第十二届国际二语写作研讨会

The 12th Symposium on Second Language Writing

L2 Writing in the Global Context:
Represented, Underrepresented,
and Unrepresented Voices

中国 • 济南

Jinan, China

2013.10.17—2013.10.21

第十二届国际二语写作研讨会

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L2 Writing in the Global Context: Represented, Underrepresented, and Unrepresented Voices

Introduction

The 2013 Symposium on Second Language Writing will explore the represented, underrepresented, and unrepresented voices in the field of second language writing. It will focus on new, or yet underexplored, national contexts. Voices from well-represented contexts in L2 writing will also add to the conversation that will take place at this year's symposium. Presentations at this year's symposium will also discuss under-investigated institutional contexts and un-represented populations of second language writers. By actively engaging with these new or underexplored areas, this year's symposium will help to expand the field's knowledge considerably.

As we continue through the second decade of the 21st century, this expansion will help to ensure that the field of second language writing maintains both relevancy and utility to the schools, colleges, universities, businesses, and governments that retain the services of second language writing specialists. This continued expansion of our focus to new contexts and new learners can also allow the field to connect with other related disciplines and to continue to attract top talent.

~SSLW 2013 Organizing Committee
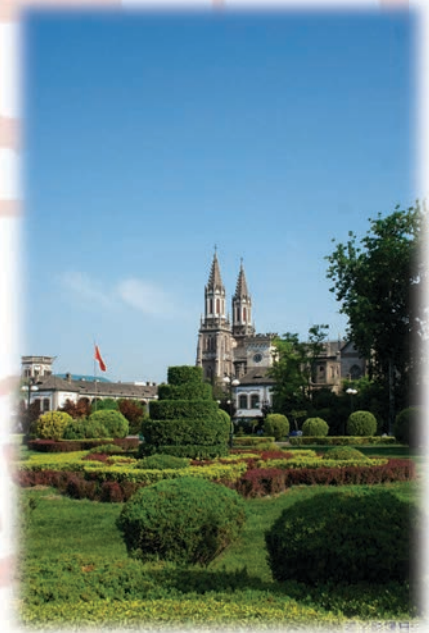
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Program at a Glance

Thursday, October 17, 2013

Registration. Shandong University Central Campus, 10am-10pm

Friday, October 18, 2013

Opening Ceremony 8:15-9:00am

Plenary Session 1 9:15-10:30am

Plenary Session 2 10:45am-12:00pm

Concurrent Session A 1:00-2:15pm

Concurrent Session B 2:30-3:45pm

Concurrent Session C 4:00-5:15pm

Saturday, October 19, 2013

Concurrent Session D 8:15-9:15am

Concurrent Session E 9:30-10:45am

Concurrent Session F 11:00am-12:15pm

Concurrent Session G 1:15pm-2:30pm

Concurrent Session H 2:45-4:00pm

Sunday, October 18-20, 2013

Plenary Session 3 8:00-9:15am

Plenary Session 4 9:30-10:45am

Plenary Session 5 11:00am-12:15pm

Plenary Session 6 1:15-2:30pm

Plenary Session 7 2:45-4:00

Closing Session 4:15-5:15pm

Monday, October 21, 2013

Sightseeing at Mt. Tai & Qufu, organized in part by Shandong University

Opening Session – Friday, October 18, 8:15 – 9:00 AM
Plenary Session I – 9:15 – 10:30AM

Junju Wang, Shandong University
>Chinese Studies on EFL Writing processes: Status Quo and Future Tendency

>This presentation attempts to report on and synthesize the results of previous studies on L2 writing processes in the Chinese context. Based on exhaustive data collection from different Chinese journals, it first summarizes the categorical and distributional features of relevant studies regarding reviews and critique, theory construction, sub-process activities, strategy use, influential factors, and thinking media, as well as testing and evaluation. It then analyzes and discusses the deficiencies of relevant studies in terms of systematicity, theorization, methodology, and originality. It finally explores the interdisciplinary nature of studies on L2 writing processes and points out that interface studies will be a promising area for future research.

Tony Silva, Purdue University
The Status of Second Language Writing Studies in the United States: Continuing Growth and Change

>This presentation will address the current status of second language writing studies primarily in institutions of higher education in the United States, focusing specifically on (1) the rapid and ongoing expansion of interest in and work on second language writing and some of the reasons for it; (2) the steadily increasing development of disciplinary infrastructure in terms of scholarly journals, book series, authored and edited books, academic units, doctoral programs, dissertations, professional organizations, professional conferences, special interest groups and committees, resources for research; and (3) trends in disciplinary influences, ideology, inquiry paradigms, research methodology, and instruction as well as strong move toward internationalization.

Plenary Session II – 10:45 – 12:00PM

Fatima Esseili, University of Balamand
>The Status of ESL/EFL Writing in Lebanon

>A comprehensive review of ESL/EFL writing scholarship in Lebanon is still lacking. Such a review constitutes an important contribution to the field of second language writing as it explores a war-torn Middle Eastern context. I begin this presentation by describing the Lebanese context and the infrastructure supporting writing in English, and by situating the country on an ESL-EFL continuum. I then proceed to discuss the characteristics of Lebanese writers and their writing processes, focusing on L2 writing difficulties, motivations, attitudes, textual borrowings, transfer, and translation. Next, I present research that has been conducted on types of written corrective feedback, highlighting studies on teachers and students' preferences, peer-review, and error correction, among others. Writing assessment and incipient WAC/WID initiatives are other areas that will be explored. In discussing the aforementioned issues, I provide some examples from students' essays and interviews. Possible future directions for research on ESL/EFL writing in Lebanon will be offered.

Łukasz Salski, University of Łódź
  EFL Writing in Poland: Where Traditional does not mean Current, but Current Means Traditional

In Poland over ninety-five per cent of high school students take English as an obligatory school subject. These students take a school-leaving exam, which requires them to write shorter or longer texts in English as a foreign language. Nevertheless, writing is typically not taught systematically in Polish schools. On the other hand, university students majoring in English often admit that the first writing instruction they received was not in Polish, their native language, but in EFL. This talk will unavoidably refer to the L1 writing tradition in Poland to shed light on this paradox, as well as to seek an explanation of the relative popularity of cross-cultural studies into writing in Poland. I will also outline the state of EFL writing instruction in Polish schools and universities, where dominance of the product approach in writing instruction has undoubtedly shaped both students' attitudes and researchers' interests. Quoting research studies, as well as relying on my observations and conversations, I will discuss EFL writing research involving Polish EFL writers so far and sketch out the directions which it is taking. I will conclude by presenting second language writing studies in Poland as an emerging area of specialized research and instruction, still dependent on other disciplines, but with its scarce, yet devoted, followers among researchers and practitioners.

Concurrent Session A – Friday, October 18, 1:00 – 2:15 PM
Room I – Critical Thinking & Experience Sharing in Online Courses

A.1.1   Writing in a Second Language via Critical Thinking: ESL Students' Writing Tasks and Their Multicultural Experiences

This paper argues for the need to create more meaningful writing assignments for ESL students so that they can learn to write in a second language via critical and creative thinking. Using an undergraduate ESL literature and writing course at an American University as an example, this paper shows that writing assignments that allow ESL students to connect the writing tasks to their multicultural and multilinguistic identities can foster ESL writers' intellectual curiosity, encouraging them to delve deeply into the English language and the process of writing in a second language and culture.

Juan Li, University of St. Thomas

A.1.2   Critical Thinking in EFL Writing: A Culture-Rooted Problem?

This article attempts a critical review of research addressing critical thinking in EFL writing and reveals that critical thinking is a result of a complex interface of multiple factors rather than a culture-rooted problem. In light of this, it puts forward some pedagogical implications for promoting critical thinking for EFL writers.

Huifang Liu, Huanggang Normal University; Dianfang Lin, Shandong University

A.1.3   Experience Sharing—An International Online Research Writing Course

The instructors of online writing courses believe that the Chinese students' writing competence could be improved by acquiring cultural knowledge of the English language,

by getting used to the Western way of thinking, and by using the English language to do research.

Chunyan Xu, Jilin University

Room II – Writer Variables

A.2.1   Developing Self-regulated L2 Writers: Motivational factors of Self-regulated Learning (SRL) Strategies

Grounded in sociocognitive theory, this paper reports a study which found a significant interrelationship between Self-regulated Learning (SRL) strategies and student motivation. Findings contribute to applying SRL theory to second language acquisition and developing pedagogical innovation.

Sophie Lin Teng & Da Liu, University of Auckland

A.2.2   Perfectionism, Writing Anxiety and Writing Proficiency: A Study of EFL Students

This study examines the interrelationships among perfectionism, writing anxiety and writing proficiency in a group of EFL high school students in Taiwan. While the relationship between perfectionism and writing anxiety were mostly in line with scholars' predictions, the relationship between perfectionism and writing proficiency were not. Implications for pedagogy and research are discussed in light of the findings.

Yang-nan Chiang, National Taipei University of Technology

A.2.3   The Impact of the Process Approach to the Teaching and Learning of Writing on the Development of Learner Autonomy: A Hong Kong Case

A study conducted in the naturalistic settings of three Hong Kong secondary school classrooms shows that the process writing approach generally had a positive impact on the development of learner autonomy in writing. Additionally, it suggests that independence from the teacher may be a precursor to learner autonomy and yet an insufficient condition for its later development.

Marine Yeung, Tung Wah College

Room III – Computer Mediated Communication

A.3.1   Students Writing to Faculty: An Analysis of "Absence Emails"

The present study examines "absence" emails sent to their instructors by three different groups of college students in different academic contexts, i.e. NES, ESL and EFL. The analysis reveals important differences and similarities across groups in a number of respects such as the sequence and length of the communicative moves.

Hongmei Wu, Shanghai University of Finance and Economics; Yingliang Liu, Wuhan University of Technology

A.3.2   L1 and L2 Email Requests: An Explorative Study of Inter/intrasubjective Comparisons

One challenge learners of English face is writing texts outside the canon of writing curriculums, such as emails. This exploratory study describes the similarities and differences of native and Chinese writers of English in their use of request perspectives, strategies and supporting elements in responding to two different email prompts.

Cong Zhang, Dennis Koyama, and Ghada Gherwash, Purdue University

A.3.3   Pause Patterns of Chinese EFL Learners' Online Writing Process

This study examined Chinese EFL learners' online writing process from a temporal perspective, more specifically, the pause patterns of writers of different proficiency levels. Results showed individual differences in L2 proficiency, working memory capacity and genre have a strong relationship with writers' pause features, while topic familiarity and audience awareness do not.

Wei Cheng, Shandong University

Room IV – Feedback

A.4.1   Writing to Learn: From Written Corrective Feedback to Written Accuracy

The paper investigates to what extent written CF facilitates the improvement of accuracy of two different linguistic forms. By combining a cognitively-oriented quantitative study with a socio-cultural theory-based case study, the findings provide insight into how written CF can have an effect on the accuracy of targeted linguistic forms.

Qi Guo, Auckland University of Technology

A.4.2   The Effect of Checklists on Written Corrective Feedback in L2 English Writing

Based on a "pretest-checklist-revision-posttest-delayed posttest" design, the research shows that, through raising the awareness of the student writers, the checklist is effective in the improvement of CF effectiveness in the experimental group.

