improvement.

Bagheri, M. S., & Riasati, M. J. (2016). EFL graduate students' IELTS writing problems and students' and teachers' beliefs and suggestions regarding writing skill improvement. *Journal of Language Teaching and Research*, 7(1), 198–209.

By asking participants to take IELTS writing mock tests and conducting interviews with participants and professors, the researchers aimed at finding out about EFL graduate and post-graduate writing problems. They also sought teachers and students' beliefs regarding why they had some problems and where the sources of problems could be detected.

Baghestani, S. (2016). *Addressing language errors in L2 students' writing: Can corpora help?* Saarbrücken, Germany: Noor Publishing.

This study aimed to determine whether, with minimal training, undergraduate students at the American University of Sharjah are able to benefit from corpus consultation and what attitudes they hold towards it. This study also examined whether students at higher levels benefit more from corpus analysis than students at lower levels.

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