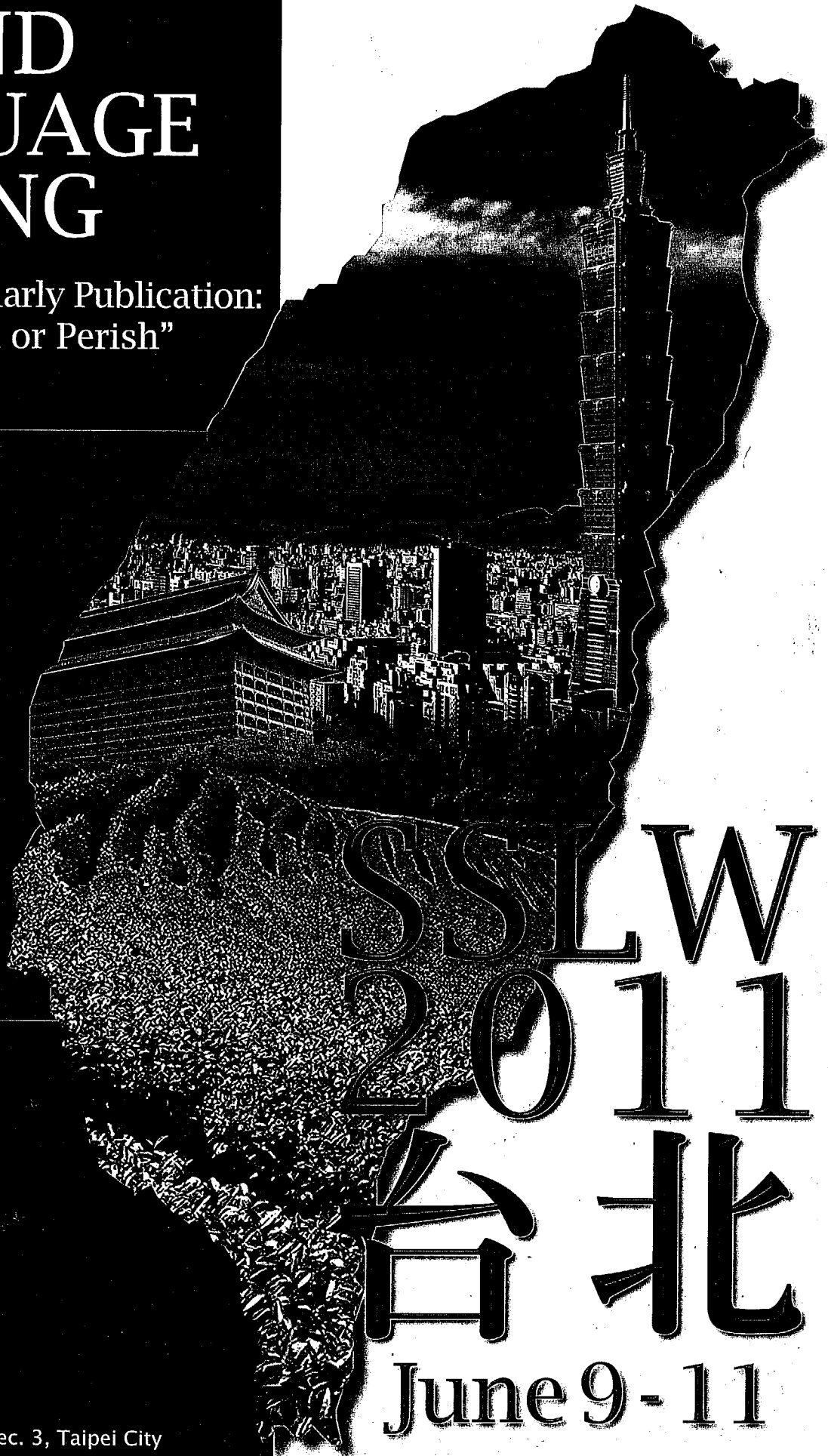


*Symposium on*

# SECOND LANGUAGE WRITING

Writing for Scholarly Publication:  
Beyond "Publish or Perish"



