



## An Overview of English Writing Research in Taiwan

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### Abstract

This study systematically investigates the English writing research in Taiwan, over the span of time from 1989 to 2008, a 19-year time period. Data collection consisted of five major sources. Guided by Juzwik et al's (2006) study, the data were analyzed based on the general problems under investigated, the age groups being researched, the methodologies being implemented, and types of research being conducted at different grade levels. Findings revealed that writing instruction, writing and technologies and peer evaluation were the most studied problems in writing research whereas collaborative writing, error analysis, and cultural influences were the least studied problems. The most studied populations were university and senior high school students while the least studied groups were kindergarteners and adults. Most studies were conducted by using qualitative methodology. Writing and technologies was the most studied type of research among elementary school students and university students, whereas writing instruction was frequently studied among senior high school students, graduate students and adult students. The implications and recommendations that emerge out of these results provide possible agendas for writing teachers, researchers and policy makers worldwide.

**Keywords:** Overview of English writing research, Writing instruction, General problems, Age groups, Methodology

### 1. Introduction

Among the systematic review of English as the first language (L1) writing research, several studies have been published in the United States. However, systematic review of English as a foreign language (EFL) writing research has seldom become the central focus of literature. The reason could be that the review of EFL writing research would involve many non-English speaking countries around the world; therefore, to systematically and thoroughly examine the abundance of published articles related to EFL writing would be a difficult task. Nevertheless, systematic examination of EFL writing research from an EFL speaking country would help fill the gap in the body of FL writing research. This study systematically analyzes and investigates EFL writing research outside the United States. It focuses on the trends and foci of English writing research in Taiwan over the span of time from 1989 to 2008, a 19-year period. The purpose of this study is threefold. First, it helps to fill the gap in the body of foreign language writing research and helps writing instructors, writing researchers, and curriculum developers worldwide to develop the understanding of English writing research in an EFL learning environment. Second, Chinese writing researchers tend to have partial understanding about the bits and pieces of information concerning English writing research conducted in their country. This paper is intended to assist writing researchers to familiarize themselves with research conducted within nearly two decades in Taiwan. Third, it points out a possible future direction for EFL writing research agendas.

### 2. Review of literature

Previous research on the overview of English writing in L1 and L2 was conducted by a few scholars in the United States. With regard to the overview of EFL writing research, little information can be acquired in the body of existing literature. It is important to be acquainted with the overview of L1 and L2 writing research because FL writing research has been heavily influenced by L1 and L2 writing research (O'Brien, 2004). Furthermore, English language writing instruction for native speakers has also influenced EFL writing instruction (You, 2006). Accordingly, the writers of L2/EFL are very similar to English native speakers in the respect of learning to write (Williams, 2005).

Among the L1 writing researchers, Hillocks (1984) first conducted a meta-analysis of experimental treatment studies on teaching composition in the United States. The study was an integrative review of experimental studies from 1963 to 1982. In this review, Hillocks investigated experimental studies conducted over this time span by including studies that involved treatments, uses of writing quality scale applied to writing samples, exercises of minimal control for teacher bias, controls for differences among groups of subjects, and insurances on the validity and reliability of the scored compositions. In synthesizing the experimental studies, Hillocks examined the treatments, including four modes of instruction: presentational mode, natural process mode, environmental mode and individualized mode. Hillock's study provides us an insightful view pertaining to what factors of effective writing instruction should be taken into account when teaching writing.

Following Hillocks' studies, Herrington (1989) also published an article entitled *the First Twenty Years of Research in the Teaching of English and the Growth of a Research Community in Composition Studies*. By using *Research in the Teaching of English* as the primary source, her historical reflection focused on four periods, inclusive of the initial years

of each editor. They were from 1967 to 1969, under the editorship of Richard Braddock; from 1973-1975, Alan Purves; from 1977 to 1979, Roy O'Donnell; and finally from 1984 to 1986, Judith Langer and Arthur Applebee. During the first three years, Herrington found the articles were quantitative studies. They focused on investigating writing as texts, describing written texts linguistically or grammatically and evaluating written texts. The next three years was during the "troubled dream" period when researchers were questioning the quantitative research method and called for more qualitative research studies. At the same time, more articles were found to focus on sentence production and measuring writer's development in terms of syntactic complexity. Increased attention was also found on studies about the writing process. The third period of the study found several articles examining "writing as a sentence-generating activity." They included sentence-combining effectiveness, syntactic maturity measurement, and issues relevant to studying syntactic methodology. The authors also questioned "our values as teachers and readers of our students' writing" as well as writing processes. The last period covered in this study demonstrated the findings of using computers to write or to evaluate writing, extending more inquiry in syntactic features and writing quality, and viewing writing from a social perspective approach. Other studies also examined the differences between "basic" and "non-proficient" or "competent" and "proficient" writers.

