



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 July 1, 2017 to September 30, 2017

Ellis, E. M. (2016). "I may be a native speaker but I'm not monolingual": Reimagining all teachers' linguistic identities in TESOL. *TESOL Quarterly*, 50(3), 597-630.

This article sets out to show that the linguistic identities of TESOL teachers are valid and complex, and that the dichotomy does little justice to this complexity. Findings are reported from the linguistic biographies of 29 teachers of adult TESOL in seven countries, and a detailed account is given of the rich linguistic identities of two of those teachers, one in Japan and one in Canada. The article concludes with a call for recognition of the plurilingual multicompetencies of all TESOL teachers, and for these identities to be valued in the context of the TESOL classroom to assist learners who are becoming plurilingual.

Saeed, M. A., & Ghazali, K. (2016). Modeling peer revision among EFL learners in an online learning community. *Electronic Journal of Foreign Language Teaching*, 13(2), 275-292.

In this study, the researchers used a mixed-method approach to investigate how EFL learners, who came from different Arab countries and with different levels of English, were responsive to the instruction and training in modeling peer revision (PR) and how they reflected upon their learning experiences in online PR.

Saeli, H. (2016). *Iranian EFL teacher's and students' perceptions of grammar-centered written corrective feedback: Impact of sociocultural norms about English education*. Unpublished doctoral dissertation. Oklahoma State University.

In this study, the researcher collected interview data to explore Iranian EFL teachers' and students' perceptions of written corrective feedback (WCF) practices. The researcher also investigated the participants' reported perceptions of the sociocultural norms of English education, especially about writing skills, WCF, and grammar-centered written corrective feedback.

Salas, S., Garson, K., Khanna, S., & Murray, B. (2016). Using freewriting to make sense of literature. *English Teaching Forum*, 54(2), 12-19.

In this article, the authors described the outcomes of a workshop of pre- and in-service secondary school English teachers in New Delhi, India, working with a literature-based curriculum that required striking a balance between teaching the text or series of texts and creating opportunities for communicative interaction.

Salido, M. G. (2016). Error analysis of support verb constructions in written Spanish learner corpora. *The Modern Language Journal*, 100(1), 362-376.

This study focused on the use of support verb constructions in the written production of Spanish learners. The researcher examined the difficulties posed to learners by this construction by means of a qualitative analysis of the errors registered in three samples consisting of essays by learners with three different mother tongues.

Nodoushan, M. A. S. (2016). Working on the 'write' path: Improving EFL students' argumentative-writing performance through L1-mediated structural cognitive modification. *International Journal of Language Studies*, 10(4), 131-152.

In this study, the researcher grouped the participants into three experimental groups, which received a three-week workshop treatment aimed at critical thinking and argumentation ability reconstruction, and three control groups, which received no treatment. The results revealed that deconstructing and reconstructing students' cognitive and thought patterns for argumentation boosted their writing performance.

Salter-Dvorak, H. (2016). Learning to argue in EAP: Evaluating a curriculum innovation from the inside. *Journal of English for*

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Academic Purposes, 22, 19-31.

In this article, the researcher evaluated a pedagogic model for EAP – the ‘oral presentation sandwich’, a curriculum innovation that introduced an oral presentation between the first and second drafts aiming at developing students’ argumentation. Findings revealed that the students’ take-up of learning opportunities did not match those intended in the design.

Schanding, B. (2016). *Shell noun use in argumentative essay writing of English learners and native English speakers*. Unpublished doctoral dissertation. University of Cincinnati.

This study examined shell nouns (SNs) use among EFL writers, specifically Turkish and Japanese first language speakers. The researcher employed methods in corpus linguistics to identify SN use in four lexicogrammatical patterns and compared SN use of EFL writers with that of native speakers.

Schenker, T. (2016). Syntactic complexity in a cross-cultural e-mail exchange. *System*, 63, 40-50.

In this study, the researcher investigated changes in syntactic complexity in L2 learners’ e-mails in a twelve-week cross-cultural email exchange. The results showed that students wrote with significantly more global and subordination complexity in their later emails and that requesting feedback and writing to an authentic audience were two main factors impacting their writing.

