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The list in this file is organized alphabetically by author and has been categorized by the level of education of the learners.


**Annotation:** This study focused on six Japanese undergraduate and graduate students' perceptions of good writing and examined the factors that may affect their understanding of good writing in a U.S. university during their first academic year. Research results suggested that educators should increase their awareness that L2 writers' perspectives on writing may be influenced by their L1 context.

Level: Undergraduate & Postgraduate


**Annotation:** This corpus-based study investigated how novice Jordanian Arabic-English bilinguals employed generic components and politeness strategies in their English letters of applications. It was found that both generic components and politeness strategies were poorly utilized by these novice non-native speakers of English. The writers tended to make frequent use of positive rather than negative politeness strategies, which indicated their lack of social-cultural communicative competence.

Level: Adult


**Annotation:** This study explored the summarizing and revising strategies of Saudi students studying in an American university. Research results showed that Saudi students frequently employed deletion and addition strategies in their revision. The use of these strategies made the meanings of their summaries clearer and more accurate. The think-aloud protocols also showed students' moderate awareness of summarization rules. The researcher drew the conclusion that Sudi students need further training in summarization skills.

Level: Undergraduate

**Annotation:** This paper examines the influence of four factors --- the participants' formal training, teaching experience, culturolinguistic background, and local exposure to the Arabic EFL texts --- on their assessment of EFL compositions. Both questionnaire data and the participants' ratings of two essays were analyzed. The research results suggested that the ratings were highly influenced by the participants' culturolinguistic background.

Level: Adult


**Annotation:** This study explored the correspondence between students' L1 writing experience, L2 proficiency, and L2 writing performance. Research results indicated that L1 writing ability had a weak correlation with learners' L2 writing ability, but learners' L2 proficiency had a strong correlation with their L2 writing performance.

Level: Not known


**Annotation:** This longitudinal case study investigated how a Japanese ESL learner integrated citations into her academic writing assignments. Through the analysis of the written materials related to the student's study and the written texts produced by her, the researcher reported the difficulties that the learner experienced when she cited source texts in her writing and argued that the studies of students’ citing behavior could help teachers understand students' perceptions and attitudes about reading-to-writing tasks.

Level: Undergraduate


**Annotation:** By analyzing five essay extracts written by first-year ESL undergraduates in Hong Kong, the researcher pointed out that ESL learners were likely to make unwarranted assertions in their writing. The study discussed the values of class and tutorial feedback sessions on helping students improve their factual and evaluative claims. The author also suggested that focused explorations of wording can assist learner writers to relate their textual choices to the issues that matter in their academic communication.

Level: Undergraduate

**Annotation:** The lexical and textual styles were examined in four successful and four unsuccessful research proposals written by South-East Asian researchers in terms of accommodation and authority. Results indicated that successful proposals placed research within the larger research community and displayed the writers' credentials and experience, which met the expectations of their audience.

Level: Adult


**Annotation:** This study investigated the effects of mediating tasks on Hong Kong tertiary students' summary writing. Three task conditions were: oral group discussions, reading comprehension activities, and no task. Students' final topic selection in writing was compared with their preferences of topics in oral group discussions and reading exercises. Lexical density of their written products was also compared among three groups under different task conditions.

Level: Undergraduate


**Annotation:** This study reported and evaluated a program developed within the English Centre at the University of Hong Kong to help L2 graduate students with their dissertation writing. Multiple sources of data were collected from both graduate students and their supervisors, such as interview, survey, and students' dissertations, to examine the difficulties L2 graduate learners faced in their dissertation writing and attempt to find out ways to help them deal with their problems.

Level: Postgraduate


**Annotation:** Although Singaporean educational circles emphasize the enhancement of "thinking skills" and "critical enabling skills" in relation to curriculum development, such calls often arise from managerial expectations. This study investigated teachers' and college students' views and expectations about academic writing at a Singaporean university. Through the analysis of questionnaire responses and detailed interview data, the research explored the students' and teachers' attitudes toward writing tasks, feedback, and assessment.

Level: Undergraduate

**Annotation:** Initiated by Joy Reid's (1996) proposal that "second sentences deserve a second look" in academic writing research and pedagogy, the researchers of this study investigated the second sentence written by Singaporean undergraduate students. Research results were compared with Reid's and were found not conform to Reid's expectations for paragraph development in second sentences. The researchers discussed the reasons for that, especially the issues of local and global coherence in academic writing, as well as readers' expectations about topic development.

Level: Undergraduate


**Annotation:** 161 male and 42 female Arabic undergraduate ESL students in some American universities attended this study which investigated their L1 and L2 writing processes. Quantitative survey data and qualitative stimulated recall interviews suggested that differences existed between L1 and L2 training and pre- and post-writing processes, but similarities in the while-writing processes in both languages. No significant differences were found in the writing processes of male and female students in their L1 and L2 writing.

Level: Undergraduate


**Annotation:** This study investigated the ways four Arab teachers responded to their students' writing and the students reacted to the teachers' responses. Students' written texts (first drafts and revised copies) were collected and analyzed. Questionnaire responses and interview data showed that the Arab teachers tended to identify and correct more isolated local errors in students’ writing. Their neglect of the global aspects of the texts limited students' chance of learning from their errors.

Level: Undergraduate


**Annotation:** This paper examined whether the highly-structured combination-based curriculum at a Middle East Gulf university could lead to substantive revisions in student essay drafts. Multi-method approach was adopted in this study which included the analysis of students' grade data, case studies, and instructor observation.

**Annotation:** This study focused on the effects of four patterns of teacher feedback on the formal and content quality of a composition written by Japanese learners. The four patterns of teacher feedback include: content-focused feedback on the first draft and form-focused feedback on the second draft, the pattern of the reverse order, form and content feedback mixing at both stages of two drafts, and no feedback at all. It was found that the recommended pattern (content-focused feedback on draft 1 and form-focused feedback on draft 2) did not produce significantly different results from other feedback patterns. Students were found more heavily relying on form feedback than content feedback.


**Annotation:** In examining the problems facing L1 Arabic EFL college students in learning English composition, this article explored one Arabic EFL freshman composition class. Research results suggested that high motivation of learning was the basis for students to develop writing skills in light of the post-war educational reform in Lebanon.


**Annotation:** This study examined how a group of Chinese secondary school ESL learners living in Canada acquired academic language and literacy skills through project-based instruction within two years. The analysis of the students' written reflections and interview data demonstrated that they could actively construct meaning in the project-based instruction, but there were clashes between teachers' and students' perceptions of classroom activities. Some recommendations for future research and practice were made.


**Annotation:** This study focused on the internal and external motivation of L2 dissertation writers who adopted a qualitative approach in their dissertation writing and their commitment to it. Self reports of the six Asian successful doctoral students revealed that
their strong philosophical commitment to their research paradigm and strong intellectual curiosity about their research topics were likely to be the main reasons why they choose their research orientation.

Level: Postgraduate


**Annotation:** This research investigated the effects of social interactive writing with native English speakers on the writing performance of L2 secondary learners. Exchange letters and email between American and Chinese pen-pals were analyzed. Participants' surveys, interviews and teachers' notes were used to triangulate research results. Finding showed that the pen-pal exchanges had a positive impact on the L2 learners' motivation in language learning, which indicated the usefulness of real social contexts in facilitating L2 writing.

Level: Secondary


**Annotation:** This study reported how a workshop was developed to meet the academic needs of ESL graduate students at a Hong Kong University. 18 students from science-related disciplines and 16 students from nonscience disciplines participated in the workshop which focused on the skills of thesis writing and journal article writing. Pre- and post-tests on the Inventory of Processes in College Composition (IPIC) (Lavelle, 1993) showed that students had positive changes in their post-test scores and did more elaborative writing. Survey data also showed that students favored didactic instruction in the context of academic writing.

Level: Postgraduate


**Annotation:** In order to test Truscott’s (1996) research findings of the ineffectiveness of "Grammar Correction", the present study investigated the effect of three types of corrective feedback (direct written feedback coupled with individual student-researcher conference, explicit corrective written feedback, and no corrective feedback) on three types of linguistic errors (prepositions, the use of past tense, and the definite article). It was found that the type feedback provided had no significant impact on the correction of the three targeted error categories as a whole in new pieces of writing, which supported
Truscott’s (1996) finding. However, the type of direct written feedback plus individual student-researcher conference had significant impact on the accurate use of past simple tense and definite article in new pieces of writing.

Level: Adult


**Annotation:** This study compared the use of connectors between Hong Kong students and British students by using the corpora of ICE-HK and ICE-GB. In addition to examining students' "overusing" and "underusing" connectors, the authors also discussed the benchmark of "overuse" and "underuse" of connectors on the basis of academic writing in the ICE-GB corpus. Study showed that measured according to the established benchmark, both Hong Kong and British learners tended to overuse connectors in their English writing.

Level: Undergraduate


**Annotation:** This study explored the writing process of three Southeast Asian students. The participants were given an article to read and then wrote down their opinions on the topic. The writing process of the students was videotaped. The researcher also conducted stimulated recall interview focusing on the pauses the students made during writing. The research found that the participants differed in their degree of metacognitive awareness, their ability of incorporating reading information into their writing, and the quality of the problem-solving strategies they employed in the process of writing.

Level: Post-Secondary


**Annotation:** This article discussed the debate over EST (English for science & technology) or EGP (English for general purposes) as medium for learning English among tertiary science students. The investigation into first-year science students at a Hong Kong university demonstrated that students expressed their need to improve their EST skills, but they also showed preference for EGP for developing general English skills. The researcher suggested a compromise between EST and EGP, with EST a dominant role in meeting students' science-specific needs and EGP a role for developing general English skills.

Level: Undergraduate

**Annotation:** This study compared the holistic scores of the first drafts and the final versions of Hong Kong undergraduates' papers written in a LAN context and in traditional writing class. Research results revealed that although first drafts in LAN classes were qualitatively better than the ones in traditional writing classes, final versions in traditional classes were of higher quality than the ones completed in the LAN context. The researcher noted that the quantity and the disjointed nature of LAN discussions may block students' EFL writing improvement in LANs.

Level: Undergraduate


**Annotation:** This study compared two undergraduate EAP writing task surveys carried out in the U.S. and in Hong Kong respectively. The former was considered a successful one, while the latter a failure. The author argued that the reasons for the failure of the EAP project in Hong Kong lied in the lack of co-operations of teachers from other disciplines with the EAP writing teacher.

Level: Undergraduate


**Annotation:** This study investigated the influence of peer feedback on students' writing process in university English writing class. Both quantitative and qualitative research methods were adopted. Research results showed that with proper training, the approach of peer feedback could help Chinese students quickly engage in student-centered writing class, which denied the view that Chinese students were passive learners in teacher-centered form of education.

Level: Undergraduate


**Annotation:** This article examined scholarly publications in the field of applied linguistics in Hong Kong. Local and expatriate scholars who are working in Hong Kong were compared in terms of their academic publications, and the causes of differences in their publishing experiences were also explored. The author analyzed the challenges and opportunities of how local universities and international journals could promote more publications in Hong Kong.

**Annotation:** The researcher of this study examined three disk-based text analyzer computer programs and their effectiveness in analyzing texts written ESL learners. Research results cast doubts about the effectiveness of computer text analysis as a standalone revision aid for students.


**Annotation:** This study examined the implementation of process writing in eight Hong Kong secondary schools. Students' written responses to process writing were analyzed. Students and teachers' adaptations to the new writing approach were also examined. The author described the possible conditions for the successful implementation of process writing in Hong Kong.


**Annotation:** The researcher investigated Hong Kong secondary school students' responses to the classroom practices of process writing. 300 students in eight classes from Form 1 to Form 6 participated in the study which focused on process writing activities over six month. Questionnaires were administered to the students after each lesson was finished, and students were also asked to keep writing diaries. Eight teachers also kept diaries to reflect on the classroom process-based writing activities. Research findings revealed that most of the students could adapt themselves to this new composition instruction approach. The conditions of the successful implementation of this approach were also discussed in the article.


**Annotation:** The author of this article introduced a CD-ROM (An Interactive Language-Based CD-ROM for Teaching Academic Writing Skills to University Students) compiled and published by a group of teachers at an Australian university. The content of the CD-ROM covered three levels of academic writing: text types and disciplines, paragraph, sentence and phrase writing, and metalanguage that could be used to enhance textual
cohesion and coherence. The issues regarding software design such as user control and program flexibility were discussed.
Level: Undergraduate


**Annotation:** In examination of an approach of teaching freshman law students at a Hong Kong university to write the academic genre of legal problem answer, the author argued for the importance of balanced arguments in legal discourse. The study also demonstrated how such rhetorical features as concession and contingency could help student writers produce persuasive and economical answers to legal problems.
Level: Undergraduate


**Annotation:** The study focused on the biliteracy development of a five-year-old boy who moved from Taiwan to the U.S., and investigated whether the two different writing systems of Chinese and English would help or hinder his literacy development in both languages. Relying on Cummins's (1991) Common Underlying Proficiency Hypothesis, the analysis was carried out at two levels: the Foundational Level Emergent Literacy Awareness and the Surface Level Emergent Literacy Awareness. The issues of the relationship between Chinese literacy and English literacy, and the biliteracy development over time were discussed.
Level: Pre-elementary


**Annotation:** This study examined the overall structure of 21 theses (13 doctoral theses and 8 Mphil theses), as well as the generic structure and the lexico-grammatical accuracy of the Abstracts of the theses. Patterns of generic moves were identified in the Introduction and Conclusion chapters of the 13 doctoral theses. Metatext, the rhetorical features that student writers providing to direct readers to read the long texts, was also examined.
Level: Postgraduate


**Annotation:** This study examined how 13 Hong Kong doctoral students used metatext to organize their PhD theses and orient their readers to read more easily. The corpus of doctoral theses contained 0.6 million words. The researcher investigated the level of
metatextual references in terms of their scope and the distance over which they operated. It was argued that higher level metatextual references played a more important role in guiding readers to read through long texts than the lower level metatextual references.

Level: Postgraduate


**Annotation:** In this article, the author analyzed the patterns of generic moves of doctoral theses written by students in different disciplines of the University of Hong Kong. The patterns and the functions of these generic moves in various disciplines were also analyzed.

Level: Postgraduate


**Annotation:** This study examined the generic structures of the Conclusion Sections of 45 PhD theses of various disciplines in the University of Hong Kong. Patterns of moves and steps and their functions in the Conclusion chapters were analyzed, and variations in focus and structure between disciplines were identified.

Level: Postgraduate


**Annotation:** This study explored the lesson observation notes given by university tutors to their trainees in the supervision of teaching practice during initial teacher education courses. 27 tutors from two Hong Kong institutes and 27 trainees participated in the study. The formats of the notes were found to range from highly structured to open-ended reporting formats. Four functional categories of comments were identified (descriptive, questioning, evaluative, and advisory), and the factors which may influence tutors' comments were discussed.

Level: Adult


**Annotation:** Johns (1991) reports a case study of one NNS student's difficulty with the writing proficiency exam. The student had good performance in other courses, but did not pass the writing proficiency exam until Johns published his study. In the present study, the academic records of 191 NNS students who participated in a writing exam in 1991 at Georgia State University were analyzed. The profiles of the 16 NNS students who still did not pass the exam by the end of 1994 were investigated to compare with Johns's (1991) research results. The study demonstrated diverse types of the profiles of the students, with
3 students performing well in other courses (which closely matches Johns type), 4 having C average, and 8 having failed GPA. The research results indicated that there may be some relationships between English proficiency and academic writing.

Level: Undergraduate


Annotation: The notion of "turn" is described in Chinese texts as qi-cheng-zhuang-he and in Japanese as ki-sho-ten-ketsu. Such a concept was challenged by the author in this article where he stated that the "turn" was not a rhetorical move of either "circularity" or "digression", but it helped to develop an essay further by alternative means.

Level: Not Known


Annotation: This article discussed three approaches of developing resources for disciplinary writing targeted at ESL learners majoring in Law, including adjusting the materials to meet the needs of L2 learners, adopting a more language- and discourse-based approach, and establishing computer-mediated resource bank for course materials.

Level: Undergraduate


Annotation: In this article, the author first examined the special discoursal characteristics of law texts: they have an interface between academy and profession in a specific discursive context, and such features cause Cantonese ESL learners two big problems in producing law texts in an appropriate way. One is that the learners are confused about the dual functions and purposes of law texts. The other is that they lack of the awareness that such discursive practice is a means to help them enter their targeted professional community.

Level: Undergraduate


Annotation: The publication of research papers in international journals is increasingly important for Chinese scholars nowadays. This study examined and evaluated four workshops designed to help Chinese agricultural and environmental scientists improve
their publishing skills. The researchers claimed that the advantages of such workshops included participants' high satisfaction, increased confidence in English academic writing and high praise of the value of the collaboration of colleague presentation team.