The next study, conducted by Durst (1990), charted the terrain of writing research by analyzing the empirical studies of composition from 1984 to 1989. Durst analyzed the research on composition by examining what had been learned from the data collected. He specifically emphasized the growth areas issue, less interesting topics, and and topics of more interest. Durst discovered that from a total of 1,577 studies, 969 focused on composition. These studies were categorized into instruction, processes, text analysis, contexts, assessment, status surveys, writing and learning, and rhetoric. Durst further pointed out that almost 90 percent of the research focused on the first five categories. Durst also exclaimed that in his review, he found only about five percent of the research studies centered on minority writers. Additionally, most studies had the tendency of using elementary and college students as their research subjects whereas students from middle and high schools were largely ignored. Furthermore, he pointed out that the number of writing research in contextual studies was relatively small. From his review, Durst informed us of the future direction of research agenda.

Building upon Durst's study, the recent study conducted by Juzwik et al. (2006) took a broader look at the scope of recent research on writing, investigating the studies from 1999 to 2004. In this study, they examined the current trends and foci in writing research in the United States by looking at writing research from three dimensions: problems studied, population age groups studied and methods used. They searched 4,739 articles from ERIC, PsychINFO and Linguistics and Language Behavior Abstract databases but there were only 1,502 relevant articles analyzed. The result showed that, apart from using interpretive methodology in most of the research studies, the most currently studied problems in writing were context and writing practices; multilingualism, bilingualism, and writing; and writing instruction. In contrast, the least researched problems were writing and technologies, writing assessment and evaluation, and relationships among literacy modalities. Findings also indicated that the populated age groups being studied were undergraduate, adult, and postsecondary students, while the least studied age groups were preschool-aged students and middle and high school students. The result of Juzwik et al.'s study provides useful information for contemporary writing researchers and educators.

In L2 and EFL writing research, Silva and Brice (2004) examined published articles regarding research in teaching writing from 2000 to 2004 by including referred journal articles, book chapters, and books. Their study overviewed 1) basic research from composing processes, written texts, and assessment, and 2) applied research from content-based writing instruction, voice and identity, reading and writing, computers and technology, grammar and vocabulary, peer interaction, plagiarism, teacher response, and literature and film. They also discussed general issues and concerns, and pointed out the future direction for researchers.

Liou (2008) had recently presented a paper about EFL writing research in Taiwan, focusing only on three years she surveyed papers published on one local journal and proceedings of three English teaching conferences. Liou discovered that 46.9 % of the studies centered on instruction-oriented research, 32.4% focused on text-oriented research, 18.9% were on writer-oriented research and only 1.8% was on reader-oriented research. Liou's small scale study presented a rough picture of English writing research in Taiwan.

The above writing research in L1 and L2 covered studies on historical review (Hillocks, 1984; Herrington, 1989), growth and interested research areas (Durst, 1990), teaching pedagogy (Silva and Brice, 2004), and the examination of current trends and foci (Juzwik et al.; 2006). To date, there is no thorough historical review of English writing research that examines the writing trends and foci in Taiwan. This paper aims to make significant advances in building a more comprehensive awareness in EFL writing research.

### **3. Methodology**

#### *3.1 Data collection*

In order to make this task manageable and to present an overview of English writing research from 1989 to 2008 in Taiwan, two research assistants and I set limitation on the number of sources ( 5 altogether) from which we investigated

the data: (1) *Dissertation Abstracts International*, (2) *Electronic Theses and Dissertations System* in Taiwan, (3) *EBSCO Databases*, (4) *ERIC Databases*, and (5) *Education Full Text*. The primary inclusion of these data sources was that authors usually considered these sources (with the exception of *Dissertation Abstracts International* and *Electronic Theses and Dissertations System* in Taiwan) as the major outlet for publishing their work internationally. In addition, readers would have easier access to these sources from most of the school libraries around the world. Furthermore, the studies discovered from the five data sources in one way or another have contributed an in-depth treatment in the specific area of English writing in Taiwan.

