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 that have become available to its compilers during the period from October 1, 2017 to December 31, 2017

Ahern-Dodson, J., & Reisinger, D. (2017). Moving beyond corrective feedback: (Re) engaging with student writing in L2 through audio response. *Journal of Response to Writing, 3*(1), 129-152.

This article examined teacher feedback on student compositions in an advanced French composition course at a research university. The results suggested that when teachers combined written corrective feedback with audio comments, their engagement in grading compositions rose significantly.

Atkinson, D. (2017). Disciplinary Dialogues section: Arguing about argumentation in Second Language Writing. *Journal of Second Language Writing, 36*, 68.

This short piece introduced the fifth installment of the Disciplinary Dialogues section of the *Journal of Second Language Writing*: Arguing about argument in second language writing.

Birketveit, A., & Rimmereide, H. E. (2017). Using authentic picture books and illustrated books to improve L2 writing among 11-year-olds. *The Language Learning Journal, 45*(1), 100-116.

This case study investigated what impact extensive reading of authentic picture books/illustrated books had on learners' writing skills in a Norwegian EFL classroom of 11-year-olds. The study revealed that the project improved learners' motivation to read and led to improvement in their writing skills.

Buckingham, L., & Aktuğ-Ekinci, D. (2017). Interpreting coded feedback on writing: Turkish EFL students' approaches to revision. *Journal of English for Academic Purposes, 26*, 1-16.

This study investigated how Turkish EFL university students respond to coded feedback on the first draft of a timed writing assessment. The results suggested that correction codes that required no metalinguistic reflection tended to promote an automatized response from students, while more indirect correction code symbols often resulted in unsuccessful attempts at re-drafting.

Chamcharatsri, B., Garcia, M., Rodriguez, F., & Mohamad, A. (February, 2017). Becoming confident in academic writing: Lessons learned from undergraduate L2 writers. *SLW News.*

In this newsletter article, the authors described the experience of three undergraduate L2 writers who were enrolled in a composition class in which they were asked to write and create poetry books focusing on their literacy practices at a university in the United States.

Chen, C., & Zhang, L. J. (2017). An intercultural analysis of the use of hedging by Chinese and Anglophone academic English writers. *Applied Linguistics Review, 8*(1), 1-34.

In this study, the researchers built two purpose-driven corpora and analyzed the use of hedging devices in the conclusion section of applied linguistics research articles written in English by Chinese and Anglophone scholars from intercultural perspectives. They investigated how the two groups of academic writers differed in using hedging.

Chen, Y., Carger, C. L., & Smith, T. J. (2017). Mobile-assisted narrative writing practice for young English language learners from a funds of knowledge approach. *Language Learning & Technology, 21*(1), 28-41.

In this study, the researchers used funds of knowledge (FoK) to explore the learning effects of scaffolding young ELLs' narrative writing skills through the use of tablet computers and a digital handwriting app. Research findings showed that ELLs' learning motivation and quality of narrative writing abilities were enhanced through the use of this mobile technology.

Cheatle, J. (2017). Challenging perceptions: Exploring the relationship between ELL students and writing centers. *PRAXIS: A Writing Center Journal*, *14*(3), 21-31.

This article reported an assessment project conducted by the Howe Writing Center at Miami University. This assessment project provided important feedback to the writing center and contributed to writing center theory and discourse by providing a different narrative for non-native English speaking students and native English speaking students who use the writing center.

Cho, H. (2017). Synchronous web-based collaborative writing: Factors mediating interaction among second-language writers. *Journal of Second Language Writing*, *36*, 37-51.

This study examined factors that mediated interaction among three Asian learners of English while they wrote collaboratively using Google Docs and text-chat/voice-chat. The findings suggested that modes of communication, task representations, matches/mismatches between participants' self-perceived and other-perceived roles, and perceptions of peer feedback were the primary mediating factors of the quality of collaboration.

Chong, I. (2017). Assessment dialogues between teachers and students using e-writing portfolios. *TESOL Journal*, *8*(1), 240-243.

In this article, the researcher described how he engaged his students in assessment dialogues using Google Document to help students better understand teachers' written feedback (WF) and to transform his WF practice from "one-way information transmission" to "an ongoing dialogic approach" to feedback.

