



Contents lists available at ScienceDirect

Journal of Second Language Writing

journal homepage: www.elsevier.com/locate/jslw

Selected Bibliography of Recent Scholarship in Second Language Writing

Tony Silva^{a,b,*}, Kai Yang^a, Zhaozhe Wang^a^a Purdue University^b Department of English, Purdue University

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 January 1 through March 31, 2017

Elola, I., & Oskoz, A. (2016). Supporting second language writing using multimodal feedback. *Foreign Language Annals*, 49(1), 58–74.

This study examined how Spanish learners enrolled in a Spanish advanced writing course received multimodal feedback while working on a narrative essay. Results indicated that the tool used affected the quantity and quality of the instructor's comments. Learners tended to prefer oral feedback for global aspects and written feedback for form.

Elturki, E., & Salsbury, T. (2016). A cross-sectional investigation of the development of modality in English language learners' writing: A corpus-driven study. *Issues in Applied Linguistics*, 20, 51–72.

This study investigated the development of English modality in the written discourse of Arab L2 English learners across six levels of English proficiency. Results indicated that initially learners expressed the concept of modality with limited linguistic means. Expression of modality became more productive and variant as learners' language proficiency increased.

Erdmann, S. (2016). Figurative language and multicultural education: Metaphors of language acquisition and retention. *Journal of Multilingual and Multicultural Development*, 37(2), 184–198.

This study examined the English writing produced by nine immigrant students in an all immigrant Norwegian upper secondary school class. It investigated how the students employed spatial figures to describe the complex linguistic landscape they inhabit and how they drew upon the domains of architecture and embodiment to represent their experiences in multilingual Scandinavia.

Ene, E., & Kosobucki, V. (2016). Rubrics and corrective feedback in ESL writing: A longitudinal case study of an L2 writer. *Assessing Writing*, 30, 3–20.

This longitudinal case study followed a learner's progress over one year to explore the relationship between corrective feedback and rubrics as complementary parts of a repertoire of pedagogical instruments that together support students' development as language learners and writers. The researchers recommended supplementing rubrics with individualized comments when responding to and assessing L2 writing.

Fahmee, F., & Fung, Y. M. (2016). Language choice in online written communication among Maldivian professionals. *Language, Linguistics, and Literature*, 22(2), 49–66.

This study examined the language choice of Maldivians in online written communication in the domains of family, friendship and work. The findings revealed that Dhivehi is the dominant language in the family domain while English is dominant in the friendship and work domains. There is also a relationship between language choice, age, and English language proficiency.

Fairclough, M., & Belpoliti, F. (2016). Emerging literacy in Spanish among Hispanic heritage language university students in the USA: A pilot study. *International Journal of Bilingual Education and Bilingualism*, 19(2), 185–201.

This study identified some lexical aspects of the emerging writing skills in Spanish among receptive English/Spanish bilingual students with little or no exposure to formal study of the home language upon entering a Spanish Heritage Language Program at a

* Correspondence concerning this article should be directed to Tony Silva, Department of English, Purdue University, 1356 Heavilon Hall, West Lafayette, Indiana 47907-1356, Tel: 1-765-494-3769; fax: 1-765-494-3780.

<http://dx.doi.org/10.1016/j.jslw.2017.05.009>

large public university in the Southwestern United States.

Farhadi, S., Aidinloo, N. A., & Talebi, Z. (2016). The writing performance of Iranian EFL learners in the light of metadiscourse awareness. *Journal of Language Teaching and Research*, 7(5), 923-928.

This study investigated the influence of instruction on metadiscourse markers on intermediate EFL learners' writing performance by using metadiscoursal taxonomies proposed by Hyland (2005). The findings implied generally that the implementation of metadiscourse markers (via instruction) significantly improves EFL learners' writing ability.

Feng, H. H., Saricaoglu, A., & Chukharev-Hudilainen, E. (2016). Automated error detection for developing grammar proficiency of ESL learners. *CALICO Journal*, 33(1), 49-70.

In this study, the researchers focused on CyWrite's (a computer program that provides formative feedback of writing) capacity to detect grammatical errors in student writing. They specifically reported on computational and pedagogical approaches to the development of the tool in terms of students' grammatical accuracy and the performance of the tool's grammatical analyzer.

Feng, H., & Du-Babcock, B. (2016). "Business is Business": Constructing cultural identities in a persuasive writing task. *English for Specific Purposes*, 44, 30-42.

