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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: 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: 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:** 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:** 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 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.
Level: Adult

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.
Level: Secondary

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.
Level: Secondary

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: 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:** 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: 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 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: 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".

**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.


**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).


**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 languages in workplace communication.

**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.


**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.


**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.


**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.

Analysis, Description and Pedagogy (pp. 93-106). Hong Kong: Hong Kong University of Science and Technology Press.

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: 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 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.


**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.


**Annotation:** 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.


**Annotation:** 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.

Level: Secondary


**Annotation:** 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.

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 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.
Level: Undergraduate

Annotation: This study investigated the influence of reflective learning on report-writing course. Tow 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: 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:** 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: 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 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:** 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:** 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 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. Level: Adult


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. Level: Secondary


Annotation: 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 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:** 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:** 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 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:** 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:** 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 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 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 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**: 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: 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: 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: 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 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.

Level: Secondary

**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.

Level: Secondary


**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


**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:** 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


**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:** 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: 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: 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 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