Level: Adult


**Annotation:** The article explored three aspects of literacy development of Japanese and Chinese students at elementary and secondary levels: 1) the social context of schooling; 2) the cognitive considerations of the written code; and 3) the pedagogical practices most often used in teaching reading and writing. Implications for ESL writing were also considered.

Level: Elementary & secondary


**Annotation:** This microethnographic study focused on three Chinese ESL learners' interactional styles when they joined in three peer response groups in an advanced ESL composition class. The researchers first videotaped the peer response group discussions for six consecutive weeks. Then, they played the videotape, interviewed the three Chinese group members and two Spanish group members who only provided a point of comparison, and discussed with them about their interactions in the peer response groups. Through analysis of the interview data, the researchers identified the Chinese students' primary interactional goals and the types of their interactions. It was found that Chinese students were reluctant to criticize their peers' work, reluctant to disagree with peers, and reluctant to claim authority in the group.

Level: Undergraduate


**Annotation:** A group of 16 Japanese undergraduate students wrote journals over three consecutive semesters. There journal writing was then analyzed both quantitatively and qualitatively in order to find out the developmental changes in their writing competence. The quantitative study of the T-units of the journals revealed that the writing of all the participants changed over time, but the changes were in a variety of ways. The analysis of the samples of students' journals indicated that students’ improvement can not be simply measured in a quantitative way through group averages. The investigation of individual and contextual factors should also be considered.

Level: Undergraduate

**Annotation:** This qualitative study examined the Japanese and English academic writing of four Japanese scholars who returned to Japan to work at university after completing graduate studies in the U.S.. The researcher described these scholars’ struggles between the two sets of cultural values and academic expectations regarding scholarly activities to pursue. The findings indicated that the four informants had both common and different perceptions of the two writing worlds (Japanese and English). The researcher also warned that it was necessary to consider the complex and local nature of the informants' writing experiences rather than situating them within one cultural camp or the other.

Level: Adult


**Annotation:** The study investigated essays written by Filipino college freshmen, which showed that essays of high, low, and middle quality are comparable in cohesive device use. The author drew the conclusion that ESL writers with shared sociocultural backgrounds shared similar linguistic resources when they made meaning in writing, which reflected the interrelationship of language and culture.

Level: Undergraduate


**Annotation:** This study explored the use of the word processor as a tool in enhancing composing process by comparing two groups of Hong Kong first-year undergraduate students, with one group using paper and pen to write while the other writing by means of word processor. Results suggested that there were no significant differences about students' pre-writing, while-writing and revision strategies between the two groups although the computer group did show greater progress in making revisions at the macrostructural level.

Level: Undergraduate


**Annotation:** The study investigated the implementation of social-constructionist approach to teach EFL technical writing in a Thai university for a semester. Various approaches --- collaboration, collaborative writing, writing as a process, peer review, teacher/student
writing conference, and peer evaluation --- were employed in the writing class. Research findings revealed that students benefited from social-constructionist approach in writing class in spite of inadequate course content, but the students also wanted to have practice in other communicative areas and have more valid ways of evaluating their writing assignments.

Level: Undergraduate


**Annotation:** This study examined 80 letters of request written by Thai speakers and English native speakers. Contrastive text analysis was conducted to investigate the rhetorical structures and linguistic features of these letters. Persuasive strategies used in the letters were also explored from the pragmatic perspective. Research results demonstrated that Thai writers tended to delay the introduction of purpose in their writing and use more negative politeness strategies. Compared with the letters written by native English speakers who used a strong logos, Thai writers generally used a combination of logos, ethos, and pathos.

Level: Adult


**Annotation:** The researchers explored the reading-writing relationship through regression and correlation analysis by comparing 1,235 Hong Kong children diagnosed with dyslexia and their 690 counterparts who are normal kids for the normative study of the Hong Kong Test of Specific Learning Difficulties in Reading and Writing. Some features such as orthographic knowledge, naming speed, and phonological memory, were found critical to reading and writing ability. Causal inference and directionality of causality were also explored in the study.

Level: Pre-elementary


**Annotation:** The author reported two studies on error correction and error feedback in this article. The first study examined the effect of students' error correction between assignments on their error reduction in subsequent assignments. The second study investigated the effectiveness of different types of error feedback. Research results revealed that between-draft error correction reduced errors in students' subsequent writing,
although it did not improve the overall fluency or the quality of the written products. The findings of the second study indicated that direct corrections and underlining of errors were more effective than describing the error types, and students preferred direct error correction by teacher.

Level: Undergraduate


**Annotation:** 517 Taiwanese EFL students at four educational levels participated in this study which investigated the likely factors which influenced students' development of English writing. Results indicated that learners' lexical and grammatical knowledge, as well as their levels of English learning and English writing experiences, were all the crucial factors in explaining their communicative writing skills.

Level: Secondary & Undergraduate


**Annotation:** This longitudinal study examined two Chinese speakers' email communication in English in the U.S. Drawing on critical discourse analysis approach, the author analyzed how and why the two participants employed certain discourse features and strategies in different email communication events. In addition to the analysis of the participants' email messages, online and face-to-face interview data were also collected to help the author understand the participants' email practices. The study found that the changes in the participants' email exchanges were associated with their acquired socialization and acculturation in the target culture.

Level: Postgraduate


**Annotation:** This longitudinal case study reported a Taiwanese graduate student's e-mail communication with professors during her studies at an American university. Through critical discourse analysis, it discussed the learner's e-mail literacy development in relation to her acquisition of a critical awareness of e-mailing to authority figures, understanding of the e-mail medium and realization of the target culture's communication norms and values.

Level: Postgraduate

**Annotation:** This study compared the use of conjunctive adverbials employed by Taiwanese graduate students in their final papers and by experienced writers in published journal articles. Quantitative analysis found that the students slightly overused some connectors, and qualitative research showed that some connectors were misused. Some instructional suggestions were put forward in the discussion.

Level: Postgraduate


**Annotation:** A quantitative study of pauses in writing process and a qualitative study of the participants' personal profiles were examined in order to uncover the relationship between ESL students' English proficiency and their writing expertise. Five Chinese graduate students wrote two topics in both Chinese and English. It was found that personal attitude and writing methods had more connection with writing expertise than language proficiency did.

Level: Postgraduate


**Annotation:** In examining the conference notes, teacher records, and informal conversation, the teacher/researcher told a story of how a college student adopted new learning strategies to pass the Hong Kong Advanced Supplementary (AS) Level Use of English (UE) examination after he had failed once. The researcher discussed the learners' new learning strategies such as listening to BBC radio programs, reading English newspapers, and seeking for help from the university's Writing Assistance Program staff.

Level: Undergraduate


**Annotation:** Teacher feedback in the setting of one-to-one writing conferences has been considered to be important for students' subsequent draft quality, but providing the evidence seems difficult. This naturalistic case study examined both verbal and non-verbal teacher-student interaction in writing conferences at a Hong Kong university. Research results suggested some interactional factors which could influence "healthy writing conferences".

Level: Undergraduate

**Annotation:** The author adopted a quasi-experimental research design in this study where one group of Taiwanese beginning ESL students had traditional English grammar instruction while the other group had CAI as a supplement to English grammar instruction. Research results revealed that there was no statistical difference between the control group and the experimental group. The research concluded that CAI could be used as a supplement to traditional grammar instruction, and it could be at least as good as traditional instruction.

Level: Not known


**Annotation:** 167 Taiwanese EFL tertiary students at three language proficiency levels (basic, intermediate, and advanced) wrote two essays of two writing tasks, with one containing specific rhetorical information and the other not. The researcher examined the effect of rhetorical specification in writing assignments on the writing performance of these students, and he also interviewed 12 participants to learn their evaluations of the rhetorical information. Results showed that students at all levels benefited from rhetorical specification in creating rich content and effective rhetorical structure, but advanced learners were the most successful in employing rhetorical information and created better essays.

Level: Undergraduate


**Annotation:** This study examined the literacy experiences of five Chinese ESL students aged between 3 and 6 years in using both Chinese and English at home. Research data included written products of children, field observations, interviews with parents, informal conversations with parents and children, and telephone conversation. The findings revealed that regular exposure to literacy in children’s daily life at home could help them become early readers and writers.

Level: Pre-elementary


**Annotation:** By means of pre-test and post-test questionnaires administered to the intervention group and the control group, the researcher investigated the effect of Web-
based instruction (WBI) on Chinese EFL learners' academic achievements and learning attitudes towards WBI.
Level: Undergraduate

Cheng, Y. S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing, 13*(4), 313-335. **Annotation:** With a large sample of EFL learners at seven colleges of Taiwan, the study developed a three-dimensional self-report measurement, the Second Language Writing Anxiety Inventory (SLWAI), and exploratory factor analysis to examine EFL learners’ writing anxiety. SLWAI consisted of three subscales: Somatic Anxiety, Cognitive Anxiety, and Avoidance Behavior. The reliability and validity of SLWAI were also analyzed and proved to be high in the study.
Level: Undergraduate

Cheong, L. K. (1994). Using annotation in a process approach to writing in a Hong Kong classroom. *TESL Reporter, 27*(2), 63-73. **Annotation:** This case study explored the effects of including the making of annotations on students' writing process. The author pointed out that the annotations could facilitate student-teacher dialogues, help students understand their writing problems and writing purposes, and reveal their writing concerns. Research results indicated that annotations involved in the writing process could contribute to students', especially low-ability, low-motivated EFL learners', writing experience.
Level: Secondary

Cheung, Y.-M., Marie. (1996). *Implementing process writing in Hong Kong secondary schools: A case study on the process and outcomes of teachers' adoption of innovation.* Unpublished doctoral dissertation, City University of Hong Kong, Hong Kong. **Annotation:** This study investigated the process and outcomes of eight experienced teachers in adopting the process approach to teaching writing in eight Hong Kong secondary schools over a nine-month period. Multiple sources of data were collected, such as questionnaires, lesson plans, teaching materials, and classroom observation. Results showed that teachers' accommodation to the innovation program was likely to follow four phases during the implementation stage --- "Experiment", "Adjustment", "Mastery", and "Personalization" (Rogers, 1983).
Level: Secondary

Annotation: This study examined the English workplace communication skills of 16 new graduate employees in four banks in Hong Kong. By interviewing these new bank employees, the researcher aimed at learning the proportion of their daily communicative tasks in both Cantonese and English, their difficulties in using English language communicative skills, and the reasons for these difficulties. Research results revealed that these employees in Hong Kong banks usually used Cantonese for oral communication and English for writing tasks. It was found that there was a great need for the employees who could be fluent in both these two languages in workplace communication.
Level: Adult

Annotation: This study examined the effect of grammatical and discourse features on writing performance rating and the differences in rating between native and non-native speaking raters. 15 native English professors and 15 Chinese professors of English rated 60 essays written by Taiwanese college students on both the holistic quality of the essays and discourse and grammatical features. Research findings showed that the majority of the raters regarded cohesion as the best predictor of writing quality in all four assessed areas -- coherence, cohesion, syntax, and morphology. The researcher also discussed the differences between the two groups of raters.
Level: Undergraduate

Annotation: In this study the researcher implemented strategy and self-regulation instruction in writing class to investigate whether such instruction could help Malaysian college students improve their writing quality. Research findings indicated that students did benefit from the strategy and self-regulation instruction in various ways, but students' acquisition of the knowledge of planning and self-correction was also necessary for their writing development.
Level: Undergraduate

Annotation: The argumentative essays written by 46 American students and 46 Korean students were compared in terms of error types, textual organization, and cohesive devices. The Korean ESL students were found writing shorter essays, making more errors, more
textual structures, and less use of cohesive devices. Research results also revealed that both groups of students favored introduction-body-conclusion organization structure.

Level: Undergraduate


**Annotation:** Two groups of Japanese university freshman students majoring in Computer Science were invited to underline all the words they looked up in any kind of dictionary and later used in their English writing assignments throughout two semesters. These English texts were collected, and a 41,024-word student writing corpus was built. The researcher investigated the ways these "dictionary words" were used in the corpus and found that around 42% of the words were used in a wrong way or another. Interviews with four more successful and four less successful dictionary users revealed that successful dictionary users used more sophisticated look-up strategies to help them with the correct usage of the words, regardless of their English proficiency.

Level: Undergraduate


**Annotation:** This study investigated Chinese learners' learning practices and interpreted its findings by adopting the "small culture" approach rather than the "large culture" approach which mainly associated Chinese learners' learning characteristics with national Confucian cultural heritage. In the "small culture" approach, situated identity is a key construct, and the social and contextual factors of individual learners were more emphasized.

Level: Undergraduate


**Annotation:** This study investigated the impact of peer responses on students' subsequent revisions, comparing with teacher comments and comments from other sources. Results showed that students made many revisions between drafts, but few of these could be directly attributed to peer group response. Students' revisions were more surface, text-based changes.

Level: Undergraduate


**Annotation:** This study examined external reporting documents of 60 Hong Kong public companies and provided three possible explanations for obfuscation in annual and interim
reports: (1) It is a deliberate writing technique to allow opacity to a certain extent in order to reduce investor anxiety about organizational impacts from environmental changes; (2) It could help to conceal or misrepresent unpleasant facts; (3) It could happen because different people write different sections of the reports. The study also investigated the association between obfuscation and corporate features.

Level: Adult


**Annotation:** This corpus-based comparative analysis investigated how native Malay-speaking learners of English and native English speakers used *where* in relative clauses in academic writing. The Malay students involved in the study were found considerably overusing *where* in their academic texts. The author discussed the causes of learners' misuse of *where* and suggested possible pedagogical remedy strategies.

Level: Undergraduate


**Annotation:** This study investigated if one-to-one tutoring of second language writing may vary according to the instructional approach. 20 adult students whose native languages are Mandarin Chinese, Cantonese, and Japanese participated in the study. There were 4 tutoring sessions on 4 similar essays written by the participants. A 2 (approach to tutoring: conventional error correction and procedural facilitation) * 2 (language of communication: the participants' mother tongues or English) was designed. The tutoring was highly normative and mainly focused on the surface-level errors appearing in the participants' essays. The research findings paralleled to what had been found in previous studies; however, the findings also indicated that the differences between individual tutors may be an important factor which could influence participants' text revision.

Level: Adult


**Annotation:** This study explored the conceptual activities three Cantonese-speaking ESL learners were required to carry out when they completed their weekly assignments in their Organizational Behaviour course. The researcher found out eight types of conceptual activities tried by the participants in this study. It suggested that NNS students can use these activities to explore their own disciplinary communities and thus facilitate their initiation into those communities.

**Annotation:** This case study focused on the understanding of the textual borrowing behavior of a Chinese student enrolling in a university course. Rather than simply viewing such "apparent plagiarism" as a violation of Western norms and practices, the researcher examined the complexities which may result in this ESL learners' textual borrowing behavior. Research results indicated that such factors as the context of the course, the writing tasks, the participant's developing linguistic competence and general learning process, all intertwined, which finally caused her textual copying.

Level: Undergraduate


**Annotation:** The cause of "learned plagiarism" among Asian ESL learners was explained. The author also described a strategy employed by a Hong Kong institute to help students avoid plagiarism.

Level: Undergraduate


**Annotation:** This large-scale survey explored whether and to what extent first-year and third-year undergraduates in Hong Kong can recognize plagiaristic writing, how they perceived plagiarism as an inappropriate behavior, and how they viewed students who plagiarized. The results revealed that first-year undergraduates were much less familiar with the concept of plagiarism than third-year students. The study indicated the necessity and importance of explicit orientation to these first-year students on how to avoid plagiarism when they write in a Western academic community.

Level: Undergraduate


**Annotation:** This study examined the relationship between three types of planning conditions (pretask planning, unpressured on-line planning, and no planning) and Chinese learners' written narratives. Research found that pretask planning could help student improve fluency and syntactic variety, and unpressured on-line planning could enhance students' accuracy. The results also suggested that the two types of planning played different roles in composing process. Compared with the groups adopting these two types...
of planning, the group with no planning before and while composing showed more
difficulties in producing fluent, complex and accurate texts.
Level: Undergraduate

Annotation: This research explored the attitudes of 47 first-year students at a Middle East university towards the feedback procedure employed by their English teachers: coding linguistic errors, and writing comments. Research results revealed students' positive attitude towards these feedback procedures. Further recommendations for fruitful feedback to EFL students writing were given.
Level: Undergraduate

Annotation: On the basis of a large-scale survey of almost 5000 college students from 26 departments of a Hong Kong university, the study found that a high percentage of the participants experienced difficulties in their English academic writing and academic speaking, and their receptive and productive vocabulaires were inadequate. The study results revealed that EAP courses were necessary for students, and the author provided some suggestions for designing EAP course materials.
Level: Undergraduate

Annotation: This study explored Saudi EFL students' beliefs of their writing difficulties and the likely factors related to these difficulties. 37 male Saudi students majoring in English participated in the study which involved multiple data resources — interviews, observation, and document analysis. Research findings indicated that although the participants believed that English writing was important, they considered it the most difficult skills. In addition, in spite of limited access to computer facilities and little training of the use of computer in writing, the participants showed strong enthusiasm in using technology in their writing activities.
Level: Undergraduate

Annotation: 37 students in a university EFL composition class in Taiwan participated in the study. The researcher found that the use of multiple sign systems generated metaphorical and analytical thinking and greater self disclosure in participants' writing
although the written products tended to show students' retelling of what they read rather than their reflections on the reading materials. Results also supported the belief that EFL learners were capable of taking a critical literacy approach to language learning.