Jiandong Hou, Tianjin Normal University; Liping Liu, Tainjin Normal University

A.4.3   Learner Engagement with Written Corrective Feedback: An Exploratory Case Study of Chinese non-English Major College Students

To understand learner engagement with WCF holistically and contextually from a cognitive, a behavioral, and an attitudinal perspective, the current preliminary study, following an interpretative, naturalistic case study approach investigated four student cases' processing, use and reactions to teacher WCF in a Chinese integrated skills English classroom.

Ye Han, University of Hong Kong

Room V – Voice and Agency

A.5.1   Mediating an Academic Space for Research Writers from Conservative and Communitarian Cultures

Student agency in Western EFL writing classrooms is often promoted through "prompts" that inculcate bold practices of inquiry. We question how students from historically conservative and communitarian societies develop a sense of agency as they choose research topics and evolve different understandings of their citizenship roles as investigators.

Catherine Carey & Sara Osman, Kimep University

A.5.2   The Case of Sissy: A Chinese Doctoral Student in Canada

This presentation will discuss the written academic discourse socialization of a first year Chinese international PhD student at a major Canadian university. Results reveal personal struggle and university-wide neglect, which have negatively impacted the participant's acculturation into local academic discourse practices.

Tim Anderson, University of British Columbia

A.5.3   The Underrepresented: China's Graduate Students' Voices in Second Language Writing

The presenter investigated China's graduate students' voices in second language writing (SLW) through examining the abstracts of their theses and dissertations on SLW produced between 2003 and 2012. After identifying the trends and patterns in the abstracts, the presenter considers the future direction of SLW studies in China.

Yue Chen, Purdue University

Room VI Curricular Development & Change

A.6.1   A Sociocultural Approach to the Transformation of College an EFL Writing Curriculum

This paper reports the transformation of a college EFL writing program in terms of curriculum design and implementation. It first explicates the theoretical rationale and then reports the focal aspects of transformational classroom practice. Preliminary research findings will also be introduced to demonstrate currently perceived effects of the transformation.

Lian Zhang, Beijing Foreign Studies University

A.6.2   The Impact of Content-Based Instruction on EFL Students' Writing Performance

Content-based approaches differ from traditional approaches and have advantages and disadvantages. Results indicate that the utilization of CBI could correct students' writing attitudes and enhance their writing performance. Interview results further support the experimental findings, providing in-depth information about the conditions of CBI use.

Ouchun Quyang, Jiangxi University of Science and Technology, Nanchang Campus

A.6.3   Genre-based Instruction for Teaching EAP Writing: Theory and Practice

With an increasing number of second language writers at graduate amd undergraduate schools, there are various instructional needs for English for Academic Purposes (EAP) writing. Genre is an effective tool for teaching EAP writing, but genre studies still remain at the theoretical level. This study examines genre theory and practice.

Youngwha Lee, Arizona State University

Concurrent Session B – Friday, October 18, 2:30 – 3:45 PM
Room I – Power, Competence, and Metaphor

B.1.1   Power in Second Language Writing: From Conception to Practice

Based on an examination of conceptions of power in various intellectual traditions, this presentation 1) articulates principles of power that recognizes and facilitates agency among L2 writers who are positioned as powerless in the research literature and 2) explores how these principles can be implemented into L2 writing research/instruction.

Jianing Liu & Paul Kei Matsuda, Arizona State University

B.1.2   Second Language Academic Thesis Writing Competence: Construction and Cultivation

This paper attempts to construct a conceptual framework of academic foreign language writing competences, which are composed of nine sub-competences, including academic language proficiency, academic discourse construction competence, academic genre competence, literature consultation and management competence, technological skills, professional capability, theoretical competence, application competence and academic thinking competence.

Bin Qi, Nankai University

B.1.3   The Learner-Writers' Forgotten Ally: An Exploratory Study of Metaphoricity in Second
Language Writing

This presentation will report on a study that addresses the underexplored issue of
metaphor use in second language writing. The findings reveal that metaphoricity is an
important construct of learner writing and strongly correlates with writing grades.

Ha Hoang, Victoria University of Wellington

Room II – Genre: Research Articles (RAs)

B.2.1   A Comparison of the English-Language RA Abstracts Published in SCI and CSCI Journals in
the Agricultural Sciences

This study compares English RA abstracts published in SCI (Science Citation Index) and
CSCI (China Science Citation Index) journals in the agricultural sciences to understand how
linguistic choices may affect this genre constructed in the two publishing contexts. The
findings suggest that the construction of English-language abstracts in different publishing
contexts is not a clear-cut issue and that it involves writers' understanding of constructing
RA abstracts as a situated action.

Lu Lu, Graduate School of the Chinese Academy of Agricultural Sciences

B.2.2   A Corpus-based Analysis of Academic Discourse in the Business Field

The study identifies the rhetorical moves and steps of 50 SSCI-ranked business and
management research articles. The two specific moves, establishing a research niche and
commenting on results, are analyzed and compared with previous findings.

Yi-Hui Chiu, National Taipei College of Business

B.2.3   Note Writing in English Research Articles in Applied Linguistic Journals: A Genre Analysis

This paper aims to serve as a pilot study on the use of notes in English research articles in
applied linguistic journals by adopting the approach of genre analysis. It is hoped that it can
shed some new light on second language writing, academic writing in particular.

Lei Song, Nankai University

Room III – Computer Mediated Communication

B.3.1   Writing Development through Readers' Blogs in EFL Classrooms in China

The presenter discusses a study on the use of blogs in college-level EFL reading classrooms
in China. Analysis of the blogs suggests that learners demonstrate improvement of critical
thinking skills in writing by blogging about readings. An interactive classroom community is
created where learners are actively engaged in developing their ideas.

Yingliang Liu, Wuhan University of Technology

B.3.2   Cognitive Scaffolding and Engagement in Online Tutoring via Facebook: Activity Theory and EFL Students' Learning of Writing

This study adopts Activity Theory and Bernstein's (1996) notion of pedagogic discourse as analytical lenses to examine the impact of online tutoring on EFL students' learning to write. It focuses on the potential of online tutoring to scaffold students' cognitive processes of knowledge construction and to promote their academic engagement.

Ming-i Tseng, Fu Jen Catholic University

B.3.3   Writing Instruction and Computer-mediated Communication: A Study of Chinese EFL Learners

This presentation focuses on the use of online text chats in the teaching of writing. Discourse analyses of students' writing and text chats are done and then compared to investigate the relation between writing and online text chatting. Students were interviewed to see their attitudes toward and perceptions of this technology-assisted writing teaching.

Dayu Jiang, Yanshan University

Room IV – Peer & Teacher Feedback

B.4.1   The Affect of Peer and Teacher Feedback on Writing Confidence

Feedback has been claimed to have a large impact on learner confidence. However, this has not been corroborated through research. The presenter will discuss a longitudinal study investigating changes in learner confidence in different feedback conditions. The findings, implications, and limitations and suggestions for further research will be discussed.

Rachel Ruegg, Akita International University

B.4.2   The Influence of Learner Beliefs on Student Performance in Criterion-Referenced Peer Review: An Activity Theory Perspective

In this paper, the presenter will report on an exploratory case study that investigated six purposefully-chosen Chinese EFL university students' performance in criterion-referenced peer review and the great influence of their writing beliefs on such performance. Implications for the findings will also be discussed.

Jingjing Ma, Hang Seng Management College

B.4.3   The Effect of Online Peer Feedback on the Reduction of the Students' Writing Anxiety and Development of Their Writing Abilities

This paper reports on an empirical study that applies online peer feedback in the teaching of business English correspondence. Specifically, the research probes into the effect of the online peer feedback on the reduction of the students' writing anxiety and the development of their business English writing abilities.

Lijun Zhang, Shandong University of Political Science

Room V – New Voices

B.5.1   Voices Lost and Found in the Context of SLW Across Academic Borders

The presentation discusses the myriad cultural and linguistic challenges faced by international English L2 students and US faculty as each adjusts to their dynamic educational contexts. The discourses expressed in the presentation highlight academic intersections that lead to conflict and identity construction as L2 writers strive to redefine themselves.

Michael Schwartz, St. Cloud State University; Seonsook Park, New Mexico Highlands University – Rio Rancho

B.5.2   New Voices from "South of the Clouds": Emergent Agentive L2 Writer Identities of Yunnan's Ethnic Minority Students

Adopting a poststructural, dialogical and narrative view of identity, this ethnographic study explores evolving L2 writer identities of ethnic minority students from diverse cultural and linguistic backgrounds in China. The findings provide valuable insights into the conditions conducive to the making of self-motivated L2 writer identities in the EFL context.

Shizhou Yang, Yunnan University of Nationalities

B.4.3   A Linguistic Investigation of Self-discovery in an English Creative Writing Practice by Chinese University Students

This research investigates (a) the process of self-discovery L2 students experienced concerning a creative writing task, and (b) how this process is represented in the choice of content and language. Corpus tools and linguistic analysis, together with interviews, were used.

Rong Rong, South China University of Technology

Room VI – Globalization, Genres, and Creativity

B.6.1   Responding to the Globalization of Higher Education: Intensive English Programs, FYC, and the World

This presentation presents the results of a qualitative study of the cultures of writing instruction in Intensive English Programs and First Year Composition. Based on interview data, writing samples, and mission statements, the presenter will discuss the implications for those working with international students in IEP and FYC settings.

Matthew J. Hammill, Arizona State University

B.6.2   Genre Learning Across L1 and L2: Developing EFL Writers' Genre Awareness and Writing Competence

This presentation investigates EFL students' learning in academic genres across languages and cultures as well as focuses on the changes and progress they have made in their genre awareness and writing competence. Pedagogical implications for better addressing multilingual writers' needs and future research in multilingual genre learning are discussed.

Tzu-shan Chang, Wenzao Ursuline College of Language

B.6.3   Facilitating EFL Learners' Writing Competence in the Chinese Context: A Genre-based Investigation

It is found in this empirical research that Chinese EFL learners' perceptions of writing dramatically changed and their writing competence was significantly improved after implementing a genre approach for 16 weeks. It also shows that the EFL learners have learned to apply genre knowledge to other disciplines. Implications are offered.

Liming Deng, Wuhan University

Concurrent Session C – Friday, October 18, 4:00 – 5:15 PM
Room I – HOCs, LOCs, and Modalities

C.1.1   Effective Peer Review in the University EFL Classroom

Contrary to research that suggests that Chinese students are unable to successfully undertake peer review, the data from an experiment at a university in Macau in the form of questionnaires, qualitative descriptions in reflective journals, graded essays, and classroom observations suggests that students in the experimental class develop positive attitudes toward the peer review process and are able to succeed in doing peer review.

Evelyn Doman, University of Macau

C.1.2   A Study of the Use of the Conjunction *because* in Chinese University Students' Writings

This study investigates how Chinese university students use the conjunction *because* in writings. Using a corpus-based approach, Chinese students' writings are compared with native and L2 students' writings. We examine the use of *because* in terms of frequency, positions, pre-collocates and grammatical mistakes, and analyze possible reasons for misuses.