In general, studies which were conducted in Taiwan were included in the data analysis. In addition, both key words: “writing” and “Taiwan” were used in the databases to make sure the relevant studies were not being overlooked. The data collected from the five major sources sometimes overlapped. Extensive time was spent in order not to include the same theses or articles for data analysis. Table 1 shows the number of articles found from the five major data sources.

(Insert table 1 here)

### 3.2 Coding

Guided by Juzwik et al.’s (2006) study, the data were analyzed based on the general problems under investigated, the age groups being researched, the methodologies being implemented, and types of research being conducted at different grade levels. In analyzing the collected data with regard to the problems under investigated, two research assistants (a Ph.D. student from the United States and the other, a Ph.D. candidate from Taiwan) helped worked on and created the categorization. The categories were coded preliminarily based on the title of each article. However, as Durst (1990) has discovered, “Many studies cut across categories; for example, much of the research on writing instruction focuses on the use of writing –process-based pedagogies in teaching composition. A number of writing-instruction studies examine classroom contexts or employ text analysis. In these cases of overlap, studies were categorized based on the dominant focus of the research (p.395).” Thus, in this study, if the title contained peers and computers, the original article would be located and reviewed carefully so as to decide whether it belonged to peer evaluation, or writing and technologies. For example, the study “*Students' use of ideas provided by peers during prewriting discussions conducted on networked computers*” was coded in the category of peer evaluation rather than writing and technologies. It was found from the original study that the major concern of the research was to examine the writing generated from the talk with their peers during computer-mediated prewriting discussions, and the quality of the peers' comments. Another example “*The use of process writing and Internet technology in class: A focus on peer reviews*” was not put in the category of writing process or writing and technologies because peer review was the major focus. The coding description for each researched problem can be found in table 2.

(Insert table 2 here)

Similar to the study conducted by Juzwik et al., the age categories were coded based on the level of schooling. In Juzwik et al.’s study, the age category ranges from prior to school to adults. They were prior to school, elementary school, middle school, high school, undergraduate postsecondary and adults. However, in this study, since the educational system in Taiwan is quite different from that of the United States, we coded 12 age groups from the data. They were kindergarten, elementary school, junior high school, senior high school, vocational high school, junior college, military college, university of science and technology, medical college, regular university (science and technology are not the major focus of the university), graduate school, and adults (non-academic writers).

In terms of methodology being implemented, if the title contained a case study, it would be automatically put in the category of qualitative study. In addition, if the title of the study did not have any methodological phrase, the abstract was examined in detail to detect the use of methodology. Furthermore, if the research methodology or subjects were not clearly stated in the abstract, the original study would be located and examined in detail. Finally, if the study was put in the category of both qualitative and quantitative, it means that somewhere in the study, the author had stated that it was a blended study. If not, each abstract or the study itself would be examined carefully to determine which category it belonged in.

## 4. Findings

### 4.1 The general problems investigated

As a result of analyzing the collected data, the data was divided into fourteen categories. They were writing instruction, writing and technologies, peer evaluation, contrastive rhetoric, writing and metacognition, writing processes, e-mail exchanges, responding to student writing, writing assessment, writing anxiety, journal writing, collaborative writing, error analysis, cultural influences, and others.

From the five major sources of data analysis in this review, the most studied problems on writing research in Taiwan tended to focus on writing instruction, writing and technologies, and peer evaluation, whereas the problems least studied

were error analysis and cultural influences. The general problems investigated by this writing research are shown as follows.

(Insert table 3 here)

#### 4.2 The population studied

In Taiwan, university students were found to be the most frequently studied age group in existing English writing research. This age group was dominated as it was examined almost twice as much as the next frequently researched group, the senior high school level. Kindergarteners, military college students, and medical college students were found to be the least studied groups. Other students, such as vocational high school students and non-academic adults seldom became the subjects of writing research studies. The following table summarizes the findings of the age groups being studied in Taiwan.

(Insert table 4 here)

#### 4.3 The methodology used

From the data analyzed, with regard to methodology, it was important to note that both quantitative and qualitative research methodologies were almost equally adopted by writing researchers in Taiwan. The data indicated that quantitative method was implemented in 40% of the studies while qualitative method was implemented in 42% of the studies. 18% of the studies were found using both qualitative and quantitative methods.