Level: Undergraduate


Annotation: This paper has four sections with each section introducing the tools for text analysis. The first section explores a study of corporate writers' revisions of their workplace business documents, and the categories of their written text revisions are explained. The second section describes the text tools used to analyze MPhil and PhD thesis writing in Hong Kong. The third study delineates the writing strategies of a group of English teachers engaging in a graduate program. The last study focuses on the issues of coherence of the texts produced by a group of undergraduate students. The authors expect that the introduction of these text analysis tools could future research in the related fields.

Level: Undergraduate, postgraduate & adult


Annotation: This paper reports the subtest of the Benchmarks Test (now it is known as the Language Proficiency Assessment of Teachers) of writing skills for Hong Kong primary and secondary school English teachers. The authors describe the purposes of initiating and developing this test, as well as the development and trialing of the writing subtest. They also show how the process of test evolution is protracted to produce a valid and reliable result.

Level: Primary & secondary


Annotation: Adopting a social network perspective, this study focused on the relationships EFL (Israeli) graduate students formed to develop their L2 academic literacy, and the impact of these relationships on the students' acquisition of L2 academic literacy. Research results showed that the composition of student writers' social network affected their L2 academic literacy acquisition and practices in their disciplinary communication.

Level: Postgraduate

**Annotation:** This experimental classroom study investigated Asian ESL learners' different abilities to self-edit their texts across three error feedback conditions: 1) errors marked with codes from five categories; 2) errors in the same five categories underlined but without being marked with codes; 3) no feedback at all. Research results revealed that both groups who received the error feedback done significantly better on the self-editing task than the group without being given any feedback.

**Level:** Undergraduate


**Annotation:** The research examined the use of cohesive conjunctions by student writers in Hong Kong to ascertain how it differed from native speakers’ use, to determine the extent to which teaching, textbooks and transfer were influential, and to analyze the extent of misuse and unnecessary use. The article makes suggestions for teaching implications and further research.

**Level:** Not known


**Annotation:** This study analyzed the differences of using internal conjunctive cohesive devices between ESL Hong Kong learners and their native English-speaking counterparts. Results indicated that Hong Kong learners used much more cohesive devices than native speakers. The positioning and choice of particular devices between two groups of learners were also different. Findings were interpreted from the perspectives of learners' interlanguage development, the influence of textbooks and teacher instruction, and L1 transfer.

**Level:** Not known


**Annotation:** Through in-depth interviews, the study found a range of problems which confronted Chinese scholars in Hong Kong when they wrote for publication in English. Reasons for such difficulties were analyzed by the author.

**Level:** Adult

**Annotation:** Through a large-scale survey, the researcher investigated the situation regarding Hong Kong Cantonese L1 academics publishing in international refereed journals in English, their attitudes towards such situations, and the possible changes expected to the language of publication in Hong Kong with the change of sovereignty from Britain to China.

Level: Adult


**Annotation:** This study investigated the experience of a local Hong Kong scholar in publishing an English academic article in an international refereed journal. Employing social constructivist theory, especially discourse community and LPP (learning as peripheral participation), the researcher interpreted the difficulties the Hong Kong scholar faced by referring to his living and researching in a non-Anglophone country.

Level: Adult


**Annotation:** This article describes how Hong Kong has attempted to become a "world-class city", i.e. center of high technology, trade, professional activity, higher education, etc. By means of critical discourse analysis and genre theory, the author analyzed how the government's control of the various genres which made up consultation promoted Hong Kong to be such a world city.

Level: Adult


**Annotation:** The author describes the ways of using multimethod approach in answering research questions which are hard to answer by using a single research method. The research problem in the presented study is how Hong Kong Cantonese-speaking scholars went about the process of writing and publishing in English. According to the nature of the research problem, the author presents research methods deployed to answer different types of questions, such as diaries, field notes, questionnaires, interviews, focus group interview, think-aloud protocols, text analysis, etc. The study indicates that multimethod approach could help researcher answer the research question more effectively.

Level: Adult

**Annotation:** This study investigated signaling nouns, i.e. nouns which have cohesive properties across and within clauses and have the functions of *attitude, assistance, difficulty, process*, etc. The author examined a corpus of argumentative essays written by Cantonese L1 learners and identified a taxonomy of error types in learner's use of signaling nouns. The researcher also compared the frequency of signaling nouns appearing in the essays with the essay grades, as well as the numbers of errors of signaling nouns and the grades. Significant correlations were found in both cases. It was argued that the use of signaling nouns could enhance textual coherence.

Level: Undergraduate


**Annotation:** This study analyzed the genre of tax computation letters from a Hong Kong international accounting firm. In addition to the analysis of tax computation letters, researchers observed and interviewed a group of tax accountants to better understand the specific discourse community of tax accountants. Research results revealed that accountants were more likely to fax rather than post tax computation letters, and email was considered a proper means of conveying such letters.

Level: Adult


**Annotation:** Through the analysis of a combined corpus of the written texts by both Hong Kong undergraduates and Hong Kong professional writers, the author examined the similarities and differences in the problem-solution pattern in expert and novice writers' texts. Based on a systemic-functional approach to analysis of evaluative texts, the researcher examined the writers' uses of problem within four components of a problem-solution rhetorical pattern --- situation, problem, solution, and evaluation. Some pedagogical implications were also discussed.

Level: Undergraduate & adult

Annotation: The author of this study described how a communication skills course at a tertiary institution of Hong Kong combined elements from a task-based syllabus, a text-based syllabus and a content-based syllabus to equip students with general skills for English for Occupational Purposes (EOP). Not taking a mere stance of accommodating students for workplace demands, the course also encouraged students to develop a critical awareness of workplace practices.
Level: Undergraduate

**Annotation:** This study focused on the ways thematic choices of workplace English texts formed different meanings for different readers. The researcher analyzed the themes in two sample workplace texts and compared the interpretations of these themes by two different groups of informants (businessmen and EFL teachers) in Hong Kong. The study found that interpersonal meaning carried by the texts influenced informants' interpretations of the themes of these texts.
Level: Adult

**Annotation:** This case study investigated how an immigrant Chinese student in an American university struggled with writing across cultures. Through contrastive rhetoric studies, the author found that Ming's difficulty in English academic writing mainly arose from her unfamiliarity with the mainstream conventions of academic discourse and her audience' expectations of her academic texts.
Level: Undergraduate

**Annotation:** English writing of students in the College of World Englishes at Chukyo University was examined to determine to what extent the errors made by the Japanese students could be accepted by their English teachers. Research results revealed that the errors of third person "s", as well as article and plural errors, were less accepted. However, some errors such as sentence combining, sentence fragments, omission of subject, generalizing or obscuring of subjects, had a measured degree of acceptance among teachers.
Level: Undergraduate

**Annotation:** This article explored the teaching of writing in both Chinese and English in Hong Kong schools. The author traced the historical development of curriculum and examination syllabi, and demonstrated that writing instruction in Hong Kong was gradually shifted from prescribed approach to communicative approach. It was also claimed that curriculum change, teacher-student education, government support and employer attention would help to ensure the quality of composition instruction in Hong Kong.

Level: Primary & secondary


**Annotation:** This paper reported on the attempts to make concordance information accessible to lower-intermediate Chinese L2 writers and help them correct sentence-level written errors. The author described a URL-link technology which could help teachers create and embed concordances into students' texts. This concordance-based error correction approach was tried among intermediate learners, and the preliminary results were reported.

Level: Undergraduate


**Annotations:** This ethnographic study examined the impact of dialogue journal writing on critical pedagogy and foreign language education in the context of a critical literacy practice. Through the analysis of over 600 English journal entries written by Iranian high school students and informal written interview data, the authors drew the conclusion that dialogue journal writing could help L2 learners express their personal stance and help them enhance critical self-reflective writing ability.

Level: Secondary


**Annotation:** This article argues that LPAT (the language proficiency assessment for teachers) initiated by HKSAR in 2001 may have a detrimental influence on the assessment of student writing in that it would reinforce traditional conception of language, grammar and pedagogy and restrain more innovative pedagogies. In examining the Hong Kong
educational context and past practice in writing assessment in Hong Kong secondary schools, the author raised the alarm that teachers and students lacked a response to meaning-making in writing instruction, and they tended to incline to mis-correct and/or over-correct form. The author drew the conclusion that consultation with teachers and deployment of positive incentives rather than punitive strategies may yield better results in writing instruction in Hong Kong.

Level: Adult


**Annotation:** The researcher of this study interviewed 16 Japanese novice researchers who were preparing their first scientific research articles to be published in English. The participants were asked to comment on the process of their construction of their research article drafts, the translation of Japanese to English when they wrote their drafts, and the way they revised to meet the expectations of their audience.

Level: Postgraduate


**Annotation:** The study described how a potentially valuable procedure, Propositional Clusters (PCs), could help L2 writers handle the thematic development of their texts. Some Japanese graduate students tried PCs in drafting their first research papers in English, and the results implied positive impact of PCs on the thematic progression in student essays.

Level: Postgraduate


**Annotation:** The author investigated 14 fourth-year Japanese students' monitoring of surface-level grammatical form in their EFL writing. Results indicated that less-error-prone (LEP) subjects monitored differently than more-error-prone (MEP) subjects, and that all MEP, but not all LEP, subjects improved their performance after receiving focus-on-form training.

Level: Primary

This corpus-based study compared the uses of two topic-fronting devices ("for" and "concerning") and three thematized connectors ("besides", "furthermore", and "moreover") in academic writing between Hong Kong learners and their native-English-speaking counterparts. Results showed that Chinese learners had a greater tendency to place connectors in theme position. The analysis of marked themes revealed that the inappropriate use of connective devices in theme position may impose a negative effect on the information progression of the texts, as well as local and global textual coherence.


This case study examined the perceptions of two groups of secondary ESL students in Hong Kong and in America on collaborative email exchange between them. Questionnaires were administered to Hong Kong students to explore the changes of their attitudes towards technology and language learning, the effect of computer on their learning motivation, the perception of their acquired language skills in the exchange project, and their attitudes towards collaborative learning. Personal interviews were also conducted by the researchers. Findings revealed that most of the Hong Kong learners had positive attitudes towards collaborative learning and felt the project helped them enhance language skills. However, the students also showed different opinions on whether the email exchange could help them improve exam-related skills such as grammar. Students who were more skillful at computer felt less satisfactory than the ones with weak computer skills.


The researcher reported an investigation of adopting communicative practice approach to teach the writing process in tertiary Hong Kong institutes. 49 participants enrolled in the Biomedical Science program were instructed in the communicative approach to enhance their writing skills in several genres. Participants were required to observe each writing stage and made evaluations of the program. The results indicated that the compilation of evaluations regarding writing activities could provide valuable feedback to improve such experimental methods of teaching.


This study focused on the affective effects of CALL (Computer-Assisted Language Learning) projects on language learning. 20 Chinese tertiary students and 28
American college students participated in an online collaborative writing project which lasted for one semester. The qualitative data demonstrated that such CALL projects motivated Chinese EFL learners to learn and brought about positive results, but the researcher also called for more support and involvement of teachers and administrators at all levels in the CALL projects.
Level: Undergraduate


**Annotation:** In response to Sowden (2005a) and Liu (2005), the author argued that culture was not the only factor responsible for plagiarism in students' academic texts. The author provided examples that plagiarism was not accepted in Vietnam, and stated that there might be several reasons that Western academics accused overseas students of plagiarism, such as ignorance of the language, culture, identity, education, and knowledge of these students.
Level: Undergraduate & postgraduate


**Annotation:** The study investigated the expository writing skills of Arab students learning English for Science and Technology (EST). Tests and questionnaires were administered to EST students, EST teachers, and the teachers of science and technology subjects. A rhetorically-oriented expository writing profile relevant to these EST learners was proposed.
Level: Undergraduate


**Annotation:** This study examined the relationship between the difficulty of prompts and essay test. Results showed that "expert judges" share considerable agreement about prompt difficulty, prompt task type, and difficulty of prompt task type. However, it was also found that the score data ran in a direction which was the reverse of that predicted by the "expert" judgements. Reasons for such situations were discussed in the study.
Level: All


**Annotation:** This case study examined the effect of Japanese women's cultural and identity issues on their language writing opportunities and their position as L2 writers. The
author noted that students’ experience of identity and cultural conflicts, conflicts with protecting L1 self, conflicts between L1 and L2 cultural writing norms also influenced their acquisition of L2.

Level: Not known


**Annotation:** This case study examined the role of *guanxi* which is crucial to the development of English literacies and digital literacies of two advanced Chinese learners of English (who are also the co-authors of the study).

Level: Postgraduate


**Annotation:** Thirty-eight Taiwanese college English majors participated in a study which investigated the combined effects of contrasting mastery and performance goals on their implementation of writing strategies. The participants were divided into two groups: HMLP (high-mastery-low-performance) group and LMHP (low-mastery-high-performance) group. Think-aloud protocols indicate that the HMLP group used more monitoring, revising, and compensating strategies than LMHP group, and more use of revising strategies and mastery orientations predict better writing performance.

Level: Undergraduate


**Annotation:** Observing 36 Hong Kong Chinese ESL learners in a three-month university writing course, this study investigated how these learners developed declarative knowledge and procedural knowledge and what the relationship was between the two types of knowledge among the participants. The learners of high and low English proficiency were placed in either self- or peer-editing groups and were asked to write reflective journals on their awareness of effective writing in different types of writing tasks. Research findings revealed that students’ were more aware of and capable of doing effective writing after the course. High proficiency students and peer-editing groups showed greater awareness and performed better than their counterparts of low English proficiency or in self-editing groups.

Level: Undergraduate

**Annotation:** In this study, the researchers examined the correlation between individualized voice and the quality of L2 undergraduates' argumentative writing. In order to measure the density of voice features, a Voice Intensity Rating Scale was developed and designed, and Jacobs et al.’s (1981) ESL Composition Profile was employed to evaluate the overall quality of students' writing in this study. The research results demonstrated that there was almost no correlation either between the overall quality of the participants' writing and the voice features they used in their writing or between the overall quality of their writing and any single voice feature in the Voice Intensity Rating Scale. The study drew the conclusion that there might be little relationship between the quality of L2 writing and the voice students presented in their argumentation. However, the researchers also warned that the research results needed further investigation in other genres, among the students of other levels, etc.

Level: Undergraduate


**Annotation:** Thirty Iranian EFL college students participated in this study where they were asked to write an English composition and verbally report their writing process. By means of think-aloud protocols as well as follow-up interview, the author investigated they types of conscious vocabulary problems appearing in their writing process and students' strategies to solve these problems. Research findings indicated that learners experienced both competence-based and performance-based vocabulary problems in the process of writing, and their strategies to deal with these problems and the effectiveness of these strategies were related to the writer's language proficiency.

Level: Undergraduate


**Annotation:** In order to help the students specializing in business improve their business writing skills, some students were provided an opportunity of a two-week work placement with companies in Hong Kong. Workshops regarding business writing and communication skills were held before students went to the companies, and the teachers also went to monitor students learning in the company and got feedback from the employers. The researcher stated that the local bilingual workplaces in Hong Kong could assist them to make aware of the importance of business writing and communication skills and enhance their motivation of practicing these skills.

**Annotation:** The corpus-based study examined some specific verbal phrase features used in academic written texts produced by both L1 and L2 Asian learners. The patterns and frequency rates of tense, aspects and passive voice used by L2 learners were identified, which was noticeably different from L1 learners. The author proposed some practical pedagogical recommendations for instructions.


**Annotation:** In this article, the author focused on her own writing course for first-year Japanese undergraduate students. This course was one of the students' first exposure to formal English writing instruction; it was the first writing course students may take because their L1 writing instruction was generally not given; the course included some content and methods which were considered innovative in the Japanese context. Aiming at helping students complete a research paper assignment, the author first implemented fluency-aim writing (journal writing) to help students get accustomed to English writing and then conducted research paper writing instruction with a process approach. Students' attitudes towards the course were also explored at the end of the course.