Buhan Pan, Huazhong University of Science and Technology; Lin Wu, Hubei University of Technology

C.1.3   Assessing Reflection: A Study of Pen-and-paper and Computer-delivered modes on writing quality

This study investigates the effects of writing with computers and traditional writing with pen-and-paper on students' writing quality of an underrepresented group – Singaporean students majoring in Education. Results show that the computer-delivered mode of writing positively affected students' writing quality; students performed more higher-order thinking processes when writing with computers.

Yin Ling Cheung, Nanyang Technological University

Room II – Teacher Education

C.2.1   The Effectiveness of Written Corrective Feedback on a Revised Draft and New Pieces of Writing

This research investigated the effectiveness of written corrective feedback (CF) on a revised draft and new pieces of writing. For CF delineated on the basis of focus and directness, direct CF outperformed indirect CF and no CF in both a revised version of a task and a delayed post-test.

David Frear, Zayed Universit

C.2.2   Knowledge Bases of Teaching Writing: A Case Study of EFL Writing Teachers in China

The knowledge base of writing teachers has been unclear as little research has been carried out in this area. This study explores the knowledge base of EFL writing teachers through a case study with six Chinese EFL teachers. The findings have implications for writing teacher education.

Fengjuan Zhang & Ju Zhan, Jilin University

C.2.3   Becoming a Better Teacher in the Writing Class – A Case of Teacher Change

This is a study that may arouse empathy among some EFL writing teachers who are struggling to be better teachers, and this study may start a discussion on the implementation of Western pedagogy in the Chinese EFL writing class. As a researcher, I

harvested more than I have expected and wish to share with more people who are interested in EFL writing and its teaching.

Bei Fu, Beijing Foreign Studies University

Room III – Argumentation and Argumentative Writing

C.3.1   A Structural Analysis of Japanese Students' Argumentative Essays: Focusing on Introductory Paragraphs with Strategies to Persuade the Reader.

This study examines what should be stated at the beginning of the introductory paragraph of an argumentative essay and investigates why Japanese students tend to state their main idea in the first sentence of the introductory paragraph.

Ryuichi Sato, Hiroshima University

C.3.2   A Study of the Compactness of Lexical Cohesive Devices in Chinese English Majors' Argumentative Writing

This study finds that Chinese English majors' use of lexical cohesive devices in English argumentative writing is far less compact than that of the English native speakers and has gradually become more compact with the development of their overall English language proficiency during their four year university learning process.

Lin Wu, Hubei University of Technology; Buhan Pan, Huazhong University of Science and Technology

C.3.3   Chinese ESL Students' Perception and Production of Coherence in English Argumentative Writing

This research investigates the relationship between the perception (as measured by a coherence judgment test) and production (as measured by a timed composition test) of coherence in English argumentative essays by ESL students at tertiary level.

Yanhua Fang, Tsinghua University

Room IV – Feedback in the EFL Context

C.4.1 Feedback in EFL Writing: The Underrespresented and the Unrepresented

This joint presentation brings together five novice researchers whose studies focus on various aspects of feedback in EFL writing, situated within different educational contexts ranging from elementary to graduate level. These underrepresented and unrepresented voices illustrate how feedback can facilitate students' learning and writing in a range of EFL contexts.

Icy Lee, Pauline Mak, and Shulin Yu, The Chinese University of Hong Kong; Weiqiang Wang, Guandong University of Foreign Studies; Jing-jing Ma, Hang Seng Management College; Venus Chan, Caritas Institute of Higher Education

Room V – Authorial Identity

C.5.1 Multilingual Scholars' Identities and the Activity of Writing for Publication

Academic publishing is a high-stakes measure of job performance for faculty. It is also a way scholars establish themselves as members of their disciplinary communities. The presenter uses conceptual frameworks of identity and activity to analyze narratives of multilingual scholars who use English as an additional language for academic publishing.

Kathleen Vacek, University of North Dakota

C.5.2 Second Language Voice: Representation of Self in Undergraduates' Academic Writing

Our paper argues that voice plays an important role in representing self in second language writing. Two-timed undergraduates' academic writing tasks of different genres are analyzed, with a participant profile probe and interviews with lecturers. Findings show that social and cultural elements do affect voice, indirectly, implicating how evaluators assess writing.

Kwong See Kan & Mohamad Hassan Zakaria, Universiti Teknologi Malaysia

C.5.3 Revealing or Concealing Authorial Identity: A Corpus Study of the "Exclusive That" construction in Chinese EFL Writers' Thesis Writing

This corpus study first explores patterns of the "evaluative that" construction, a feature of metadiscourse that helps project authorial identity in academic writing. It then analyzes frequencies of the construction patterns in Chinese EFL learners' thesis writing. The findings might have some implications for student positioning in academic discourse.

Fang Xu, Nanjing University

Concurrent Session D – Saturday, October 19, 8:15 – 9:15 AM
Room I – Syntheses of Research

D.1.1   A Case for the Scholarship of Teaching and Learning in Second Language Writing

Despite exciting growth in the field, vast areas in Africa, South America, and even Asia and Europe remain unrepresented or underrepresented, as do second language writers at teaching universities and two-year colleges. This presentation advocates for the scholarship of teaching and learning as a way to integrate these missing voices.

Jessie L. Moore, Elon University

D.1.2   Missing Persons: The Under/Unrepresented Writers and Readers in English L2 Writing Studies Research in China

This study proposes to provide a quantitative review of empirical research on L2 writing published in top Chinese journals from 2003 to 2013, with attention given to the distribution of research approaches (quantitative, qualitative, and mixed) and focus of research (text, reader, or writer).

Dan Wu & Mei Shang, Xi'an International Studies University

D.1.3   Writing and Adult ESOL in the US: A Synthesis of Research

Little is known about how literacy-level adults learn to write in an L2, and the scholarship that exists is not readily available. This presentation synthesizes the research on L2 writing in adult ESL users in the US. Based on the review, the presenters draw implications for research and teaching.

Colleen Brice & Laura Vander Broek, Grand Valley State University

Room II – Corpus Research

D.2.1   A Study of Lexical Richness in English Writings by Chinese EFL Students: Perspective of the Developmental Features

Using both cross-sectional and longitudinal approaches, this corpus-based study was aimed at exploring writing developmental features in five dimensions: lexical variation, lexical density, lexical sophistication, word length and word frequency distribution. The findings of this study, the pedagogical implications, and the limitations will be presented and discussed.

Huimin Zhu, Shandong University of Finance and Economics; Junju Wang, Shandong University

D.2.2   Use of Lexical Chunks in English Writings by Students with Different L1 Backgrounds: Accuracy, Fluency and Complexity

This study is a corpus-supported quantitative analysis of the use of lexical chunks in English writings by students with different L1 backgrounds. The pattern and the specific feature of chunk use are investigated. The relationship between chunk use and writing accuracy, fluency, complexity, and students' proficiency levels are explored.

Xi Zhang & Junju Wang, Shandong University

D.2.3   Privileging the Writing, Ignoring the EFL

I trace how the English education industry in Korea perpetuates a fixed identity of the EFL learner and how this identity has been accepted without question. Then I show how tenuous this identity is when challenged explicitly in the classroom and students embrace the subject "I" in their writing.

Pearl Pang, Yonsei University

Room III – Collaborative Writing

D.3.1   Shared Writing's Effectiveness in the Omani Context

This presentation explores the experience of implementing shared writing methodology recently in the Omani young learners' classrooms as part of a balanced approach to literacy development. It focuses on its effectiveness on children's writing development. Issues of perceptions, skills and strategies will be discussed and practical implications will be explored.

Salima al Sinani & Maryam al Jardani, Omani Ministry of Education

D.3.2   Collaborative Writing in the ESL Classroom through the Use of Movies: A Malaysian Context

According to Elola, et al (2010), collaborative writing is commonly used in the ESL classroom. Movies, are also used to teach ESL. According to Mazlen, et al (2011), movies makes the lesson more interesting. The visual images together with the narratives help bring the known into the unknown territory of ESL academic writing. This action research combines the use of movies and collaborative writing to enhance the learning of academic ESL writing.

Noor Hanim, University of Technology Mara

D.3.3 Effects of Out-of-Class Peer Collaborative Writing on Improving Students' Writing Competence

This study explores whether peer collaborative writing out of class facilitates the improvement of students' English writing competence and their overall English proficiency. The experiment produces a positive result.

Jinfen Xu, Huazhong University of Science and Technology

Room IV – Plagiarism

D.4.1 Is it Confucius' Fault?—An Explorative Study of Chinese Students and Plagiarism

The perceptions of and attitudes toward plagiarism by Chinese students and American students, and the factors behind them will be presented by exploring Chinese traditional culture and learning style, and conducting an explorative study; and thus light is shed on education of the dramatically increasing number international students in the US.

Cong Zhang, Purdue University

D.4.2 Composing Honor: Middle Eastern Students in Qatar Make Their Voices Heard

The co-presenters will contextualize the concept of honor and consider the practice of involving stakeholders—unrepresented student voices—in drafting and revising honor codes that value and respect local notions of ethos. The presenters will share student responses to current honor codes in place and offer alternatives.

Mysti Rudd & Leslie Seawright, Texas A&M in Qatar

D.4.3 Plagiarism and Chinese Graduate Students: An Investigation of Attitudes, Acts, and (Potential) Remedies.

This presentation describes an investigation of Chinese graduate students' attitudes towards plagiarism in English-language academic writing. Questionnaire data is contextualized and analyzed to investigate beliefs about plagiarism in China, suggest possible effects of the Chinese academic context on student plagiarism, and make policy and pedagogical suggestions to reduce plagiarism by Chinese students.

Luke Petschauer, High school affiliate with Renmin University of China; Xiao Ji, Beijing Foreign Studies University

Room V – Types of Feedback

D.5.1 The Effects of Different Types of Written Corrective Feedback on ESL High School Learner Writing in China

A Five-week experiment demonstrates that compared to oral meta-linguistic explanation alone and underlining errors plus oral meta-linguistic explanation, underlining errors, providing correct linguistic forms which are difficult for learners to self-correct and oral meta-linguistic explanation are most effective for ESL high school learners in China.

Yutian Liu, Central South University; Fang Yang, No. 33 High School – Nanning, China

D.5.2 Feedback is Our Blind Spot: How Academic Literacies can Uncover EAP Writing Instructors' Tacit Knowledge to Improve Feedback to International Students.

This presentation proposes a synthesis of Academic Literacies (AL) and English for Academic Purposes (EAP) pedagogies to replace the deficit model of second language writing instruction and suggests an AL model to explicitly raise instructors' awareness of their tacit knowledge of writing conventions to improve feedback to international students in EAP classes.

Seth Hartigan, Xi'an Jiaotong Liverpool University

D.5.3 A Comparative Study of Direct and Indirect Written Feedback in Enhancing Students' Writing Proficiency in the EFL context

The study is an attempt to examine the difference in the effectiveness of direct feedback and indirect feedback in enhancing students' Writing Proficiency in the Chinese FEL context.

Ying Gui, Shanghai University of Finance and Economics

Room VI – Professionalization & Program Administration

D.6.1 Language Teachers Writing for Academic Publication in Japan: Two Case Studies

This presentation describes the experiences of two language teachers based in Japan, both new to writing for academic publication. Issues explored include why they write for academic publication, where they try to publish and why, and the intended audience of their work.