This study analyzed 65 Chinese university students' discursive and meta-discursive acts in a simulated business writing task, including pre-writing group discussions, individual request writing, and post-writing reflective essays. By examining these discursive and meta-discursive acts, the study revealed the multiple layers of cultural identities that the students constructed, co-constructed, and negotiated in the process.

Finn, H. B., & Avni, S. (2016). Academic literacy as language policy in community college developmental writing. *Current Issues in Language Planning*, 17(3-4), 369-384.

This study investigated how language policy interacts with daily classroom decisions at a large community college in the United States. It examined the challenges that faculty teaching developmental writing courses for English language learners experience when determining what constitutes academic literacy and what language dimensions should be taught.

Flowerdew, J., & Wang, S. H. (2016). Author's editor revisions to manuscripts published in international journals. *Journal of Second Language Writing*, 32, 39-52.

This study analyzed the early drafts and published manuscripts of 15 SCI-indexed journal articles by Chinese doctoral students. The researchers developed a double-entry coding scheme to describe 5160 revision changes made to the manuscripts, in terms of five types of revision, i.e., substitution, correction, addition, deletion, and rearrangement, and four lexico-grammatical levels, i.e., morpheme, word, group and clause/clause complex.

Garner, J. R. (2016). A phrase-frame approach to investigating phraseology in learner writing across proficiency levels. *International Journal of Learner Corpus Research*, 2(1), 31-67.

This study examined the use of phrase-frames by L1 German EFL learners at five different proficiency levels represented in the *EF-Cambridge Open Language Database*. The most frequent phrase-frames in each level were analyzed. The results revealed that, at higher proficiency levels, phrase-frames in learner texts are more variable, less predictable, and more functionally complex.

Gebriel, A., & Plakans, L. (2016). Source-based tasks in academic writing assessment: Lexical diversity, textual borrowing and proficiency. *Journal of English for Academic Purposes*, 24, 78-88.

This study investigated issues related to the influence of textual borrowing on lexical diversity and the difference in lexical diversity across test scores on integrated tasks. The results showed that borrowing from source texts significantly affects the lexical diversity values. Further, the results demonstrated that lexical diversity plays a substantial role in integrated writing scores.

Gherwash, G. (2016). *From text to context: Literacy practices of native speakers of Arabic in Arabic and English*. Unpublished dissertation. Purdue University.

In this study, the researcher investigated how Arab L2 English learners are socialized into reading and writing in their L1 and the impact such socialization might have on their literacy practices in their L2 by conducting a series of semi-structured, life-story interviews with Arab-graduate students representing five-Arab countries: Algeria, Jordan, Kuwait, Saudi Arabia, and Yemen.

Gilyard, K. (2016). The rhetoric of translanguaging. *College English*, 78(3), 284-289.

In his discussion of the rhetoric of translanguaging, the author showed concern with the flattening of language differences, the notion of language as an abstraction, the danger of translanguaging becoming an alienating theory for some scholars of color, and deeper study for powerful translanguaging students.

Gonca, A. (2016). Do L2 writing courses affect the improvement of L1 writing skills via skills transfer from L2 to L1? *Educational Research and Reviews*, 11(10), 987-997.

This study investigated the relationship between L2 writing skills and L1 writing skills in light of the language transfer. The study analyzed the positive effects of L2 writing proficiency on L1 writing proficiency, and its results suggested that writing skill transfer from L2 to L1 is possible in adult ESL learners.

Gonzales, L. J. (2016). *Sites of translation: What multilinguals can teach us about writing, rhetoric, and technology*. Unpublished doctoral dissertation. Michigan State University.

This study examined the rhetorical, cultural, and technological strategies enacted by multilingual participants during the process of translation. The researcher argued that paying attention to the translation practices of multilingual communicators can help technical communicators and composition researchers understand, value, and highlight the assets of linguistic diversity in professional and academic contexts.

Goodrich, J. M., Farrington, A. L., & Lonigan, C. J. (2016). Relations between early reading and writing skills among Spanish-speaking language minority children. *Reading and Writing*, 29(2), 297-319.

This study investigated whether children's Spanish early reading skills (i.e., print knowledge, phonological awareness, oral

Download English Version:

<https://daneshyari.com/en/article/4939869>

Download Persian Version:

<https://daneshyari.com/article/4939869>

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