**Annotation:** This study compared L1 (Japanese) and L2 (English) organizational patterns in the argumentations written by Japanese EFL learners. The study conduct within-subject comparisons of students' L1 and L2 essays in terms of organizational patterns, organizational scores, and overall writing quality. Students perceptions of L1 and L2 organizations were also explored. Research results showed: 1) students were likely to use deductive organizational patterns in both L1 and L2 writing; 2) L2 organizational scores were not significantly correlated with L1 organizational scores; 3) L1 and L2 overall and organizational scores were different; 4) some students experienced difficulties in organizing both L1 and L2 texts.

**Annotation:** In this book the author first introduces the English writing instruction in Japan. Then the similarities and differences of writing Japanese texts and English texts are explored. The author also investigates students' both L1 (Japanese) and L2 (English) writing processes, and examines the impact of L2 institutional composition instruction on learners' English writing.

Level: All


**Annotation:** This study investigated the relationship between Japanese learners' English expository writing ability and some possible factors. 19 Japanese undergraduate students majoring in English participated in the research. Quantitative analysis demonstrated that the students' L2 writing ability was closely related to their L1 writing ability and L2 language proficiency. Qualitative analysis suggested that the students' L2 compositing competency was related to uses of writing strategies, writing fluency, and confidence in writing.

Level: Undergraduate


**Annotation:** This article describes how two Korean undergraduate students in an American university did computer-based reading and writing beyond their ESL writing courses. The study focuses on how and to what extent L2 learners use computer for academic literacy development beyond the writing classroom.

Level: Undergraduate


**Annotation:** Two case studies of Asian L2 students described how the two learners experienced portfolios in two ESL writing classes in which the portfolio pedagogies employed were different. Results showed that the participants did not support the idea of using portfolio in the courses which served for the research purposes although they liked the idea of portfolios. Findings also shed light on students' responses to different portfolio models, which contributed to our understanding of the role of portfolio in L2 composition instruction.

Level: Adult

Annotation: This study investigated the influence of reflective learning on report-writing course. Two groups of first-year computer students at a Hong Kong university participated in the study. The major writing tasks of the two groups of students were the same, but one group accepted additional tasks to stimulate their reflective thinking. In order to examine students' reactions to different kinds of tasks, questionnaires were administered to the students, and discussions were also conducted. Research findings revealed that students found all the tasks useful for them although the intervention group with additional reflective thinking activities did not like the reflective tasks.

Level: Undergraduate


Annotation: This study examined the effect of journal writing on reflective thinking. Ten teachers enrolled in an in-service TESOL education program participated in the study. The research investigated whether the content of the teachers’ journals could be depicted as critically reflective and whether the teachers developed their reflective capacity through the experience of writing journals. It was found that although some teachers seemed to be more reflective than others, most of the teachers recorded their teaching experiences and problems they met in the journals. Their ability of critical reflectivity had little changed over time. The implications for using journal writing as an approach to train critical reflectivity were also discussed in the article.

Level: Adult


Annotation: English in Taiwan is regarded as a foreign language, and students have limited chance to apply and practice their English out of class. This qualitative study explores the impact of the internet on Taiwanese students' using their school-based learning of English through email exchanges with some American students. The analysis of students' reflective journals, email correspondences and interview data revealed that most participants of this project had positive attitudes towards L2 wiring. The project also helped students increase some American cultural knowledge.

Level: Not known

Annotation: This study examined the functional complementarity between speech and writing in the computer-mediated communication context where spoken and written forms of language were hybridized and different languages were hybridized. 40 ICQ histories of 21 college students in Hong Kong were collected and analyzed. It was found that 95% of the ICQ histories showed a mixture of both English and Chinese at inter- and intra-sentential levels. Students frequently switched language codes between Chinese and English to manage the time pressure and achieve specific purposes in online, real-time communication.
Level: Undergraduate


Annotation: This paper introduced Hong Kong as a growing site for imaginary works, such as novels and poetry. The author described the economic and cultural contexts of Hong Kong and their influences on writers' works. Some English poems written by local Hong Kong poets were introduced, including the author's poems.
Level: Adult


Annotation: This ethnographic study examined how Dang, an ESL student from Taiwan, considered dialogue journal writing and why his perspectives were contrary to the claims about the benefits of dialogue journal writing. The research results of Dang's case indicated that researchers and practitioners needed to consider students' individual perspectives when employing nontraditional writing assignments like dialogue journal writing.
Level: Undergraduate


Annotation: In examining Chinese graduate students at a Canadian university, the author found that the learners' thinking in L1 or L2 when writing disciplinary papers was related to various language learning factors and written tasks. These factors interact with each other and motivate learners to adopt different thinking language in English writing.
Level: Postgraduate


Annotation: This case study investigated the effects of teacher written feedback on the revision processes and writing products of six ESL writers with different language
proficiency throughout a course. The researcher analyzed students' texts (both drafts and final versions), observation notes, interview transcripts, and the ways they used teacher written feedback. The research results revealed that the students' use of teacher feedback varied according to their individual differences, their different experiences they brought with them to the writing class, etc.

Level: Undergraduate


**Annotation:** The study focused on the mitigating language used when the teachers gave feedback (usually criticisms and suggestions) to ESL learners' writing, such as hedging devices, and personal attribution, etc.). The study found that although mitigations could minimize the forces of criticisms and enhance teacher-student relationship, the indirectness nature of the mitigating language could also result in miscommunication and incomprehension.

Level: Undergraduate


**Annotation:** A survey study was conducted among 1,619 Hong Kong tertiary students in order to investigate their perceptions of the importance of English and EAP (English as Academic Purposes) in their academic success. Research results indicated that students recognized the importance of English competence to their academic achievement and acknowledged the value of EAP courses. However, attitudinal differences were also found among the students in different language proficiency and different disciplines. Writing and speaking were considered as more serious problems in their study. The research attributed the cause of ranking speaking as a major source of difficulty to slim chance of daily communication in oral English.

Level: Undergraduate


**Annotation:** The author argued against an opinion of treating academic texts as uniformly impersonal. He explored academic articles in different disciplines and demonstrated that writers employed many first person pronouns to make their identity visible in academic writing. The author warned that students should be aware that there was considerable scope for the negotiation of identity in academic writing.

Level: Undergraduate & postgraduate

**Annotation:** This corpus-based study focused on the distribution and use of questions in academic writing of research articles, textbooks and Hong Kong students project reports. Research results showed that questions could establish a dialogic relationship between writer and reader, enhance reader's involvement in the discourse and motivate their reading.

Level: Undergraduate


**Annotation:** This corpus-based study explored the notion of identity in terms of personal pronouns in 64 Hong Kong undergraduate theses and compared students' use of identity markers with academics in their research articles. The study demonstrated that students tended to avoid using authorial reference in context of making arguments or claims. The author drew the conclusion that L2 learners may have difficulties in using individualistic identity marker *I* in their academic writing, and he provided some pedagogical suggestions to solve this problem.

Level: Undergraduate


**Annotation:** The book explores the importance of teaching both writing strategies and different genres to L2 writing students. In the author’s view, writing in a second language involves both composing skills and knowledge about texts, contexts, and readers.

Level: All


**Annotation:** In examining a corpus of 240 doctoral and masters dissertations written by Hong Kong students, the study proposed an interpersonal model of metadiscourse. It also discussed the metadiscourse markers used by students pursuing different degrees and studying in different disciplines. The analysis suggested the ways academic writers could use language to offer a credible representation of themselves and their work in different fields.

Level: Postgraduate


**Annotation:** In examining the acknowledgements in a corpus of 240 PhD and master's dissertations, the author explored the importance of the genre and the generic structures student writers (who are mostly Cantonese-speaking people) had adopted to express their gratitude and promote their own scholarship.
Level: Postgraduate


**Annotation:** This study investigated learners' use of dialogic features to encourage their readers to read by analyzing a corpus of 64 project reports written by final-year Hong Kong undergraduates in eight fields. These dialogic rhetorical features included second personal pronouns, inclusive pronouns, directives, questions, etc. It was found that the students could use a range of engagement features to communicate with their audiences. The researcher also interviewed some students to probe into more information about their motivation of using these dialogic features in their academic writing.

Level: Undergraduate


**Annotation:** This paper explored the strategies used by a group of Hong Kong undergraduate students to establish a connection with their readers in their project reports. In addition to corpus-based study which examined the textual devices students used to negotiate their relations with their readers, the author also interviewed students and compared students' texts with professional research articles. Research results revealed how the writing purpose could influence writers' construction of readers in their texts and how students understood their readers and expressed their understandings in writing.

Level: Undergraduate


**Annotation:** Adopting corpus-based approach, the researcher explored 64 Hong Kong undergraduates' final year project reports and examined the use of *I* in these academic texts to find out how student writers established their commitments in their texts and established a relationship with their readers. The researcher also conducted discourse-based interview with both students and supervisors to investigate why the pronoun *I* was used by students in certain ways and how readers considered the usage of the pronoun. In combination of corpus-based approach and discourse-based interview, the researcher argued that more subtle relationships between writers and readers and between linguistic choices and contexts could be more visible.

Level: Undergraduate

**Annotation:** The study investigated how Hong Kong high school leavers and their British counterparts expressed doubts and certainty in their English writing. The researchers built up two corpora, with each one around 500,000 words, which collected 150 GCE A level exam scripts in each of six ability bands of Hong Kong students, and 770 GCE A level General Studies scripts written by British high school leavers. The research results demonstrated that both NS and NNS learners relied on limited range of epistemic items in their essay writing, mainly modal verbs and adverbs. The manipulation of tentative and assertive language was more problematic among Hong Kong learners, especially the students in the lower ability bands. They tended to offer stronger commitments to statements and exhibited greater problems in conveying a precise degree of certainty.

Level: Post-secondary


**Annotation:** This study investigated the genre of acknowledgements in dissertation writing, including the generic structure and linguistic patterns students have used to express gratitude. Acknowledgements in 240 Masters and PhD dissertations written by students in six disciplines of five Hong Kong institutes were collected and analyzed, and some interviews were conducted with some postgraduate students. A three-move structure was found in the genre, and many steps were realized by a narrow range of lexical-grammatical patterns. It seemed that PhD students in the "soft" sciences tended to use more complex rhetorical patterns to show acknowledgements. The researchers drew the conclusion that EAP teachers should help non-native writers raise awareness of different ways they could employ to structure their acknowledgements to demonstrate a more salient academic identity in their writing.

Level: Postgraduate


**Annotation:** The author put forward a theoretical model of metadiscourse first. Then within this framework, the author analyzed metadiscourse markers used in a corpus of 240 L2 PhD and mater's dissertations, and he indicated that metadiscourse could offer another way of understanding writers' writing purposes and their rhetorical and social distinctiveness.

Level: Postgraduate

**Annotation:** This study investigated the frequencies, forms and functions of evaluative that in two corpora of 465 abstracts from published research papers and masters and doctoral dissertations written by L2 learners. After comparing students' and experts' use of evaluative that in six disciplines, the authors concluded that the structure was widely employed in the abstracts and it was an important component of author commentary.

Level: Postgraduate & professional


**Annotation:** This study investigated case-based teaching in business courses in Hong Kong. By means of surveys and interviews, 20 business case leaders expressed their teaching experience with their students, such as their attitudes and perceptions about the value of case-based teaching, the ways of their teaching, the problems appearing in the case-based classrooms, etc. Research found that although these professor informants believed in the values of case-based teaching, they felt frustrated by the reticence of their students in class discussions. Culture-based case methodology training sessions for both professors and students were suggested by the author.

Level: Undergraduate


**Annotation:** The researcher of this study interviewed and discussed with 45 business lecturers at five universities in Hong Kong about the status of their students' English on entry and their preparations for studies in business. The lecturers showed negative perceptions of their students' study habits, reading and writing skills, problem-solving strategies, and performance in class. However, the researcher also found big differences existing in the sub-disciplines of business courses, and suggested that ESP courses should be arranged for second- and third-year students.

Level: Professional


**Annotation:** A large-scale questionnaire survey was conducted among the undergraduate students in Hong Kong and Taiwan to seek the answers to the need of incorporating peer feedback into L2 writing instruction. All of the participants were enrolled in the L2 writing course in which peer, self, and teacher feedback were used. The research results showed that a statistically significant percentage of participants (93%) indicated that they preferred
to have peer feedback in the process of their writing. The study also discussed the ways peer feedback could be more effectively incorporated into L2 writing class.
Level: Undergraduate


**Annotation:** The author examined thirty-five Malaysian ESL learners' error-correction strategies and their dictionary consultation processes through the analysis of their think-aloud protocols, questionnaires, and students' drafts of corrected texts. Research found that Malaysian ESL learners used 13 types of error-correction strategies to self-correct errors in their texts. However, qualitatively dictionary type, L2 proficiency, and error types had little effect on strategies and dictionary consultation. The author concluded that self-correction of vocabulary errors was useful in the writing classroom.
Level: Not known


**Annotation:** This study investigated how Chinese ESL learners felt about peer review process in face-to-face and email modalities. Two identical peer review attitude questionnaires were conducted (a Peer Review Guideline and Sign Test) to a group of Chinese students at the beginning and the end of the course. The issues of face saving and shyness were considered the research focus of the study. Research results revealed that some students preferred peer review via email although they considered it a waste of time.
Level: Not known


**Annotation:** The study examined the cognitive strategies ESL learners with high-level language proficiency use when they were engaged in sentence-combining tasks, and the way they used them. Nine advanced-level Asian learners participated in the study and did think-aloud task. The results revealed that the three most frequently-used cognitive strategies engaged in the sentence-combining task included restating content, constructing meaning, and planning at local and global level. Compared with the findings of Durst (1987), the author claimed that there were some similarities in cognitive strategy use between sentence-combining task and authentic analytic English writing. Implications of using sentence-combining task in ESL composition class were also discussed.
Level: Postgraduate

**Annotation:** The study compared two models of communication in tutoring sessions, face-to-face interactions and online peer-tutoring, at "the Language Clinic" of the English department of a university in Hong Kong. The research results suggested that the two interaction modes facilitated constructing different relationships between peer-tutor and client, with face-to-face tutoring establishing a more hierarchal relationship, and online tutoring more egalitarian relationship. It was also found that in face-to-face tutoring session, the issues such as grammar and lexis attracted more attention, whereas in online tutoring some global issues such as content and process gained more attention.

Level: Undergraduate


**Annotation:** The study examined the sociocultural aspects which may influence the biliteracy development of Korean bilingual adolescents, investigated the literacy strategies the Korean ESL learners adopt when they read and write Korean and English, and explored the effect of language transfer on their biliteracy development. Research results supported the view that L1 development could facilitate minority students' L2 literacy development, and the understanding of the contexts where minority learners were using two languages was important for the understanding of their literacy development.

Level: Secondary & Post-secondary


**Annotation:** Thirty-five Japanese college students participated in this study which aimed at investigating whether both product-oriented knowledge and composing process skills are necessary for successful writers, or if only one would suffice. Argumentative essays written by the participants and their questionnaire responses indicated that both perspectives were necessary. The author suggested that composition instructors should balance between process and product orientations in writing class.

Level: Undergraduate


**Annotation:** The study reported how five low-intermediate level Turkish ESL students adapted to the computer and to the process writing approach. Research results indicated that students were more comfortable with word processing approach than the traditional
pen-paper approach. Peer collaboration was also developed, which also enhanced students' writing skills.
Level: Secondary

**Annotation:** This dissertation consists of two studies: one examined cross-cultural differences in the narratives produced by American writers and the L1 and L2 narratives produced by Korean learners of English; the other examined the influence of Korean EFL writers' backgrounds on their production of writing samples. Research results revealed that Korean cultural and linguistic strategies were evident in the Korean English learners' English narratives, but the writers also showed success in applying English native-speaker norms on their production of narratives.
Level: Adult

**Annotation:** This study explored the specific linguistic features used in both Korean and English narratives written by Korean EFL learners. The findings show that specifically Korean linguistic strategies were evident in the Korean English learners' English narrative discourse rather than the targeted discourse style of English narratives. However, it was also found that Koreans writing in English did show relative success in approaching English native speaker norms on the narrative and discourse dimensions such as reference, including pronominal reference. The author argued that the findings hold important implications for L2 writing pedagogy and L2 training in discourse production.
Level: Undergraduate

**Annotation:** This study first criticized the subjective judgment of students' memorized writing in the Hong Kong Certificate of Education (HKCE) English language writing exam scripts and the punishment of such writing in the assessment system. Then newly-developed writing assessment software was introduced, and the author argued that this program allowed for more flexible assessment of the scripts with "memorized" writing which was believed to be a sophisticated phenomenon.
Level: Secondary

**Annotation:** The written texts of 16 L2 learners (L1 Cantonese) produced on a manual timed placement test and completed on computer at their home were compared in this study. Research results showed few differences in the frequency counts of selected lexical features but statistically significant differences were found in numbers of grammatical errors between the two types of writing.