Theron Muller, University of Toyama

D.6.2   University Composition Instructors' Expectations of International Student Writing: Implications for Student and Teacher Preparation

Interviews with university composition instructors examine whether international undergraduates' academic literacy skills and prior educational experiences prepare them to meet instructor expectations and how these expectations have been challenged by the increase in this student population. Results have pedagogical implications for students' academic/cultural literacy preparation and for further teacher development.

Margi Wald, University of California – Berkeley

D.6.3   International Students in the USA: Preparation for and Perspectives on Writing in US Higher Education

Survey responses were gathered from students about their preparation and coursework before studying in the U.S.A. Representatives from academic preparation agencies were interviewed regarding their views on student motivation and preparation.

Maggie Sokolik, University of California - Berkeley

Concurrent Session E –Saturday, October 19, 9:30 – 10:45 AM
Room I Writer Development

E.1.1   Self-Regulated Learning, Metacognitive Awareness, and Argumentative Writing: A Structural Equation Modeling Approach

The current study proposes a model of self-regulated learning, metacognitive awareness, and learners' performance in argumentative writing by examining the relationships among them in a foreign context. The pedagogical implications concerning the nature of the relationship among self-regulated learning, metacognitive awareness and argumentative writing will be discussed.

Mohammad Amini Farsani, Kharazmi University, Tehran

E.1.2   Developmental Changes in Engineering Writing from Different Cohorts

This paper reveals writing development of undergraduate learners quantitatively and qualitatively. It examines changes, if any, in Engineering students academic writing by comparing their first-, second-, and third-year assignments in terms of accuracy, grammatical complexity, formality and the use of academic vocabulary.

Wing Shan Ivy Chan, University of Hong Kong

E.1.3   A Descriptive and Pragmatic Writer—A Longitudinal Case Study on Development or Stagnation in Thinking in Chinese Students' Argumentative English Writings

This is a longitudinal case study about the development or stagnation of thinking of a Chinese English major in writing argumentative English essays. Major findings include: 1) She remained stagnant in major aspects of writing; 2) Factors constraining the development were found to be inadequate English cultural identification, instrumental motivation, inadequate language input and ineffective negotiation between the teacher and the participant.

Qiuping Gao, Capital University of Economics and Business

Room II Rhetorical Awareness

E.2.1   One Man's Meat is Another Man's Poison: A Qualitative Inquiry into the Different Perceptions of "Good" Essays by Chinese ESL Learners and ENL Students

The reported qualitative inquiry looks into the different perceptions of "good" essays by Chinese ESL learners and ENL students. Four factors are attributive to the differentiated perceptions: a lexical factor (form-focused vs content-focused), a rhetorical factor (parallelism as reinforcement vs parallelism as repetitiveness), a pragmatic factor (hedges) and a cultural factor (offensive vs defensive).

Zhiwei Wu, Guangdong University of Foreign Studies

E.2.2   Chinese-speaking College Students' Rhetorical Awareness in English Academic Writing

This study investigated Chinese-speaking college students' rhetorical awareness in English academic writing. It found that English majors in Taiwan were highly aware of English essay organization and explicit expressions of main ideas, but slightly aware that a frequent use of proverbs and sayings is not encouraged in English writing.

Kai-lin Wu, Tunghai University

E.2.3   Is it Vague and Awkward? A Text Analysis of Second Language Learners' Use of Metaphorical Word Senses in Writing

This presentation reports on an investigation into L2 learners' use of metaphorical word senses in their writing, focusing on the use of general nouns and verbal collocations. The findings reveal that learners tend to overuse general nouns and

misuse verbal collocations. Relevant pedagogical implications and teaching activities are also presented.

Ha Hoang, Victoria University of Wellington

Room III Collaboration & Writing

E.3.1   Bringing the Tutors to the Students: An Investigative Study on WAC Tutoring in Second Language Writing Contexts

This study investigated the perceived success by teachers, tutors, and ESL students in the large-scale implementation of a Writing Across the Curriculum (WAC) peer-tutoring program in first-year university writing classes for L2 students. Administrative themes drawn from the data that should be considered by such programs are presented.

Kendon Kurzer, Brigham Young University

E.3.2   Voices of Student Writers: The Effect of Peer Feedback on the Development of Writers

This study investigates what voice Japanese university students perceive through writing and peer feedback activities. Giving not only constructive feedback and comments on good points in the peer's writing but also telling the peer writer the reader's impression about his or her writing seem effective for the development of writers.

Masumi Ono, Waseda University

E.3.3   Small Group Interaction in Wiki-Based Collaborative Writing: Patterns and Student Reflections

Informed by social constructivism, this presentation illustrates a multiple-case study that draws on "scaffolding"/"collective scaffolding" and explores ESL students' wiki-based interaction within collaborative writing tasks. The discussion focuses on the patterns of interaction when students engage with task negotiation and text co-construction, and their reflections about wiki group writing experiences.

Mimi Li, University of South Florida

Room IV Curricular Development: Task Designs

E.4.1   Critical Approaches to Task Design in L2 Writing: Bringing the Underrepresented Voices to the Forefront

Drawing on the theory of critical literacy, the study intends to provide some new thoughts and principles to guide L2 teachers in task design. The author holds that a good task needs to be closely related to students' real life literacy, can fulfill the social, cognitive and affective functions of writing, and have resources for students.

Hong Ye, Central South University

E.4.2   Study of a Reading-Writing Project in Graduate-Level EFL Classrooms

The current study investigates a reading-writing project in a graduate-level EFL classroom in China using the framework of Multiple Intelligences and Project-based Learning theories. Quantitative analysis of questionnaires, qualitative descriptions of student writing and classroom observations show that the experimental class developed positive attitudes and multiple intelligence in their writing.

Man Cao, Wei Yao, & Nian Wang Wuhan University of Technology

E.4.3   An Exploration of L2 Learners' Creativity in Writings: Examining Personal Experience Stories Written by Korean JFL Learners

This study examines how learners' creativity relates to their narrative writings from the view of "language play." Through analyzing data drawn from Korean JFL learners' writings, this study demonstrates the use of their creative writing skills as well as certain characteristics in the construction of their stories.

Momoyo Shimazu, Korea University

Room V Feedback & Student Performance

E.5.1   A Study of the Impact of the Integrated Feedback Approach on Students' Performance and Perceptions in a Chinese College English Writing Course

This reseach explores the influence of an integrated feeback approach in the framework of assessment for learning (AFL) on EFL tertiary students' writing performance and identifies their perceptions in an attempt to locate the potential factors influencing the effectiveness of the integrated feedback approach.

Jing Huang, Tsinghua University

E.5.2   Probable Influences on Corrective Feedback Practices in L2 Writing

Of 1,053 surveys, responses from the 100 L2 writing teachers considered to be the most and least likely to provide written corrective feedback (WCF) were analyzed to determine which factors, if any, were associated with their pedagogical choices regarding WCF. Systematic differences between groups were identified and will be discussed.

James Hartshorn, Brigham Young University

E.5.3   The Efficacy of Corrective Feedback and Personality for the Improvement in the Accuracy, Fluency and Complexity of Chinese EFL Learners' Writing

This paper explores the efficacy of oral and written corrective feedback and the extent to which personality mediates the effect of these two types of corrective feedback for the improvement in the accuracy, fluency and complexity of Chinese EFL learners' writing.

Jin Chen & Lin Jiang, Guangdong University of Foreign Studies

Room VI Academic Writing Tasks

E.6.1   TOEFL-iBT Writing Tasks Vs. Real-Life Academic Writing Tasks: Perceptions of Postgraduate Students

Postgraduate students' perceptions of the similarities and differences between TOEFL-iBT writing tasks and real-life academic writing assignments are presented and discussed in this paper. Data were collected from 17 postgraduate students through stimulated recall semi-structured interviews. Results show interesting findings in terms of planning, writing, and revising of the writing tasks.

Mehdi Riazi & Jill Murray, Macquarie University

E.6.2   The Effect of Two Theme-Based Writing Tasks via Facebook on Students' Academic Writing and Perception

The study investigates how two types of theme-based writing tasks via Facebook may play different roles in L2 students' writing and may further influence their writing skills on academic essays. The results show that longitudinal engagement in a theme-based Facebook writing project may foster authorship and enhance student writing.

Ching-Fen Chang, National Chiao Tung University

E.6.3 'Academic Literacies' and 'English for Academic Purposes': Two Sides of the Same Coin?

This presentation will discuss – and challenge - the often prevalent divide between academic writing support for all students and that targeted at non-native English speakers in many English-medium universities. It will argue that the insights from both sides of this academic writing support 'coin' could enrich all students.

Clare Furneaux, University of Reading

Concurrent Session F –Saturday, October 19, 11:00 – 12:15 PM
Room I Writing Conferences

F.1.1 Listen More, Talk More: Can We Enhance One-To-One Conferences with ESL Writers?

This paper aims to relate theoretical notions of voice in L2 writing to pedagogy for teachers and tutors working one-to-one with ESL writers. Specifically, the focus is on how ethnographic interviewing can help us hear writers and how sharing language as resource can help build L2 voice.

Renata Fitzpatrick, Carleton College

F.1.2 Examining the Role of Writing Conferences in an Argumentative Writing Course: A Case Study of Five Chinese University of EFL Students

This study examined writing conferences between five second-year university EFL students and their English teacher in an argumentative writing course over one semester in a key university in China. The content of writing conferences covered a large variety of topics and all the participants reported positive effects of writing conferences.

Luxin Yang, Beijing Foreign Studies University

F.1.3 Examining the Talk-In-Interaction in Writing Conferences: What Constitutes Effective Writing Conferences?

The purpose of this paper is to examine salient features in writing conferences in relation to the quality of interactions and various issues involved in writing conferences. I will discuss what factors affects learners' participation and their effects on L2 writing and writing conferences.

Junghwa Kim, Arizona State University

Room II Rhetoric

F.2.1   An Empirical Investigation of Qi-Cheng-Zhuan-He Rhetoric as Structure in Students'
Writing: Reconsidering the Role and Influence of a Traditional Chinese Rhetoric as
Strategy

There has been a predominantly negative evaluation of the role of the Chinese
traditional rhetoric as strategy, Qi-Cheng-Zhuan-He in English-Chinese comparative
studies and EFL writing classrooms. Through an empirical investigation of this
rhetoric as structure in writings produced by native-Chinese and –English speaking
students, this study argues for the necessity to re-examine the role of Chinese
rhetoric as strategy.

Xinghua Liu, Shanghai Jiao Tong University

F.2.2   A Corpus-based Study on the Genre Patterns and Variations of Metadiscourse Use in
Chinese EFL Student Writing

The present research takes a corpus-based comparative approach to explore
metadiscourse use in narrative, argumentative and expository essays written by
English majors at some Chinese universities. Results show that there are both
patterns and variations across the three genres of student writing.

Yushan Zhu, Shanghai International Studies University; Brian Huot, Kent State
University

F.2.3   Philosophic Sources of the Textual Patterns in English and Chinese Academic
Papers

This paper endeavors to identify the five philosophic sources of the textual patterns
between English and Chinese academic papers, to figure out the intrinsic philosophic
generation mechanism of English and Chinese academic papers and understand
writing cross-culturally in academic situations.

