



Selected Bibliography of Recent Scholarship in Second Language Writing

Tony Silva, Kai Yang, Zhaozhe Wang

Department of English, 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 through June 30, 2017

Lee, J. W. (2016). Beyond translingual writing. *College English*, 79(2), 174–195.

The author theorized a philosophy of writing assessment that prioritizes not the product of translingual writing itself, but the application of the theoretical tenets of translingualism to methods and assessment practices.

Lee, J. W., & Jenks, C. (2016). Doing translingual dispositions. *College Composition and Communication*, 68(2), 317–344.

The researchers analyzed student writing that emerged from a global classroom partnership between a US university and a Hong Kong university designed to facilitate the fostering of translingual dispositions. The results show that an examination of writing provides a window into the varied ways in which students negotiate their linguistic identities and construct their ideological commitments to language difference.

Lee, J. J., & Deakin, L. (2016). Interactions in L1 and L2 undergraduate student writing: Interactional metadiscourse in successful and less-successful argumentative essays. *Journal of Second Language Writing*, 33, 21–34.

The study explored interactional metadiscourse in successful and less-successful argumentative essays written by Chinese ESL university students, and how these ESL writers compared with high-rated L1 students. The findings suggest that successful essays, both L1 and L2, contain significantly greater instances of particular hedging devices than do less-successful essays.

Lee, J., & Schallert, D. L. (2016). Exploring the reading-writing connection: A yearlong classroom-based experimental study of middle school students developing literacy in a new language. *Reading Research Quarterly*, 51(2), 143–164.

The study explored the reading-writing connection in second language literacy by examining whether the development of reading improves writing and vice versa. The results indicated that for reading comprehension, all of the treatment groups significantly improved over time but did not differ significantly. As for writing performance, only the extensive reading and extensive writing groups experienced significant gains over time.

Lee, J., & Heinz, M. (2016). English language learning strategies reported by advanced language learners. *Journal of International Education Research*, 12(2), 67–76.

The researchers qualitatively investigated effective English language learning strategies employed by successful language learners. The findings showed that metacognitive strategies and cognitive strategies were frequently mentioned as effective strategies. In addition, a number of participants emphasized the importance of conscious attention to language input.

Lei, X. (2016). Understanding writing strategy use from a sociocultural perspective: The case of skilled and less skilled writers. *System*, 60, 105–116.

This study examined four skilled and four less skilled student writers' mediation strategy use. Differences were mainly found in three sub-processes of internalization, namely, noticing, imitating, and goal setting. The identified importance of these sub-processes to internalization suggests that language learners who raise their language awareness, produce persistent imitations and integrate learning-to-write with writing-to-learn for more effective strategy use.

Lenski, S., & Verbruggen, F. (2010). *Writing instruction and assessment for English language learners K-8*. New York: The Guilford Press.

This book aims to help teachers understand the unique needs of ELLs and promote their achievement by adapting effective instructional methods teachers are already familiar with. It describe ways to combine instruction in core skills with ample

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opportunities to write and revise in different genres.

Li, M., & Kim, D. (2016). One wiki, two groups: Dynamic interactions across ESL collaborative writing tasks. *Journal of Second Language Writing*, 31, 25–42.

The researchers investigated two ESL groups' interactions during two collaborative writing tasks that used a Wikispaces site in an English for Academic Purposes course at an American university. The analyses show that the two groups working on identical tasks in the same wiki space enacted strikingly different patterns of interaction and that those patterns changed within each group across two tasks.

Liao, H. (2016). Enhancing the grammatical accuracy of EFL writing by using an AWE-assisted process approach. *System*, 62, 77–92.

This study examined 63 participants' grammatical performance in revised and subsequent new essays, learner perceptions and strategies, and possible factors mediating learning in an AWE (automated writing evaluation)-assisted process-writing program. The results showed that agency appeared to mediate AWE-assisted writing, and the repeated act of language gap noticing and meta-cognitive strategy use mediated by the process-writing approach appeared to facilitate language modification and longer-term shifts in the students' initial writing ability.

