Journal Publications

**Lin, W. C.,** & Ivinson, G. (2012) Ethnic cultural legacies and EFL learning: a socio-cultural study in Taiwan. In E. Hjörne et al. (eds.). "*Learning, social interaction and diversity - exploring school practices*" (pp. 69–84). Sense Publishers.

**Lin, W. C.,** & Yang, S. C. (2011) Exploring Students’ Perceptions of Integrating Wiki Technology and Peer Feedback into English Writing Courses.*English Teaching: Practice and Critique*, *10*(2), 88-103. **(SSCI)**

**Lin, W. C.,** & Yang, S. C. (2011) Using wiki online writing system to develop English writing skills among college students in Taiwan (in Chinese)**.** *Curriculum & Instruction Quarterly,* 14(2), 75-102. **(TSSCI)**

**Lin, W. C.,** & Yang, S. C. (2009) Metaphorical conceptualisations of EFL teacher roles and teaching belief: a socio-cultural approach (in Chinese). *Curriculum & Instruction Quarterly,* 12(2), 193-222. **(TSSCI)**

**Lin, W. C.** (2008) Culture, ethnicity and English language learning: a socio-cultural study of secondary schools in Taiwan. Unpublished Doctoral Dissertation. Cardiff University, UK.

**Lin, W. C.** (2008) Educational trends in the UK: Vygotsky and education (in Chinese). *Journal of Elementary Education*, 48 (4), 101-111.

**Lin, W. C.** (2004) The instruction of creative reading in English subject: using de Bono’s six thinking hats (in Chinese). *Sun Yat-sen Forum of Pre-service Teacher,* 1, 16-30.

Yang, S. C., & **Lin, W. C.** (2004) The relationship among creative, critical thinking and thinking style in Taiwan high school students. *Instructional Psychology,* 31(1), 33-45.

**Lin, W. C.** (2004) A study of creative thinking instruction: the teaching of Chinese couplets (in Chinese). *Curriculum & Instruction Quarterly,* 7 (2), 115-34. **(TSSCI)**