SSLW  
2011  
台北

**VENUE 地點**

Howard International House  
30, Xincheng South Road, Sec. 3, Taipei City

福華國際文教會館

106台灣台北市大安區新生南路三段30號

June 9 - 11  
Taipei, Taiwan

SSLW 2011 Program at a Glance  
Thursday, June 9, 2011

	203	101	103	201	202	204	205
8:00-4:00 Registration (8:00-4:00)							
8:05-9:10 9:10-9:55 Exhibits (9:00-4:00)							
9:55-10:00							
10:00-10:30							
10:30-11:00							
11:00-11:30							
11:30-12:45 12:45-1:15							
1:15-1:45							
1:45-2:15							
2:15-2:30 2:30-3:00							
3:00-3:30							
3:30-4:00							
4:00-4:15 4:15-5:00							
5:00-6:00							
2F Convention Hall							
Opening Ceremony (8:45-9:10) Publishing in the Inner Circle: A Taiwan Perspective (Hui-Tzu Min)							
A.1 Open Mic: Perspectives on Writing for A.2.1 Complexity of Genre-Based EAP: Context, Content, and Concept of Textbook Use (Yueh Yang, et al.) Scholarly Publication (Chair: Tony Silva)							
A.2.2 Genre-Based Approach in a Foreign Language Context: Linking Language and Writing Through Genre (Sachiko Yasuda)							
A.2.3 Analyses of Personal and "Real-World" Writing: Assessment Through a Genre-Based Approach (Effe Chiu)							
B.1 Workshop: Publishing in English-Medium Journals: Practices, Resources, Networks (Mary Jane Curry)							
B.2.1 Evaluating the Effectiveness of a Genre-Based ESP Writing Course in a University of Hospitality and Tourism: A Mixed Methods Study (Wen-hsien Yang)							
B.2.2 A Genre-Based Investigation of Research Article Abstracts and Introductions in Applied Linguistics (Yi-hui Chiu)							
B.2.3 Texts Written in English and Chinese by Expert and Novice Writers: Reporting on a Genre-Based Comparative Study (Hsiachih Huang Wu)							
C.1 ETTRA Session: Becoming a Writing Researcher (Chair: Wu-chang Vincent Chang; Presenters: Jay Lee, Hui-Tzu Min, A. Suresh Canagarajah, Miyuki Sasaki, and Paul Kai Matsuda)							
C.2.1 Chinese University Students' Perceptions of Plagiarism (Guangwei Hu, et al.)							
C.2.2 Plagiarize and Perish: A Case Study of L2 Writers in an Advanced Academic Writing Course (Ilka Kostke)							
C.2.3 Alternative Resolutions of the Agency Attribution Problem and Their Effect on Citation Frequency (Peter Morton)							
Planetary II: Writing for Publication in English (John Flowerdew)							
Opening Reception (2F, 3F Lobby)							
A.4.1 Building Students' Rhetorical Knowledge in Four-Skills Based Classrooms (Tanita Saenkhum, et al.)							
A.4.2 Developing Authorship Awareness for Second Language Academic Writers: Case Studies of English Majors in Taiwan (Shao-Tsang Chiang)							
A.4.3 The Authorial Presence in Expository Essays Written by Filipino College Students under Test Conditions (Carla Vee Ababon)							
B.3.1 Effects of Web-Based Communication Tests on L2 Students' Development of a Sense of Audience (Miyuki Sasaki, et al.)							
B.3.2 Investigating EFL College Students' Audience Awareness in Argumentative Writing (Kai-lin Wu, et al.)							
B.3.3 Audience in L1/L2 Academic Writing: Graduate Students' Perceptions of Authorial Expertise in Research Articles (Mira Bekker)							
C.3.1 Individual Profiles in the Development of Writing Competence in Foreign Language Settings (Rosa Marchón, et al.)							