Junfang Li, Central South University

Room III Writing Labs & Online Writing Labs in the EFL Context

F.3.1 OWLs Across Borders: An Exploratory Study on the Place of Online Writing Labs in the EFL Context

This study used survey-based methods to explore teachers' self-reported attitudes towards and uses of online writing lab (OWLs) in the traditionally-defined EFL context; special attention is given to attitudes towards and uses of the Purdue OWL.

Joshua M. Paiz, Purdue University

F.3.2   The Present Situations of Writing Centers in Japan

In order to learn about the present condition of writing centers in Japanese universities, we visited eight universities and interviewed the directors. We will report results of the visits and analyze the interviews in our presentation. In addition, we will discuss the theory of "thinking through writing" in writing center instruction.

Tomoyasu Kimura, Takehiro Sato, and Miho Moody, Nagoya University of Foreign Studies

F.3.3 Giving Voice to the Marginalized: The Construction of a Ukrainian University Writing Center

Writing centers in the United States are frequently marginalized. This study explores the status of a new writing center at a Ukrainian university, specifically its founders' concept of a writing center and the impact of English as an international language on the status and identity of the center.

Miranda Sin I Ma & Alice Shu-Ju Lee, University of Macau; Eve Elizabeth Smith, National University of Kyiv-Mohyla Academy

Room V Feedback and Theory

F.5.1   Toward a Theory of Teacher Feedback: A Process-oriented Perspective

Although teacher feedback on student writing has been a subject of interest to L2 researchers and teachers for several decades, surprisingly few studies have conducted a conceptual analysis of what is meant by feedback. Filling the gap, the presenter suggests taking a process-oriented view to theorize feedback on writing.

Xiaoyun Bian, Auckland University of Technology/Central University of Finance and Economics

F.5.2   How Does Corrective Feedback Benefit Learners: A Case Study of EFL Learners Who Struggle to Write?

This study examines the efficacy of written corrective feedback in an EFL writing classroom in Taiwan. The researcher used mixed methods to elicit in-depth data to investigate the practicality of implementing collective feedback in class. The findings suggested that the students valued written corrective feedback and benefited considerably from it.

Tai-ying Cheng, National Taiwan Normal University
Min-chieh Chou, Chinese Cultural University

F.5.3   Writer's and Audience's Voices in ESL Writing

Past research has looked at the influence of different types of comments by different audiences. It would be interesting to look at the comparison of three categories of audience in essay writing. The three categories are peers' comments, teachers' comments and also comments made from self-editing. This study looks at types of comments made and types of revision suggested and also how these comments influence revision.

Noor Hanim Rahmat, Normah Ismail, D RohayuMohd Yunos, and Sharifah Amani Syed Abdul Rahman, University of Technology Mara

Room VI The Writing Process

F.6.1   The Relationship Between Writing Processes of College EFL Writers in China and Writing Proficiency: From Multiple Data Sources

This study examined the relationship between EFL writing proficiency and writing processes of eight Chinese EFL college writers by using multiple data sources (stimulated recall protocols, videotaped data, questionnaire and writing samples). We found differences between more-skilled writers and less-skilled writers in the stages of pre-writing, composing and post-writing.

Xiaoqing Qin, Central China Normal University; Jun Liu, Huazhong University of Science and Technology; Jin Bi, The University of Utah

F.6.2   Reading Aloud vs. Reading Silently in EFL Writing Revision

This study compares the effect of reading aloud (RA) and reading silently (RS) on EFL writing revision. The results show advanced writers gained more from RA in

both global and local revision. Basic writers gained more from RA in global revision, yet they gained more from RS in local revision.

Theresa Jiinling Tseng, Tunghai University

F.6.3   Self-Monitoring Training In College English Writing: A Metacognitive Perspective

The study focuses on ways and validity of self-monitoring strategy training in EFL writing. By way of demonstrating a self-monitoring training model, the study hopes to provide means for facilitating peer negotiation and collaboration in large-sized EFL classes in China.

Ling Wu, Hunan University of Technology

Concurrent Session G –Saturday, October 19, 1:15 – 2:30 PM
Room I Text Analysis Studies

G.1.1   The Underrepresented Theoretical Lens in L2 Writing Study---A Longitudinal Study of English Texts Written by Chinese Adolescent ESL Learners: Systemic Functional Text Analysis

The present study adopts the theoretical lens of THEME in systemic functional linguistics to investigate a yearlong adolescent ESL writer's writing data from a high school in Guangzhou China. As an underrepsented framework in L2 writing studies, thematic analysis has opened new research avenues for adolescent L2 writing studies.

Winfred Xuan, The Hong Kong Polytechnic University

G.1.2   Contextual Features in Independent Writing Tasks: Effects on the Product and Process of EFL Writing

Given that writing is a communicative act, the present study attempted to explore what effects, if any, contextual features have on Chinese undergraduates' writing performance, by combining both product and process analysis. Research results suggest a positive effect of contextual features on EFL learners' writing performance.

Ying Chen, Ocean University of China

G.1.3   Language Teachers Writing for Academic Publication in Japan: Two Case Studies

This presentation describes the experiences of two language teachers based in Japan, both new to writing for academic publication. Issues explored include why they write for academic publication, where they try to publish and why, and the intended

audience of their work.

Theron Muller, University of Toyama

Room II Rhetoric

G.2.1   How to "Turn" in Chinese texts? An Empirical Study in the Language Classroom

The study investigates the effectiveness of raising Chinese learners' (L1 English) awareness to the turn (zhuan) feature and its application in various Chinese texts. Results demonstrate that the majority of the participants are able to recognize and produce the turn feature in written texts. Different responses to the intervention are analyzed individually.

Yu-Ting Kao, The Pennsylvania State University

G.2.2   The Thematic Progression and Discourse Coherence of College English Writing—Contrastive Analysis between High-scoring English Compositions and Low-scoring English Compositions

Based on thematic progression, the author does quantitative analysis by doing contrastive analysis of high-scoring English compositions and low-scoring English compositions of college students, provides a forcible argument for the importance of thematic progression in discourse coherence and designs an innovative writing teaching mode for constructing discourse coherence.

Jun Zhang, Shandong University

G.2.3   A Comparative Study on the Syntactic Complexity between Chinese Non-English Majors and Native English Speakers

This study aims to investigate the differences in syntactic complexity between essays written by Chinese non-English majors and by native English speakers. Comparisons were measured from the perspectives of the length of T unit, and clauses, embeddedness – the ratios of clauses to T units and of dependent clauses to clauses, independent and dependent clauses, passives and reduced structures.

Weixiao Cui, Shandong University

Room III Writing Centers

G.3.1 Preparing L2 Writers to Attend Mainstream Writing Center Tutorials

Writing teachers sometimes refer L2 students to writing centers for additional writing support, but new research suggests that writing centers may not meet the needs of L2 writers. This presentation explains the argument and suggests ways that teachers can help make writing center tutorials more beneficial for L2 writers.

Randall Eckstein, Jilin Number One High School; Grant Eckstein, University of California, Davis

G.3.2 Supportive Mainstreaming of Chinese L2 Writers at a Small Liberal Arts College in the United States

Writing centers at small liberal arts colleges (SLACs) are increasingly hiring L2 specialists in response to changing student demographics. This presentation discusses the impact of the L2 specialist at one SLAC using freshman essays and college data from 10 mainstreamed Chinese L2 writers. We conclude with recommendations for supportive mainstreaming.

Rebeca Fernandez, Shireen Campbell, & Kyo Koo, Davidson College

G.3.3 Tutoring ESL Students: Supporting and Teaching Versus Assimilating and Appropriating

In this paper, I address how the Sam M. Walton College of Business Writing Center approaches supporting ESL business students. Using a direct approach, the tutors practice reformulating the student's writing to avoid changing the student's authentic style.

Jeannie Waller, University of Arkansas, Fayetteville

Room IV Writing Feedback & Assessment

G.4.1 Chinese EFL Student Writers' Perceptions of Teacher Commentary and Their Implications for Writing Classroom Assessment

Teacher commentary is of vital importance in L2 writing research. Students as the audience and consumers of teacher commentary should be a subject of commentary study. Students' needs, teachers' rhetorical choice of curricular materials, and the objectives of the course should be taken into consideration in order to improve writing instruction and assessment.

Jie Li, Xi'an International Studies University

G.4.2   Developing an Analytic Rating Scale for L2 Summary Writing in the Japanese University Context

This study presents features of an analytic rating scale for L2 summary writing in the Japanese university context in terms of reliability and accountability. The results showed high reliability coefficients in this scale where the quality of paraphrase and language use had high accountability for the total score of a summary.

Masumi Ono, Waseda University; Hiroyuki Yamanishi, Kansai University; Yuko Hijikata, Tokyo University of Science

G.4.3   Unpacking the Content in the Writing Prompts of High-stakes Tests: An Exploratory Study

The study investigated the content of argumentative prompts, first via a survey of such prompts in high-stakes tests, and secondly by an exploratory study in which one control and one experimental group responded to prompts of a generic and experimental nature respectively. Findings and their implications are reported and discussed.

Paul Stapleton & Fulan Liu, The Hong Kong Institute of Education

Room V Writing Strategies

G.5.1   Promoting Critical Thinking in the Writings of Chinese University Students: Problems and Practices

Although the concept of critical thinking has been extensively discussed in second language education, little attention has been given to promoting critical thinking in the English writing essays of Chinese university students. To meet such a challenge, this paper discusses some practices and problems of implementing critical thinking.

Jiying Yu, Shanghai Jiao Tong University

G.5.2   Writing Strategies in ESL Textbooks

The presentation describes a qualitative textual analysis of writing strategies in ESL textbooks. The presenter will propose a system of classifying writing strategies and describe the types of strategies addressed in ESL textbooks. The presenter will also describe the mediating tools for accomplishing strategies discussed in the textbooks.

Youmie J. Kim, Arizona State University

G.5.3   A Case Study of Classic Prose as a Psychological Tool

Based on the sociocultural belief that signs, writing and different literary forms radically change the process of learning, the authors explored the emergence of learners via their reflections after the reading of *Youth*, in which classic prose functioned as a psychological tool.

Yan Liu & Hui Cao, Shandong Agricultural University

Room VI The Writing Process

G.6.1   Talking to Write: The Use of Collaborative Prewriting Tasks

This study investigated whether collaborative prewriting discussions in an EAP context encouraged students to engage in reflective talk about content and organization, and the relationship between those discussions and the quality of their subsequent written texts. Implications for the use of collaborative tasks in L2 writing courses are highlighted.

Heike Neumann & Kim McDonough, Concordia University

G.6.2   A Study of Chinese EFL Writers' Planning Processes across Paper-and-Pencil and Computer Modes

Since computers have become promising writing tools, the presenter will present a study investigating the planning processes of two groups of Chinese EFL writers when they were completing timed-essay writing in pencil-and-paper and computer modes, respectively. This will be beneficial for teaching writing with computers and for computer-based writing assessments.

Kai Yang, Shandong University

G.6.3   A Comparative Study of Chinese EFL Writers' Generating Process in Paper-based and Computer-delivered Writing Tests

Studies on composing processes have been the focus of the field for the past several decades. The presenter will discuss the generating process, the only output process, in the Chinese EFL context. Together with taking online writing into consideration, the study will shed some light on English writing in modern classrooms.