Level: Post-secondary


**Annotation:** The rhetorical use of tense and voice in six academic reports is examined in both English and Arabic medical research. Contrastive text analysis --- along with the investigation of several medical prescriptions --- reveals significant differences of using tense, voice and modality in medical English and medical Arabic. Research and pedagogical recommendations are also put forward by the author.

Level: Professional


**Annotation:** Through the analysis of multiple data collected in and out of a literature class, the author examined the impact of dialogue journals of L2 learners' language development and literary responses. Research results demonstrated positive effects of dialogue journals on teacher-student communication and learners' learning of literature.

Level: Not known


**Annotation:** In examining the questionnaires, interviews, and the feedback given to students' writing samples, the study investigated the self-efficacy of 15 Korean college composition teachers and the effect of their perceptions of efficacy on their feedback to students' writing. Research findings suggested that teachers' self-efficacy did not influence their feedback, but their teaching efficacy in EFL writing determined the way they provided feedback to students.

Level: Adult

**Annotation:** The researcher traced back the development of rhetorical structures in China from Han Dynasty to the present in this study. It has been argued that traditional Chinese text structures, especially the *qi-cheng-zhuan-he* structure and Ba Gu Wen could impose strong influence on the English writing of Chinese students today. Close examination of contemporary Chinese textbooks on composition reveals that the advice given by these textbooks reflects the Anglo-American rhetorical style rather than traditional Chinese style.

Level: All


**Annotation:** This study examined how Cantonese-speaking ESL learners' perceived the value of computer networks in their English writing development. 32 Hong Kong learners with intermediate language proficiency engaged in both oral discussions and experimental network-based discussions once a week. Questionnaires on their attitudes towards oral and network-based discussions were administered to them at the end of the experiment. Research results indicated that network-based discussion could enhance learners' confidence in communication and reduce their producing anxiety.

Level: Secondary


**Annotation:** This study expanded the research results of a previous large-scale questionnaire study of Japanese and American students by interviewing Japanese students of their perceptions of their L1 writing training in high school. The researchers expected that the research results could help university L2 English writing teachers understand their students' needs.

Level: Secondary


**Annotation:** Native English speakers (NEs) and native Japanese speakers at different academic levels (professional, graduate, and undergraduate) evaluated and edited the English compositions written by Japanese college students. The study found that NEs rated grammaticality more strictly than the Japanese group, but they gave more positive evaluations in terms of clarity of meaning and organization. NEs also corrected more errors in a more accurate way than the Japanese group.

**Annotation:** This study compared English and Chinese research articles in terms of evaluative language in three domains: the humanities, the social sciences, and the hard sciences. Research results demonstrated that the research articles written in the two languages were not significantly different in the weightings of evaluation categories although they were realized in different linguistic resources. It was also found that Chinese research articles tended to use more explicit linguistic resources with less frequent use of hedges to tone down the assertions. The author also developed taxonomy of evaluative resources in English and Chinese research articles.


**Annotation:** This study examined the frequency, semantic type and sequencing of accounts in internal company email messages exchanged between subordinates and superiors and between peers. It was found that both subordinates and superiors tended to justify more frequently when they made requests to each other than peers did. The author explained such phenomena with respect to the ideology of control and regulation. The ways of how accounts were sequences were attributed to various factors, including coherence, agent reference and the relationship between message sender and receiver.

Kong, S. W. Y. (2004). *Writing in the Hong Kong immersion classroom: developing students' content knowledge and English language proficiency.* Unpublished doctoral dissertation, City University of Hong Kong, Hong Kong.

**Annotation:** This qualitative study examined whether and how the use of writing in English medium subject classes (Biology and History) in Hong Kong could help students develop both content knowledge and the second language, which is the goal of immersion education. The author developed five criteria to investigate the writing demands in subject classrooms in Hong Kong secondary English-medium schools. Students and teachers' attitudes towards writing in the English medium classrooms were also investigated.

This contrastive rhetoric study investigated whether Japanese students used similar rhetorical structures for writing expository and persuasive essays in their L1 (Japanese) and L2 (English) and how the similar/dissimilar rhetorical structures would affect the quality of their L2 writing. The research results revealed that about half of the participants used similar patterns in L1 and L2 essays. There seemed a positive correlation between Japanese and English organization scores. The researcher suggested that the participants' L1 writing ability, English proficiency, and English writing experience may all affect the quality of their English essays.


This study investigated the language arts textbooks commonly used in junior high schools of mainland China and Japan. It was found that although the textbooks suggested students following a direct and linear pattern of opinion writing and stressing some criteria as good organization, clarity, main ideas placed at the beginning, the main points in the beginning of the model texts did not include preview statements which forecasted the content. The authors argued for a situated interpretation of deduction, and some texts even showed quasi-inductiveness. The writers called for a further study of this phenomenon.


The author analyzed sentence-initial features used by native English-speaking writers (NES) and Japanese ESL writers (ESL) in English writing, as well as native speakers of Japanese (NJS) in Japanese writing. Research findings suggested that ESL and NJS writers tended to overuse logical connectives and misuse stance adverbials, which indicated the likelihood of transfer between writers' L1 and L2. The author also provided some reformulation samples which could be used by ESL instructors to help students compose more native-like sentences with appropriate sentence-initial features.


This study includes two sub-studies. The first part analyzes the schematic patterns of Literature Review (LR) chapters of the doctoral dissertations of a group of Chinese students in Hong Kong. First based on the 3-move CARS model (Swales 1990), the author later put forward her own revised generic move model of LRs of doctoral
dissertations. In the second sub-study, the author interviewed some doctoral students, examined their dissertation writing experience, and drew the conclusion that literature review was a complex rhetorical textual and a socio-cognitive process.
Level: Postgraduate

**Annotation:** This study explored creative writing in Hong Kong secondary schools where "creative" is relatively foreign to both teachers and students. The author provided some examples written by students, and discussed some strategies for promoting creating writing.  
Level: Secondary

**Annotation:** 226 Hong Kong secondary students participated in a four-week summer reading course and received comprehensible input from graded and simplified readers. Data analysis demonstrated that such training significantly improved learners' language acquisition in reading comprehension, reading speed, and writing performance. The reasons for some students' lack of improvement were also discussed in the study.  
Level: Secondary

**Annotation:** Two modes of writing, writing by hand and writing by word processor, were examined in this study. A ninth-grade ESL writing class of Hong Kong students was divided into two groups, with one computer group and the other paper-pen group. The computer group was trained to use word processor for one month. 18 composition assignments over one year were collected from each student in two groups and assessed by teachers at separated rating scales --- content, organization, vocabulary, language use and mechanics. Research results showed that the computer group did much better than the paper-pen group in vocabulary, language use, content, and mechanics. It was concluded that word processor had facilitating role in ESL students' essay writing.  
Level: Secondary

**Annotation:** Six intern secondary school teachers and their students participated in this study which examined the influence of instructional practices on students' motivation and
writing performance. After a 3-session instruction unit of writing an expository essay, students wrote an essay and completed questionnaires to report their motivation in writing and perception of the instruction. Research results demonstrated that instruction and students' motivation had an important impact on learners' writing performance.

Level: Secondary


**Annotation:** In examination of official and personal email messages disseminated on a Hong Kong university's intranet, the researcher investigated the formality, conversational styles, and lexical innovation features of email English. Research findings showed the rhetorical features of Chinese speakers' English email in these three aspects.

Level: Adult


**Annotation:** This study examined the ways Hong Kong law students used the expressions of certainty and doubt in disciplinary writing. A three-stage analysis of students' essays answering a legal question demonstrated that students could employ non-lexical epistemic hedging devices to develop their deductive legal reasoning and meet the requirements of the targeted law discourse community. Such strategies of using hedges also helped them counteract their limited use of modal verbs and improper use of certainty expressions.

Level: Undergraduate


**Annotation:** This study observed the process of five Chinese learners' oral and written English development. It was found that the learners' acquisition of complex, fluent, and accurate English did not follow some prearranged plans, but indicating a progressive and/or regressive course, which was a result of their adapting to their surrounding changing context. Language resources of each individual were uniquely transformed through use.

Level: Adult


**Annotation:** An experimental course in corpus-informed EAP encouraged doctoral students to explore two corpora: one was the corpus of their own writing and the other was the corpus of 'expert' writing. Through comparing their own writing with established writers' texts and later reporting their discoveries, the doctoral students developed their
rhetorical consciousness and reflective ability on the potential applications of corpora in their future careers. The authors also discussed the benefits and drawbacks of corpus-informed instruction.
Level: Postgraduate

**Annotation:** Trained first, 104 Korean EFL learners majoring in English education rated three sample essays, including their own essays and their peers' essays. The author investigated the psychometric reliability of self- and peer-ratings, explored students' rating process, and explored students' perceptions of rating tasks. Research results showed that peer raters had unpredictable rating patterns due to their leniency; however, collaborative rating procedure activated students' thinking and social skills, and raised their critical awareness of the social context.
Level: Undergraduate

**Annotation:** This study investigated ESL learners' behavior in error correction. An error correction task was designed, and three assumptions regarding teachers' error correction practices were examined: (1) overt correction is helpful; (2) students could cope with coded errors; (3) all errors deserve equal attention. Research findings revealed that students had difficulties in error detection and understanding error correction code. It was also found that students corrected surface errors more than meaning-related errors. Some pedagogical implications were discussed at the end of the article.
Level: Undergraduate

**Annotation:** The researcher described the implementation of peer reviews in a Hong Kong tertiary composition class, including classroom procedure, comparisons of students' drafts before and after peer reviews, students' negotiations during peer reviews, interviews with students, etc. Research findings showed that students had positive attitudes towards peer reviews, and they expected that peer reviews could be incorporated into writing classroom.
Level: Undergraduate

Annotation: This article identifies some coherence-creating mechanisms in English writing and describes some classroom activities that teachers could exploit to help students raise awareness of coherence in writing.
Level: Secondary

Annotation: By means of questionnaires and follow-up interviews, this study examined Hong Kong secondary composition teachers' beliefs and practices regarding writing. It was found that there was a gap between teachers' beliefs and their practices in writing class. Although teachers considered discourse coherence essential in composition instruction, they attended more attention to grammatical issues in their actual teaching and evaluation of their students' compositions. The author suggested that teachers should play their role as writing teachers rather than language teachers.
Level: Secondary

Annotation: In this article, the author stated that there was an integral connection between writing and reading. On the basis of such understanding, the author designed pedagogical materials to help students enhance the coherence of their writing from six aspects: purpose, audience and context of situation; macrostructure; information distribution; propositional development; cohesion; and metadiscourse.
Level: Undergraduate

Annotation: This case study aimed at examining the effects of the teaching of coherence on students' knowledge of coherence, the process of their creating coherence in writing, and the product of coherence in texts. 16 first-year university students participated in the study. Research results showed that the teaching of coherence had positive impact on students' writing. An emergent model was also developed on the basis of the previous coherence models.
Level: Undergraduate

Annotation: Coherence is essential to effective writing. In this article, the author explained the meaning of coherence in writing, provided some pedagogical strategies to
teach coherence, and discussed the ways of teaching the conventions of coherence in different genres.

Level: All


**Annotation:** The purpose of this study was to find out whether the explicit teaching of coherence could help ESL students improve the coherence in their L2 writing, students' awareness of coherence in their later writing, and their perceptions of the teaching and learning of coherence. In examining the pre- and post-revision drafts of 16 ESL university students in Hong Kong and their think-aloud data at the revision phase, the researcher found that the coherence of the participants' writing had been enhanced after the teaching of coherence to them, and they also attended to the discoursal level of text in their revision of the drafts. The later questionnaire and interview data also revealed the students' positive attitude toward the explicit teaching of coherence in L2 writing class.

Level: Undergraduate


**Annotation:** This study focused on whether and to what extent teachers should correct errors in students' writing, and teachers' beliefs concerning error corrections. The researcher administered questionnaires to 206 secondary English teachers in Hong Kong and conducted follow-up telephone interviews with 19 teachers to investigate how teachers corrected student writing errors and their concerns and problems. Research results revealed that the majority of the teachers marked errors comprehensively in spite of the recommendation in the local English syllabus for the selective error marking. In addition, the teachers had a strong belief that their error correction could help students enhance their writing performance.

Level: Secondary


**Annotation:** The study explored writing teachers' perceptions and practices as well as students' attitudes towards error correction in Hong Kong. By administrating questionnaires to teachers and students, interviewing teachers, and asking some teachers to complete an error correction task, the researcher found that both teachers and students preferred comprehensive error feedback; the teachers used limited error feedback strategies; and the effectiveness of the teachers' error correction is doubtful. The study also implied the necessity of teacher training on error correction.

Level: Secondary

**Annotation:** This study investigated the ways ESL teachers corrected student errors by completing an error correction task. At the end of the task, the teachers were asked about the types of errors they chose to correct, their strategies for error correction. The accuracy of their error correction was also examined. Research findings showed that the majority of teachers corrected student errors comprehensively rather than selectively, which resulted in a large amount of unnecessary feedback.

Level: Secondary


**Annotation:** The researcher investigated the role journal writing played in helping pre-service teachers increase reflective inquiry about teaching and learning issues of language classroom. By examining multiple sources of data, such as pre-service teachers' dialogue journal data, questionnaire, interview, and evaluative email comments, the researcher drew the conclusion that dialogue journal could be used as a multi-purpose tool in pre-service teacher training.

Level: Adult


**Annotation:** This study investigated Hong Kong L2 secondary students' beliefs and attitudes about error correction in English composition classroom. Questionnaire and interview data demonstrated that learners valued teacher's error correction, but they also thought that error correction was the teacher's responsibility.

Level: Secondary


**Annotation:** 13 pre-service teachers who were enrolled in a teacher education training program wrote weekly journals over 20 weeks during two semesters. They submitted their journals to the teachers five times during their study, and the instructor provided feedback to their journals. At the end of the training program, the participants completed a questionnaire and were interviewed by the researcher to seek for their views of journal writing. Research results revealed that journal writing was a beneficial experience for these pre-service teachers in that they developed reflective skills and better understood teaching and learning issues in the classroom.

Level: Adult

**Annotation:** Arguing against the traditional approach to teaching writing through mechanical and drill-like exercises, the authors suggested that composition instruction objectives should be formulated to enhance students' ability of facing up to the real world. Teachers should have a good understanding of students' needs and expectations of writing class and select tasks that students appealed to. Within the framework of process-oriented writing, the authors also introduced a range of pedagogical strategies which could be employed in the writing class to make it more effective.

Level: Primary, secondary, & undergraduate

Lee, J. (2006). Subjunctive *were* and indicative *was*: A corpus analysis for English language teachers and textbook writers. *Language Teaching Research, 10*(1), 80-93.

**Annotation:** Considering the debate of whether indicative *was* will replace subjunctive *were* in hypothetical if-clauses, the author explored a collection of language practice books and textbooks used in Hong Kong and some corpora containing language data on how English is actually used nowadays. Corpus data demonstrated that both indicative *was* and subjunctive *were* were used in the present English language, which made the prescriptive teaching suggestions about the incorrectness of indicative was unfounded in some teaching books used in Hong Kong.

Level: Secondary


**Annotation:** This study examined the narratives written by a group of Hong Kong tertiary students in both Chinese and English and their counterparts of ESL learners in the NORDWRITE project (1985). Narrative structure and cohesion of the narratives written by these two groups of students were compared. It was suggested that the similarities of the narratives written by EFL and ESL learners could be interpreted in terms of the role of English in their learning, namely English as a second or foreign language. The differences could be traced to the interference of L1. The author also argued that inadequate understanding of the English discourse patterns could result in the writing problems of these students.

Level: Undergraduate

Annotation: This contrastive study investigated the discourse structure and rhetorical features of English narratives written by a group of native English-speaking undergraduate writers and their Cantonese-speaking counterparts. Study found that two groups of learners adopted similar global rhetorical structure in writing narratives, but their texts also showed noticeable differences in rhetorical options, in particular the approaches for presenting informative, narrative, and evaluative elements in their narratives. The author argued that these differences were likely to be related to the differences in the writers' cultural backgrounds, their understandings of English narrative structure, and the difference of narrative rhetoric between their native languages.
Level: Undergraduate

Annotation: By means of Swales' CARS model, the author examined the differences in the rhetorical organization of 116 research article introductions of produced by Korean scholars and native English speakers. Research results indicated that the function of the research article introductions seemed to be the same in a general sense, but the author argued that Swales' model seemed to ignore other possible ways of producing research article introductions.
Level: Professional

Annotation: The article presented and tested a structural model to explain the relationship of writing in English by Taiwanese college students. Both inhibiting factors and facilitative factors, coupled with students’ attitudes towards the composition instruction, were examined. Research results revealed that free voluntary reading was the only significant predicator of writing performance.
Level: Undergraduate

Annotation: In order to help local Hong Kong ESL teachers deliver sound error correction to their students, the researchers adopted corpus-based approach and developed an error taxonomy which incorporated both structural and lexical errors. Two examples were also provided to illustrate how the teachers could deploy this error taxonomy and follow a set of pedagogical procedures to help their students correct their writing errors and self-monitor their own written English output.
Level: Secondary & Undergraduate

**Annotation:** Two groups of Mandarin-Chinese speakers completed two comparable exam-type writing tasks: one on the computer and the other written with pen. Through the analysis of think-aloud protocols, the researcher found that the participants paid more attention to higher order thinking activities when they wrote at computer. They did more revision in the computer session, and the computer-generated essays also received higher scores than the hand-written ones.