C.3.2 Toward a Meaningful Measure of Written Linguistic Accuracy (Norman W. Evans, et al.)							
C.3.3 The Real-Time Text Negotiation Strategies in the Composing Process of Two Chinese L2 Writers (Filipe Wesley de Souza)							
A.5.1 The Role of the Writing Center in an L2 English Writer's Dissertation Proposal Drafting Process (Mayumi Fujioka)							
A.5.2 How Can I Help You?: Exploring Tutor/Tutee Interactions in an EFL Writing Center in Japan (George Hays, et al.)							
A.5.3							
B.5.1 Exploring the Invisible Collegues Among TESOL Researchers in Taiwan (Yu-Chih Sun)							
B.5.2 Beyond Process-Product Distinctions: The Principles and Practices of Eight Teachers of L2 Academic Writing (Rosemary Wette)							
B.5.3 Agency Exploration: Employing Grammar in a Critical EFL Writing Context (Bahnaz Sadeghian, et al.)							
C.4.1 Cognitive Transfer for Knowledge Construction: Problems and Solutions of L2 Writing for Publication (Yiduan Liu)							
C.4.2 Multisemiotics Representation of EFL Writing: A Case Study of Young Writers in Taiwan (Yueh-Hung Tseng)							
C.4.3 Second Language Writing Development as Meaning-Making: Functional Linguistics Perspective (Hsin-Chen Chen)							
A.6.1 Effectiveness of Contrastive Tasks in Improving EFL Argumentative Writing (Yu Ho)							
A.6.2 Understanding Pre-University Argumentative Writing from the Perspective of Academic Criticism: Some Promises and Limitations (Kun Khuan Jonathan Tang)							
A.6.3 Exploring Taiwanese EFL Graduate Students' Research Paper Writing: Students' Voices (Ming-Hung Hsieh)							
A.7.1 The Impact of Globalization on Korean as a Second Language Writing: The Case of International Marriages and Homework Practices (Boongi Som)							
A.7.2 Problem Solving Behavior in CSL Writing (Fei-Wen Cheng, et al.)							
A.7.3 Perishing Confucius? The Americanization of the Global Scholarly Evaluation Culture and Media-Reported Discourses of Taiwanese Resistance (Linying Wu, et al.)							
B.7.1 The Presence and Use of Evaluative Meaning in Novice NNS Writers' Academic Writing (Antonia Chandrasegaran)							
B.7.2 When Nominalization Meets Rhetorical Organization: A Discipline-Specific Study on Research Article Abstracts in Medical Journals (Ben Pin-Yun Wang, et al.)							
B.7.3 The Evaluation of L2 Summary Writing: Reliability of a Holistic Rubric (Yuko Hijikata, et al.)							
C.6.1 Accommodate or Perish? Global Issues in Academic English Publication (Robert Blair)							
C.6.2 EFL Graduate Students' Conceptualizations of English Academic Research Writing (Yuh-show Cheng)							
C.6.3 The Impacts of the Teacher Learning Community on the Taiwanese Junior TESOL Scholars' Identity Construction in Their Writing for Publication (Ming-Lydia Tseng, et al.)							
C.7.1 An Exploratory Study on Student Use of a Rater's Guide for Conducting Peer Review in an Essay Writing Class (Hui-Chuan Liao)							
C.7.2 Anonymity in EFL Writing: Cultural Dimensions in Online Writing (Terumi Miyazoe, et al.)							
C.7.3 The Effect of L2 Proficiency and Task Difficulty on the Use of the Mother Tongue Within Lexical Searches in L2 Composing (Liz Murphy)							