Chuanshuai Zhang, Shandong University

H.1.1   A Comparative Study of Moves in the Opening Chapters of Chinese and American
          Master's Theses

          This presentation describes the move structure in the opening chapters of Chinese
          Master's theses. The difference between Chinese and American Master's theses is
          explored quantitatively and qualitatively. We review move analysis studies on the
          opening sections, describe the research methods in detail and present selected
          findings.

          Guangsa Jin & Michael Barlow, University of Auckland

H.1.2   English Abstract Writing of Degree Theses by Chinese MS Students

          This paper investigates English abstract writing of degree theses by Chinese MS
          students in the last 10 years. 100 samples from CNKI are compared with 100 samples
          from ProQuest by native English speakers of corresponding majors. Differences were
          found in accuracy and generic features in the two groups. Suggestions are made for
          improving Chinese postgraduate students' abstract writing

          Xiujuan Chen, Jilin University

H.1.3   Hedging in Conclusions of Academic Articles

          This study investigated hedges in academic articles written in English by native
          English and Chinese writers. Our findings suggest: 1) Chinese authors employed
          hedges in their conclusion sections significantly less than native English ones; 2) both
          groups of writers appeared to show a similar tendency in the choice strategy of hedge
          types; 3) and the hedges applied by the two groups of writers demonstrated some
          differences in linguistic representation.

          Chenghui Chen, Nanjing University of Finance and Economics; Wei Xiao, Hefei
          University of Technology; Zhoumin Yuan, Nanjing University of Posts and
          Telecommunications

Room II Writing from Sources/Reading to Write

H.2.1   Writing in the Absence of Reading

          Research writing poses particular challenges for L2 writers who lack a reading culture.
          This session describes an undergraduate research writing course which scaffolded
          Arab learners' drafting efforts by integrating writing with reading, and providing

extensive modelling of composing processes. Student evaluations identified early drafting as a key strategy.

Sara Cotterall, American University of Sharjah

H.2.2   Reading to Write vs. Reading Comprehension: What Inferences about Language Proficiency Can be Drawn Through Performance on Reading to Write Tasks?

This paper investigates the relationship between reading comprehension of source texts and the use of source material in reading to write (RW) tasks. Selection of source material by lower and higher proficiency readers was compared. The results suggest differences in selection methods used by writers with lower reading proficiency.

Sherry L. Warren, English Programs for Internationals, University of South Carolina.

H.2.3   Developmental Changes in Textual Borrowing: A Case Study of a Chinese MA Student

This study compares three written products by a Chinese MA student over a semester, and explores her development in textual borrowing practice in terms of extent, form, and purpose.

Yanshu Sun, Shandong University

Room III Writing Assessment

H.3.1   Enhancing Linguistic Accuracy Using the Assistance of an Automatic Writing Evaluation System

This paper explores the improvement of linguistic accuracy by using an automatic writing evaluation system. Analysis of essay drafts indicated enhanced linguistic accuracy in every revision, although this effect was not extended to the writing of new text until the third essay.

Hui-Chuan Liao, National Kaohsiung University of Applied Sciences

I.3.2   The Effects of an Automated English Essay Scoring System on EFL Learners' Writing and Revising Behaviors

This study investigated the different effects of an automated English essay scoring system on high level and low-level EFL learners' writing and revising behaviors through a questionnaire survey.

Shuhui Xiong, University of Shanghai for Science and Technology

H.3.3 "Dancing With Shackles": A Case Study on English Learners' Experience with
       Automated Essay Scoring (AES)

       As part of an on-going longitudinal project on the effects of AES (Automated Essay
       Scoring) on English learners' writing proficiency, this case study aims to explore
       learners' experience with AES, by combining psychological and social perspectives.
       Giddens' theory of reflexivity of self-identity is adopted as a theoretical framework in
       this case analysis.

       Zengyan, Jia & Jiezhen Niu, Beijing Union University

Room IV Curriculum Development

H.4.1 An Arabian Gulf: First Year Composition Materials at an International Branch Campus
       in Qatar

       The author describes the issues in localizing First Year Composition texts and readings
       at an international branch campus to better align with broadly accepted pedagogical
       goals, documents the challenges of incorporating local and regional voices in FYC
       reading materials, and summarizes the classroom application of this "new" material.

       Michael Telafici, Texas A&M University at Qatar

H.4.2 Building EFL Writing Skills Step-by-Step

       Japanese high school students seldom learn how to write English essays. Since 1999,
       we have developed, tested, and implemented a 4-year program to teach Japanese
       university students how to write increasingly complex essays, moving from 300-word
       descriptions to 8,000-word graduation dissertations. This presentation shows how we
       did it.

       Craig Sower, Shujitsu University

H.4.3 Overcoming Cross-cultural Communication Challenges in an L2 English Writing
       Program and Curriculum Development in a South Korean University

       This presentation addresses issues related to an L2 academic English writing program
       and curriculum development in the South Korean university context. A Korean
       administrator, foreign curriculum coordinator, and foreign writing instructor will
       discuss divergent cultural and educational values and describe methods for working
       across cultural boundaries to achieve successful outcomes.

       Eunsook Ahn & Paul Bournhonesque, Seoul National University of Science and
       Technology; Ryan Hunter, University of Macau

Room V Writing Strategies

H.5.1   Understanding the Challenges Faced by EFL Postgraduate Writers and Their Self-Initiated Writing Strategies

This paper reports on a study investigating ESL postgraduate students' writing problems and the self-initiated strategies they developed to meet these challenges. The data suggest students' major challenges related to linguistic, institutional and disciplinary issues and that they employed a wide range of strategies.

Fiona Hyland, University of Hong Kong

H.5.2   Acquiring Writing Revision Skill through Peer Review Training: A Preliminary Examination of Effects of Observation and Feedback

Little knowledge is available about the differential impacts of different types of observational learning and feedback on the observed success of peer review training. Preliminary findings reveal similar short-term effects for mastery and coping models in the observational phase and positive/negative input on EFL students' comments.

Hui-Tzu Min, National Cheng Kung University

H.5.3   An Empirical Study on Writing Strategies in Writing Roadmap Automated Essay Scoring System

Based on Hirose and Sasaki's categories of planning, writing and revising strategies, this essay aims to investigate writing strategies in Writing Roadmap (WRM) automated essay scoring system. This research reveals the development of writing strategies in WRM environment as well as the relationship between writing strategies and writing proficiency.

Yu Ma, Renmin University of China

Room VI Response to Writing: The Need for a New Journal

H.6.1   Response to Writing: The Need for a New Academic Journal

We report on the need for a new academic journal that crosses the Applied Linguistics/Composition divide. Since L2 scholars need more interdisciplinary venues to discuss writing and response issues, the Journal of Response to Writing may be one answer: it publishes L1 and L2 scholarship on response to student writing.

Grant Eckstein, University of California Davis; Norman Evans & James Hartshorn, Brigham Young University

Plenary Session III – Sunday, October 20, 8:00 – 9:15 AM

Tatyana Yakhontova, Ivan Franko National University of Lviv
Second Language Writing in Ukraine: Indefinite Past but Promising Future?

Ukraine, the largest country wholly in Europe, is a relatively newly independent state with distinct cultural traditions. In Ukrainian culture, writing has been treated as a gift rather than a skill that could be explicitly taught. Together with certain historical circumstances, this vision did not stimulate interest in teaching and researching writing either in native or foreign languages. However, globalization and the current transformation of Ukrainian education foster awareness of second language writing as a form of learning and professional growth. This new for the country field is developing based on a sometimes peculiar combination of external influences and national approaches.

John Bitchener, Auckland University of Technology
Small Components, Big Contribution: The Place of New Zealand L2 Writing Studies within the Wider International Literature

Most L2 writing research in New Zealand has been carried out by university academics and their doctoral students on questions and issues central to developing the writing and language learning capabilities of international and migrant students. Similar to international L2 writing agendas, New Zealand studies have focused on the development of academic literacies at pre-degree, undergraduate and postgraduate levels: understanding the nature of academic writing for multiple genres, disciplines and social purposes as well as the role of the student, teacher and technology in developing knowledge and skills for these purposes. Many researchers have examined the nature of the discourse, including its linguistic realisations. Prominent in this regard have been studies on the importance of developing L2 writers' knowledge and use of academic vocabulary. As well as research about 'learning to write', a growing number of studies on the L2 writing – L2 language learning interface have explored the potential of written corrective feedback for L2 development. The aim of this paper is to not only describe these areas of research but to also evaluate their contribution to the wider international literature.

Plenary Session IV – 9:30 – 10:45 AM

Yichun Liu, National Chengchi University
English Writing Education in Taiwan: Crossing the Gap between High Schools and Universities

In Taiwan, English writing instruction in high schools usually begins from the practice of sentence translation to paragraph writing; however, the instruction in universities usually heavily depends on the imported pedagogy of L1 or L2 writing from Anglo-American countries. Taiwanese university students not only need to tackle the challenges of linguistic deficiency and Western textual conventions, but also negotiate genre expectations commonly found in Anglo-American contexts, which unfortunately are drastically different from what they had learned in high schools. Therefore, tracing learners' early training on English writing back to their senior high schools, when Taiwanese students begin to learn English composition, can reveal what writing knowledge students may bring into their university writing classrooms and what writing problems Taiwanese university students may encounter. This study contributes to the understanding of the issues of English writing

education in Taiwan by (1) exploring the transitional gaps of English writing between high schools and universities in Taiwan, (2) investigating the issues of English writing in Taiwan from both the perspectives of high school and university students and teachers, and (3) discussing and generating possible solutions to facilitate students' gap-crossing skills in learning English writing. Hopefully, this study can shed some light on L2 writing education in other EFL countries.

Diane Pecorari, Linnaeus University
    The Hole in the Donut: The Shape of Second-Language Writing Studies in the Nordic Region

Second-language writing is an established field in North America, and as an integral component of English for Academic Purposes it is firmly entrenched in places like the UK. However, the situation is markedly different in the Nordic region. Fewer researchers are concerned with the topic; the perception of it as a field in its own right is less prevalent; and it lacks the trappings of an established research area (e.g., dedicated degree programmes). This paper describes the status of second-language writing studies in the Nordic region and charts the factors which have shaped the contours of this research area.

Plenary Session V – 11:00 – 12:15 PM

Miyuki Sasaki, Nagoya City University
        English Writing Instruction in Japanese High Schools: Past, Present, and Future

This study investigates from both a macro and a micro perspective changes that have affected the status of English writing instruction in Japanese high schools over the past 60 years. I first report on changes in two macro-level sources: (1) the goal-statements for teaching English writing skills set by the past six Courses of Study (curriculum guidelines, which have been revised and promulgated approximately every ten years by the Japanese government and have been legally binding since 1958), and (2) the content of university entrance exams. These two sources are perceived as having significant impacts on high school classrooms because of the centralized and highly meritocratic nature of Japanese education. The findings reveal that: (1) the Courses of Study have often treated English writing as secondary to other skills (e.g., listening, speaking, reading) and as a means to develop these skills, and (2) the skills needed to write a coherent text in English beyond the paragraph level have rarely been directly tested in past university entrance exams, which has serious negative washback effects on classroom practices as well as students' attitudes. In a more micro-level investigation, I also report salient results from the 2010 nationwide survey of ninth-graders' English writing skills. The findings suggest that Japanese students are better at manipulating form than at expressing themselves for communicative purposes. Based on these findings, I discuss directions for future English writing instruction that could better empower Japanese students to survive in a rapidly globalizing world.

