

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.

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