SSLW 2011 Program at a Glance  
Friday, June 10, 2011

Time	203	101	103	201	202	204	205	
8:00-9:00	2F Lobby Registration (8:00-4:00)	2F Convention Hall						
9:00-9:45	Exhibits (9:00-4:00)	Plenary III: Publish or Perish: The Myth and Reality of Academic Publishing (Joy Lee)						
9:45-10:00		D.1 Colloquium: Publishing in English: Perspectives from Intercultural Rhetoric. (Chair: Ulla Connor, Presenters: Ulla Connor, Becky Kwain, Neil Johnson, Haiying Feng, and A. Suresh Canagarajah)	D.2.1 Writing for Publication in Ukraine (Tetyana Smetova)	D.3.1 Publishing with an Accent (Pisam Chamcharatsri)	D.4.1 Conferencing in Taiwanese EFL Writing Classrooms (Chun-Chun Yeh)	D.5.1 The Effectiveness of Antiplagiarism Software: An Empirical Study of L2 Writers (Paul Stapleton)	D.6.1 Computer-Supported Collaborative Writing for Academic Purposes (Yun-yin Huang)	
10:00-10:30		D.2.2 Confessions of a Literary Broker: Working with a Taiwanese Scholar Publishing in English (Jonathan Benda)	D.3.2 Empowering Non-Native English Speaking Scholars in Writing for Scholarly Publication: What Can ESP Specialists Do? (Ju Chuan Huang)	D.4.2 Understanding the Feedback Practices of Primary Teachers (Pauline Mak, et al.)	D.5.2 Peer Mediation in the Zone of Proximal Development: A Case From an L2 Computer-Assisted Writing Classroom (Mel-Hsing Tsai)	D.6.2 Does the Blog Help Language Learners Write Better?: Analyses of the Quality and Quantity of Taiwanese JFL Learners' Blog Postings (Kazuaki Nakazawa)	D.7.1 The Dynamics of Peer Group Feedback in a Mixed-Level Writing Class in the Korean EFL Context (Hajung Yu, et al.)	
10:30-11:00		D.2.3 Writing for Publication: Experiences by Doctoral Students Writing in English as an Additional Language at Canadian Research-Intensive Universities (Kong Yan Sui)	D.3.3 Journal Reviewer Development: Revealing and Responding to Diversity (John Adamson, et al.)	D.4.3 Toward Explaining L2 Writing Teachers' Corrective Feedback Practices (K. James Hartshorn, et al.)	D.5.3 Using Auto Profiling to Diagnose Learners' Writing in Real Time (Et-Jer Lin, et al.)	D.6.3 A Business Blog: The Site of Artistic Expression for ESL Writers (Aocharewan Buripatkef)	D.7.2 An Investigation into Online Peer Conferencing: Action Research at Two College Writing Classes (Haiso-chian Lee, et al.)	
11:00-11:30								
11:30-12:30								
12:45-1:15		E.1 Colloquium: Reflections on Learning the Literacy Practices of International Academic Community Through a Multi-Layered Narrative Inquiry (Chair: Chin-chi Chao, Presenters: Chin-chi Chao, Leo Van Leer, Jui-chuan Cheng, Kenneth K. Chua, Ching-ching Chang, Yu Min Hung, Chia-yi Huang, Lee, Shi-in, Tsai-Ying Hsieh, and Ming-Hung Hsien)	E.2.1 Can Web-Based Corrective Feedback Be Used as Effective Grammatical Input Enhancement on EFL Writing? (Wen-Shuenn Wu)	E.3.1 Issue of Students' Reflective Journals on Learning Research Methodology and Research Paper Writing (LJ-Te LI)	E.4.1 A Study of Students' Reflective Journals on Learning Research Methodology and Research Paper Writing (LJ-Te LI)	E.5.1 The Distributions of Textual Relations Via Conjunction Adverbials in English Academic Writing by Chinese Speakers (Tung-yu Kao, et al.)	E.6.1 Collaborative Writing Among College Students in Taiwan: What Are Their Mediating Strategies? (Meng-ying Lin)	E.7.1 Reframing Selves: Analyzing Online Revision and Pausing Patterns in EFL Narrative Writing (Song Yang)
