



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 to September 30, 2018.

Durán, L. (2017). Audience and young bilingual writers. *Journal of Literacy Research*, 49(1), 92-114.

This study explored how an audience-focused writing curriculum mediated the literacy development of bilingual Latina/o first-grade students. Analysis suggests that children both addressed, or responded to, their intended readers and invoked particular kinds of audiences. This study expands theories of audience to include linguistically diverse settings and contributes to scholarship on asset-based pedagogies for literacy teaching and learning.

Dzekoe, R. (2017). Computer-based multimodal composing activities, self-revision, and L2 acquisition through writing. *Language Learning & Technology*, 21(2), 73-95.

This study investigated how 22 advanced-low proficiency ESL students used computer-based multimodal composing activities (CBMCAs) to facilitate self-revision and learn English through academic writing in the USA. Findings indicate that CBMCAs helped students discover specific rhetorical and linguistic elements that they used to revise their written drafts. In addition, students reported that the activities helped them develop language and voice to convey ideas that they were struggling to express using the written mode alone.

Eick, T., Fields, G., & Matsuda, P. K. (2017). Expertise in second language writing: The 15th Symposium on Second Language Writing. *Journal of Second Language Writing*, 37, 59-60.

This is a short report on the 15th Symposium on Second Language Writing. The reporters documented the key events and provided brief introductions to the plenary addresses and professional development sessions.

Fernandez, R., Peyton, J. K., & Schaetzel, K. (2017). A survey of writing instruction in adult ESL programs: Are teaching practices meeting adult learner needs? *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education*, 6(2), 5-20.

This article reviews research on writing instruction in adult ESL programs and reports the results of a survey of over 400 teachers of L2 learners in adult education across the United States about their teaching of writing. The results show some positive trends and a number of challenges.

Finn, H. B. (2017). Linking the past to the present: Using literacy narratives to raise ESL students' awareness about reading and writing relationships. *TETYC*, 44(3), 276-288.

This article shares findings from a semester-long study about the use of literacy narratives to increase ESL students' understanding of reading and writing relationships in the developmental writing classroom.

<https://doi.org/10.1016/j.jslw.2018.08.001>

Fraiberg, S. (2017). Pretty bullets: Tracing transmedia/translingual literacies of an Israeli soldier across regimes of practice. *College Composition and Communication*, 69(1), 87-117.

Tracing the literacy practices of an Israeli soldier, this case study examined how his engagement in multilingual and multimodal (MML) composing affects his ways of thinking about and doing literacy. It specifically attends to how MML practices dispose writers to certain orientations to reading, writing, speaking, and design.

Gatti, A., & O'Neill, T. (2017). Who are heritage writers? Language experiences and writing proficiency. *Foreign Language Annals*, 50(4), 734-753.

This article explores the relationship between the writing proficiency of heritage speakers of Mandarin Chinese, Korean, and Spanish and their context of acquisition, educational experiences, and language practices. The authors advocate a proficiency-oriented approach to the teaching of heritage language that leverages the learners' linguistic resources.

Gholami, J., & Alinasab, M. (2017). Source-based tasks in writing independent and integrated essays. *International Journal of Instruction*, 10(3), 127-142.

This paper explored the effects of source-based writing practice on EFL learners' composing abilities and investigated the probable differences between those tasks and independent writing tasks in improving Iranian EFL learners' essay writing abilities. Based on the findings, the participants with hybrid writing practice outperformed their counterparts in integrated essay tests. Their superior performance was not observed in the case of traditional independent writing tasks.

Gómez Burgos, E. (2017). Use of the genre-based approach to teach expository essays to English pedagogy students. *HOW*, 24(2), 141-159.

The project consisted of exposing ten undergraduate students from an English pedagogy program to a genre-based approach to writing expository essays in a public university in Chile. Findings suggest that a genre-based approach to teaching expository essays is effective in this context because, after the completion of the action research project, the students' compositions improved in comparison to the participants' pre-intervention essays.

Göy, N. (2017). An action research on the development of self-regulated writing strategies of Turkish EFL students. *Eurasian Journal of Applied Linguistics*, 3(2), 191-204.

This study aims to explore the effectiveness of strategy instruction on foreign language learners' writing skills and self-regulation abilities through an action research perspective. The results showed that strategy training could help students improve their writing skills, but further instruction and feedback were needed as they used a small number of strategies, and only a slight improvement was seen in their writings.

Han, C. (2017). The effectiveness of application of writing strategies in writing instruction. *Journal of Language Teaching and Research*, 8(2), 355-361.

This article explores an English as a foreign language learner's writing strategy use in terms of both traditional cognitive views and a sociocultural perspective. The findings from this study address the specific solutions that can be practiced in writing instruction and suggest future directions of writing strategy research.

Han, T. (2017). Scores assigned by inexperienced EFL raters to different quality EFL compositions, and the raters' decision-making behaviors. *International Journal of Progressive Education*, 13(1), 136-152.

The aim of this study is to examine the variability in and reliability of scores assigned to different quality EFL compositions by EFL instructors and these instructors' rating behaviors. The results showed that the raters mostly deviated when giving scores to very low level and mid-range compositions, but that they were more consistent when rating very high-level compositions.

Hoang, H. (2017). *Researching writing processes: The case of foreign language learners' metaphor production*. Thousand Oaks, CA: Sage.

This study reports on an investigation into the process of metaphorical language production in second language learners writing with a combination of computer keystroke logging and stimulated retrospective interviews.

Horner, B., & Tetreault, L. (Eds.). (2017). *Crossing divides: Exploring translingual writing pedagogies and programs*. Logan: Utah State University Press.

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