Melinda Reichelt, University of Toledo
            The Status of Second Language Writing Studies in Western Europe

L2 writing studies in Western Europe have been shaped by the multilingual environment of the region, the significant role that English plays there, and the lack of a tradition of explicit writing instruction in higher education. Thus, in higher education, much writing instruction occurs via writing centers, and much focuses on writing in English for Specific Purposes (ESP). However, writing instruction in Western Europe also occurs in a range of other L2's.

Researchers have focused especially on text and genre analysis, the role of writing in language acquisition, corrective feedback, writers' processes and strategies, and computer-assisted composing.

Plenary Session VI – 1:15-2:30 PM

Icy Lee, Chinese University of Hong Kong
Teaching, Learning and Assessment of Writing in Hong Kong Schools: Bridging the Idealism-Realism Gap

While research on EFL writing has been burgeoning from the turn of the century, there is a much stronger emphasis on college than on school writing. As a result, we have relatively less knowledge about the theory, research and pedagogy of EFL writing that affect younger students learning to write in school contexts. In this presentation, I focus on the EFL school context and examine the teaching, learning and assessment of writing in Hong Kong schools. I begin by exploring the recommended principles that inform "best practices" advice and compare these with actual implementation in local writing classrooms. I then discuss the disjuncture between the ideal and the reality, and finally conclude the presentation with recommendations to bridge the idealism-realism gap.

Alister Cumming, University of Toronto
Studies of Second-Language Writing in Canada: Three Generations

Canada's social and educational policies have always involved immigrant settlement and English-French bilingualism. Research on writing in second languages emerged in the 1980s from graduate programs of education and applied linguistics at major universities in Toronto, Montreal, Ottawa, and Vancouver, particularly scholars investigating cognitive and learning processes and rhetorical characteristics of writing in English as a mother tongue. In the 1990s several Canadian scholars established systematic programs of research focused on L2 composing processes, writing for academic purposes, assessment, and innovative educational programs—spawning, in turn, in the 2000s a third generation of L2 writing researchers who have now established themselves across Canada and around the world.

Plenary Session VII – 2:45 – 4:00 PM

Yeon Hee Choi, Ewha Womans University
Institutional, Pedagogical, and Research Contexts of L2 Writing in Korea: Historical Development, Issues, and Future Directions

Writing education in English as a foreign language began in Korea since English language education started in the late 19th Century. However, the strong impact of the Grammar-Translation Method during the Japanese colonial period (from 1910 to 1945) resulted in its stagnation, which continues until today. Thus, historically, L2 writing including English has not gained much attention in institutional, instructional, and research contexts within Korea. This is mainly triggered by the fact that no L2 writing tests are included in college entrance examinations due to an assessment dominant educational culture in Korea. However, the growth of L2 writing research suggests a promising future for its status, at least in the research context. Furthermore, the Korean government has attempted to include direct English writing assessment in the college entrance examination. Pedagogical and research contexts of L2 writing in Korea have not been revealed outside of Korea. This

paper will explore institutional, pedagogical, and research contexts of L2 writing in Korea. It will provide a historical overview of these contexts and a sketch of their recent development. The paper will also present unique features of the Korean L2 writing context and address its issues and challenges.

Neomy Storch, The University of Melbourne
L2 Writing Research Down Under

Australia is a multicultural nation with a linguistically diverse population. The recent influx of international students into the Australian higher education system has added to the diversity of learners across the Australian education system. This diversity has been the impetus for a strong interest in research on second language learning and teaching. A review of research on L2 writing conducted by Australian scholars shows a focus on issues related to writing assessment and development, academic and discipline specific literacy, writing pedagogy and feedback. In this paper I discuss the main trends in this research and its contributions to L2 writing scholarship.

Closing Session – 4:15 – 5:15 PM

Paul Kei Matsuda, Arizona State University

Reflections on the 2013 Symposium on Second Language Writing and a Look at 2014 and Beyond

Index by Session

Session No.	Last name	First Name	Country	Affiliation
A.1.1	Li	Juan	US	Uni. of St. Thomas
A.1.2	Lin	Dianfang	CH	Shandong Uni.
A.1.2	Liu	Huifang	CH	Huanggang Normal Uni.
A.1.3	Xu	Chunyan	CH	Jilin Uni.
A.2.1	Liu	Da	NZ	Uni. of Auckland
A.2.1	Teng	Sophie Lin	NZ	Uni. of Auckland
A.2.2	Chiang	Yung-nan	TW	Nat'l. Taipei Uni. of Technology
A.2.3	Yeung	Marine	HK	Tung Wah College
A.3.1	Liu	Yingliang	CH	Wuhan Uni. of Technology
A.3.1	Wu	Hongmei	CH	Shanghai Uni. of Finance and Economics
A.3.2	Gherwash	Ghada	US	Purdue Uni.
A.3.2	Koyama	Dennis	US	Purdue Uni.
A.3.2	Zhang	Cong	US	Purdue Uni.
A.3.3	Cheng	Tai-ying	TW	Nat'l. Taiwan Normal Uni.
A.4.1	Guo	Qi	NZ	Auckland Uni. of Technology
A.4.2	Huo	Jiandong	CH	Tianjin Normal Uni.
A.4.2	Liu	Liping	CH	Tianjin Normal Uni.
A.4.3	Han	Ye	HK	The Uni. of Hong Kong
A.5.1	Carey	Catherine	KZ	Kimep Uni.
A.5.1	Osman	Sara	KZ	Kimep Uni.
A.5.2	Anderson	Tim	CA	Uni. of British Columbia
A.5.3	Chen	Yue	US	Purdue University
A.6.1	Zhang	Lian	CH	Beijing Foreign Studies Uni.
A.6.2	Ouyang	Ouchun	CH	Jiangxi Uni. of Science and Technology
A.6.3	Lee	Youngwha	CH	Arizona State Uni.
B.1.1	Liu	Jianing	US	Arizona State Uni.
B.1.1	Matsuda	Paul Kei	US	Arizona State Uni.
B.1.2	Qi	Bin	US	Nankai Uni.
B.1.3	Hoang	Ha	NZ	Victoria Uni. of Wellington
B.2.1	Lu	Lu	CH	Chinese Academy of Agricultural Science
B.2.2	Chiu	Yi-hui	TW	Nat'l. Taipei College of Business
B.2.3	Song	Lei	CH	Nankai Uni.
B.3.1	Liu	Yingliang	CH	Wuhan Uni. of Technology
B.3.2	Tseng	Ming-i	TW	Fu Jen Catholic Uni.
B.3.3	Jiang	Dayu	CH	Yanshan Uni.
B.4.1	Ruegg	Rachel	JA	Akita InterNat'l. Uni.
B.4.2	Ma	Jingling	CH	Hang Seng Management College
B.4.3	Zhang	Lijun	CH	Shandong Uni. of Political Science
B.5.1	Park	Seonsook	US	New Mexico Highlands Uni. - Rio Rancho
B.5.1	Schwartz	Michael	US	St. Cloud Uni.
B.5.2	Yang	Shizhou	CH	Yunnan Uni. of Nat'l.ities
B.5.3	Rong	Rong	CH	South China Uni. of Technology
B.6.1	Hammill	Mattheew	US	Arizona State Uni.
B.6.2	Chang	Tzu-Shan	TW	Wenzao Ursuline College of Languages
B.6.3	Deng	Liming	CH	Wuhan Uni.
B.6.3	Xiao	Liang	CH	Wuhan Uni.
C.1.1	Doman	Evelyn	MA	Uni. Of Macau
C.1.2	Chen	Ying	CH	Ocean Uni. of China
C.1.3	Cheung	Yin Ling	SN	Nanyang Technological Uni.

C.2.1	Frear	David	AE	Zayed Uni.
C.2.2	Zhan	Ju	CH	Jilin Uni.
C.2.2	Zhang	Fengjuan	CH	Jilin Uni.
C.2.3	Fu	Bei	CH	Beijing Foreign Studies Uni.
C.3.1	Sato	Ryuichi	JA	Hiroshima Uni.
C.3.2	Pan	Buhan	CH	Huazhong Uni. of Science and Technology
C.3.2	Wu	Lin	CH	Hubei Uni. of Technology
C.3.3	Fang	Yanhua	CH	Tsinghua Uni.
C.4.1	Chan	Venus	HK	Caritas Institute of Higher Education
C.4.1	Lee	Icy	HK	The Chinese Uni. of Hong Kong
C.4.1	Ma	Jing-jing	HK	The Chinese Uni. of Hong Kong
C.4.1	Mak	Pauline	HK	The Chinese Uni. of Hong Kong
C.4.1	Wang	Weiqiang	HK	The Chinese Uni. of Hong Kong
C.4.1	Yu	Shulin	HK	The Chinese Uni. of Hong Kong
C.5.1	Vacek	Kathleen	US	Univeristy of North Dakota
C.5.2	Kan	Kwong See	MY	Universiti Teknologi Malaysia
C.5.3	Xu	Fang	CH	Nanjing Uni.
D.1.1	Moore	Jessie L.	US	Elon Uni.
D.1.2	Shang	Mei	CH	Xi'an InterNat'l. Studies Uni.
D.1.2	Wu	Dan	CH	Xi'an InterNat'l. Studies Uni.
D.1.3	Brice	Colleen	US	Grand Valley State Uni.
D.1.3	Vander Broek	Laura	US	Grand Valley State Uni.
D.2.2	Wang	Junju	CH	Shandong Uni.
D.2.2	Zhu	Huimin	CH	Shandong Uni. of Finance and Economics
D.2.3	Pang	Pearl	KS	Yonsei Uni.
D.2.3	Wang	Junju	CH	Shandong Uni.
D.2.3	Zhang	Xi	CH	Shandong Uni.
D.3.1	al Jardani	Maryam	MU	Ministry of Education
D.3.1	al Sinani	Salima	MU	Ministry of Education
D.3.2	Rahmat	Noor Hanim	MY	Uni. of Technology Mara
D.3.3	Xu	Jinfen	CH	Huazhong Uni. of Science and Technology
D.4.1	Zhang	Cong	US	Purdue Uni.
D.4.2	Rudd	Mysti	QA	Texas A&M Qatar
D.4.2	Seawright	Leslie	QA	Texas A&M Qatar
D.4.3	Ji	Xiao	CH	Beijing Foreign Studies Uni.
D.4.3	Petschauer	Luke	CH	Renmin Uni. of China, High School Affiliate
D.5.1	Liu	Yutian	CH	Central South Uni.
D.5.1	Yang	Fang	CH	No. 33 High School - Nanning
D.5.2	Hartigan	Seth	CH	Xi'an Jiaotong Liverpool Uni.
D.5.3	Gui	Ying	CH	Shanghai Uni. of Finance and Economics
D.6.1	Muller	Theron	JA	Uni. of Toyama
D.6.2	Wald	Margi	US	Uni. of California - Berkeley
D.6.3	Sokolik	Maggie	US	Uni. of California - Berkeley
E.1.1	Amini Farsani	Mohammad	IR	Kharazmi Uni. Tehran
E.1.1	Maryam	Beykmohammadi	IR	Kharazmi Uni., Tehran
E.1.2	Ivy Chan	Wing Shan	HK	Uni. of Hong Kong
E.1.3	Gao	Qiuping	CH	Capital Uni. of Economics and Business
E.2.1	Wu	Zhiwei	CH	Guangdong Uni. of Foreign Studies
E.2.2	Wu	Kai-lin	TW	Tunghai Uni.
E.2.3	Hoang	Ha	NZ	Victoria Uni. of Wellington
E.3.1	Kurzer	Kendon	US	Brigham Young Uni.
E.3.2	Ono	Masumi	JA	Waseda Uni.