1:15-1:45		E.2.2 The Effects of Tiered Metalinguistic Corrective Feedback on Second Language Academic Writing (Tim Anderson)	E.3.2 Investigating Taiwanese EFL Writers' Abilities and Needs for EAP Writing (Yu-ling You)	E.4.2 Literacy Autobiographies as Reflective Practice for Academic Writing Development: A Case Study of Korean University Students (Michael Chesnut, et al.)	E.5.2 This A, or Nothing? The Accuracy and Distribution Patterns of English Article Types in the Academic Writing of Taiwanese College Students. (Neil Edward Barrett, et al.)	E.6.2 An Exploration of Peer Review Training Extensiveness and Feedback Quality (Yi-Min Chiu, et al.)	E.7.2 Revision Behaviors and Writing Quality: A Comparison of L1 and L2 Writers (Meh-Hung Lin, et al.)	E.7.3 Second Language Writers' Revision Performance: A Cross-Cultural Analysis (Paave Panahi, et al.)
1:45-2:15		E.2.3 A Longitudinal Look at Dynamic Written Corrective Feedback (K. James Hartshorn, et al.)	E.3.3	E.4.3 Unravelling Reflective Skills in Writing (Sabina Nowak)	E.5.3 The Use of the Thera-Bee Construction in Academic Writing (Michiko Yeguchi)	E.6.3 Writing Support for Current and Emergent Means of Knowledge Distribution (Susan Olmstead-Wang)	E.7.3 Assessing the Use of Metaphor in Chinese EFL Writing: Perspectives From American and Chinese Instructors (Jing Fu)	E.7.2 Conceptual Metaphors in L2 Academic Literacy: A Developmental View (Sungwoo Kim)
2:15-2:30								
2:30-3:00		F.1 Dialogue: Sharpening the Edge: Developing Arguments that Makes a Difference (Chair: Miyuki Sasaki; Presenters: Dwight Atkinson and Paul Kei Matsuda)	F.2.1 Native and Non-Native English-Speaking College Students' Responses to the Myth of Homogeneities in Online Argumentative Written Communication (Yu-Feng Diana Yang)	F.3.1 Group Lesson Planning: A Community of Practice of English Writing Instructors in China (Ling Shi, et al.)	F.4.1 Bilingual Students' Use of Writing Strategies for Text Production in ESL (Donglan Zheng, et al.)	F.5.1 Publish or Perish as an Instructional End Learning Opportunity (Lawrie Hunter)	F.6.1 Sociocognitive Alignment in Advanced Learners' L2 Writing (Takako Nishino)	F.7.1 Assessing the Use of Metaphor in Chinese EFL Writing: Perspectives From American and Chinese Instructors (Jing Fu)
3:00-3:30		F.2.2 Examining Code Choice Motivations of Multilingual Writers in Social Media (Erik Johnson)	F.3.2 Transferring the Metadiscourse of Advice-Giving to Academic Writing (Christina Rosalia)	F.4.2 Planning and Writing Texts: The Case of Nine EFL Fifth Grade Students (Alexis A. Lopez, et al.)	F.5.2 Origins and Effects of "Publish or Perish" on Second Language Studies Publishing: An In-Depth Historiography of a Journal in Taiwan. (Cheryl Sheridan)	F.6.2 An Activity Theory Approach to NES and NNES Teacher Commentary and Their Response to Students' Expectations (Ching-Fen Chang)	F.7.2 Complex Realization of Contrast Relations in Writing (Zhang Yan)	
3:30-4:00		F.2.3 Academic Enculturation: Writing Thesis/Dissertations in English, for Multilingual Postgraduate Students in Japan (Evelyn Naoumi, et al.)	F.3.3 Adverbials as Flowery Language in Scholarly Writing? (Hui-Ling Yang)	F.4.3 NNS Graduate Students' Identity Formation in Academic Writing (Fang-yi Wu, et al.)	F.5.3 Persuading the Reader: Developmental Changes in the Use of Interactional Resources in FL Book Reviews (Marianna Ryshina-Pankova)			
4:00-4:15								
4:15-5:00		Plenary IV: Publishing in English: Mobilizing the Resources of Academic Research Networks (Mary Jane Curry)						
5:00-6:00	2F Reception (2F, 3F Lobby)							