Setyowati, L. (2016). Analyzing the students’ ability in writing an opinion essay using flash fiction. *Journal of English Language Teaching and Linguistics*, 1(1), 79-92.

In this study, the researcher described the students’ ability to write opinion essays by using flash fiction, *The Lady or the Tiger*. Using content analysis, the researcher found that students were able to construct thesis statements, but unable to develop their essays well and to state conclusions that reflected their essays.

Seyyedrezaie, Z. S., Ghonsooly, B., Shahriari, H., & Fatemi, A. H. (2016). A mixed methods analysis of the effect of google docs environment on EFL learners’ writing performance and causal attributions for success and failure. *Turkish Online Journal of Distance Education*, 17(3), 90-110.

In this study, researchers investigated the effect of writing processes in Google Docs on Iranian EFL learners’ writing and on students’ perceived causes of success or failure in writing performance. They found that Google Docs played an effective role in improving students’ writing performance and that the students perceived both internal and external causes for their success and failure.

Shapiro, S., Cox, M., Shuck, G., & Simnitt, E. (2016). Teaching for agency: From appreciating linguistic diversity to empowering student writers. *Composition Studies*, 44(1), 31-52.

In this article, the authors built on conversations about linguistic diversity in writing studies, proposing a framework, “teaching for agency”, by which instructors and administrators could promote the empowerment of multilingual writers. They also described how they have employed it at their own institutions.

Shepherd, R. P., O’Meara, K. D., & Snyder, S. E. (2016). Grammar agreements: Crafting a more finely-tuned approach to corrective feedback. *Journal of Response to Writing*, 2(1), 43-57.

This article introduced the idea of grammar agreements as a way to offer a more finely tuned approach to grammar feedback in the L2 classroom. The authors offered suggestions for both why grammar agreements are a useful tool in the L2 writing classroom and how to implement grammar agreements effectively.

Shintani, N. (2016). The effects of computer-mediated synchronous and asynchronous direct corrective feedback on writing: A case study. *Computer Assisted Language Learning*, 29(3), 517-538.

This study examined the characteristics of computer-mediated synchronous corrective feedback (SCF, provided while students wrote) and asynchronous corrective feedback (ACF, provided after students had finished writing) in an EFL writing task. Video recording and interview were used in data collection to investigate the participants’ perceptions about the feedback they received.

Shintani, N., Aubrey, S., & Donnellan, M. (2016). The effects of pre-task and post-task metalinguistic explanations on accuracy in second language writing. *TESOL Quarterly*, 50(4), 945-955.

In this study, researchers adopted Shintani and Ellis’s (2013) method of providing metalinguistic explanations (MEs) via a handout that explains the target structure to examine the comparative effectiveness of pre- and post-task MEs.

Shipka, J. (2016). Transmodality in/and processes of making: Changing dispositions and practice. *College English*, 78(3), 250-257.

In this article, the author discussed the concerns and shared understandings of the proponents of translingual and multimodal approaches and further argued that both approaches could be extended and enriched by attending more closely to materiality and the roles humans and non-humans play in processes of making.

Shirinian, M. (2016). *Effectiveness of instructor feedback on ESL student writing: A case study*. Unpublished doctoral dissertation. Northcentral University.

In this study, the researcher used a qualitative case study design to explore adult ESL community college student and instructor perceptions about the effectiveness of instructor feedback, provided via rubrics, on ESL students’ essays with the goal of improving both the assessment instrument and feedback practices.

Shum, M. S. K., Shi, D., & Tai, C. P. (2016). The effectiveness of using ‘reading to learn, learning to write’ pedagogy in teaching Chinese to non-Chinese speaking students in Hong Kong. *International Journal of Language Studies*, 10(3), 43-60.

In this study, researchers examined the effectiveness of ‘Reading to Learn’ (R2L) pedagogy in teaching Chinese to non-Chinese speaking students in Hong Kong. The results suggested that students with different learning abilities were capable of composing much longer and better organized texts with genre-based schematic structure and diversified lexicogrammatical resources after experiencing R2L pedagogy.

Shvidko, E. (2016, March). An interview with Professor Icy Lee. *SLWIS Newsletter*.

In this article, the author transcribed the interview she conducted with Professor Icy Lee on the role of written corrective feedback

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