Level: Adult


**Annotation:** This study examined successful feedback systems in relation to the ESL writing process. The detrimental effects of teacher feedback methods of error spotting and error correction on students learning were analyzed. The author discussed the notion of feedback as idea generation in the process of writing, and some interactive and reader-based feedback techniques were also described. Such systems of feedback were called for use in the process writing instruction in Hong Kong context.

Level: Secondary & undergraduate


**Annotation:** This research included a case study of four writing teachers, two from China and two from the U.S., and a survey study of sixty writing teachers in both countries. The study investigated the underlying ideology and the common criteria of "good writing" among American teachers.

Level: Adult


**Annotation:** This naturalistic study examined a Chinese doctoral student's disciplinary enculturation experience. The interactions of the student with specialist texts, the supervisor and academic community were explored. The author interpreted the research findings in the framework of LPP (legitimate peripheral participation).

Level: Postgraduate

Annotation: In examining how a Chinese doctoral student specializing in computer science deals with alternative forms of a paper aimed at publication in both her target domestic journals and acceptance by an overseas international conference, the study reported the strategies and the problems of the novice scholar in negotiating knowledge contribution in different layers of discourse communities: disciplinary community, domestic discourse community, and international discourse community. The study pointed out the necessity of helping novice scholars raise consciousness of generic variations of academic writing and help them learn the appropriate ways of reusing language in research writing.
Level: Postgraduate


Annotation: This study reported the experience of a Chinese doctoral student publishing his research article in an international journal. The author argued that written texts were sociopolitical artifacts, and interpreted her research findings within the framework of LPP (legitimate peripheral participation).
Level: Postgraduate


Annotation: This study investigated the experience of a Chinese doctoral student of chemistry attempting to publish his research article in an international journal. The primary data included the student's process logs, research article drafts, and BBS message exchanges with the researcher, and the post-hoc interviews. Research findings demonstrated the interactions among the novice scholar's engagement in the local research community, his experience of writing research articles, and the global research community. The author also called for the EAP support for the novice scholars who have the needs for international publications.
Level: Postgraduate


Annotation: 30 Taiwanese students participated in this study which investigated EFL students' use of their L1 in composing English texts. Results showed that students' percentage of L1 use varied by cognitive demands of writing tasks and by types of writing tasks, and students' spontaneous use of L1 was related to better English writing in some writing activities. Further case study also revealed that the choice of composing language
was related to English writing quality only in cognitively demanding writing tasks, such as argumentation.

Level: Undergraduate


**Annotation:** 119 Taiwanese university students participated in this study which focused on the students' perceptions and preferences for teacher commentary, improvement in writing proficiency, and the relationship between the two above factors. Through the analysis of questionnaires, interviews with students, and students' essays, the author found that the students strongly preferred their teachers to comment on most aspects of their writing on every version of their draft. The students believed that teachers' constructive comments could help them improve their writing proficiency in both micro- and macro-level aspects.

Level: Undergraduate


**Annotation:** This survey study on Japanese and Arabic students who were studying in the U.S. reported how L1 writing was taught in their home countries. The results revealed that rhetorical instruction differed in the two cultures, with Japanese composition instruction emphasizing more the expressive function of writing, while Arabic writing instruction placing more emphasis on the transactional function of writing.

Level: Undergraduate


**Annotation:** This article described the effort of universities in Hong Kong made to move away from colonial education policies toward a vision of higher education from a global perspective. The author discussed the stereotypes of the Hong Kong students' relationship to English and demonstrated some poems written by these students which had been published in an English-language literary magazine.

Level: Undergraduate

**Annotation:** This article discussed the potential of helping Hong Kong college students develop their skills of creative writing in English. The researcher recounted insights from her own experience of teaching creating English writing at the University of Hong Kong. By presenting and analyzing some of the poems and short stories written by her students, the researcher put forward some valuable suggestions of helping students find their own voices in Hong Kong English literary production.

Level: Undergraduate


**Annotation:** An automatic English grammar text-analysis program for the students in Taiwan was described in this article. With extensive research work in several fields (error analysis, linguistic analysis of English, and natural language processing), a small electronic English dictionary and a suffix processor were developed. A parser which could analyze phrase structure rules and error patterns was built. The researcher indicated that this grammar text-analysis tool could have a better performance than similar commercial software.

Level: All


**Annotation:** In this article, the author argued that cultural conditioning was not the primary reason for Chinese or Asian students' plagiarism in academic writing. Indeed, inadequate language proficiency, lack of task-specific writing skills, and the urge to cheat were some factors that may lead to ESOL students' plagiarizing behavior.

Level: All


**Annotation:** Rather than analyzing the rhetoric features or generic structures of Chinese and Anglo-American writers' writing from the contrastive rhetoric perspective, the author investigated the themes of some online instructional materials on argumentative writing provided by both American and Chinese educational institutes. The purpose of this study was to find out if there were some similarities and differences in the instructional materials on English argumentative writing provided in different learning contexts. The study examined four aspects in the argumentative instructional materials: 1) purpose of argumentative writing; 2) organization of argumentation; 3) techniques of producing convincing argumentative essays; 4) fundamental points of a successful argumentative essay.

**Annotation:** Using Halliday and Hasan's (1976) framework of cohesive devices, the author examined cohesive devices used by 50 Chinese non-English major undergraduates in their argumentative writing. Research results reveal that the students were able to use various kinds of cohesive devices in their writing, and lexical devices, references and conjunctives are the main categories of cohesive devices used by the learners. The quality of students' writing was also found to be associated with the number of cohesive devices used, especially lexical devices.

Level: Undergraduate


**Annotation:** A group of 27 students randomly selected from 54 Cantonese-speaking first-year undergraduates at a Hong Kong university participated in this study in which they were asked to produce any types of texts in a process writing class. Six expository genres were identified from these texts, including description, advice, analysis, report, discussion, and argument. It was found that the participants reproduced the genres of secondary school, and researchers argued that students needed to develop a broader range of genres and write on more specialized topics for more specific purposes and audiences.

Level: Undergraduate


**Annotation:** Questionnaires were administered to 412 Hong Kong secondary school teachers to examine their beliefs about composition instruction methodology, such as form-, process- and social-based approaches. Variables of teaching experience, education, types of school were also investigated to uncover their relation with teachers' beliefs about writing. Research found that teachers' education, types of schools, and levels of student populations were the main factors which influenced their attitudes and beliefs about writing and writing instruction methodology.

Level: Adult


**Annotation:** This study examined students' perceptions and responses to using peer response in writing. A variety of peer response modes (autonomous, semiautonomous, and nonautonomous) were discussed. 56 freshman Hong Kong ESL college students were involved in semiautonomous peer response groups during a preacademic writing class,
which aimed at helping them develop collaborative writing approach. Students' responses to questionnaires regarding peer response demonstrated that peer response was useful for students learning in several ways, such as developing ideas, arousing audience awareness, etc. It was also found that students developed positive attitudes towards peer response.

Level: Undergraduate


**Annotation:** This study examined ESL university students' different stances in giving oral peer feedback on written products. 27 pairs of Hong Kong college students participated in the study. Four categories of reader stances — authoritative, interpretive, probing, and collaborative — were identified. Research also revealed differences across the four stances in function categories and content categories. The authors concluded that peer feedback could contribute to enhancing students' critical and analytic skills, and probing and collaborative stance could also facilitate learners to gain a deeper understanding of the writing process.

Level: Undergraduate


**Annotation:** In order to help Business and Law students cope with the complexity of communication demands in interdisciplinary curriculum, this study examined some case texts in the fields of Accounting, Economics, Law, Management and Marketing, and analyzed them in terms of generic moves, lexico-grammar, rhetorical mapping, etc. It also compared the similarities and differences of textual evidence within specific disciplinary and professional contexts. The author provided some pedagogical suggestions which were expected to help students have a better understanding of communicative demands placed not only on a specific discipline but also across disciplines.

Level: Undergraduate


**Annotation:** This study reported how a group of students at a Hong Kong university used a small specialized corpus and concordancer to help them with their ESP writing. Diary studies and interview with student informants revealed that students employed various learning strategies when using corpus and concordancer to study. Students also showed favorable attitudes towards corpus- and concordance-based learning.

Level: Undergraduate

**Annotation:** The study was conducted in two Taiwanese university-level EFL writing classes where the author investigated the ways the instructor and 38 students used information technology in their writing practices and instruction. Research results revealed that the participants did not consistently experience writing with information technology as motivating factors. Nor did the technology radically change the writing pedagogy, which was different from the claims in the literature.

Level: Undergraduate


**Annotation:** This survey study investigated ESL students' experiences with peer review in English writing. It was found that peer review could be more helpful if the students could be given guidelines to critique more effectively. Guidelines for effective peer review were put forward at the end of the article.

Level: Not known


**Annotation:** Chinese American rhetoric represents the borderland where both Chinese and European rhetorical traditions are negotiated. The author examines the discursive features of "face" and "indirection" in the article and argues that Chinese American rhetoric is transformative in that it involves a process where meanings are in flux and the discursive features depend on every particular experience.

Level: All


**Annotation:** The author of this article pointed out his view that the construction of rhetorical "voice" was not foreign to so-called "collectivist culture". The author presented the ways writer identity was established in Japanese electronic discourse. The author argued that the difficulties that Japanese students faced in constructing voice were due to the different ways voice was constructed in the two languages and students' unfamiliarity with the voice-constructing strategies in English.

Level: Undergraduate

Annotation: 207 Japanese university students participated in this study which focused on the effect of computer anxiety on learners' choice of feedback methods and academic performance. Multiple regression analysis indicated that students' choices of feedback varied in relation to the level of their computer anxiety.

Level: Undergraduate


Annotation: Examining the writing test papers of Chinese candidates in the context of the IELTS research program, the researcher found that Chinese learners tended to use more interpersonal rhetorical features in their writing than their Greek counterparts, such as higher level of interpersonal reference, more interrogatives and imperatives, and more rhetorical devices of hortatory functions. All these characteristics of Chinese learners' rhetorical and stylistic features will influence their test performance in IELTS.

Level: Not known


Annotation: Examining 5 mandarin elementary students' L1 and L2 development in the U.S., the researchers suggested that the students' writing development be related to the amount of time and quality of writing opportunities provided to them in each language.

Level: Elementary


Annotation: This study presents some evidence that students could become successful peer reviewers if they are coached to generate more specific comments. Four characteristics of comments which were found facilitative to students’ revision were used in the training program: clarifying writers' intentions, identifying problems, explaining the nature of problems, and making specific suggestions. Teacher-student conferences were also conducted to provide individual assistance to students. The analyses of students' post-training comments revealed that students benefited from such training in terms of review skill improvement, confidence build-up, language acquisition, and metacognitive strategy development.

Level: Undergraduate

Annotation: 18 Taiwanese college students in an EFL writing class received peer review training, including 4-hour in-class demonstration and 1-hour after-class reviewer-teacher conference. After the training program, students' first drafts and revisions were collected and compared with those prior to training. Research results showed that the types, the numbers and the quality of revisions were all significantly enhanced after peer review training.
Level: Undergraduate

Annotation: This study found that the organization of Chinese classical and modern works on composition were not markedly different from that of the English texts, which indicated that some other factors other than L1 interference, such as developmental factors, may affect non-native English speakers' learning English rhetorical patterns. A comparison of composition practices in Hong Kong and British Columbia secondary school students demonstrated that the accuracy at sentence level was more emphasized than the development of proper discourse organizations in composition class. A survey of these students also indicated that students paid more attention to the problems at local sentence level.
Level: Secondary

Annotation: This study examined two writing tasks and a cloze test completed by a group of native Arabic college students for contrastive transition use and compared the results with those produced by American college students. Research results showed that Arabic L2 learners' use of contrastive transition expressions was inadequate and limited compared with their American counterparts, although they could successfully use but as a contrastive transition in their English writing.
Level: Undergraduate

Annotation: This study investigated the writing errors made by 35 male and 35 female Palestinian EFL university students in their English essays on 18 different topics related to their life and culture. It also examined whether and to what extent the instructors were aware of these errors. The analysis of students' essays indicated errors in verbs, punctuation and articles were the most frequent, and both Arabic interference and English
incompetence were the sources of these errors. Questionnaire data obtained from both students and their instructors showed that neither students nor instructors were aware of which error types were more frequent than others.

Level: Undergraduate


**Annotation:** This microethnographic study investigated five ESL learners' (3 Chinese learners and 2 Spanish learners) perceptions of their interactions in three peer response groups in an advanced ESL composition class. The researchers first videotaped the peer response group discussions for six consecutive weeks. Then, they met with the participants and discussed with them about their interactions in peer response group. Through in-depth interview and thorough analysis of the interview transcripts, the researchers identified some patterns of the participants' perceptions of their interactions in peer response groups. It was found that both Chinese and Spanish learners preferred negative feedback that could help them identify the problems in their drafts, but they did not prefer grammar and sentence-level comments.

Level: Undergraduate


**Annotation:** This study compared the effectiveness of peer feedback and self-feedback at promoting students' revision of their writing drafts. Two groups of Hong Kong tertiary learners participated in the study, with one group adopting peer revision and the other self-revision. Pre- and post-tests of students' revision abilities were compared in the improvement of writing products' content and organization. It was found that both peer revision and self-revision contributed to the improvement of students' writing. The study also reported students' attitudes towards these two types of feedback.

Level: Undergraduate


**Annotation:** A comparative study was conducted on native English-speaking students and Hong Kong ESL learners' understanding of the notion of "topic" in written discourse. Students were asked to read texts and mark out the topic in each sentence they read. Research results showed that the understanding of "topic" was more situated in the psychological scope than in the linguistic scope, and it was problematic with both native and L2 learners.

Level: Undergraduate

**Annotation:** This study examined concept mapping as a form of pre-task planning in three adult Japanese ESL learners' writing performance. Four of the learners' compositions with or without concept mapping were analyzed by the author. Research results showed that concept-mapping had positive effect on the holistic quality of students' written products during in-class compositions, but not with accuracy.

Level: Adult


**Annotation:** This study examined how some writers succeeded in dealing with scientific discourse in English in a non-English speaking environment. Interviews with 13 Japanese researchers of various academic experiences showed that sense of audience and learning strategies seemed to distinguish established researchers from others.

Level: Professional


**Annotation:** This study described a research project designed to evaluate the adoption of process writing by secondary English teachers in Hong Kong. A range of attitudes were identified among the participants. The teachers' profile suggested that they could be assisted in creating the necessary conditions for implementing the process approach by provision of suitable materials and support.

Level: Secondary


**Annotation:** This study reported an investigation of how eight Hong Kong secondary school teachers changed their perceptions of teaching process writing when receiving a six-month training and support in this new instruction approach. Research data, including participants' diaries, reports of observations, transcripts of monthly meetings, and questionnaire responses, demonstrated that these secondary school teachers experienced a change cycle of understanding this innovative instruction from its procedural aspect, to its interpersonal aspect, and finally to its conceptual aspect. The author drew the conclusion that this model would be helpful for both the adoption of this instruction approach and teacher development.

Level: Secondary

**Annotation:** This research focused on Hong Kong secondary-school students' reactions to process writing. Student questionnaire data in eight classes indicated a mixture of students' evaluation of process writing instruction. The experience of two groups of higher academic achievers was positive; the experience of two groups of lower academic achievers was negative; the rest of the groups showed mixed positive and negative experience. The research results indicated that the positive or negative experience of the participants was to some extent related to their composition teachers' attitude towards process writing approach, and their integration of this approach into their composing class. The results also illustrated a complex pattern of cause-and-effect relationship existing between teachers' and students' attitudes and behaviors in the context of process writing approach.

Level: Secondary


**Annotation:** This study investigated how secondary school teachers adapted themselves to the context where process approach was adopted in writing class. The compatibility of contextual factors, such as teacher, student, school, and community, to the process approach was examined. Research results revealed that students and teachers at first were not compatible to the process approach. During the research period, teachers' attitude toward the new approach became more positive, and they grasped a variety of teaching strategies. Students' independent and collaborative learning perceptions were also enhanced.