SSLW 2011 Program at a Glance  
Saturday, June 11, 2011

Time	2F Lobby	2F Convention Hall	201	202	204	205
8:00-11:30	Registration (8:00-12:00)	Plenary V: Negotiating Literacy Regimes: Prospects for Publishing from the Periphery (A. Suresh Ganagaraj)				
8:45-10:00		G.1 Panel Discussion: Opening the Gate: Perspectives of International Journal Editors (Chair: Paul Kei Matsuda; Presenters: Diane Belcher, Ross Manchón, Lourdes Ortega, Paul Thompson, and Leo van Lier)				
10:30-11:00			G.2.1 Pedagogical Versus Authentic Genres: Second Language Textbook Reviews (Chiarene Follis, et al.)	G.3.1 Effect of Peer Activity and Teacher Feedback on Students' Self-Revision Ability (Junho Okabe)	G.4.1 Portfolio Assessment as a Process of Change: Instructors' Perspectives (Ricky Lam)	G.5.1 Scholarly Publication for NNEs Graduate Students: Challenges and Issues (Atsushi Iida)
11:00-11:30			G.2.2 Understanding Discourse Genres: One Aspect of Successful Initiation into Communities of Practice (Winifred Crombie)	G.3.2 Chinese EFL Learners' Responses to Peer Comments: A Case Study (Jingling Ma)	G.4.2 The Use of an Online Writing Evaluation Program in College English Writing Classes- a Case Study of Criterion (Pei-Ling Wang)	G.5.2 Understanding the Writing Gap Through Native and Non-Native Text Comparisons (Wenli Tsou, et al.)
11:30-12:45			G.2.3 Rhetorical Move Structure and Directives in L1 and L2 Writing: A Genre Analysis of Request Letters (Eunsook Shim)	G.3.3 EFL College Students' Perceptions of Effectiveness of Peer Review in a Reading-to-Write Task (Ya-Fen Lo, et al.)	G.4.3 Writing Instruction Contingent on Assessment: Towards Assessment FOR Learning (Shu-Chen Huang)	G.5.3 Discursive Motivation and Native-Taiwanese Multilingual Writers (Pei-Hsun Emma Liu)
12:45-1:15			H.1.1 Current Practices of Teaching of Second Language Writing in Thailand After the Educational Reform (Wonglian Poopoom)	H.2.1 Speaking to Write and Writing to Speak: Making EFL L2 Writing Indispensable Through a Dialogic Genre Approach to Formal Debate (Catherine Matsuo)	H.3.1 L1/L2/L3 Writing Development: Longitudinal Case Study of a Japanese Multicompetent Writer (Hiroe Kobayashi, et al.)	H.4.1 A Critical Analysis of the Myth of Unofficial Japanese Writing: A Case Study (Yumi Matsumoto)
1:15-1:45			H.1.2 Difficulties Faced by Brazilian Graduate Students in Writing Academic Genres: From Linguistic Limitations to Rhetorical Conflicts (Marilisa Mendes Ferreira)	H.2.2 Practical Applications of SLA Theories in Second Language Writing Instruction (Theresa Jin-ling Tseng)	H.3.2 Multicompetence and L2 (English) Influence on the Writing of Chinese Students (Yingqin Liu, et al.)	H.4.2 A Critical Literacy Perspective in the Teaching of L2 Academic Writing: A Case of Tertiary Students in Taiwan (Shi-Ying Huang)
1:45-2:15			H.1.3 Writing for Publication by Indigenous African Women: Both Literate and Illiterate (Mama Broekhoff)	H.2.3	H.3.3 Teaching Academic Writing to Japanese College Students Expecting the Emergence of Multi-Competence (Kyoko Oi)	H.4.3 An Experimental Study of Critical Reading and Writing (Michiko Nakano)
2:15-2:30			I.1.1 English Dissertation Writing in Taiwan: 'to Thank Whom, for What?' (Beryn Lee)	I.2.1 EFL Teachers: Good Learners? (Tomoyasu Kimura)	I.3.1 The Impact of Four Years in an English Medium University on Written Linguistic Accuracy (Norman W. Evans)	I.4.1 A Holistic Analysis of Effects of Portfolios on Technical College Students' Writing Attitudes and Performances (Mei-Hua Lan, et al.)
2:30-3:00			I.1.2 Creating a 'Third Space' in Doctoral Writing Pedagogy (Meeta Chatterjee-Padmanabhan)	I.2.2 A Relationship between TOEFL Writing Scores and TOEIC Bridge Scores (Chia-ki Baba)	I.3.2 Play and Learn: How to Write English Sentences (Margaret Chen, et al.)	I.4.2 EFL Learners' Perceptions of a Rubric as a Writing Guideline: A Pilot Study (Hiroyuki Yamashita, et al.)
3:00-3:30			I.1.3 English Teachers and Healthcare Professionals: How Do Their Worlds Differ? (Jan Wiley)	I.2.3 How Do Chinese Applied Linguists Differ from Their International Colleagues in the Use of Heuristics and Coaching Strategies? (Guanawati Hui, et al.)	I.3.3 'Don't Overwhelm Me With Errors!' Improving Writing Accuracy Through a Self-Generated Error Log (Shi Miranda Ma, et al.)	I.4.3
3:30-4:00			J.1.1 Reflections on SSLW 2011	J.1.2 Reflections on SSLW 2011	J.1.3 Reflections on SSLW 2011	J.1.4 Reflections on SSLW 2011
4:00-5:00						