(Insert Table 5 here)

#### 4.4 Types of research conducted at different grade levels

From the five major data sources, there was only one study concerning the use of computer technology at kindergarten level. In terms of elementary schools, writing and technologies was still the major type of research, followed by writing instruction. With regard to junior high school levels, of the nine studies, three were about journal writing with the rest concerning writing instruction. Almost half of the research (20) conducted at senior high school level was still dominated by writing instruction. The rest of the studies consisted of writing and technologies, writing and metacognition, writing process, peer evaluation, teacher feedback, e-mail exchanges and journal writing. At vocational high school levels, writing assessment, error analysis, peer evaluation, writing instruction, and contrastive rhetoric were found from the data analysis. Research from the junior, military, medical college levels, and university of science and technology level showed writing and technologies, writing and metacognition were two major types of research. As for the regular university level, writing and technologies, peer evaluation, and contrastive rhetoric were the most studied types of research. At the adult level, two out of the four studies were writing and instruction, the third was e-mail exchanges and the fourth was collaborative writing. At the graduate level, writing and instruction, writing and technologies, and writing process were the most researched topics. The result of the analysis can be found in Appendix A.

### 5. Discussion

Focusing on the literature dated from 1989 to 2008, a 19-year time span, this paper examined the trends and foci from the collected data. It investigated the major problems, populations, methodologies and types of research conducted at different age groups in EFL writing research in Taiwan. The findings pointed out several important issues that deserve public attention.

First, in this study, data sources were drawn from *Dissertation Abstracts International*, *Electronic Theses and Dissertations System* in Taiwan, *EBSCO Databases*, *ERIC Clearinghouse*, and *Education Full Text*. The result showed a total of 188 studies, all conducted by Taiwanese researchers, on writing research. Among these 188 studies, only a small amount of research studies were published in the internationally referred journals. The rest were theses, dissertations, and reports. The small number of the English writing research articles indicates that more research in English language writing field is further required. This study advocates the growth of scholarship on EFL writing in Taiwan.

Second, from the findings concerning the problems being investigated in this paper, it has demonstrated that more and more writing instructors have become interested in using computer technology to help students compose in English. Given the rapid change of technology in modern times, computer technology has shortened the distance between countries around the world and it has opened up new and exciting possibilities for instructors to teach EFL writing. In recent years e-mail exchanges, online English learning, Plug-in Learning Object Module, Weblog networks implementation have been the central focus of EFL writing literature. It is expected that research in this field will continue to grow in EFL writing research in Taiwan.

Third, the age group being researched most was at the college level and the subjects being studied were mostly from English majors at colleges. This is partly because writing researchers in Taiwan are university professors and they tend

to use their students as research subjects. It is also partly because writing is a mandatory course for English majors at universities in Taiwan. This study suggests curriculum developers in Taiwan should consider making non-English major college students take English writing as an obligatory course. This study also points out that increased amount of attention should be devoted to other age group of student writers, especially students from kindergarten, junior high school, vocational high schools, military college, medical college. Furthermore, apart from the above-mentioned age groups, master's students, doctoral students, foreign students, aborigines and adults have received scant attention from EFL writing researchers in Taiwan. More research in these fields also needs to be explored.

Fourth, the study revealed that within the past two decades, qualitative research methodology is being more frequently adopted by writing researchers in Taiwan. Both qualitative and quantitative methods were also used at the same time by 18% of the researchers to conduct their research. The increased number of qualitative research studies indicates that qualitative research has become a significant type of methodology in writing research in Taiwan. Researchers were no longer interested in testing hypotheses, instead, they turned to observe the class or participate in class, interview the students, and analyze the documents and materials so that more in-depth insights and contexts could be obtained from the writing class.

Fifth, from the collected data, research on writing anxiety was only found at college level, it is suggested that more research should be conducted by using younger students, including kindergarteners, elementary, and high school students as research subjects. These groups of students would probably have writing anxiety when asked to compose in English. In addition, from the data collected, of the six studies concerning writing assessment, only four portfolio assessment studies were found in one elementary school, one junior high school and two senior high schools. It is suggested that more research should focus on this field because learning to write is a long term process and it takes time and effort to accomplish a good written product. This study raises the issue of writing assessment for FL educators to think over.

Finally, this study has investigated the trends and foci of EFL writing research from five major sources within nearly two decades in Taiwan. While the study has provided important findings, future research should include more sources, including book chapters, books, local journal articles, and local conference papers devoted to adding information and insights to the existing body of EFL writing research currently available regarding Taiwan.