E.3.3	Li	Mimi	US	Uni. of South Florida
E.4.1	Ye	Hong	CH	Central South Uni.
E.4.2	Cao	Man	CH	Wuhan Uni. of Technology
E.4.2	Yao	Wei	CH	Wuhan Uni. of Technology
E.4.2	Wang	Nian	CH	Wuhan Uni. of Technology
E.4.3	Shimazu	Momoyo	KS	Korea Uni.
E.5.1	Huang	Jing	CH	Tsinghua Uni.
E.5.2	Hartshorn	James	US	Brigham Young Uni.
E.5.3	Chen	Jin	CH	Guangdong Uni. of Foreign Studies
E.5.3	Jiang	Lin	CH	Guangdong Uni. of Foreign Studies
E.6.1	Murray	Jill	AS	Macquarie Uni.
E.6.1	Riazi	Mehdi	AS	Macquarie Uni.
E.6.2	Chang	Ching-Fen	TW	Nat'l. Chiao Tung Uni.
E.6.3	Furneaux	Clare	UK	Uni. of Reading
F.1.1	Fitzpatrick	Renata	US	Carleton College
F.1.2	Yang	Luxin	CH	Beijing Foreign Studies Uni.
F.1.3	Kim	Junghwa	US	Arizona State Uni.
F.2.1	Liu	Xinghua	CH	Shanghai Jiao Tong Uni.
F.2.2	Huot	Brian	US	Kent State Uni.
F.2.2	Zhu	Yushan	CH	Shanghai InterNat'l. Studies Uni.
F.2.3	Li	Junfang	CH	Central South Uni.
F.3.1	Paiz	Joshua M.	US	Purdue Uni.
F.3.2	Kimura	Tomoyasu	JA	Nagoya Uni. of Foreign Studies
F.3.2	Moody	Miho	JA	Nagoya Uni. of Foreign Studies
F.3.2	Sato	Takehiro	JA	Nagoya Uni. of Foreign Studies
F.3.3	Lee	Alice Shu-Ju	MC	Uni. of Macau
F.3.3	Ma	Miranda Sin I	MC	Uni. of Macau
F.3.3	Smith	Eve Elizabeth	UP	Nat'l. Uni. of Kyiv-Mohyla Academy
F.5.1	Bian	Xiaoyun	NZ	Auckland Uni. of Technology
F.5.2	Cheng	Wei	CH	Shandong Uni.
F.5.2	Chou	Min-chieh	TW	Chinese Cultural Uni.
F.5.3	Ismail	Normah	MY	Uni. Technology Mara
F.5.3	Mohd Yunos	D Rohayu	MY	Uni. Technology Mara
F.5.3	Rahmat	Noor Hanim	MY	Uni. Technology Mara
F.5.3	Syed Abdul Rahn	Sharifah Amani	MY	Uni. Technology Mara
F.6.1	Bi	Jin	US	The Uni. of Utah
F.6.1	Liu	Jun	CH	Huazhong Uni. of Science and Technology
F.6.1	Qin	Xiaoqing	CH	Central China Normal Uni.
F.6.2	Tseng	Theresa Jiinling	TW	Tunghai Uni.
F.6.3	Wu	Ling	CH	Hunan Uni. of Technology
G.1.1	Xuan	Winfred	HK	The Hong Kong Polytechnic Uni.
G.1.2	Chen	Ying	CH	Ocean Uni. of China
G.2.1	Kao	Yu-Ting	US	The Pennsylvania State Uni.
G.2.2	Zhang	Jun	CH	Shandong Normal Uni.
G.2.3	Cui	Weixiao	CH	Shandong Uni.
G.3.1	Eckstein	Grant	US	Uni. of California, Davis
G.3.1	Eckstein	Randall	CH	Jilin Number One High School
G.3.2	Campbell	Shireen	US	Davidson College
G.3.2	Fernandez	Rebeca	US	Davidson College
G.3.2	Koo	Kyo	US	Davidson College
G.3.3	Waller	Jeannie	US	Uni. Of Arkansas
G.4.1	Li	Jie	CH	Xi'an InterNat'l. Studies Uni.

G.4.2	Hijikata	Yuko	JA	Tokyo Uni. of Science
G.4.2	Ono	Masumi	JA	Waseda Uni.
G.4.2	Yamanishi	Hiroyuki	JA	Kansai Uni.
G.4.3	Liu	Fulan	CH	The Hong Kong Institute of Education
G.4.3	Stapleton	Paul	HK	The Hong Kong Institute of Education
G.5.1	Yu	Jiying	CH	Shanghai Jiao Tong Uni.
G.5.2	Kim	Youmie J.	US	Arizona State Uni.
G.5.3	Cao	Hui	CH	Shandong Agricultural Uni.
G.5.3	Liu	Yan	CH	Shandong Agricultural Uni.
G.6.1	McDonough	Kim	CA	Concordia Uni.
G.6.1	Neumann	Heike	CA	Concordia Uni.
G.6.2	Yang	Kai	CH	Shandong Uni.
G.6.3	Zhang	Chuanshuai	CH	Shandong Uni.
H.1.1	Barlow	Michael	NZ	Uni. of Auckland
H.1.1	Jin	Guangsa	NZ	Uni. of Auckland
H.1.2	Chen	Xiujuan	CH	Jilin Uni.
H.1.3	Chen	Chenghui	CH	Nanjing Uni. of Finance and Economics
H.1.3	Xiao	Wei	CH	Hefei Uni. of Technology
H.1.3	Yuan	Zhoumin	CH	Nanjing Uni. of Posts and Telecommunication
H.2.1	Cotterall	Sara	TC	American Uni. of Sharjah
H.2.2	Warren	Dr. Sherry L.	US	Uni. of South Carolina
H.2.3	Sun	Yanshu	CH	Shandong Uni.
H.3.1	Liao	Hui-Chuan	TW	Taiwan Nat'l. Kaohsiung Uni. of Applied Sciences
H.3.2	Xiong	Shuhui	CH	Uni. of Shanghai for Science and Technology
H.3.3	Jia	Zengyan	CH	Beijing Union Uni.
H.3.3	Niu	Jiezhen	CH	Beijing Union Uni.
H.4.1	Telafici	Michael	QA	Texas A & M Uni. at Qatar
H.4.2	Sower	Craig	JA	Shujitsu Uni.
H.4.3	Ahn	Eunsook	KS	Seoul Nat'l Uni. of Science and Technology
H.4.3	Hunter	Ryan	MC	Uni. of Macau
H.4.3	Paul	Bournhonesque	KS	Seoul Nat'l. Uni. of Science and Technology
H.5.1	Hyland	Fiona	HK	Uni. of Hong Kong
H.5.2	Min	Hui-Tzu	TW	Nat'l. Cheng Kung Uni.
H.5.3	Ma	Yu	CH	Renmin Uni. of China
H.6.1	Eckstein	Grant	US	Uni. of California Davis
H.6.1	Evans	Norman	US	Brigham Young Uni.
H.6.1	Hartshorn	James	US	Brigham Young Uni.

Index by Name

E.5.2	Hartshorn	James	US	Brigham Young Uni.
H.6.1	Hartshorn	James	US	Brigham Young Uni.
G.4.2	Hijikata	Yuko	JA	Tokyo Uni. of Science
B.1.3	Hoang	Ha	NZ	Victoria Uni. of Wellington
E.2.3	Hoang	Ha	NZ	Victoria Uni. of Wellington
E.5.1	Huang	Jing	CH	Tsinghua Uni.
H.4.3	Hunter	Ryan	MC	Uni. of Macau
A.4.2	Huo	Jiandong	CH	Tianjin Normal Uni.
F.2.2	Huot	Brian	US	Kent State Uni.
H.5.1	Hyland	Fiona	HK	Uni. of Hong Kong
F.5.3	Ismail	Normah	MY	Uni. Technology Mara
E.1.2	Ivy Chan	Wing Shan	HK	Uni. of Hong Kong
D.4.3	Ji	Xiao	CH	Beijing Foreign Studies Uni.
H.3.3	Jia	Zengyan	CH	Beijing Union Uni.
B.3.3	Jiang	Dayu	CH	Yanshan Uni.
E.5.3	Jiang	Lin	CH	Guangdong Uni. of Foreign Studies
H.1.1	Jin	Guangsa	NZ	Uni. of Auckland
C.5.2	Kan	Kwong See	MY	Universiti Teknologi Malaysia
G.2.1	Kao	Yu-Ting	US	The Pennsylvania State Uni.
F.1.3	Kim	Junghwa	US	Arizona State Uni.
G.5.2	Kim	Youmie J.	US	Arizona State Uni.
F.3.2	Kimura	Tomoyasu	JA	Nagoya Uni. of Foreign Studies
A.3.2	Koyama	Dennis	US	Purdue Uni.
G.3.2	Koo	Kyo	US	Davidson College
E.3.1	Kurzer	Kendon	US	Brigham Young Uni.
F.3.3	Lee	Alice Shu-Ju	MC	Uni. of Macau
C.4.1	Lee	Icy	HK	The Chinese Uni. of Hong Kong
A.6.3	Lee	Youngwha	CH	Arizona State Uni.
G.4.1	Li	Jie	CH	Xi'an InterNat'l. Studies Uni.
A.1.1	Li	Juan	US	Uni. of St. Thomas
F.2.3	Li	Junfang	CH	Central South Uni.
E.3.3	Li	Mimi	US	Uni. of South Florida
H.3.1	Liao	Hui-Chuan	TW	Taiwan Nat'l. Kaohsiung Uni. of Applied Sciences
A.1.2	Lin	Dianfang	CH	Shandong Uni.
A.2.1	Liu	Da	NZ	Uni. of Auckland
G.4.3	Liu	Fulan	CH	The Hong Kong Institute of Education
A.1.2	Liu	Huifang	CH	Huanggang Normal Uni.
B.1.1	Liu	Jianing	US	Arizona State Uni.
F.6.1	Liu	Jun	CH	Huazhong Uni. of Science and Technology
A.4.2	Liu	Liping	CH	Tianjin Normal Uni.
F.2.1	Liu	Xinghua	CH	Shanghai Jiao Tong Uni.
G.5.3	Liu	Yan	CH	Shandong Agricultural Uni.
A.3.1	Liu	Yingliang	CH	Wuhan Uni. of Technology
B.3.1	Liu	Yingliang	CH	Wuhan Uni. of Technology
D.5.1	Liu	Yutian	CH	Central South Uni.
B.2.1	Lu	Lu	CH	Chinese Academy of Agricultural Science
B.4.2	Ma	Jingjing	CH	Hang Seng Management College
C.4.1	Ma	Jing-jing	HK	The Chinese Uni. of Hong Kong
F.3.3	Ma	Miranda Sin I	MC	Uni. of Macau
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