**Session I.3****Saturday, June 11, 2:30-4:00, Room 204**

Chair: Kazuaki Nakazawa, Yuan Ze University, Taiwan

**I.3.1. The Impact of Four Years in an English Medium University on Written Linguistic Accuracy**

Norman W. Evans, Brigham Young University, United States

In an effort to understand how immersion in an English medium university impacts ESL students' writing accuracy, this paper compares the writing accuracy of five groups of ESL students at varying stages of university studies to English speaking students in first-year composition classes. Results and pedagogical implications are discussed.

**I.3.2. Play and Learn How to Write English Sentences**

Margaret Chen, Wenzao Ursuline College of Languages, Taiwan

Chung-Wei Chang, Kaohsiung County Chiatou Elementary School, Taiwan

A ladder-type chess board game activity for 6th graders to learn the basic five sentence patterns was created by the authors. The games played each hour with teachers' and students' feedback enabled the participants improve significantly judging from vocabulary, grammar and sentence writing results.

**I.3.3. "Don't Overwhelm Me With Errors!" Improving Writing Accuracy Through a Self-Generated Error Log**

Sin I Miranda Ma, Shantou University, China

Qishu Liu, Shantou University, China

EFL writers are easily overwhelmed by teacher correction. Through generating an individualized error log, students categorize, prioritize, and focus on grammatical errors that need special attention. This study examines whether students can internalize teacher feedback, and consequently eradicate their habitual grammatical errors through the use of a self-generated error log.

**Session I.4****Saturday, June 11, 2:30-4:00, Room 205**

Chair: Carol Rinnert, Hiroshima City University, Japan

**I.4.1. A Holistic Analysis of Effects of Portfolios on Technical College Students' Writing Attitudes and Performances**

Mei-Hua Lan, Wen-Zao Ursuline College of Languages, Taiwan

Kai-Ping Wang, Shu-Zen College of Medicine and Management, Taiwan

The empirical study provided holistic analyses of the effects of portfolio assessments on English writing attitudes and performances of EFL students at technical colleges in southern Taiwan. The findings indicate positive effects of portfolios on students' holistic, analytical writing performances and achievements, yet limited effects on writing attitudes were suggested.

# Symposium on Second Language Writing 2011

Howard International House, Taipei, Taiwan

June 9-11, 2011

## Certificate of Presentation


This document certifies that

Mei-Hua Lan, Wen-Zao Ursuline College of Languages, Taiwan

Kai-Ping Wang, Shu-Zen College of Medicine and Management, Taiwan

presented 'A Holistic Analysis of Effects of Portfolios on Technical College Students' Writing Attitudes and Performances' at the 2011 Symposium on Second Language Writing in Taipei, Taiwan.

June 11, 2011

  
Paul Kei Matsuda, Co-Founding Chair