Level: Secondary


**Annotation:** The study observed six Singaporean college students when they produced written texts in Japanese and in their primary written language, English or Chinese. The process of their producing texts in the two languages and their produced texts were analyzed and compared. It was found that there was no clear relationship between process and product data in either language or between written products in the two languages. However, the results also revealed that there was a similarity in individual participants' writing process across the two languages.

Level: Undergraduate

**Annotation:** This research report examined the causes of plagiarism at the Hong Kong University and discussed the actions that teachers should take in writing class to help students avoid plagiarism. The issues concerning the nature of plagiarism, the concept of authorship and ownership, and students' manner of approaching their writing tasks were investigated in the report.

Level: Undergraduate


**Annotation:** The author investigated three Thai graduate students' disciplinary writing experiences over a period of five semesters. The study focused on their perspectives towards disciplinary writing conventions, construction of genre knowledge, cross-cultural transitions, and development as academic writers. In the process of enculturation, these students experienced cognitive, social, and individual learning problems.

Level: Postgraduate


**Annotation:** The research question raised in this study is: why do students choose various prompts and what processes they go through in doing so on a timed-writing exam? 26 Asian undergraduate students participated in this qualitative study. The interviews with these participants suggested students' background knowledge on the topic, question type, and the time factor all influenced their decision on choosing a certain prompt although they spent little time doing that.

Level: Undergraduate


**Annotation:** This study reported an action research carried out in a Primary 5 English classroom in Hong Kong. The research question was how to make English writing interesting and stimulating to pupils. The researcher deployed stories as teaching materials and integrated listening, speaking and writing skills into pedagogy. The collected data included pre- and post-interviews with students, pre- and post-interviews with teachers, journal written by the teacher, class observation reports written by the researcher, and the
stories written by the students. The research findings demonstrated that such an integrative-narrative method was effective in teaching L2 pupils in Hong Kong.

Level: Primary


**Annotation:** The researcher conducted four-month naturalistic observations of one Thai EFL instructor and 15 female undergraduate students in a reading class at a Thai university, interviewed the teacher and the students, and examined students' writing samples to investigate the impact of writing on these students' learning of content and language in an EFL context. It was found that writing could benefit students' text-based learning through helping them identify knowledge gaps, develop critical thinking and assume proper writer identity. The author also put forward implications for curriculum design of reading class.

Level: Undergraduate


**Annotation:** In examining 20 Mandarin/English bilinguals with different language proficiency studying at a Canadian college, the author explored the relationship between language switching, cognitive process, and their performance in L2 writing tasks. Through the analysis of think-aloud protocols and follow-up interviews, the author found that there existed a positive correlation between L1 use and L2 tasks, and language switching in L2 writing was associated with cognitive demands of specific categories of thoughts. The author also compared his findings with contemporary theoretical assumptions about language switching.

Level: Undergraduate


**Annotation:** This case study of two mandarin-background adult learners focused on the impact of noticing on learners' L2 writing improvement. It investigated the noticing when the participants' produced their L2 texts, and when they compared their written products with a reformulated version of it. Then the researcher further examined the effect of the noticing on their resulting texts. The research results suggested that the quality of noticing was directly related to the participants' L2 improvement, but it was also related to the levels of L2 proficiency.

Level: Adult

**Annotation:** This study investigated the effects of training in brainstorming strategies on learners' writing performance. Three groups of sophomore students at a Chinese university participated in the study. Two groups received instruction in brainstorming, while the third group did not. All of the students were given a writing task before and after the study. The results indicated a measurable influence of brainstorming instruction on students' writing performance. Attitudinal survey data also showed that students had a positive attitude towards brainstorming training. The author suggested that Chinese colleges should move from a product-based writing instruction to a process-based approach.

Level: Undergraduate


**Annotation:** The use of four cohesive devices (pronouns, coordinate conjunctions, subordinate conjunctions, and prepositions) in a corpus of 768 essays written by NS undergraduates and NNS undergraduates (Arabic, Chinese, and Spanish) were examined. The essays consisted of four essay prompts: two topic types (comparison/contrast) and two topic tasks for each topic (chart/graph). Significant quantifiable differences in cohesion device use across languages and topic types were reported.

Level: Undergraduate


**Annotation:** This study examined how four Iranian doctoral students acquire domain-specific literacy suitable to their academic discipline in a graduate program of a Canadian university. In examining the collected data including questionnaires, interviews, written documents, and student writing process logs, the researcher suggested that achieving disciplinary literacy in L2 was fundamentally an interactive social-cognitive process, which involved both individual's cognitive process and contextual factors in various ways.

Level: Postgraduate


**Annotation:** The study examined the similarities between peer, self- and teacher rating of EFL writing as well as students' attitudes towards peer rating through questionnaires and the rating of the essays written by forty-seven Japanese college students. It was found that peer and teacher ratings were significantly correlated with each other, and students also showed positive attitudes towards peer rating.
Level: Undergraduate


**Annotation:** Using both quantitative and qualitative data, the researcher investigated the relationship between rhetorical features in Functional Sentence Perspective (FSP), writing quality and readability of Thai EFL college students' writing. Quantitative research results revealed a significant positive correlation between parallel progression and holistic composition scores, parallel progression and readability scores, and topical traceability and readability scores. The researcher also identified some significant negative correlations between sequential progression and holistic scores, sequential progression and readability scores, and extended parallel progression and readability scores. Qualitative findings revealed that FSP instruction had a positive impact on their revisions regarding FSP features.

Level: Undergraduate


**Annotation:** In examining students' "cheating" behavior at a university in China, the author discussed his stance in relation to students' "plagiarism" and to the instructional context of the university. The author advocated adopting an understanding of plagiarism that recognized various factors behind it and offered teachers some responses to it. He also suggested an explicit discussion about divergent views on plagiarism in writing classes.

Level: Undergraduate


**Annotation:** In examining multiple data sources, including written texts, videotaped pausing behavior while writing, stimulated recall protocols, and analytic scores given to the written texts, the study investigated the writing fluency, writing strategy, and the quality of written texts of EFL Japanese learners of different writing experience.

Level: Not known


**Annotation:** This ethnographic study of three Vietnamese Generation 1.5 students in a mainstream composition class demonstrated that these students were struggling to meet
the expectations of mainstream composition class. Their academic identities and notions of success were important for their success in engaging in the class activities and assignments. The study also suggested that mainstream composition instructors had inadequate knowledge of how to meet these students’ needs. Through extensive analysis of students' writing, the researcher offered some solutions to mainstream instructors to meet the academic expectations of these Generation 1.5 immigrant students.

Level: Undergraduate


**Annotation:** This paper described how a hypertext database Focus on Writing (which is subsumed under the TeleNex Teaching Resources database) could provide online continuous professional support to English language teachers of Hong Kong secondary schools. The researcher explained the theoretical and practical rationale of the Focus on Writing network, the differences between hypertext format and the print medium, and the advantages of such technology for providing teachers with a coherent model of L2 writing pedagogy.

Level: Secondary


**Annotation:** The study reported how a group of L2 Hong Kong undergraduate students developed their rhetorical awareness through regular discussions of the textual features which could lead to reader-friendly texts. The study also examined how learners' rhetorical consciousness could influence their L2 reading and L2 writing.

Level: Undergraduate


**Annotation:** This exploratory study examined the influence of explicit instruction of revision on learners' performance and perceptions about writing. Two Form 4 and Form 5 classes in Hong Kong participated in the study. Both groups of students received revision instruction after they completed their first drafts. Questionnaires and interviews were conducted among some students. Writing performance before and after the study was evaluated holistically. Research found that explicit instruction of revision strategies had a measurable influence on students' writing performance, and it affected students' views about writing and revision. The author suggested that multiple drafting should be employed by the teachers in composition classrooms in which instruction of revision may help students enhance awareness of rhetorical features in ESL writing.

Level: Secondary

**Annotation:** In order to help academics enhance their ability to write standard academic English, a pilot online writing network of information (OWN) was developed in the Hong Kong Polytechnic University. The theoretical foundations and need analysis that shaped each link of OWN were explained in this article, and a user evaluation of OWN was reported based on questionnaire and interview data. Research showed that users gave generally positive feedback to OWN. The author argued that online English support programs such as OWN could offer more flexible and private service to academics and could help them enhance their writing for publication.

Level: Professional


**Annotation:** This study focused on Hong Kong secondary school teachers' perceptions of ESL writing and writing pedagogy. Multiple research methods were employed in the study, including questionnaire, interview, classroom observation, written protocols, and documentary analysis. Research findings revealed that teachers drew more attention to the linguistic features at the sentence level than those at the discourse level. Grammatical and lexical errors made by students also engaged maximum teacher attention. The authors suggested that such perceptions of teachers formed by the surrounding classroom context be likely to change when the context became more sensitive to discourse-related and cognitive factors of L2 writing.

Level: Secondary


**Annotation:** This study reported the translation commentaries written by 14 Chinese students on a MA translation program. Learner problems in summarizing details, developing claims, synthesizing concepts were also explored. The author proposed a translation problem space model, a further hierarchical network model, and a CALL program which was designed on the basis of the former two models. It was suggested that these protocols could be beneficial for students L2 writing.

Level: Postgraduate


**Annotation:** This study analyzed Chinese students' compositions with respect to a model of translation problem space. It showed that some Chinese learners of English writing
were not able to generalize from details to main ideas or vice versa. A software prototype was proposed, which could help students clarify concepts in translation and help them improve their English writing.

Level: Not known


**Annotation:** The study investigated the influences of three conditions of discussions at students' pre-writing stage (namely peer discussion, teacher-led discussion, and no discussion) on the quality of students' writing. The participants of the research included adult ESL learners coming from China, Japan, Spain, etc. Nonparametric tests of rating scores showed no statistically significantly differences overall in students' writing under the three conditions. However, the further analysis of students' texts showed that the length and the lexical complexity of essays were different under three conditions. The researcher suggested that teachers balance different pre-writing discussions to generate various types of thinking and discourse processes to facilitate ESL learners' writing.

Level: Adult


**Annotation:** The researcher investigated the biliterate/bicultural intellectual identity of 9 Chinese scholars who were awarded their MAs or PhDs in the West and returned to China to teach. Through the analysis of the interview data, the researchers noted that most participants advocated a direct and linear English rhetorical style in their own writing and in their teaching of English and Chinese writing. The study indicated that TESOL professional who returned from the West may influence the spread of an Anglo-centric rhetorical development in China.

Level: Professional


**Annotation:** The researcher investigated the effect of L1 and English writing tasks on undergraduate' textual borrowing of their source reading in their English writing. 39 native English undergraduates and 48 Chinese EFL undergraduates participated in this study. Half of the participants completed a summary writing task, and half completed an opinion writing task. Research results revealed that students who wrote summary texts did more textual borrowing than those writing opinion essays, and Chinese students used minimal citations in each writing task. The author suggested that students be explicitly taught about plagiarism and about the proper methods of using source materials in their writing.

Level: Undergraduate

**Annotation:** This study investigated whether and to what extent 23 Japanese exchange students in a Canadian university used preselected source texts in their written task of either summary essay or an opinion essay. The analysis of students' written texts and the interview data showed that the participants revised their drafts by using more of their own words and followed the direct English rhetorical style, which may also influence their Japanese academic writing after they returned to Japan.

**Level:** Undergraduate


**Annotation:** 46 English teachers from 23 universities or colleges in China were asked to evaluate 4 out 10 students' English essays. It was found that more experienced writing teachers gave significantly lower scores than did the less experienced writing teachers. Research results revealed that the experienced teachers gave either more negative or less positive comments to students' essays.

**Level:** Undergraduate


**Annotation:** Through the interviews with the editors of six leading foreign language education journals in Mainland China, the authors reported that local editors' understanding of the similar academic conventions between English and Chinese academic texts did not match previous observations of Western-educated Chinese scholars' resistance to the use of Western patterns and styles in Chinese writing.

**Level:** Professional

So, B. P. C. (2005a). *Analysing newspaper genres with a view to developing a genre-based pedagogy for the teaching of writing in Hong Kong schools.* Unpublished doctoral dissertation, City University of Hong Kong, Hong Kong.

**Annotation:** This study examined whether and how newspaper genres could be used in a genre-based pedagogy in Hong Kong schools to help students improve their production of school genres, such as argumentation, reports and narratives. The researcher explored the rhetorical features and generic moves of three newspaper genres (news stories, editorials, and letters to the editor) and designed a genre-based pedagogy where authentic newspaper articles were employed in pedagogy, with the expectation that linguistic and genre knowledge could be transferred to students' school curriculum genres.

**Annotation:** In this study, two texts regarded as typical representations of the editorial and school argumentative essay were analyzed to demonstrate their similarities and differences. The author argued that newspaper genres could be used as learning resources to help students write school genres, and genre-based pedagogy was also possible to be deployed in Hong Kong secondary schools. Genre-based pedagogy could help students raise awareness of text-function relationship, generic conventions, and similarities and differences between genres, which could thus help them acquire the ability of learning other genres in new situations.


**Annotation:** This study explored the effectiveness of coaching students for peer evaluation. The participants in this study experienced an extensive coaching of their roles in peer evaluation, the ways of effectively communicating with their peers, the genre of student writing, etc. The subsequent peer-evaluation sessions were analyzed, and drafts were also analyzed for evidence of revision in response to peer evaluator's advice. Another group of students watched a demonstration of peer-revision session and then discussed it. These students' subsequent peer-evaluation sessions and their drafts were also analyzed. The research revealed positive effects of coaching in preparing students for peer evaluation. It was found that students were actively engaged in the peer-evaluation sessions. They became more productive in communication and produced clearer guidelines for the revision of drafts.


**Annotation:** 43 Japanese EFL learners participated in this study which examined the influence of Web-based research on their choice of writing topics — whether their choice of Web resources were proper for their completion of an academic essays, and whether the use of electronic resources would lead them to new language learning strategies. Through the analysis of questionnaire responses and the references to Web resources in learners' essays, the author found that the students seemed to shift towards more internationally oriented topics if the predominant language was English on the Web.

Level: Secondary

Level: Not known

Level: Undergraduate

**Annotation:** Twenty international teaching assistants (TA) participated in this study where journal writing was used as one of the techniques to help them to develop their language skills, better understand the teaching content, and reflect on educational and personal experiences. After 10-week training course, the journals of these TAs were analyzed in a detailed way. It was found that most of the TAs benefited from journal writing in developing their language proficiency and the stress management. However, there was little evidence that they did analytical or reflective journal writing.

Level: Adult


**Annotation:** This study compared classroom-based collaborative writing and individual writing. 23 students participated in the study. Some of them chose to complete the writing task individually, whereas others chose to write in pairs. The process of collaborative writing was audiotaped and analyzed. The comparison of the texts written in the two modes demonstrated that pairs produced shorter but better texts in terms of task fulfillment, grammatical accuracy and fluency. The students involved in collaborative writing expressed reservations and positive attitudes towards collaborative writing.

Level: Adult


**Annotation:** Through inviting students to make annotations to their own English texts and analyzing these annotations, the researchers investigated students' perceptions of both NS writers and NNS writers about their own writing. It was found there were some differences between the two groups of students in the categories and sub-categories of their annotations. The study also discussed the values for teachers to encourage L2 learners to annotate their own written texts.

Level: Undergraduate


**Annotation:** This study investigated the working situation of nurses in Taiwan: nursing pre-professionals were required to practice writing nursing notes in Chinese, but they needed to write in both Chinese and English after they entered the real work context. Due to social pressures such as time constraints and the need to accommodate to the hospital environment, nurses had to switch codes between Chinese and English frequently when
they wrote nursing notes, but such code-switching may have detrimental consequences in attending to appropriate audiences. The author argued that there should be some clearer guidelines which could help to improve communication among medical professionals.

Level: Adult


Annotation: This study focused on the impact of teacher commentary on Japanese EFL students' writing. Three types of handwritten commentary used by teachers (statements, imperatives, and questions) in the revisions between drafts were examined. Results revealed that comments written in the imperative forms were more influential on revisions than questions or statements.

Level: Undergraduate


Annotation: The researchers investigated Hong Kong tertiary students' use of connectives in their English writing. Cases of misuse were analyzed, and possible reasons for these problems of using connectors were examined.

Level: Undergraduate

Thongrin, S. (2002). E-mail peer response in collectivist Thai culture: Task, social and cultural dimensions. Dissertation Abstracts International, 63(9), 3176A.

Annotation: This exploratory study explored the effect of email peer response on nine Thai undergraduates' learning argumentative writing throughout a semester. Through the analysis of students' email responses, individual and group interviews, observations, and research log, the author found that some students valued giving positive feedback in an interpretive manner, and students attitudes towards email peer response were different, with some preferring for peer voices while others considering it useless. The author also suggested that the success of the email peer response be mostly determined by how teachers manipulated with cultural accommodation, technological access, and power structures.