Chong, I. (2017). How students' ability levels influence the relevance and accuracy of their feedback to peers: A case study. *Assessing Writing*, *31*, 13-23.

This study investigated how students' writing ability factored into their provision of relevant and accurate written feedback by analyzing first drafts produced by a class of 16 Grade 7 students. Findings suggested that there is a strong and positive relationship between students' writing abilities and the relevance and accuracy of their written feedback.

Cooper, A. C., & Tiên, N. T. T. (2017). Composing with signed and written languages: Our process. *Composition Studies*, *45*(1), 13-18.

The article discussed how translanguaging is critical to the composition process with written and signed languages. Topics included the relationship of the concept to the topic in American Sign Language and Hồ Chí Minh Sign Language, the improvement of an earlier version using the process, and the significance of ensuring sociolinguistic representation.

Deygers, B., Van den Branden, K., & Peters, E. (2017). Checking assumed proficiency: Comparing L1 and L2 performance on a university entrance test. *Assessing Writing*, *32*, 43-56.

This study compared the results of three groups of participants on the writing component of a L2 university entrance test at the B2 level in Flanders, Belgium. It investigated whether all Flemish candidates had a B2-level in Dutch upon university entrance and whether L1 test takers outperformed L2 candidates who learned Dutch at home or in Flanders.

Doolan, S. M. (2017). Comparing patterns of error in Generation 1.5, L1, and L2 first-year composition writing. *Journal of Second Language Writing*, *35*, 1-17.

In this study, the researcher collected writing samples from first-year composition classes at a 4-year public university to investigate whether language use patterns in early arrival Generation 1.5 writing more closely resemble the patterns demonstrated by L1 or L2 writers, or perhaps demonstrated patterns unlike either of the two groups.

Elola, I., & Oskoz, A. (2017). Writing with 21st century social tools in the L2 classroom: New literacies, genres, and writing practices. *Journal of Second Language Writing*, *36*, 52-60.

This conceptual article argued that the L2 curriculum must incorporate broader notions of literacies associated with the development of new digital genres. This article showed how the affordances of social tools could affect and enhance L2 learners' writing practices and broaden their understanding of genre.

Ferris, D. R., Evans, K., & Kurzer, K. (2017). Placement of multilingual writers: Is there a role for student voices? *Assessing Writing*, *32*, 1-11.

The researchers compared the students' placement exam scores and their selected levels of a four-course writing program that best met their needs. The researchers concluded that student self-assessment might have a legitimate role in placement processes, but it probably cannot be used by itself to accurately place large numbers of multilingual students into a four-level sequence.

Flowerdew, J. (2017). Corpus-based approaches to language description for specialized academic writing. *Language Teaching*, *50*(1), 90-106.

This article first introduced some basic concepts and principles in corpus research. It then reviewed some recent corpus studies of relevance to the teaching of ESP writing. It also discussed the application of the corpus approach, including indirect and direct applications. Finally, it presented some caveats on the corpus approach for future language teaching research.

Hirvela, A. (2017). Argumentation & second language writing: Are we missing the boat? *Journal of Second Language Writing*, *36*, 69-74.

In this article, the author argued that (1) argumentation plays too important a role in L2 writing instruction and in academic literacy to escape the kind of critical exploration and discussion it receives among L1 scholars; and (2) as a result of an un-centered handling of argumentation, writing teachers/researchers are doing themselves and their students a major disservice.

Hryniuk, K. (2017). Linguistics research articles written in English: Comparing native English speakers and Polish writers. *International Journal of Applied Linguistics*, *27*(1), 3-23.

This cross-linguistic and cross-cultural study was conducted to compare texts written in English by native speakers with those written by Polish authors. The researcher investigated how the writing styles of scholars from two cultural regions differed at the level of article structure and the extent to which internationalizing forces inside one discourse community could override differences.

Ibriza, K. N. (2017). The effectiveness of cooperative integrated reading and composition (CIRC) to improve writing in descriptive texts. *Journal of English Language Teaching, 6*(1), 83-91.