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Table 1. Number of Journals Found from Different Data Sources

Data Sources	Count
Dissertation Abstracts International	26
Electronic Theses and Dissertations System	117
EBSCO Databases	6
ERIC Databases	25
Education Full Text	6
Journal of Second Language Writing	3
System	4
total 187	

Table 2. Researched Problem Coding and Description

Researched Problem	Coding Description
Writing instruction	effectiveness of teaching strategies
Writing and technologies	effects of computers and word processing on students' writing
Peer evaluation	peer grading, peer editing, or peer commenting
Contrastive rhetoric	rhetorical influences of the L1 on L2
Writing and metacognition	cognitive self-knowledge, what individuals know about their own thinking
Writing processes	writers approaching writing
E-mail exchanges	keypal exchanges
Responding to student writing	teacher feedback
Writing assessment (Portfolio)	assessing writing achievement and proficiency
Writing anxiety	writing apprehension, writer's block
Journal writing	writing journals or writing dialogue journals
Collaborative writing	students compose writing together
Error analysis	error types in English writing
Cultural influences	writing influenced by cultural thinking and background
Others	factors in writing ability, grammar, learner's writing strategy, attitudes

Table 3. Problems Investigated

Problems	Count
Writing instruction	46
Writing and technologies	32
Peer evaluation (peer review, peer response)	22
Contrastive rhetoric	15
Writing and metacognition	14
Writing processes	11
e-mail exchanges	8
Responding to student writing (teacher feedback)	6
Writing assessment (Portfolio)	6
Writing anxiety	5
Journal writing	5
Collaborative writing	5
Error analysis	4
Cultural influences	3
Others (factors in writing ability, grammar, learner's writing strategy, attitudes)	5
total 187	

Table 4. Age Groups Studied

Age Groups	Count
(Regular) university	82
Senior high school	44
Graduate school	12
Junior college	9
University of science and technology	9
Elementary school	9
Junior high school	9
Vocational high school	6
Adults (non-academic writers)	4
Military college	1
Medical college	1
Kindergarten	1
Total	187

Table 5. Methodology Used

Methodology	Count
Quantitative study (experimental)	59
Qualitative study	46
Both qualitative & quantitative	34
Case study	23
Questionnaire	8
Action research	7
Quasi-experimental design	7
Interview	2
Survey study	1
total	187

## Appendix

Kindergarten Level		
Types of research	Sources	Year
Bilingual and bicultural children's emergent writing with computers	thesis	1998
*thesis means thesis found from Dissertation Abstracts International, T thesis means theses from Taiwan		
Elementary School (grade school) Level		
Types of research	Sources	Year
Interactive Writing via Email	T thesis	2002
Integrating information technology in concept mapping writing instruction	T thesis	2004
Impacts of the Internet task-based activity on the development of students' reading and writing ability	T thesis	2004
Evaluation of the influences of the integration of information technology to English Teaching on 4th graders' writing ability	T thesis	2005
Investigation of the factors related to English writing ability	T thesis	2005
Impact of web-based portfolio assessment on the development of six graders' English writing ability and their English writing attitude	T thesis	2005
Mapping teaching on English story rewriting to sixth-graders	T thesis	2005
Integrated reading-writing instruction through storytime in EFL classes	T thesis	2005
A study on EFL six graders' English composition in an eight-block folio	T thesis	2006
Junior High School Level		
Types of research	Sources	Year
Dialogue journal writing as communication	T thesis	1996
Effects of the western children's story portfolio assessment on reading and writing development	T thesis	2003
Picture-elicited narratives for developing students' English writing competence	T thesis	2003
Effects of peer review	T thesis	2004
Application of weekly dialogue journals in classroom	T thesis	2004
Effects of dialogue journal writing on the writing fluency	T thesis	2004
Students' perceptions of writing strategies instruction and their writing performance	T thesis	2004
How students develop L2 literacy through task-based reading-to-writing instruction	T thesis	2005
Teachers' perceptions of writing instruction	T thesis	2005
Senior High School Level		
Types of research	Sources	Year
DTP system as applied in teaching high school English writing	T thesis	1991
Learning Strategies and Techniques	T thesis	1992
A cross-cultural validation of the reading hypothesis		
: The relationship of pleasure reading to writing proficiency and academic achievement among students	thesis	1995
Using writing conference and peer-group review	T thesis	1996
metacognitive process of English writing	T thesis	1997
The effects of goal orientations, metacognition, self-efficacy and effort on writing achievement	thesis	1998
Extending spoken and written English abilities through literature discussion groups	thesis	1999
Effects of gender on Internet-assisted English writing instruction	T thesis	2001
Effects of summary writing with structure guidelines on writing	T thesis	2001
The pedagogical context and the theoretical bases of EFL writing instruction	thesis	2002
Use of feedback: students' preferences and teachers' practices	T thesis	2002
Effects of a portfolio project on English learning	T thesis	2002
Effectiveness of Computer-enhanced Writing	T thesis	2002
On the omission of be in Taiwan learners' English writing	T thesis	2002
Effects of the Process Writing Instruction	T thesis	2003
Bridging the gap between reading and writing in writing instruction	T thesis	2003
Effects of the on-line peer evaluation	T thesis	2003