Liao, H. (2016). Using automated writing evaluation to reduce grammar errors in writing. *ELT Journal*, 70(3), 308–319.

This study identified the primary English grammatical error types made by 66 Taiwanese university students in order to examine how using AWE in a process-writing approach affected improvements with regard to these error types in revisions and new text composition. The results showed that using AWE in a process-writing approach seemed to exert a reducing effect on the number of grammatical errors during both revisions and new text composition, although the patterns regarding the precise appearances of effects varied among the error types.

Liardet, C. L. (2016). Nominalization and grammatical metaphor: Elaborating the theory. *English for Specific Purposes*, 44, 16–29.

The author presents an elaborated framework for mapping learners' development of nominalization that emerged from a larger, corpus-assisted analysis of the Chinese Longitudinal Learner Corpus—520 Chinese learner texts collected during the students' first four semesters of university study. The proposed framework sought to identify how learners develop nominalization proficiency by accounting for intermediate realizations that may otherwise be dismissed as mistakes.

Lin, Y. T. (2016). *Decoding complex constructs of the integrated reading-writing task: Modeling relationships among second language reading/writing proficiency, familiarity with text features, perceived cognitive operation difficulty, and summary writing through the structural equation modeling approach*. Unpublished doctoral dissertation, Indiana University.

The study explored underlying constructs of an English summary writing task and examined a hypothesized theoretical model of five factors influencing summary writing—L2 reading proficiency, L2 writing proficiency, familiarity with text features, text reading comprehension, and perceived cognitive operation difficulty. The results indicated that all five factors indeed influence text summary quality, but sometimes their impacts were not direct.

Liu, Q. (2016). *Effectiveness of coded corrective feedback in the development of linguistic accuracy in L2 writing: Impact of error types and learner attitudes*. Unpublished doctoral dissertation, Northern Arizona University.

The study investigated the efficacy of error coding in relation to error types and learner attitudes. Results revealed that overall, intermediate ESL learners were able to successfully correct 64% of all coded errors and attempted to correct another 15% but with limited success. The remaining 21% of coded errors were ignored.

Leonard, R. L., & Nowacek, R. (2016). Transfer and translanguaging. *College English*, 78(3), 258–264.

The authors identified the confluences between definitions of transfer and translanguaging and reflected on the ways in which emerging translanguaging perspectives might inform, as well as be informed by, studies of transfer of learning.

Lu, M., & Horner, B. (2016). Introduction: Translingual work. *College English*, 78(3), 207–218.

In this introduction, the authors highlighted and reflected on the contributions that contextualized the emergence of a translanguaging approach to teaching writing, explore the tension and interconnections between a translanguaging approach and a variety of fields, and explore the viability of a translanguaging approach in light of existing academic structures. They also identified the tenets for a translanguaging approach.

Mahdavi, F. (2016). The effect of personal familiar vs. impersonal less familiar topic on expository writing task performance. *The Linguistic Journal*, 10(1), 89–105.

The researcher investigated the effect of personal familiar vs. impersonal less familiar topics on task response characteristics of expository writing tasks. The results of the statistical analysis indicated that the participants of the study produced more accurate, more fluent, and more complex writing in the task with the personal familiar topic.

Maliborska, V., & You, Y. (2016). Writing conferences in a second language writing classroom: Instructors and student perspectives. *TESOL Journal*, 7(4), 874–897.

This article presents an exploratory study of student and instructor expectations and perceptions of writing conferences in a semester-long writing course for multilingual students. The results showed that the students and their instructors regarded individual conferences of 10 minutes to be more effective than longer group conferences; however, participants indicated weaknesses of both types of conferences.

Mallahi, O., Amirian, S. M. R., Zareian, G. R., & Adel, S. M. R. (2016). An investigation into the individual differences correlates of Iranian undergraduate EFL learners' writing competence: A mixed methods approach. *Iranian Journal of Applied Linguistics*, 19(1), 99–140.

The researchers adopted a mixed-methods research design and explored the role of a set of cognitive and motivational individual difference variables in the writing quality and composing behavior of 78 Iranian undergraduate EFL learners. The results indicate that

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