Level: Undergraduate


Annotation: The author in this article discussed two contradictory opinions on creating complication in narrative prose. One opinion insisted that creation of the crisis of a story should not conform to any adopted rules, and the other posited that convention-boundness was an accepted notion for effective development of complication. The researcher
analyzed 35 English narratives written by Cantonese-speaking college students and illustrated the difficulties that these learners faced in following the adopted composition rules in creative writing.
Level: Undergraduate


**Annotation:** This article investigated some unrecognized conventions that govern the temporal representation of the passage in storytelling and suggested that effective storytelling involved a representation of the passage though past time in certain well-defined ways. The stories written by some advanced EFL learners whose L1 is Cantonese were examined in terms of the presence of the expected patterns of temporal variation. Research findings showed that learners' narratives violated constraints on both sentential and discourse means of temporal modulation.
Level: Not known


**Annotation:** By using a topic-based analysis approach, the author analyzed undergraduate chemistry students' written assignments in a Thailand university in terms of average distance moves, percentage of coherence breaks, and number of moves. Research results suggested that topic-based analysis could be used as a method of assessing coherence of writing.
Level: Undergraduate


**Annotation:** This study compared English descriptive writing performance of a group of Hong Kong students at four form levels who participated in three English programs: (1) regular plus unrelated enrichment program, (2) regular plus extensive reading, and (3) regular plus frequent writing practice. Research results revealed that the nature of the program and the level of students may influence students' writing performance. It was also found that the regular plus extensive reading program was more effective than the other two programs to facilitate students to improve their writing proficiency.
Level: Secondary

Tsang, W. K. (1996). *Investigating the role of input and output in the acquisition of second language writing skills: evaluation of an input-based approach and an*
output-based approach for Hong Kong secondary students. Unpublished doctoral dissertation, City University of Hong Kong, Hong Kong.

Annotation: This study examined the role of input and output in students' L2 writing. A group of Hong Kong students at four form levels (from One to Four) participated in three English programs: regular plus an unrelated enrichment program, regular plus input-based extensive reading program, and regular plus output-based frequent writing program. Research results showed that the students in the regular plus extensive reading program performed better than the other two groups in descriptive writing performance over time. As for the language use and writing content, the reading program also seemed more effective than other two programs.
Level: Secondary


Annotation: This study analyzed 39 undergraduate students' compositions in order to examine the intersection between students' school writing and public discourse. The research focused on two issues: (1) students' use of public discourse on their school writing, and (2) the ways students construct Hong Kong history in their school writing. It was found that student constructed their life in Hong Kong by appropriating some public discourse registers and the texts had dialogic characteristics. However, the historical and political issues of Hong Kong did not have a crucial impact on students' construction of their life in Hong Kong in their compositions.
Level: Undergraduate


Annotation: This case study reported how journal writing promoted critical reflectivity. Six ESL pre-service teachers participated in this study when they took their internship. They were asked to write journals before the commencement of the internship and after the completion of the internship. All the journal entries were coded in terms of topics and reflective features. Research results revealed that the participants did more reflection on teaching evaluation in their free journal writing and focused more on teaching theories in assigned journal writing tasks. The author noted that journal writing as a coursework assignment could help pre-service teachers foster critical reflectivity over time.
Level: Adult


Annotation: Proposing that misuse of English conjunction comes from learners' L1 interference, inappropriate exercise types and misleading connector lists in textbook, the
researcher designed four web-based conjunction units and implemented them among 19 Chinese learners of English. Results of this case study showed that learners had a positive attitude toward the online learning exercises of connectors and they had gained statistically significant improvements in using conjunctions in different writing settings. Level: Undergraduate


**Annotation:** This study investigated the attitudes of Hong Kong English teachers towards Hong Kong English. 1,234 messages on language issues to a computer network for English teachers were analyzed in terms of the sources of authority the teachers referred to when they needed support on language correctness and acceptability. It was found that teachers tended to regard dictionaries and grammar books from native English-speaking countries more authoritative, and the textbooks and media of Hong Kong sources were treated with caution. The research indicated that Hong Kong English teachers' normative attitude towards Hong Kong English may constrain the use of it in formal communication. Level: Adult


**Annotation:** This article presents a detailed account of an investigation into the normative attitudes of Hong Kong English teachers in secondary schools. The research results indicated that the present schoolteachers did not have a supportive attitude towards "Hong Kong English", and their target model of English was usually presented by British dictionaries, grammar books, and other sources of "standard English". Level: Adult


**Annotation:** The study investigated the roles of teacher and peer comments in the revisions of secondary L2 learners' writing in Hong Kong. The research results revealed that some learners incorporated high percentages of both teacher and peer comments in their revisions. Some learners incorporated more teacher comments than peer comments when they revised their writings. There were still some students who incorporated very low percentages of peer comments. Later, the interview data helped the researchers to interpret the roles of peer comments in L2 learners' writing process. Level: Secondary

**Annotation:** The study investigated and compared the processes of ESL Japanese students' L1 writing, L2 writing, and the translation from L1 to L2. The quality of the participants' L1 writing, L2 writing, and their translation texts were also examined. By referring to the theories such as "conscious attention" (Schmidt, 1990), and "i + 1 output" hypothesis (Swain, 1985), the researcher analyzed and discussed the think-aloud data, observation field notes, and interview data. Some of the research results included: 1) most of the students adopted a "sentence-by-sentence" translation approach when completing the writing task; 2) attention patterns in L1 and L2 writing was similar, but quite different in L1 to L2 translation; 3) scores of L1 and L2 tasks were similar, but scores in the translation task were significantly better than in the L2 writing task. The researcher suggested the L1 to L2 translation exercises could be incorporated into the practice of L2 composition.

Level: Undergraduate


**Annotation:** This study examined on the effects of explicit instruction of two key aspects of argumentation (i.e. the structural and interpersonal components) on the improvements of Singaporean undergraduate students' argumentative writing. The participants' essays of pre- and post-tests were compared. The research results revealed that the improvement of students' ability to use various components of argument and present interpersonal aspects in their argumentation was statistically significant.

Level: Undergraduate


**Annotation:** This study investigated the effects of an enriched syllabus including regular teaching plus an unrelated mathematics course component, or plus more reading or plus more writing tasks on low- and intermediate-level Cantonese-speaking students' writing performance at four form levels. It was found that extensive reading could lead to students' better performance in writing, while the regular plus mathematics program and the regular plus more frequent writing were not significantly correlated with students' better writing performance.

Level: Secondary

Annotation: 65 Korean students from all different majors who took courses in English Grammar and Composition at a South Korean university participated in this study which investigated contrastive rhetoric teaching methods in EFL composition class. Research findings suggested that low-level students could benefit from contrastive rhetoric instruction and peer response groups at university level.

Level: Undergraduate


Annotation: In examining the writing processes of three groups of Chinese EFL learners of different English proficiency in terms of writing behavior, writing strategies, and the role of mother tongue in English writing, the author drew the conclusion that linguistic proficiency of students might affect their writing process in different aspects.

Level: Undergraduate


Annotation: This study investigated the relationship between ESL learners' L2 proficiency and their switching between their first and second language in the process of their L2 writing. The research data included adult Chinese students' think-aloud protocols, students' retrospective interviews, questionnaires, and students' compositions. The study found that the participants' L2 proficiency, to some extent, influenced their language switching when they wrote compositions.

Level: Adult


Annotation: The study reported how L1 was used when the participants' were involved in their L2 writing, how much L1 was used in the composing process, and whether and to what extent the use of L1 in L2 composing was related to the learners' L2 proficiency. 16 Chinese undergraduates majoring in English participated in this study, and their think-aloud data was analyzed both quantitatively and qualitatively. Some of the research results included that L1 was found in both narrative and argumentative writing tasks, L1 use decreased with the writers' L2 proficiency, etc.

Level: Undergraduate


Annotation: This study reported an English magazine-editing project implemented at Shanghai Maritime University. The researcher noted that such a project in which students'
own English writings constituted the main part of the magazine imposed more learning motivation and challenges on learners who were likely to become more responsible for and involved in their own language learning.

Level: Tertiary


Annotation: This study administered a 30-item questionnaire to 167 ESL and EFL learners in 12 academic writing courses in Hong Kong, Taiwan, and the U.S. to investigate students' attitudes towards computers in assisting them in writing and communication. It has been found that overall students had a positive attitude toward using computers in their writing practices. Further investigation demonstrated that two factors, self-reported knowledge of computers and the experiences of email exchanges, had a positive correlation with students' motivation. In addition, differences in students' motivation were also found among the 12 courses in the study, and this tended to be related to the degree of the integration of computer-based projects into the courses.

Level: Undergraduate


Annotation: The research investigated the connection between writing centre and the revision done by L2 writers. Some of the findings included: sentence-level features discussed during the session were more likely to be revised than text-level features; explicit suggestions were more likely to be adopted by the L2 writers in their revision than implicit suggestions; revisions did not necessarily lead to successful essays, etc.

Level: Undergraduate


Annotation: This study reported the findings of an on-going study of the composing strategies used by advanced graduate writers when they composed academic texts. By means of think-aloud protocols, process logs and other research methods, the researcher explored four participants' compositing strategies under two settings: classroom setting and home setting. Taxonomy of writing strategies was finally established.

Level: Postgraduate

**Annotation:** This paper reported the preliminary findings of the writing strategies used by advanced writers when they wrote academic texts. Both quantitative and qualitative methods were used in order to ensure the validity of the data. The study showed that the writers employed a wide range of strategies in their writings. Some participants used the same writing strategies for different purposes and at different composing stages. The author briefly discussed the reasons for such findings.

Level: Postgraduate


**Annotation:** By means of think-aloud protocols and videotaping, the author investigated four advanced L2 writers' mental representation of their intended audience and of the rhetorical purpose of writing. Research results indicated that the writers' mental representation of their intended readers and of the rhetorical purpose of writing seemed to be associated with their writing strategies.

Level: Postgraduate


**Annotation:** This study examined the writing strategies of two graduate ESL Hong Kong learners when they completed writing tasks in different contexts, namely the classroom setting and the home setting. Think-aloud protocols were employed to record the strategies writers used in different settings. Research results showed that student writers could adjust their writing strategies in light of the shift of the writing contexts, and they also invoked new strategies to facilitate their writing under certain circumstances. The two writers also demonstrated different levels of strategic awareness in using resources available to them and produced texts of different qualities.

Level: Postgraduate


**Annotation:** This study examined the development of declarative knowledge and procedural knowledge and its relationship to writing performance among 36 Hong Kong ESL learners in a three-month university writing course. The participants were divided
into either self- or peer-editing groups and wrote reflective journals with which the researchers investigated the interaction of awareness of writing effectiveness and writing performance. Research results revealed that both awareness of effective writing and their writing ability were enhanced after the course, and peer-editing group seemed to perform better.

Level: Undergraduate


Annotation: This study surveyed 198 Singaporean secondary school students on their strategies used for constructing meaning in both Chinese and English writing. The responses indicated that they used similar strategies when producing the texts in both languages, yet with more problems in Chinese writing. The study also examined the writing skills of the students of different gender, subject area, etc.

Level: Secondary


Annotation: 198 Taiwanese junior college business-major students completed two survey instruments which examined their beliefs about Chinese writing and English writing and between their writing beliefs and their writing strategies. The overall findings included: Chinese writing was believed to be different from English writing; and writing beliefs and individual differences, to some extent, influenced the participants' writing processes and writing strategies.

Level: Undergraduate


Annotation: Data was collected concerning 30 Chinese ESL students' writing apprehension, writing skill, and linguistic and academic background. Statistical analysis pointed to significant relationships between attitude and skill in writing in a given language. Additionally, a possible relationship between L1 and L2 writing proficiency was indicated.

Level: Not known


Annotation: The research results showed that self-monitoring of the writing process could effectively help students improve the organization of their written texts. However, little
improvement was shown in other aspects of students' writing. In addition, the technique of self-monitoring did not seem to prove effective to the low-achieving students.
Level: Not known

Annotation: This article described the Writing Assistance Program (WAP), an L2 writing programs developed along the lines of L1 writing center, at the Hong Kong Polytechnic University. The author introduced the specific Hong Kong L2 learning context, the structure of WAP writing conferences and the assistance WAP provided to the undergraduate EFL students in the form of one-to-one conferencing. The distinctive features of WAP program which were different from North American L1 writing center were also explored.
Level: Undergraduate

Annotation: The researchers compared two forms of feedback, teacher feedback and peer feedback, respectively given to two groups of students at a Chinese university. The study found that the students valued teacher feedback more highly than peer feedback. Yet peer feedback could also lead to some improvements to students' writing and enhance learner autonomy, and the researchers suggested peer feedback being an adjunct to teacher feedback in composition class.
Level: Undergraduate

Annotation: This study examined the nature of the out-of-school literacy practices of immigrant 1.5 generation Korean high school students. The participants' engagement with literacy activities was explored. It was found that the participants built up their own ecology of literacy by means of various literacy activities for diverse purposes in both Korean and English when they were out of school. The participants also engaged in online literacy practices which helped they created their own ways of expressing themselves and establishing solidarity with other students in similar contexts.
Level: Secondary

**Annotation:** This study examined one Korean high school student's composition practices outside school. The student's voluntary composing practices were reported, including the diversity and richness of her involvement with multiple literacies, constant movement among multiple genres, contexts, and languages, her experiences of sharing writing with her peers, and her construction of writer identity. Through the description of this student's story, the paper aimed at presenting and understanding immigrant students' out-of-school literacy experiences.  
Level: Secondary


**Annotation:** In this study, the author examined the use of explicit L1 to teach discourse conventions of English argumentative writing, such as English paragraph organization, rhetorical differences and reader expectations in a Japanese university. Three groups were involved in the study: (1) a control group; (2) a group that composed in the Japanese language, then translated into English; and (3) a group that wrote directly in English. Results showed that students who wrote directly in English and received L1 instruction about the differences in L1 and L2 rhetorical patterns and audience expectations demonstrated more fluency, discourse-level accuracy, and better rhetorical proficiency than the students in the first and second groups.  
Level: Undergraduate


**Annotation:** By observing a typical college English curriculum for non-English majors in China, with a focus on its writing component, the researcher found that English writing was taught with the guidance of a uniformed national syllabus and examination system. Although there were some pre-writing and multiple-drafting activities in classrooms and textbook publishing, the teachers were still concerned about the teaching of correct forms and test-taking skills.  
Level: Undergraduate


**Annotation:** Multidimensional decisions have to be made in writing or editing an EFL composition textbook. The author examined two editions of a writing textbook published
in People's Republic of China and showed how competing ideologies could shape a textbook's production and existence.

Level: All


Annotation: This study traced the history of English composition instruction in China from 1862 to 2004. The researcher investigated the influences of socio-cultural changes in Chinese society on English writing pedagogy, the relationship between theory, research and practice, and the relationship between Chinese and English composition instruction. Characteristics of English composition instruction in different historical periods were analyzed from the social and historical perspectives. The researcher drew the conclusion that the current composition studies in China should attend to the uniqueness of the history of English writing instruction in the country.

Level: All


Annotation: This study focused on the relationship between Korean adult EFL learners' L2 writing performance and their L1 writing abilities and L2 language knowledge. Among the variables which could influence students' L2 writing ability, general L2 language knowledge was found to be the most important factor. The author also put forward some practical implications for EFL writing instruction and writing assessment.

Level: Adult


Annotation: This study investigated the audience awareness of four bilingual writers who completed persuasive writing tasks in Malay and English. The relationship between audience awareness, culture and the writing quality was discussed. Research results revealed that individual differences in using audience strategies, as well as their task perceptions and writing experiences, all affected their writing quality. The researchers framed their study within a discussion of Othering of cultural group.

Level: Adult


Annotation: By administering questionnaires to 81 academically-oriented ESL learners, the study investigated their preferences for teacher-, peer-, and self-directed feedback. The
statistical results indicated unlike the assumed affective advantage of peer feedback in L1 writing, ESL students overwhelmingly preferred teacher feedback. The study further questioned the appropriateness of directly adopting L1 writing theories in L2 composition class.

Level: Undergraduate

**Annotation:** Cohesion and coherence features of four Chinese graduate students' Chinese and English writings were examined in this study. Language transfers and interferences were also investigated. The analysis revealed that Chinese essays were more implicit than English essays in terms of coherence. It was also found that Chinese writings were more writer-centered and reader-responsible. Interferences and transfers were also identified.

Level: Postgraduate

**Annotation:** This case study examined how a Chinese graduate student of business completed reading-to-writing tasks by employing source articles. The primary data collected in this study included course syllabi, the source reading materials and the student's reading notes, the written texts produced by the student, and the interview data. Research findings revealed that reading materials scaffolded students' presentation of the writing tasks, but the task presentation was also influenced by other factors such as the student's writing goals, writing beliefs and experience.

Level: Postgraduate