Effects of teaching organizing strategies in the pre-writing phase on W proficiency	T thesis	2003
Effects of using L1 in L2 writing	T thesis	2003
Effect of E-mail exchanges	T thesis	2003
Use of feedback in composition: Students' preferences and teachers' practices	T thesis	2003
Effects of guided reading and writing directions on students' writing	T thesis	2003
Integrating Reading and Writing in Classroom	T thesis	2003
Teachers' academic preparedness	T thesis	2003
Effects of web-based peer assessment on lowering students' writing apprehension	T thesis	2004
Comparison of peer & teacher evaluation	T thesis	2004
English teachers' practices and beliefs about writing instruction	T thesis	2004
Effects of English summary writing instruction on students' reading and writing abilities	T thesis	2004
Improving coherence in students' compositions through instruction of topical development	T thesis	2004
Effectiveness of metacognitive strategy instruction in English writing	T thesis	2004
Effects of adolescent-literature-letter reading and responding on English learning	T thesis	2004
Integrating reading and writing in a senior high school classroom	T thesis	2004
Effect of multi-draft writing procedure on students' writing quality and their attitudes toward writing and revision	T thesis	2004
A study on implementing writing portfolio in EFL classroom in senior high	T thesis	2004
English narrative writing process of Taiwanese senior high students	T thesis	2004
Effects of cooperative evaluation and group rewards with writing & evaluation – cooperative online learning (WE-COOL) system on students' English writing achievement and attitudes	T thesis	2005
Effects of story mapping on picture writing	T thesis	2005
Effectiveness of writing conferences in improving coherence in students' composition	T thesis	2005
Taiwan's high school English teachers' beliefs and practices in writing instruction	T thesis	2005
E-mail exchange project between non-native speakers of English	T thesis	2006
Effects of error correction on the English writing of senior high school students	T thesis	2006
Model-based writing instruction in senior high school English class	T thesis	2006
A metacognitive strategy training in an English writing program	T thesis	2006
The story behind English writing: Effects of three metacognitive learning strategy training	T thesis	2006
A study of the effects of dialogue journal writing and guided writing on Taiwanese students' writing proficiency and writing apprehension	T thesis	2006
Vocational High School Level		
Types of research	Sources	Year
Effectiveness of peer evaluation	T thesis	2002
Error analysis of Chinese-to-English translation of students	T thesis	2003
Task types on EFL writing assessment	T thesis	2004
Translation from L1 into L2 and students L2 writing: coherence as a focus	T thesis	2004
A Comparison of three types of writing assessment	T thesis	2005
Effects of newspaper comics on English reading and writing	T thesis	2006
Junior College Level		
Types of research	Sources	Year
Collaborative learning strategies	T thesis	1991
Interlanguage variation of the use of English articles from students' journal writing	T thesis	1997
*Computer generated error feedback and writing process (college of commerce)	TESL-EJ	1997
Business writing behaviors in differing feedback environments	LL	2000
Effects of reasoning skills on writing	T thesis	2002
Application of computer assisted instruction in teaching writing	T thesis	2004
The effect of the WebQuest writing instruction on learners' writing performance, writing apprehension, and perception	thesis	2004
*The role of peer-editing in helping ESL vocational college freshman revise their writing descriptions grammatically	thesis	2006
*Effect of structured Web activities and a Multimedia Sentence Structure Module on single sentence English writing among freshmen international trade majors at a vocation college	thesis	2007
* this vocational college means college of hospitality		
Military College Level		
Types of research	Sources	Year
An Analysis of Errors in English Compositions	T thesis	1996
University of Science and Technology Level		
Types of research	Sources	Year
Enhancing English Communicative and Writing Ability	T thesis	2001
Beginning writers' perception and metacognitive knowledge of English writing	T thesis	2002
Strategy use and regulation in the writing tasks	T thesis	2003
Descriptive study of TVE teachers' and students' perspectives on writing instruction	T thesis	2003
Exploration of self-regulated learning strategies, goal orientation and self-efficacy on writing	T thesis	2004
Exploring EFL writers' self-regulation during composing process	T thesis	2005
Lexical collocations and their impact on the online writing of English majors and non-English majors	Report	2007
Improving a college-level EFL writing class in Taiwan:		

From understanding students' writing anxiety to the implementation of an integrative process-product approach	Medical College	thesis	2007
Types of research		Sources	Year
*Journal-writing in university pleasure-reading activities		Report	2000
*the medical college has changed to a national university in Taiwan, but the subjects were medical college students University Level			
Types of research		Sources	Year
Structures of English and Chinese narratives written by students		thesis	1989
A contrastive analysis of Chinese and English conjunctives		T thesis	1991
Intelligent CALL for EFL writing		T thesis	1991
An automatic text-analysis project for EFL writing revision		System	1992
Can grammatical CALL help EFL writing instruction		CALICO	1992
Responding to student writing		thesis	1993
Learning to critique and revise in a peer response group		thesis	1994
Argumentative essays written by native speakers of Chinese and English:			
A study in contrastive rhetoric		thesis	1995
Efficacy of using writing groups to help students generate ideas for writing and revise drafts		Report	1995
Students' perceptions of their performance in peer response sessions		Report	1995
A study of verbal interaction in discussion groups in a writing class		Report	1996
L1 or L2 peer response sessions? Differences in verbal interaction between a writing group that communicates in mandarin Chinese and one that uses English		Report	1996
Communicative devices used by EFL students in e-mail writing		Report	1996
A Protocol analysis of the process writing		T thesis	1996
Comparison of the effects between self-revision and peer-revision		T thesis	1996
Applying learning styles research to improve writing processes		Report	1996
Comparison between Chinese EFL students' peer response sessions held on networked computers and those held in a face-to-face setting		Report	1998
When EFL writing students draft oral histories		Report	1998
Action research, learning styles, and EFL/ESL writing		Report	1998
Using electronic mail for English as a FL instruction		System	1998
Effect of error correction on the grammatical structures of students' EFL writing		T thesis	1998
Examination of two anxiety constructs: L2 class anxiety and L2 writing anxiety		thesis	1998
Feedback on student writing: taking the middle path		JSLW	1998
The influence of cultural schemata on writing		thesis	1999
Language anxiety: differentiating writing and speaking components		LL	1999
Writer, the teacher, and the text: Examples from Taiwanese EFL college students		Report	1999
Internet assisting EFL writing learning: From learners' perspective		Report	1999
Students' use of ideas provided by peers during prewriting discussions conducted on networked computers		Report	1999
L1-L2 Transfer of Rhetorical Patterns of Three University Students		T thesis	2000
Quantitative analysis of audiotaped and written feedback produced for students' writing and students' perceptions of the two feedback methods		TJ J	2000
The nature of an EFL teacher's audiotaped and written feedback on student writing		report	2000
Evaluating the impact of collectivism and individualism on argumentative writing by Chinese and north American college students		RTE	2000
Cultural thinking and discourse organizational patterns influencing writing skills in an EFL Learner		BRJ	2001
Interlanguage variation on English past tense marking in students' writing		T thesis	2001
E-mail writing as a cross-cultural learning experience (email writing)		System	2001
Using web articles for students' source-based writing		T thesis	2001
Exploring literary responses in an EFL classroom		FLA	2001
How mind works to revise compositions		Report	2001
A study of English majors' preferences in invention		Report	2001
Investigating the metacognitive awareness and strategies of student writers		Report	2001
EFL teachers' responses to L2 writing		Report	2002
Effect of Rhetorical Analysis via Expository Models (instruction)		T thesis	2002
Motivation and attitude toward integrated instruction through technology		thesis	2002
Peer review		T thesis	2002
Investigation of parts of speech in interlanguage: Subordinators in learners' writing		T thesis	2003
Critical literacy in an EFL context		thesis	2003
Effects of rhetorical specification in writing assignments on EFL writing	thesis		2003
Cohesive conditions to perceptions of writing quality		System	2003
Effects of metacognitive strategy instruction on EFL writing		T thesis	2003
The process of web-based reading and summary writing for EFL college novice writers	T thesis		2003
Effects of reading and summarizing model essays on EFL writing		T thesis	2003
MBTI personality type and the utility of error correction among English majors in Taiwan		Report	2004
Effects of online learning units on synonymous adjectives for EFL college students		T thesis	2004
Interference of L1 on L2 in college students' writing		T thesis	2004

A study on relative clauses	T thesis	2004
A measure of L2 writing anxiety: Scale development and preliminary validation	JSLW	2004
Effects of online peer response on EFL college writing	T thesis	2004
Taiwanese students' perception on peer review activity	T thesis	2004
The use of process writing and Internet technology in class: A focus on peer reviews	thesis	2004
Students' reactions to teacher commentary and the relationship between the reactions and writing proficiency in an EFL setting	thesis	2004
Narrative structure in EFL stories of College English Majors	T thesis	2004
Effects of online conjunction units on EFL college students' writing	T thesis	2004
When students join the debate about the control of writing courses	Report	2004
Freshmen's compare/contrast writing process strategies and genre-specific strategies	T thesis	2005
Integration of culture into a college general English reading and writing class	T thesis	2005
English-major freshmen's narration writing strategies	T thesis	2005
The development and evaluation of a Plug-in Learning Object Module		
:In the case of a web-based English writing course	T thesis	2005
Effects of automatic essay grading system and bilingual concordancer on Writing	T thesis	2005
A study of collocational error types in ESL/EFL college learner's writing	T thesis	2005
Impact of a Taiwanese/American e-mail exchange project on Taiwanese participants' attitudes, cultural knowledge, and second language writing	thesis	2005
Benefits of cooperative learning in weblog networks	Report	2005
Writing in English: Perspectives of an ethnic Chinese teacher and her students	thesis	2005
Children's literature for reading and writing stories	T thesis	2006
An analysis of intertextuality in disciplinary writing	thesis	2006
Interaction in EFL online classes: How Web-facilitated instruction influences students' reading and learning	thesis	2006
The application of double reinforcement learning strategy to online English writing	T thesis	2006
EFL college students' perceptions on collaborative writing	T thesis	2006
Investigation of the effects of incorporating peer feedback into a focus-on-form EFL Writing Program	T thesis	2006
The effects of trained peer review on EFL students' revision types and writing quality	JSLW	2006
Instruction in conjunction usage and its influence on students' compositions	T thesis	2006
The use of a computer-based writing program: Facilitation or frustration?	Report	2006
Taiwanese students' negotiations with academic writing: playwrights and film directors	JSLW	2008
* means that the study covers students from different subjects at public university, private university and military academy		
Adult Level		
Types of research	Sources	Year
Effects of model-based instruction on writing	T thesis	1998
Effects of implementing theme cycles	T thesis	2003
An exploratory study of e-mail application on FL writing performance	CALL J	2007
A study of students' construction of science knowledge: talk and writing in a collaborative group	ER	2007
Graduate Student Level		
Types of research	Sources	Year
A study of the relationship of ESL students' English language proficiency and writing expertise and its implications to the curriculum of teaching ESL writing	thesis	1992
Using collaborative writing creatively to teach reader-based prose	Report	1995
The connections between L1 and L2 writing performances --From the perspective of writing expertise	Report	1999
Self-reported perspectives regarding academic writing among Taiwanese graduate students specializing in TEFL	TPFLE	2001
Writing from sources: summary and response writing	T thesis	2002
A study of students' attitudes toward and desired system requirements of networked peer assessment system	IJIM	2003
English dictionary use in EFL writing tasks	T thesis	2004
Comparing EFL experienced writers' L1 and L2 writing processes	T thesis	2004
Text analyses and online material development for EAP graduate courses		
Teaching of abstract writing in the field of applied linguistics discipline	T thesis	2005
Effects of online academic English materials on graduate students' writing: Introductions in research articles of the applied linguistic disciplines	T thesis	2005
Writing for publication: Five novice Taiwanese scholars' composing processes and an analysis of their writings of thesis introductions	T thesis	2005
Learning how to write a good MA thesis literature review: one graduate student	T thesis	2006